COLORADO MESA UNIVERSITY

Undergraduate Curriculum Committee
Meeting Minutes
March 16, 2023
UC 222

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

Members Absent: Geoffrey Gurka, Nick Bardo, Wayne Smith

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

Guests Present: John Stewart

Recording Secretary: Aaron Osborne

Chair Lanci called the meeting to order at 3:31pm

I. Announcements

A. Chair Lanci reminded the Committee that elections will need to be held next meeting. She is willing to continue to serve as Chair; however Vice-Chair McKenney is stepping down and her position will need to be filled.

II. Ex-Officio Reports

A. Associate Vice President of Academic Affairs for Assessment and Accreditation
   i. AVPAA Bridge thanked the Committee for their work this year, with a special thanks to the UCC Executive Committee. With the large number of proposals submitted as CIM closed, their workload has been significant. Thanks were given to Aaron Osborne for all his work on Curriculum Committee. He will be missed as he moves on to other ventures.

B. Registrar's Office
   i. Academic Scheduling Manager Davis reminded the Committee that course curriculum proposals that were approved by the December meeting will be available when Spring Registration opens. Any courses approved in the January and following meetings will be available to students for fall registration but will not appear on the schedule until later spring/early summer.

C. Financial Aid Deputy Director Martin
   i. Director Martin introduced John Stewart as his replacement for next year. Welcome John.

D. Librarian D'Ambrosio
   i. The Committee was thanked for their work in providing the Library the information that was needed that allowed the Librarians to efficiently work through proposals this year.

E. Catalog Description Reviewer Varner
   i. Nothing to report.

F. Essential Learning
   i. Nothing to report.

III. Old Business

A. None

IV. Curriculum Proposals

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

V. Information Items

A. Chair Lanci informed the committee that there are still many curriculum proposals on the agenda for the April meeting.

B. Chair Lanci reminded the Committee that work can occur over the summer since faculty are able to view the courses/programs in CIM. Work can occur in a Word Document for easy copy and paste once CIM opens the beginning of August.

VI. New Business

A. There was no new business.

Venter motioned and Friedman seconded adjourning the meeting. With no objections from the committee, Chair Lanci adjourned the meeting at 4:04pm.

Respectfully submitted, Aaron Osborne 3/16/2023.

Effective Term - Summer 2023			Programs
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Title	**Degree**	**Committee Action**	**Motion | Second**
3443: Environmental Science and Technology	**BS**	**Program Modification - Approved**	**Venter | Milstein**
UCC Discussion: 1) Removed ENVS 212, from the Program Specific Degree Requirements and Suggested Course Sequencing for Option 1. 2) Increased the number of credit hours for ENVS 337 from 2 to 3. Added the corresponding lab that is now a coreq for ENVS 337. 3) Cleaned up SLOs. 4) Converted capitalizations to lowercase letters (formatting for consistency). 5) Moved Introduction to Environmental Science Option 1 and Option 2 (total of 3-4 credits) from program-specific to foundation courses to decrease credits in the program-specific category.			

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removed ENVS 212, Environmental Health and Safety from the Program Specific Degree Requirements and Suggested Course Sequencing for Option 1: Pollution Monitoring and Control.2. Increased the number of credit hours for ENVS 337 from 2 to 3. Added the corresponding lab that is now a coreq for ENVS 337.3. Cleaned up SLOs.4. Converted some of the capitalizations to lowercase letters (formatting for consistency). 5. Moved Introduction to Environmental Science Option 1 and Option 2 (total of 3-4 credits) from program-specific to foundation courses to decrease credits in the program-specific category (foundation hours change from 9-10 to 12-13, program-specific hours are changing from 57 to 54).
Justify each proposed modification to the program:	1. Removed ENVS 212, Environmental Health and Safety from being a required course to a restricted elective for option 1 students because the course can be taken online for a fraction of the cost and can be taken when needed for an internship rather than waiting every two years for us to offer the course. Finding someone to teach the course is also challenging.2. Increased the number of credit hours for ENVS 337 because the class requires additional time to cover all the important materials. A lab corequisite was added to ENVS 337 so that one-credit was added to list of classes.3. Need to add the two new Baccalaureate learning outcomes: "information literacy" and "personal and social responsibility." Changes to existing program learning outcomes to reflect the current Baccalaureate learning outcomes (e.g. substituting "technology skill" with "quantitative fluency"). Individual justification can be found above under "List all proposed changes to the program."4. Clean up for consistency.5. Introduction to Environmental Science Option 1 (ENVS 104) and Option 2 (ENVS 101 and 105) were moved from program-specific courses to foundation courses in an effort to decrease the total number of credit hours in the program-specific category. This reduces the credit hours from ENVS prefixes

	to 48 hours. Additional hours from other prefixes are still included in the program-specific category, but hours within the program (ENVS) are within the cap set by the curriculum policies and procedures manual.
Describe discussions about this proposal within the department and outcomes.	These changes were discussed over a couple of months by all (four of four) full-time ENVS faculty. Final discussion was held by three of four full-time ENVS faculty on 1/24/23. The final version was sent via email to the fourth full-time ENVS faculty member for his approval on 1/25/23 (approval was obtained on 1/26/23).

2421: Liberal Arts: Computer Science	**AS**	**Program Modification - Approved**	**Friedman | Venter**

UCC Discussion: 1) In Program-Specific Requirements, removed CSCI 250 and added CSCI 110and CSCI 110L. 2) In Essential Learning, remove MATH 113 (a terminal math course for non-STEM majors), and replace it with MATH 119 (or MATH 119A/119B as an option in the footnote). 3) Clarified program description. 4) SLOs were updated. 5) Added recommended courses for general electives and made naming of electives consistent in the suggested course sequencing. 6) Program specific requirement hours increased from 21 to 22 total credits. General Electives decreased from 6 to 5 total credits. 7) Adjusted suggested course sequencing.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) In Program-Specific Requirements, removed CSCI 250 Introduction to Algorithms and added CSCI 110 Beginning Programming and CSCI 110L Beginning Programming Lab.2) In Essential Learning, remove MATH 113 (a terminal math course for non-STEM majors), and replace it with MATH 119 (or MATH 119A/119B as an option in the footnote).3) Clarified program description.4) SLOs were updated.5) Added recommended courses for general electives and made naming of electives consistent in the suggested course sequencing.6) Program specific requirement hours increased from 21 to 22 total credits. General Electives decreased from 6 to 5 total credits. 7) Adjusted suggested course sequencing.
Justify each proposed modification to the program:	1) CSCI 250 is theoretical foundation required for progress to the Bachelor of Science program. Within the framework of the AS, it is not justified. CSCI 110, while intended for non-CS majors, teaches an applied skill in a programming language that is in high demand by employers, as such it is a valuable skill to AS graduates. CSCI 110L is being added as a coreq to CSCI 110 in the BS Computer Science program and courses are being updated to be coreqs for each other, necessitating the addition of the lab to this program. 2) MATH 113 is a terminal math course for non-STEM majors. MATH 119 is more appropriate for this program since it is intended for STEM majors and will replace MATH 113 as a requirement.3) Clarified program description to better explain what the AS degree covers.4) SLOs were updated to be more clear about student

Describe discussions about this proposal within the department and outcomes.	expectations.5) Recommended computer science and math courses as general electives that will better help students succeed in the AS degree and be better prepared if they pursue a BS degree in computer science.6) Hours in program specific requirements and general electives adjusted to accommodate change from CSCI 250 (3 credits) to CSCI 110/110L (4 credits). This will keep program at 60 total credits overall. 7) Suggested course sequencing adjusted to ensure that courses with prerequisites (specifically MATH and CSCI 111/112) are taken in the correct order. In October 2022, colleagues and the computer science and engineering department head were consulted for comment and suggestions on this proposed program update, this draft was then circulated for their perusal, respondents expressed support and no objections nor reservations. The addition of CSCI 110L was discussed within the department in Jan 2023 and all parties agreed to the addition.

3420: Computer Science	**BS**	**Program Modification - Approved**	**Friedman | Venter**

UCC Discussion: 1) Replacing 4 credit hours of CSCI 310 (offered in 1- to 3-credit courses after the freshman year) with two courses totaling 6 credits: CSCI 375 (3 credits) and CSCI 260 (3 credits). 2) Add CSCI 110 (3 credits) and CSCI 100 L (1 credit) under the required Foundation Courses section. 3) Adjusted elective credit hours to meet the 120 hours total for the program. 4) Updated SLO mapping to reflect change in assessments.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) With the feedback from CS Industry Advisory Committee (IAC) and the CS faculty, we propose to replace 4 credit hours of CSCI 310 Advanced Programming (offered in 1- to 3-credit courses after the freshman year) with two courses totaling 6 credits: CSCI 375 - Object-Oriented Programming Design Patterns (3 credits) and CSCI 260 - Introduction to Database (3 credits).2) Add CSCI 110 (3 credits) and CSCI 100 L (1 credit) under the required Foundation Courses section.3) Adjusted elective credit hours to meet the 120 hours total for the program. 4) Updated SLO mapping to reflect change in assessments.
Justify each proposed modification to the program:	1) CSCI 310 programming language-specific course served well in the early days when programming languages were emerging, and the industry would have specific language requirements in the job descriptions. Teaching a number of different programming languages doesn't serve our students well to meet today's industry needs because the industry recognizes the transferable skills between languages. Besides, we already have a required course named CSCI 330 Programming Languages that covers various programming paradigms and languages. CS students need

	to have knowledge of specific concepts and subdomains in computer science to be successful computer scientists. Two of the most important concepts are database knowledge which is covered in CSCI 260 and software engineering techniques such as Object-oriented programming and design patterns which are covered in CSCI 375. Moreover, assessments are problematic in the current 310 courses as varieties of different topics are covered using various languages. As a result, CSCI 310 courses end up being offered more like electives and are not a reliable source for program assessment. The replacement of up to 4-credits of CSCI 310 with a total of six (6) credits in CSCI 260 and CSCI 375 will provide consistent and important skills and knowledge that CS graduates must have to thrive in the current software industry and will allow the department to assess learning outcomes better.2) Majority of students who enroll in the CSCI 111 (CS1) course have zero coding knowledge. As a result, most struggle with the fundamental concepts and problem-solving skills a must for CS 112 and beyond. Making CSCI 110 and CSCI 110L required will help strengthen CS students' foundation skills and knowledge better than CSCI 111 alone can offer. Moreover, high school students with AP in CS credit and transfer students if given CSCI 111 (CS1) credit usually struggle in CS 112 (CS2) primarily due to the lack of strong foundation knowledge in coding and all the intricacies of C++ programming language which is our core CS language that we use in CS1, CS2 and CS3 sequence. The addition of CSCI 110 and the Lab as the required course will allow us to provide credit for CSCI 110 (not CSCI 111) to those students. Students with no coding background will be placed in CSCI 110 and the Lab making advising easier. This will also help in the CS students' retention and successful completion of CS core courses. 3) Elective credit hours were adjusted to meet the 120 hours total for the program. 4) SLO mapping was cleaned up to align with where effective assessments are being and should be done.
Describe discussions about this proposal within the department and outcomes.	The proposal was discussed among the CS faculty in the department and the department head in Jan 2023. The outcome was 100% positive.

3284: Animation, Film, Photography and Motion Design	**BFA**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) Edit Suggested Course Map - Moved ARTA 225 from Fall Semester to Spring Semester. 2) Remove ARTA 325 from required courses. 3) Removed ARTA 421 from suggested course sequencing. 4) Moved Essential Learning - Humanities to second-year fall semester. 5) Program specific required total credits reduced from 51 to 48. General Electives increased from 17 credits (including 4 credits Upper Division) to 20 credits (including 7 credits of Upper Division).

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Edit Suggested Course Map - Move ARTA 225 Principles of Animation from Fall Semester to Spring Semester. 2. Remove ARTA 325 3D Animation from required courses. 3. Remove ARTA 421 from suggested course sequencing. 4. Moved Essential Learning - Humanities to second-year fall semester. 5. Program specific required total credits reduced from 51 to 48. General Electives increased from 17 credits (including 4 credits Upper Division) to 20 credits (including 7 credits of Upper Division).
Justify each proposed modification to the program:	1. ARTA 225 was offered both semesters at one point, but we cannot do that anymore, due to adjunct and professor availability. It is a prerequisite for ARTA 324, which is a Fall only class, so it made more sense to have ARTA 225 in Spring, so that those students can take ARTA 324 in Fall, instead of waiting a whole year to take the next level. 2. ARTA 325 was removed from the list of required coursework because it relies on expensive software that is not guaranteed to be supported by IT, relies on faculty expertise that is not always available in the department, and addresses a topic that is too nuanced and specific for the general nature of this program. The course will remain as an elective option. 3. ARTA 421 was removed from the suggested course sequencing - this has not been a required class and was not listed in the program-specific requirements. It was in the suggested sequencing in error. 4. Moved Essential Learning - Humanities to second-year fall semester to even out the credit hour totals for each semester. 5. Total credits in program-specific requirements and general electives adjusted to reflect the removal of ARTA 325 from program and to ensure program still meets 120 total credits.
Describe discussions about this proposal within the department and outcomes.	1. Fall 2021 I spoke with Rebecca Woods, the adjunct professor for the course, about moving it to Spring, so that ARTA 224 would be right before ARTA 324. She agreed and we ran the course Spring 22 for the first time. It filled up, but due to Rebecca Woods no longer teaching here, and not offering ARTA 324 both semesters, it would create a bottle neck affect for too many students trying to get into ARTA 324. This change does not affect other departments.

	It does not affect other faculty in the Animation, Film, Photo, and Motion Design BFA. 2. Emailed Department Chair Eric Elliott 10/26/22 about deactivating the course or making it an elective. He approved. 2-4. Met with Department Chair to discuss curriculum changes 11/9/22. Everyone was in agreement. This change does not affect other departments. It does not affect other faculty in the Animation, Film, Photo, and Motion Design BFA.

M715: Forensic Anthropology	**MNR**	**Program Modification - Approved**	**Venter | Friedman**

UCC Discussion: 1. Removed FOAN475 Human Remains Recovery from the minor.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Remove FOAN475 Human Remains Recovery from the minor
Justify each proposed modification to the program:	1. The course will be deactivated. It has not been taught in several years and would not be taught under this prefix any more were it to be taught.
Describe discussions about this proposal within the department and outcomes.	1. The other AAG faculty member agreed to the removal of the course from the minor 1/23/2023.

3438: Mathematics: Actuarial Science	**BS**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Minor edits to program SLOs 2. Minor clean-up of curriculum map
Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) -SLO 2: [replace "understand" and can "Critical Thinking" be included here?] - "recognize" is a more appropriate verb for the intended learning outcome. Also, yes, it is appropriate to include Critical Thinking with this SLO and to assess it in the same courses as previously listed.SLO3: [more clearly address Personal and Social Responsibility] - using "defend" in place of "justify" helps to reinforce that students have great Personal Responsibility to accurately report results by using appropriate procedures for the data. SLO 4: [more clearly address Information Literacy] - including "reported" conclusions helps to indicate that students are analyzing information from written or published work and determining its relevance and validity.2. Curriculum map edits for consistency across concentrations in math with no changes to the map itself.
Describe discussions about this proposal within the department and outcomes.	Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3437: Mathematics: Applied Mathematics	BS	Program Modification - Approved	Venter | Milstein

UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map

Change Item Description	Department Justification
List all proposed changes to the program:	1. Minor edits to program SLOs2. Minor clean-up of curriculum map
Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) SLO 2: [replace "understand"] - "recognize" is a more appropriate verb for the intended learning outcome. SLO 5: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research." Also, the last SLO had typos in that "an advanced topic in" was missing and "a substantial" was included. This SLO should match the corresponding one for the Mathematics concentration. The Original SLO should have been: Demonstrate comprehension of an advanced topic in applied mathematics and deliver written and oral presentations. New SLO: Research an advanced topic in applied mathematics and deliver written and oral presentations. 2. Edits for consistency across concentrations in math
Describe discussions about this proposal within the department and outcomes.	Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3424: Mathematics	BS	Program Modification - Approved	Venter | Milstein

UCC Discussion: 1) Added STAT 350: Mathematical Statistics I to the program elective list. Students may only count one of STAT 350: Mathematical Statistics I or STAT 301: Computational Statistics in the program electives. 2) Minor edits to program SLOs. 3) Adding the curriculum map.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Added STAT 350: Mathematical Statistics I to the program elective list. Students may only count one of STAT 350: Mathematical Statistics I or STAT 301: Computational Statistics in the program electives.2. Minor edits to program SLOs3. Adding the curriculum map.
Justify each proposed modification to the program:	1. STAT 350: Mathematical Statistics is a course that may interest many of our math majors who do not intend to minor in statistics. STAT 350 is often a low enrolled course and allowing it to count as a program elective may encourage more students to consider the course. However, students cannot count more than one upper division statistics course in the math program electives to ensure they are getting a breadth of mathematical content.2. Edits address suggestions made by Dr. Morgan Bridge (in Fall

	2021) SLO 2: [replace "understand"] - "recognize" is a more appropriate verb for the intended learning outcome. SLO 5: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research." 3. The map was submitted with a program modification pre-CIM so we are adding it now for record keeping.
Describe discussions about this proposal within the department and outcomes.	1. Proposed by the statistics faculty and discussed with the tenure/tenure-track math and stat faculty with a vote for approval on Friday, January 20, 2023.2/3: Department approved the curriculum map in Jan 2018. Faculty were notified of the SLO modifications (and approved) Jan 20, 2023.

3430: Mathematics: Secondary Education	**BS**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map - no changes

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Minor edits to program SLOs. 2. Minor clean-up of curriculum map - no changes
Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) SLO 2: [replace "understand"] - "recognize" is a more appropriate verb for the intended learning outcome. SLO 6: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research" and rewriting the SLO to more accurately reflect the nature of the research. 2. Edits for consistency across concentrations in math
Describe discussions about this proposal within the department and outcomes.	Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3434: Mathematics: Statistics	**BS**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) Minor edits to program SLOs. 2) Adding the curriculum map.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Minor edits to program SLOs. 2. Adding the curriculum map.
Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) - SLO 2: [replace "understand" and can "Critical Thinking" be included here?]"recognize" is a more appropriate verb for the intended learning outcome. Also, yes, it is appropriate to include Critical Thinking with this SLO and to assess it in the same courses as previously listed. SLO3: [more clearly address Personal and Social Responsibility] - using "defend" in place of "justify" helps

	to reinforce that students have great Personal Responsibility to accurately report results by using appropriate procedures for the data. SLO 4: [more clearly address Information Literacy] - including "reported" conclusions helps to indicate that students are analyzing information from written or published work and determining its relevance and validity. SLO 6: [more clearly address Information Literacy regarding the capstone project] - we feel this is accomplished by using the chosen rewording while rewriting the SLO to more accurately reflect the nature of the research. 2. The map was submitted with program modification pre-CIM so we are adding it now for record keeping.
Describe discussions about this proposal within the department and outcomes.	Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3611: Nursing	**BSN**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: We have refined our admission process to embrace a more holistic approach and updated the "program overview" for the BSN program in response to the changes. The new holistic approach includes completion of all prerequisite courses and evaluation of GPA and Kaplan Nursing School Entrance exam score. Applicants who meet the qualifications are invited to interview for possible acceptance into the program.

Change Item Description	**Department Justification**
List all proposed changes to the program:	We have refined our admission process to embrace a more holistic approach and updated the "program overview" for the BSN program in response to the changes. The new holistic approach includes completion of all prerequisite courses and evaluation of GPA and Kaplan Nursing School Entrance exam score. Applicants who meet the qualifications are invited to interview for possible acceptance into the program.
Justify each proposed modification to the program:	We wanted to support the American Association of Colleges of Nursing's (AACN) position on admissions to nursing school. The approach the AACN suggests required a review of our current admissions process.
Describe discussions about this proposal within the department and outcomes.	A committee was formed in January of 2022 to review the current admissions process and to make recommendations for change. To make the admissions process more holistic, we identified some three areas that promote a holistic approach. After meeting monthly in 2022, the committee made recommendations that were supported with department leadership and faculty. A final decision was made in December of 2022 by the faculty who teach in the program and who have experience with the application process. At the December BSN faculty meeting, faculty were directed to the document on the R Drive that outlined the new process. In our department, subcommittees record

	their notes from meetings in a document on the R Drive that all faculty can access. Faculty were asked to read the notes and respond to the committee with comments. No comments were received. In February 2023, all faculty were in agreement with the changes.

M705: Women's and Gender Studies	**MNR**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: Faculty from the Departments of Social and Behavioral Sciences and Language, Literature, and Mass Communication are adding SOCI 102: Introduction to Women's and Gender Studies, which will replace the core courses currently listed. SOCI 102 provides a more comprehensive introduction and can be sustainably taught within the department.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Faculty from the Departments of Social and Behavioral Sciences and Language, Literature, and Mass Communication are adding SOCI 102: Introduction to Women's and Gender Studies, which will replace the core courses currently listed. SOCI 102 provides a more comprehensive introduction and can be sustainably taught within the department.
Justify each proposed modification to the program:	SOCI 102 has been a needed addition for several years now; it has been challenging to consistently have PSYC 335, SOCO 340, and ENGL 330 taught on a regular rotation. The lack of regularly taught core courses has resulted in a multitude of course substitutions for students who wish to complete the minor. SOCI 102 will provide a sustainable introduction to the topic for students seeking this minor. We also felt that the addition of SOCI 102 as an essential learning course would help add students to the minor, who can use SOCI 102 toward both their minor and major programs.
Describe discussions about this proposal within the department and outcomes.	Instructors from both SBS and LLMC unanimously decided in February 2023 to move forward with the addition of SOCI 102 and movement of PSYC 335, SOCO 340, and ENGL 330 into the elective course offerings.

3491: Liberal Arts, Elementary Education: Mathematics	**BA**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) Replace CSCI 305: Technology for Mathematics Educators with the new equivalent course MATH 215: Technology for Mathematics Educators. Also adjusted course sequencing to reflect this replacement.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Replace CSCI 305: Technology for Mathematics Educators with the new equivalent course MATH 215: Technology for Mathematics Educators. Also adjusted course sequencing to reflect this replacement.

Justify each proposed modification to the program:	CSCI 305: Technology for Mathematics Educators is being deleted/inactivated in favor of the new MATH 215: Technology for Mathematics Educators. Replacing this upper division course with a lower division course will not affect students in the Elementary Education (mathematics) program as those students complete more than 40 upper division credits. The change in prefix also will not affect any state-wide standards or mandates.
Describe discussions about this proposal within the department and outcomes.	The Math/Stats department faculty are in favor of this proposal (voted on in 1/27/23 meeting). CS faculty and department head were consulted and are also in support of the proposal to change the course prefix and hence modify this program (per email from Scott Bevill on 1/25/23). Finally, Lisa Friel-Redifer (Education Department's Math Specialist) confirms on 1/27/23 that there are no issues with meeting state certification requirements due to the proposed change in prefix of the course.

3791: Liberal Arts, Elementary Education: Social Science	**BA**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: Added four new upper division elective courses to 3791: HIST 311: The World Wars, HIST 314: African American History, HIST 319: History of the US-Mexico Borderlands, and HIST 348: History of Food in America. HIST 409: Material Culture Studies is being added back in (was removed by mistake on a previous program change). All five courses are being added to the Social Science Concentration Electives section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	We are adding four new upper division elective courses to our program: HIST 311: The World Wars, HIST 314: African American History, HIST 319: History of the US-Mexico Borderlands, and HIST 348: History of Food in America. HIST 409: Material Culture Studies is being added back in (was removed by mistake on a previous program change). All five courses are being added to the Social Science Concentration Electives section.
Justify each proposed modification to the program:	We are adding these new courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. We felt these additions would be appropriate courses to add to the Liberal Arts/Elementary Education: Social Science program. Lastly, when we transitioned last year away from a topical section for our upper division electives, HIST 409 was not added into any section. This mistake is being fixed by adding HIST 409 back in as an option in the Social Science Concentration Electives.
Describe discussions about this proposal within the department and outcomes.	The history faculty unanimously decided to move forward with these additions and program modifications in September 2022.

3716: History	BA	Program Modification - Approved	Venter | Milstein

UCC Discussion: 1) HIST 202 moved in the suggested course plan. It is currently listed to take during fall semester of the third year but should instead be taken fall semester of the second year. 2) We are also adding four new courses to the curriculum: HIST 311, 314, 319, and 348; the program is being modified to reflect the SLOs for those courses and to add them into the list of available courses offered. HIST 311 and HIST 319 added to the World History restricted electives section in Program-Specific Requirements. HIST 314 and HIST 348 added to the United States History restricted electives section in Program-Specific Requirements. 3) HIST 409 was added back in as an option in the US History category and added to SLO mapping.

Change Item Description	Department Justification
List all proposed changes to the program:	1) HIST 202 needs to be moved in the suggested course plan. It is currently listed to take during fall semester of the third year but should instead be taken fall semester of the second year. It is a methods course that is required for all history majors before they can take the junior (HIST 394) and senior (HIST 404) level core courses. 2) We are also adding four new courses to the curriculum: HIST 311, 314, 319, and 348; the program is being modified to reflect the SLOs for those courses and to add them into the list of available courses offered. HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements. HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements.3) HIST 409 was added back in as an option in the US History category and added to SLO mapping.
Justify each proposed modification to the program:	1) With the issue of HIST 202, this has always been how we've managed the program and advised students on their course planning. It appears to have been an error that occurred in the transition from paper program sheets to electronic. 2)HIST 311, 314, 319, and 348 are being added as History Electives to highlight expertise of our newest faculty members and to fill gaps in our curricular offerings.3) When we transitioned last year away from a topical section for our upper division electives, HIST 409 was not added into any section, nor were its SLOs listed. This mistake is being fixed by adding HIST 409 back in as an option in the US History category.
Describe discussions about this proposal within the department and outcomes.	The history faculty discussed the need for this program modification at our fall meeting in September 2022. We unanimously agreed that these changes needed to occur.

M725: Archaeology	MNR	Program Modification - Approved	Friedman | Venter

UCC Discussion: 1) ARKE 466 (Field Research in Archeology) was replaced with ANTH 423 (Field Research in Archaeology). 2) ARKE 467/ARKE 467L (Archaeology Lab Methods and Archaeology Laboratory) were replaced ANTH 424 (Archaeology Laboratory Methods).

Change Item Description	Department Justification
List all proposed changes to the program:	1. ARKE 466 (Field Research in Archeology) was replaced with ANTH 423 (Field Research in Archaeology). 3. ARKE 467/ARKE 467L (Archaeology Lab Methods and Archaeology Laboratory) were replaced ANTH 424 (Archaeology Laboratory Methods).
Justify each proposed modification to the program:	We are getting rid of all the ARKE prefixes in the catalog and replacing them with the ANTH prefix.
Describe discussions about this proposal within the department and outcomes.	AAG faculty discussed and agreed to these changes in February 2023.

3704: History: Secondary Education	BA	Program Modification - Approved via Email	Bardo via email | Venter via email

UCC Discussion: 1) The history program is adding four new upper division elective courses to its curriculum: HIST 311, 314, 319, and 348. 2) New courses HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements. 3) New courses HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements. 4) Updated SLO mapping to include these new HIST courses, added mapping for the Teacher Education SLOs. 5) Edited the text below the World History section in History Electives to read "Select one of the following" to align with the 3-credit requirement (previously said "Select two of the following" in error).

Change Item Description	Department Justification
List all proposed changes to the program:	1) The history program is adding four new upper division elective courses to its curriculum: HIST 311, 314, 319, and 348. 2) New courses HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements.3) New courses HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements. 4) Updated SLO mapping to include these new HIST courses, added mapping for the Teacher Education SLOs.5) Edited the text below the World History section in History Electives to read "Select one of the following" to align with the 3-credit requirement (previously said "Select two of the following" in error).
Justify each proposed modification to the program:	We are adding these courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. We feel that these courses would

	provide an essential contextual basis for teacher education students.
Describe discussions about this proposal within the department and outcomes.	The history faculty came to a consensus at a meeting in September 2022. I discussed the proposed course additions with Blake Bickham over e-mail on 2/1; he agreed the additions would be good options for their CTE candidates.

M720: History	**MNR**	**Program Modification - Approved**	**Venter | Milstein**

UCC Discussion: 1) We are adding four new upper division elective courses to the history minor. HIST 314: African American History and HIST 348: The History of Food in America are being added to US History area. HIST 311: The World Wars and HIST 319: History of the US-Mexico Borderlands are being added to World History area. 2) HIST 409: Material Culture Studies added into the U.S. History category.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. We are adding four new upper division elective courses to the history minor. HIST 314: African American History and HIST 348: The History of Food in America are being added to US History area. HIST 311: The World Wars and HIST 319: History of the US-Mexico Borderlands are being added to World History area.2. HIST 409: Material Culture Studies needs to be added into the U.S. History category and needs another SLO.
Justify each proposed modification to the program:	1. We are adding these courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. 2. Program clean up.
Describe discussions about this proposal within the department and outcomes.	All faculty who teach in this area agreed at a meeting in September 2022.

Effective Term - Summer 2023			Courses
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Title	**Credits**	**Status**	**Motion | Second**
ANTH 423: Field Research in Archaeology	**6**	**Course Addition - Approved**	**Venter | Milstein**
UCC Discussions: All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 466 - Field Research in Archaeology.			
Change Item Description		**Department Justification**	
New Proposal: No differences to report		All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 466 - Field Research in Archaeology.	
ANTH 424: Archaeological Laboratory Methods	**4**	**Course Addition - Approved**	**Venter | Milstein**
UCC Discussions: All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 467.			
Change Item Description		**Department Justification**	
New Proposal: No differences to report		We are doing away with the ARKE prefix in favor of the ANTH prefix used by other universities. This course is replacing the combination of ARKE 467 and 467L which are being inactivated. You will note ARKE 467 has both a class and a lab component (ARKE 467L). For the revamped ANTH 424, the lab hour from ARKE 467L has been subsumed into the course component for ease. After all, the entire course is just working in the arch lab under supervision. Instruction is limited to basic analytical and preparation techniques for stone tools, pottery, charcoal, etc. When under the ARKE prefix, this course had ARKE 466 as a prereq and ARKE 467 as a coreq. These are changing to a prereq of ANTH 420 and ANTH 420L and there is no coreq. In its original conception, ARKE 467 was supposed to follow ARKE 466 (the summer field school). Thus, the students working in the field over the summer would spend one course the next fall analyzing the things they found and preparing them for curation. This never worked, because the field school perennially missed minimum enrollments and thus was not supported at the department or university level. As a result, I've changed the pre-req to ANTH 420/420L because this course is a requirement for the Applied Anthropology BA and would open the proposed ANTH 424 to a greater number of students who may or may not take the field school.	

ARKE 466: Field Research in Archeology	**6**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: Course with the ARKE prefix is being deleted and changed to an ANTH prefix. ARKE 466 will now be ANTH 423.

Change Item Description	Department Justification
Delete Proposal: No differences to report	Course with the ARKE prefix is being deleted and changed to an ANTH prefix. ARKE 466 will now be ANTH 423.

ARKE 467: Archaeology Lab Methods	**3**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: ARKE 467 will be transformed to ANTH 424 (Archaeological Laboratory Methods) as part of our final efforts to subsume all of the anthropology courses under the ANTH prefix.

Change Item Description	Department Justification
Delete Proposal: No differences to report	ARKE 467 will be transformed to ANTH 424 (Archaeological Laboratory Methods) as part of our final efforts to subsume all of the anthropology courses under the ANTH prefix.

ARKE 467L: Archaeology Laboratory	**1**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: All of the necessary instruction and praxis can be done in the context of a four-hour lecture. The lab is redundant. This content will be covered in the newly proposed ANTH 424 Archaeological Laboratory Methods.

Change Item Description	Department Justification
Delete Proposal: No differences to report	All of the necessary instruction and praxis can be done in the context of a four-hour lecture. The lab is redundant. This content will be covered in the newly proposed ANTH 424 Archaeological Laboratory Methods.

ARTA 423: Advanced Filmmaking II	**3**	**Course Addition - Approved**	**Hosterman | Venter**

UCC Discussions: The AFPMD BFA now has 116 students in the program. Adding another elective, ARTA 423, satisfies the increasing demand from students for more rigorous film-specific courses. ARTA 423 is a continuation of ARTA 421 and allows students to take two upper-division film courses, acquiring more advanced knowledge, concepts, and skills relevant to industry standard practices.

Change Item Description	Department Justification
New Proposal: No differences to report	The AFPMD BFA now has 116 students in the program. Adding another elective, ARTA 423, satisfies the increasing demand from students for more rigorous film-specific courses. ARTA 423 is a continuation of ARTA 421 and allows students to take two upper-division film courses, acquiring more advanced knowledge, concepts, and skills relevant to industry standard practices.

ARTA 426: Advanced Motion Studio	**3**	**Course Modification - Approved**	**Venter | Hosterman**

UCC Discussions: 1) Older courses in CIM do not have SLOs, typical semester offered or Topical Course Outlines and need to be updated. This information did not transfer when CIM was implemented. 2) Instructional method was changed to better reflect how this course is taught. 3) Academic engagement and student preparation minutes were added. 4) Added justification for repeatability.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	Upper division standing and permission of instructor	Upper division standing

BIOL 105: Attributes of Living Systems-GTSC1	**3**	**Course Modification - Approved**	**Milstein | Venter**

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

BIOL 105L: Attributes of Living Systems Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Milstein | Venter**

UCC Discussions: 1) Academic engagement and student prep minutes, typical semester offered, SLOs, Topical Course Outline, and Essential Learning SLOs were added (info was not transferred when CIM was implemented). 2) Course description changed to match the description for lecture (per the curriculum policies manual).

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 105.	Cell structure and function, cell energetics, biochemistry, and genetics. High school chemistry recommended.

CHEM 131: General Chemistry I-GTSC1	**4**	**Course Modification - Approved**	**Milstein | Venter**

UCC Discussions: 1) We are cleaning up the course prereqs to include the multiple routes students can qualify to enter CHEM 131. 2) Added information not transferred when CIM was implemented: typical semester offered, preparation and engagement minutes, SLOs, EL SLOs and justifications, topical course outline. Pedagogy removed from course description. 3) The "four lecture hours" per week wording was removed from the course description since this content is not appropriate to include in the description.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include

	dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and gases. Four lectures and one three-hour laboratory per week.	dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and gases.
Prerequisites:	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam. Students without an appropriate chemistry assessment exam score should take CHEM 111. CHEM 111 or CHEM 121 may be substituted for an appropriate assessment score

CHEM 131L: General Chemistry Laboratory I- GTSC1	**1**	**Course Modification - Approved**	**Milstein | Venter**

UCC Discussions: 1) We are updating the prereqs of CHEM 131 and 131L to reflect the addition last year of a new course, CHEM 111. 2) Added information not transferred when CIM was implemented: typical semester offered, preparation and engagement minutes, SLOs, EL SLOs and justifications, topical course outline. 3) Pedagogy removed from course description.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Laboratory course to accompany CHEM 131. Designed for students planning a major in science. Basic chemistry laboratory techniques will be introduced. Experimental topics include basic measurements and significant figures, determining the electronic structure of atoms, chromatography basics, determining empirical formulas, and calorimetry.	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and gases.
Prerequisites:	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam. Students without an

		appropriate chemistry assessment exam score should take CHEM 111. CHEM 111 or CHEM 121 may be substituted for an appropriate assessment score

CSCI 305: Technology for Mathematics Educators	**3**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: Technology for Mathematics Educators is a course for students majoring in Elementary Education with a concentration in math. Particularly with the move of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, simultaneous to this inactivation request, we are submitting a course addition for MATH 215: Technology for Mathematics Educators to replace this course.

Change Item Description	**Department Justification**
Delete Proposal: No differences to report	Technology for Mathematics Educators is a course for students majoring in Elementary Education with a concentration in math. It is taught by the Math Education faculty member (and always has been). Particularly with the move of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, simultaneous to this inactivation request, we are submitting a course addition for MATH 215: Technology for Mathematics Educators to replace this course.

CSCI 375: Object Oriented Programming and Design Patterns	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Course description was updated to emphasize concepts such as unit testing, version control and design patterns which are very important in the CS field. 2) Course title was updated to reflect the focus on content that is important for seeking jobs in the CS field. 3) Added academic engagement and student prep minutes, topical course outline, semester offered, and SLOs (info was not transferred in CIM)

Change Item Description	**Old**	**New**
Course name:	Object Oriented Programming	Object Oriented Programming and Design Patterns

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced programming techniques using the object-oriented paradigm, with emphasis on abstractness of design, encapsulation, inheritance, and polymorphism. Additional topics include design tools and methodologies for determining classes, responsibilities, collaborations, and hierarchies.	Advanced programming techniques using the object-oriented paradigm, with emphasis on abstractness of design, encapsulation, inheritance, and polymorphism. Additional topics include design tools and methodologies for determining classes, responsibilities, collaborations, and hierarchies. Software engineering concepts such as design patterns, tools such as version control, and unit testing object-oriented programs are also introduced.
Course abbreviated schedule name:	Object Oriented Programming	OOP Design Patterns

CSCI 480: Algorithms: Design and Analysis **3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Course title was updated to be clearer to employers/graduate programs (course content did not change). 2) Course description was updated to better align with what's currently taught. 3) Added academic engagement and student prep minutes, topical course outline, semesters typically offered, and SLOs (info was not transferred in CIM). 4) Added CSCI 250 as a prereq to better prepare students for content in this class. MATH 369 was added as a highly recommend option to MATH 152.

Change Item Description	**Old**	**New**
Course name:	Theory of Algorithms	Algorithms: Design and Analysis
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Techniques for analyzing time and space requirements of computer algorithms. Models are set up for analysis and techniques are applied to algorithms related to sorting and searching, pattern-matching, graph problems and other selected problems. The notion of NP-hard problems is introduced, and related problems are discussed.	Theoretical and applied techniques to reason about and prove properties of algorithms. Topics include algorithm correctness and running time, how data structures can provide space-efficient ways to quickly answer queries about data, and how data structures can be used to build efficient algorithms. The notion of computability is explored in depth, and related problems are discussed.

Course abbreviated schedule name:	Theory of Algorithms	Algorithms: Design Analysis
Prerequisites:	MATH 152 and CSCI 250	CSCI 250; and MATH 152 or MATH 369 (MATH 369 is highly recommended)

CSCI 490: Software Engineering	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) CSCI 375 and CSCI 260 were recently added to program 3420 (BS Computer Science) as required courses to strengthen the foundation of the program and give students more core knowledge. Since these are required for the program, they make sense to add as prerequisites for this course (CSCI 490). CSCI 250 is still technically a prereq as it is a prereq for 375, there's just no need to list it anymore. Now that CSCI 375 is a prereq, CSCI 330 was removed from the list. 2) Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and student learning outcomes were filled in (info was not transferred when CIM was implemented)

Change Item Description	**Old**	**New**
Prerequisites:	CSCI 250 and CSCI 330	CSCI 260 and CSCI 375

ECSE 493: Senior Capstone	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: The Capstone course is an opportunity for students to put into practice knowledge and skills learned throughout the Early Childhood Education, Inclusive Non-Licensure program. This Capstone course has fewer field hours and allows students to earn field hours within the setting in which they currently work with young children. Students will be expected to take this course twice to gain teaching hours over the course of 2 semesters instead of all of the hours in just one semester. The goal is that students will take the initial learning in the 1st semester Capstone course and improve on their teaching skills in the 2nd semester Capstone course.

Change Item Description	**Department Justification**
New Proposal: No differences to report	The Capstone course is an opportunity for students to put into practice knowledge and skills learned throughout the Early Childhood Education, Inclusive Non-Licensure program. The Early Childhood Education, Inclusive Non-Licensure program is an alternative pathway for students who do not wish to seek Colorado teacher licensure. These teachers wish to earn a BA for employment in Early Childhood Education settings, but do not require teacher licensure. This Capstone course has fewer field hours and allows students to earn field hours within the setting in which they currently work with young children. Students will be expected to take this course twice to gain teaching hours over the course of 2 semesters instead of all of the hours in just one semester. The goal is that students will take the initial learning in the 1st semester Capstone course and improve on their teaching skills in the 2nd semester Capstone course.

EMDP 211: Introduction to Emergency Management	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Prereq of "permission of instructor" was removed as this is implied and not necessary to explicitly state.			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to the complex and evolving field of emergency management. Understanding of key stakeholders, principles, and activities involved in an all-hazards, all-phases approach to dealing with disasters developed.	Introduction to the complex and evolving field of emergency management. Development of understanding of key stakeholders, principles, and activities involved in an "all-hazards, all-phases" approach to dealing with disasters.
Prerequisites:		Permission of instructor	

ENGL 111: English Composition I-GTCO1	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented) 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)			

ENGL 112: English Composition II-GTCO2	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented) 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)			

ENGL 131: Western World Literature I-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) Minor edits to catalog description for clarity/readability.			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Works from the Classical, Medieval, and Renaissance periods.	Study of literary works from the Classical, Medieval, and Renaissance periods.

ENGL 132: Western World Literature II-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) Minor edits to catalog description for clarity/readability.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Works from the late Renaissance, Neoclassic, Romantic, and Modern periods.	Study of literary works from the late Renaissance, Neoclassic, Romantic, and Modern periods.

ENGL 150: Introduction to Literature-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 219: Introduction to Professional Writing-GTCO3	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 222: Mythology-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 231: Non-Western World Literature I- GTAH2	**3**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: Course not taught in years due to low enrollment. Not enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

Change Item Description	Department Justification
Delete Proposal: No differences to report	We have not taught this course in years due to low enrollment. We also do not have enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

ENGL 232: Non-Western World Literature II- GTAH2	**3**	**Course Inactivation - Approved**	**Venter | Milstein**

UCC Discussions: Course not taught due to low enrollment. Could not find record of this course being offered in last 10+ years. Not enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

Change Item Description	Department Justification
Delete Proposal: No differences to report	We have not taught this course due to low enrollment. Could not find record of this course being offered in last 10+ years. We also do not have enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

ENGL 254: Survey of English Literature I- GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 255: Survey of English Literature II-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 261: Survey of American Literature I-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 262: Survey of American Literature II-GTAH2	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENVS 101: Introduction to Environmental Science-GTSC2	**3**	**Course Modification - Approved**	**Hosterman | Venter**

UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated. This necessitated an update to this course, ENVS 101, to remove mention of ENVS 103 and 103L from the course description.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Impact of resource use and pollution on the earth's environment and biota. Scientific approach to solving environmental problems and the impacts of values upon global environmental decisions examined. General environmental awareness and literacy emphasized. Students may take either ENVS 101 or ENVS	Impact of resource use and pollution on the earth's environment and biota. Scientific approach to solving environmental problems and the impacts of values upon global environmental decisions examined. General environmental awareness and literacy emphasized.

		103/ENVS 103L for essential learning natural science credit, but not both.	

ENVS 103: Field-Based Introduction to Environmental Science-GTSC1	**3**	**Course Inactivation - Approved**	**Venter | Friedman**

UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated.

Change Item Description	**Department Justification**
Delete Proposal: No differences to report	Course has not been offered for more than 5 years and will not be offered any more. We don't have the resources to teach this course and the course content is outdated. Students interested in getting exposed to environmental science lectures and labs could consider taking environmental science minor or taking other environmental science classes with labs as general electives.

ENVS 103L: Field-Based Introduction to Environmental Science Laboratory-GTSC1	**1**	**Course Inactivation - Approved**	**Venter | Friedman**

UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated.

Change Item Description	**Department Justification**
Delete Proposal: No differences to report	Course has not been offered for more than five years and will no longer be offered by the program. We don't have the resources to teach this course and the course content is outdated. Students interested in getting exposed to environmental science lectures and labs could consider taking environmental science minor or taking other environmental science classes with labs as general electives.

ENVS 104: Environmental Science: Global Sustainability	**3**	**Course Modification - Approved**	**Hosterman | Venter**

UCC Discussions: 1) ENVS 103 and 103L were removed from the program because of lack of faculty resources and the course content is outdated. Removed mention of ENVS 103 from the course description. 2) Topical course outline, SLOs, course minutes, and typical semester offered were populated. This info did not transfer when CIM was implemented.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Examination of local to global environmental issues. Includes human population dynamics and impact of agriculture on the environment, ecosystem function, energy use and sustainable development, air, water and soil pollution, climate change and environmental policy. Critical evaluation of readings from historical and modern environmental topics supplement lectures. Will not count as credit to the major if credit has already been received for ENVS 101 or ENVS 103.	Examination of local to global environmental issues. Includes human population dynamics and impact of agriculture on the environment, ecosystem function, energy use and sustainable development, air, water and soil pollution, climate change, and environmental policy. Critical evaluation of readings from historical and modern environmental topics supplement lectures.

FLAS 211: Second-Year Spanish I	**3**	**Course Modification - Approved**	**Milstein | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for an intermediate Spanish course. 5) Permission of instructor was removed as a prereq - this is implied and not necessary to state.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	End of basic Spanish language skills. Introduces subjunctive mood, future and conditionals and other language constructions.	Continuation of basic Spanish language skills. Introduces subjunctive mood, future and conditionals, and other language constructions.
Prerequisites:	FLAS 112 or permission of instructor	FLAS 112

FLAS 213: Spanish Conversation and Grammar	**3**	**Course Modification - Approved**	**Milstein | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for an intermediate Spanish course. 5) Removed (can be taken concurrently with FLAS 300) from prereq list as it does not apply to this proposal.

Change Item Description	Old	New
Prerequisites:	FLAS 211 (can be taken concurrently with FLAS 300)	FLAS 211

HIST 311: The World Wars	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: Our current curriculum offers courses focused specifically on World War I as inclusive of the Gilded Age and Progressive era, though no course focuses in depth on war from the perspective of the U.S. in global context. We also do not have a course focused on the 1920s through the 1940s more specifically.

Change Item Description	Department Justification
New Proposal: No differences to report	Our current curriculum offers courses focused specifically on World War I as inclusive of the Gilded Age and Progressive era, though no course focuses in depth on war from the perspective of the U.S. in global context. We also do not have a course focused on the 1920s through the 1940s more specifically.

HIST 314: African American History	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: Course fulfills a curricular gap in regard to fulfilling the major requirement that, upon graduation, students will be able to evaluate how local, national, or global societies have responded to ethical, social, civic and/or environmental challenges in the historical past (personal and social responsibility).

Change Item Description	Department Justification
New Proposal: No differences to report	Course fulfills a curricular gap in regard to fulfilling the major requirement that, upon graduation, students will be able to evaluate how local, national, or global societies have responded to ethical, social, civic and/or environmental challenges in the historical past (personal and social responsibility).

HIST 319: History of the United States-Mexico Borderlands	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: Course fills a gap in the curricular offerings and fulfills the outcome that students will evaluate how local, national, or global societies have responded to ethical, social, civic, and/or environmental challenges in the historical past. The course has already been taught as a topics course once (Spring 2022), had strong enrollment, and needed to be added as a regular course offering.

Change Item Description	Department Justification
New Proposal: No differences to report	Course fills a gap in the curricular offerings and fulfills the outcome that students will evaluate how local, national, or global societies have responded to ethical, social, civic, and/or environmental challenges in the historical past. The course has already been taught as a topics course once (Spring 2022), had strong enrollment, and needed to be added as a regular course offering.

HIST 348: The History of Food in America	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: The class has already been taught as a topics course three times (Spring 2018, Spring 2020, and Fall 2022) and needs to become a regular course offering. There is a gap in our cultural history offerings and food history is an innovative field that numerous universities have begun to add in recent years. This course has also been quite popular – even as a topics course, it regularly fills beyond class capacity, justifying its permanent addition to the catalog.

Change Item Description	Department Justification
New Proposal: No differences to report	The class has already been taught as a topics course three times (Spring 2018, Spring 2020, and Fall 2022) and needs to become a regular course offering. There is a gap in our cultural history offerings and food history is an innovative field that numerous universities have begun to add in recent years. This course has also been quite popular – even as a topics course, it regularly fills beyond class capacity, justifying its permanent addition to the catalog.

INTS 101: Introduction to International Studies	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINA 136A: Barre	**1**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: Barre is a newer style of group exercise that uses basic ballet, Pilates, yoga, and strength training to develop fitness. We believe that this is a course that students are interested in taking and the equipment is already available due to the Rec Center already offering this class.

Change Item Description	Department Justification
New Proposal: No differences to report	Barre is a newer style of group exercise that uses basic ballet, Pilates, yoga, and strength training to develop

fitness. We believe that this is a course that students are interested in taking and the equipment is already available due to the Rec Center already offering this class.

KINE 100: Health and Wellness	**1**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 200: Foundations of Kinesiology	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 203: Human Nutrition	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 205: Introduction to Sport Management	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 211: Methods of Lifetime, Individual, and Dual Activities	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 214: Methods of Team Activities	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 251: Water Safety Instructor Course	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 260: School Health Education	**3**	**Course Modification - Approved**	**Venter | Friedman**

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

KINE 330: Prevention and Evaluation of Injuries to the Physically Active	**3**	**Course Addition - Approved**	**Venter | Friedman**

UCC Discussions: In creating the Sports Medicine professional certificate, we found that the courses currently on the books were insufficient to cover the full scope of this certificate. As such, we developed this course to cover the evaluation and prevention piece associated with common orthopedic injuries. It dovetails nicely with the Therapeutic Interventions (KINE 420) and Medical Conditions and Pharmacology (KINE 430) courses already being taught.

Change Item Description	**Department Justification**
New Proposal: No differences to report	In creating the Sports Medicine professional certificate, we found that the courses currently on the books were insufficient to cover the full scope of this certificate. As such, we developed this course to cover the evaluation and prevention piece associated with common orthopedic injuries. It dovetails nicely with the Therapeutic Interventions (KINE 420) and Medical Conditions and Pharmacology (KINE 430) courses already being taught.

KINE 401: Organization, Management, and Legal Liabilities for Youth Fitness Programs	**3**	**Course Modification - Approved**	**Venter | Friedman**

UCC Discussions: 1) The course title was modified to fit within the word limit set by the curriculum policies and procedures manual and specify the focus on youth fitness that has always existed in the course but hasn't been a visible component in the title or course description. 2) The course description was modified to more clearly reflect what has always been taught in this course. 3) The typical semester offered, academic engagement and student preparation minutes, topical course outline, and SLOs were populated (information did not transfer to CIM).

Change Item Description	**Old**	**New**
Course name:	Organization/Administration/Legal Considerations in Physical Education and Sports	Organization, Management, and Legal Liabilities for Youth Fitness Programs
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Organizational structures, administrative techniques, and legal considerations in physical education and sports.	Approaches to organizational structures, administrative techniques, and long-term athletic development in youth fitness programs. Use of technology to measure fitness, legal and safety issues, and guiding youth to create their own fitness plans. Students will

		apply information from the course in K-12 teaching situations.
Course abbreviated schedule name:	Org/Admin/Legal in PE Sports	Org/Mgmnt/Legal Fit Programs

KINE 420: Therapeutic Interventions	**3**	**Course Modification - Approved**	**Venter | Friedman**

UCC Discussions: In creating the Sports Medicine Professional Certificate, we wanted this course to dovetail nicely with KINE 430. As such, we removed the pharmacology information from this course since it will be covered in detail in KINE 430. The info was removed from the topical course outline and accompanying SLOs were also removed. The removal of this information will allow for a more in-depth exploration of the remaining course content.

Change Item Description	**Old**	**New**
Topical Course Outline:	Tissue Response to Injury Therapeutic Modalities Therapeutic Exercise Pharmacology, Drugs, and Sports	Tissue Response to Injury Therapeutic Modalities Therapeutic Exercise

KINE 430: Medical Conditions and Pharmacology in the Physically Active	**3**	**Course Modification - Approved**	**Venter | Friedman**

UCC Discussions: 1) The proposed changes better align this course with this new Sports Medicine professional certificate. KINE 430 is a holdover from the former BS – Athletic Training program, so much of the content was tied specifically to sport-related injuries. Course title has been adjusted to refer to 'the physically active' and have adjusted the content slightly to speak to this broader audience. 2) Academic and student engagement minutes, topical course outline, typical semester offered, and SLOs were populated (info did not transfer when CIM was implemented).

Change Item Description	**Old**	**New**
Course name:	Medical Conditions and Pharmacology in Sports	Medical Conditions and Pharmacology in the Physically Active
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	An overview of the effects on physical activity resulting from the pre-existence of selected medical conditions and the use of pharmacological agents.	Overview of the effects of selected, pre-existing, medical conditions and pharmacological agents on physical activity.
Course abbreviated schedule name:	Med Condition/Pharm in Sports	Med Condition/Pharm Phys Act

MASS 144: Multimedia Storytelling	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 213: Introduction to Media Writing and Reporting	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 271: Video Production	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: Added Photoshop and After Effects as course topics (topical course outline) enhances a student's understanding of how to integrate graphic elements into Premiere Pro through the Adobe Creative Suite workflow. Added spring to typical semester offered since course is now offered fall and spring.

Change Item Description	**Old**	**New**
Topical Course Outline:	Editing Premiere Pro Software Camera Work Composition Lighting Color Correction Audio Voice-Overs	Editing Premiere Pro Software Photoshop Software After Effects Software Camera Work Composition Lighting Color Correction Audio Voice-Overs

MASS 313: Broadcast Journalism Reporting	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 357: Documentary and News Producing	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented)2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).3) Adding MASS 271-Video Production as prereq since students need base knowledge of video to move to documentary specialization.

Change Item Description	**Old**	**New**
Prerequisites:		MASS 271

MASS 372: TV Studio Production	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Updated contact hours to match the hours and instructional activity (lecture) used.

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):	Combination of multi-camera studio and electronic field productions. Includes videography, live-editing, non-linear editing, graphic creation, audio manipulation and script writing, culminating in broadcast- quality programming.	Combination of multi-camera studio and electronic field productions. Includes videography, live-editing, non-linear editing, graphic creation, audio manipulation, and script writing, culminating in broadcast-quality programming.

MASS 415: Advanced Media Writing and Reporting	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 417: Writing for Public Relations and Advertising	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 441: Emerging Media	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) MASS 441 is a social media focused course where specialized writing for socials is covered and establishes basics to professional standards that MASS 213 does not cover enough to serve as a necessary prereq for this course. 2) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 3) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Prerequisites:	MASS 213	

MASS 442: Photojournalism II	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 450: Public Relations Campaigns	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 452: Designing for Brand and Message	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) SLOs were updated to fit course specific SLOs. 2) Topical Course Outline updated to reflect industry terms and skills employers are looking for and better reflects what's being taught in the class.

Change Item Description	**Old**	**New**
Topical Course Outline:	Introduction to Adobe InDesign Typography Color Palettes Color Wheel Layout Infographics Advertising Design Storyboarding Magazine spread Web and print critiques Social media post designs	Branding Design principles Design philosophy Designing with software Creating a variety of designs for several mediums Critiques

MASS 494: Seminar: Advanced Theory and Research	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MASS 498: Senior Project Portfolio	**1**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

MATH 105: Elements of Mathematics I	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: Revision to the Topical Course Outline: The Math Ed faculty propose small shifts in content across the Elementary Education sequence of math courses to decrease the depth of some areas, not content so MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.

Change Item Description	**Old**	**New**
Topical Course Outline:	Numbers and the Base-Ten System: The Counting Numbers; Decimals and Negative Numbers; Reasoning to Compare Numbers in Base Ten; Reasoning about Rounding Fractions and Problem Solving: Solving Problems and Explaining Solutions; Defining and Reasoning About Fractions; Reasoning About Equivalent Fractions; Reasoning to Compare Fraction ; Reasoning About Percent Addition and Subtraction : Interpretations of Addition and Subtraction; The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts; Why the Standard Algorithms for Addition and Subtraction in Base Ten Work; Reasoning About Fraction Addition and Subtraction ; Why We Add and Subtract with Negative Numbers the Way We Do Multiplication: Interpretations of Multiplication; Why Multiplying by 10 Is Special in Base Ten; The Commutative and Associative Properties of Multiplication, Areas of	Problem Solving: Solving Problems and Explaining Solutions Numbers and the Base-Ten System: The Counting Numbers; Decimals and Negative Numbers; Reasoning to Compare Numbers in Base Ten; Reasoning about Rounding Fractions and Problem Solving: Solving Problems and Explaining Solutions; Defining and Reasoning About Fractions; Reasoning About Equivalent Fractions; Reasoning to Compare Fraction ; Reasoning About Percent Addition and Subtraction : Interpretations of Addition and Subtraction; The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts; Why the Standard Algorithms for Addition and Subtraction in Base Ten Work; Reasoning About Fraction Addition and Subtraction ; Why We Add and Subtract with Negative Numbers the Way We Do Multiplication: Interpretations of Multiplication; Why Multiplying by 10 Is Special in Base Ten; The Commutative and Associative Properties of Multiplication, Areas of Rectangles, and Volumes of

Rectangles, and Volumes of Boxes; The Distributive Property; Properties of Arithmetic, Mental Math, and Single-Digit Multiplication Facts; Why the Standard Algorithm for Multiplying Whole Numbers Works Multiplication of Fractions, Decimals, and Negative Numbers : Making Sense of Fraction Multiplication ; Making Sense of Decimal Multiplication; Extending Multiplication to Negative Numbers; Powers and Scientific Notation Division : Interpretations of Division; Division and Fractions and Division with Remainder; Why Division Algorithms Work ; Fraction Division from the How-Many-Groups Perspective; Fraction Division from the How-Many-Units-in-1-Group Perspective; Dividing Decimals Ratio and Proportional Relationships: Motivating and Defining Ratio and Proportional Relationships; Solving Proportion Problems by Reasoning with Multiplication and Division ; The Values of a Ratio: Unit Rates and Multipliers; Proportional Relationships; Proportional Relationships Versus Inversely Proportional Relationships; Percent Revisited: Percent Increase and Decrease Number Theory: Factors Boxes; The Distributive Property; Properties of Arithmetic, Mental Math, and Single-Digit Multiplication Facts; Why the Standard Algorithm for Multiplying Whole Numbers Works Multiplication of Fractions, Decimals, and Negative Numbers : Making Sense of Fraction Multiplication ; Making Sense of Decimal Multiplication; Extending Multiplication to Negative Numbers; Powers and Scientific Notation Division : Interpretations of Division; Division and Fractions and Division with Remainder; Why Division Algorithms Work ; Fraction Division from the How-Many-Groups Perspective; Fraction Division from the How-Many-Units-in-1-Group Perspective; Dividing Decimals Ratio and Proportional Relationships: Motivating and Defining Ratio and Proportional Relationships; Solving Proportion Problems by Reasoning with Multiplication and Division ; The Values of a Ratio: Unit Rates and Multipliers; Proportional Relationships; Percent Increase and Decrease Number Theory: Factors and Multiples; Even and Odd; Divisibility Tests; Prime Numbers; Greatest Common Factor and Least Common Multiple

		and Multiples; Even and Odd; Divisibility Tests; Prime Numbers; Greatest Common Factor and Least Common Multiple; Rational and Irrational Numbers	

MATH 130: Trigonometry	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented).

MATH 205: Elements of Mathematics II-GTMA1	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: Revision to the Topical Course Outline: The Math Ed faculty propose small shifts in content across the Elementary Education sequence of math courses to decrease the depth of some areas, not content so MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.

Change Item Description	**Old**	**New**
Topical Course Outline:	Algebra: Numerical Expressions, Expressions with Variables, Equations, Solving Algebra Word Problems with Strip Diagrams and with Algebra, Sequences, Functions, Linear and Other Relationships Geometry: Lines and Angles, Angles and Phenomena in the World, Circles and Spheres, Triangles, Quadrilaterals, and Other Polygons Measurement: Concepts of Measurement; Length, Area, Volume, and Dimension; Error and Precision in Measurements; Converting from One Unit of Measurement to Another Area of Shapes: Areas of Rectangles Revisited; Moving and Additivity Principles About Area;	Algebra: Numerical Expressions, Expressions with Variables, Equations, Solving Algebra Word Problems with Strip Diagrams and with Algebra, Sequences, Functions, Linear and Other Relationships Geometry: Lines and Angles, Angles and Phenomena in the World, Circles and Spheres, Triangles, Quadrilaterals, and Other Polygons Measurement: Concepts of Measurement; Length, Area, Volume, and Dimension; Error and Precision in Measurements (including basic constructions with straightedge and compass); Converting from One Unit of Measurement to Another Area of Shapes: Areas of Rectangles Revisited; Moving and Additivity Principles About Area;

Areas of Triangles; Areas of Parallelograms and Other Polygons Shearing: Changing Shapes Without Changing Area; Area and Circumference of Circles and the Number Pi; Approximating Areas of Irregular Shapes; Contrasting and Relating the Perimeter and Area of Shapes; Using the Moving and Additivity Principles to Prove the Pythagorean Theorem Solid Shapes and Their Volume and Surface Area: Polyhedral and Other Solid Shapes; Patterns and Surface Area; Volumes of Solid Shapes; Volume of Submersed Objects Versus Weight of Floating Objects Geometry of Motion and Change: Reflections, Translations, and Rotations; Symmetry; Congruence; Constructions with Straightedge and Compass; Similarity; Dilations and Similarity; Areas, Volumes, and Similarity Statistics: Formulating Statistical Questions, Gathering Data, and Using Samples, Displaying Data and Interpreting Data Displays, The Center of Data: Mean, Median, and Mod, Summarizing, Describing, and Comparing Data Distributions	Areas of Triangles; Areas of Parallelograms and Other Polygons Shearing: Changing Shapes Without Changing Area; Area and Circumference of Circles and the Number Pi; Approximating Areas of Irregular Shapes; Contrasting and Relating the Perimeter and Area of Shapes; Using the Moving and Additivity Principles to Prove the Pythagorean Theorem Geometry of Motion and Change: Reflections, Translations, and Rotations; Symmetry; Congruence; Similarity; Dilations and Similarity; Areas, Volumes, and Similarity Statistics: Formulating Statistical Questions, Gathering Data, and Using Samples, Displaying Data and Interpreting Data Displays, The Center of Data: Mean, Median, and Mod, Summarizing, Describing, and Comparing Data Distributions

MATH 215: Technology for Mathematics Educators	**3**	**Course Addition - Approved**	**Venter | Milstein**

UCC Discussions: 1. MATH 215 is not actually a new course, but rather a new prefix and number for existing course CSCI 305: Technology for Mathematics Educators. We are simultaneously submitting a proposal to inactivate CSCI 305.

Change Item Description	**Department Justification**
New Proposal: No differences to report	1. MATH 215 is not actually a new course, but rather a new prefix and number for existing course CSCI 305: Technology for Mathematics Educators. We are simultaneously submitting a proposal to inactivate CSCI 305. CSCI 305 was developed as a course for students majoring in Elementary Education with a concentration in math. It is taught by the Math Education faculty member (and always has been). The course includes solving math problems using spreadsheets and geometry software and some block-based programming specifically designed for Education majors, but it is not a computer science course. Historically, it is likely that the CSCI prefix was assigned because Math and CS were one department. With the move of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, we propose that this course be renamed with an appropriate (MATH) prefix. In addition, the content fits more appropriately with 200-level content for elementary educators. MATH 205: Elements of Mathematics II is a sufficient prerequisite content-wise and the removal of the prerequisite of MATH 301: Mathematics for Elementary Teachers allows for more flexibility in scheduling for education majors who have many other specific course sequencing requirements.

MATH 236: Differential Equations and Linear Algebra	**4**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: This course is designed to align with the corresponding CU Boulder course in order to serve our student in the CU Engineering program. The deleted topic, linear transformations, is not covered in our current MATH 236 course nor is it in the syllabus of the corresponding CU Boulder course that this course is designed to align with. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to ordinary differential equations and linear algebra. Topics covered include ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations, and systems of linear differential equations.	Introduction to ordinary differential equations and linear algebra. Topics covered include ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, and systems of linear differential equations.

MATH 260: Differential Equations	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: Minor clean-up of the course description to improve wording and to more precisely describe actual course content. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Techniques of solving differential equations of order one, linear differential equations, linear equations with constant coefficients, non-homogeneous equations, variation of parameter techniques, and Laplace transform methods.	Techniques of solving first and second order differential equations, linear differential equations, and non-homogeneous differential equations, including variation of parameters, series solutions, and Laplace transform methods.

MATH 301: Mathematics for Elementary Teachers	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: Revisions to the Course Description, Topical Course Outline, and SLOs: Small shifts in content across the Elementary Education sequence (MATH 105, MATH 205, and MATH 301) to decrease the depth of some areas, not content, so that MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Selection of mathematics topics addressing content and standards for elementary education. Strong emphasis on written and oral communication.	Selection of mathematics topics addressing content and standards for elementary education including problem solving, probability, mathematical standards and current research, technology, and additional review topics. Strong emphasis on written and oral communication.
Topical Course Outline:	Problem Solving: Basics of Problem Solving; Standards Surrounding Problem Solving and Mathematical Communication; Mathematical Explanations Probability: Basic Principles of Probability; Counting the Number of Outcomes; Calculating Probabilities of Compound Events; Using Fraction Arithmetic to Calculate Probabilities Content Review Standards: The Standards and Their History; Applying the Standards Current Research in Mathematical Education: Importance of Current Research; Applying Current Research into the Classroom Mathematical Education Websites: Websites Technology in the Mathematics Elementary Classroom: General Technology; Calculators and Excel	Problem Solving: Basics of Problem Solving Standards Surrounding Problem Solving and Mathematical Communication Mathematical Explanations Probability: Basic Principles of Probability Counting the Number of Outcomes Calculating Probabilities of Compound Events Using Fraction Arithmetic to Calculate Probabilities Content Review: Problems Involving Fractions Ratio and Proportional Relationships (Proportional Relationships Versus Inversely Proportional Relationships)Number Theory (Rational and Irrational Numbers)Additional Review Topics Geometry and Solid Shapes Polyhedral and Other Solid Shapes Patterns and Surface Area Volumes of Solid Shapes Volume of Submersed Objects Versus Weight of Floating Objects Constructions with

			Straightedge and Compass Standards: The Standards and Their History Applying the Standards Current Research in Mathematical Education Importance of Current Research Applying Current Research into the Classroom Mathematical Education Websites: Websites Technology in the Mathematics Elementary Classroom General Technology; Calculators and Excel

MATH 352: Advanced Calculus	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

MATH 360: Methods of Applied Mathematics	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: The revised description better aligns our course with standard courses of this type and was developed in consultation with the Physics department several years ago. Transform techniques were removed from the course description while previously unlisted topics were added for clarification and consistency with standard offerings of this course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Selection of techniques in applied mathematics of particular use to scientists and engineers. Topics include vector analysis, partial differential equations and transform techniques. Applications are stressed.	Introduction to methods of applied analysis and mathematical physics. Topics include vector calculus, Sturm-Liouville problems, Fourier series, partial differential equations, series solutions of ordinary differential equations, and special functions.

MATH 361: Numerical Analysis	**4**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: The new description better aligns our course with what is typically offered in a one semester undergraduate numerical analysis course. Several previously listed topics have been removed in the new description and a few clarifications added. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Elementary numerical analysis using the hand-held programmable calculator including Taylor's theorem, truncating errors, iteration processes, least squares methods, numerical solution of algebraic and transcendental equations, systems of equations, ordinary and partial differential equations, integral equations, interpolation, finite differences, eigenvalue problems, relaxation techniques, approximations, and error analysis.	Introduction to the study of accuracy and efficiency of algorithms and numerical computation. Topics include computer representation of numbers, finite precision arithmetic, truncating errors, iteration processes, numerical solutions of algebraic and transcendental equations, systems of linear equations, Taylor polynomial approximation, interpolation, finite differences, numerical integration, and error analysis.

MATH 362: Fourier Analysis	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: The updates to the course description reflect minor clarifications and improved wording rather than changes to content coverage. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to continuous and discrete Fourier analysis. Topics include signals as vectors, matrices, and functions; orthogonality and correlation; expansions and transforms; Fourier series and frequency analysis; filtering, thresholding and compression; analysis of	Introduction to continuous and discrete Fourier analysis. Topics include representation of signals as vectors, matrices, and functions; orthogonal expansions; Fourier series and frequency analysis; thresholding and compression; Fourier and inverse Fourier transforms; discrete and inverse discrete

	accuracy, including aliasing and convergence; Fourier and inverse Fourier transforms; discrete and inverse discrete Fourier transforms.	Fourier transforms; and cosine transforms.

MATH 366: Methods of Applied Mathematics II	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: The course description update consists of minor rephrasing as well as addition of cubic splines as a topic, and removal of numerical solutions of matrix eigenvalue problems, to better reflect what is covered in the course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Treatment of numerical methods used to solve problems in applied mathematics. Topics include iteration, interpolation, numerical integration and differentiation, numerical linear algebra, numerical solutions of matrix eigenvalue problems, and numerical solutions of ordinary and partial differential equations.	Treatment of numerical methods used to solve problems in applied mathematics. Topics include iteration; interpolation and cubic splines; numerical integration and differentiation; numerical linear algebra; and numerical solutions of ordinary and partial differential equations.

MATH 430: Mathematical Logic	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course Description: Minor clean-up of the course description as suggested by description reviewer. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented). Note that this course is offered in Fall, odd years only.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to the classical areas of mathematical logic (model theory, proof theory, the theory of computation, complexity theory and set theory), the relationships these sub-disciplines have with each other and their relationships to the	Introduction to the classical areas of mathematical logic (model theory, proof theory, the theory of computation, complexity theory, and set theory) and the relationships these sub-disciplines have with each other and with the foundations of mathematics, computational science,

	foundations of mathematics, computational science, computer science and the philosophy of mathematics.	computer science, and the philosophy of mathematics.

MATH 452: Intro to Real Analysis I	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Minor clean-up of the course description to improve wording and to more precisely describe actual course content. 2) MATH 253: Calculus III is removed as a prerequisite since the content in MATH 452 does not require topics from MATH 253. 3) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to real analysis from a general metric space perspective. Topics may include point set topology, completeness, compactness and connected sets, sequences, series, continuity, integration and sequences and series of functions.	Introduction to real analysis from a general metric space perspective. Topics may include point set topology, completeness, compactness, connected sets, sequences, limits of functions, continuity, differentiation, integration, and sequences of functions.
Prerequisites:	MATH 253 and MATH 352	MATH 352

MATH 466: Methods of Applied Mathematics III	**3**	**Course Modification - Approved**	**Hosterman | Milstein**

UCC Discussions: 1) Course description change includes additional phrasing to better clarify what is covered in the course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of advanced methods of applied mathematics with an emphasis on extending basic methods and concepts. Specific content may vary but will typically include contemporary techniques in applied mathematics, modeling and data analysis.	Exploration of advanced methods of applied mathematics, with an emphasis on extending basic methods and concepts, including modeling applied problems, determining analytical solutions, and implementing numerical methods. Specific content may vary but will typically include contemporary

techniques in applied mathematics.

PHIL 105: Critical Thinking-GTAH3	**3**	**Course Modification - Approved**	**Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

PHIL 110: Introduction to Philosophy-GTAH3	**3**	**Course Modification - Approved**	**Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 120: Ethics-GTAH3	**3**	**Course Modification - Approved**	**Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 130: Philosophy of Religion-GTAH3	**3**	**Course Modification - Approved**	**Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 275: Introduction to Logic	**3**	**Course Modification - Approved**	**Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)

PHYS 100: Concepts of Physics-GTSC2	**3**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline.

PHYS 101: Elementary Astronomy-GTSC2	**3**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline.

PHYS 112: General Physics II-GTSC1	**4**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) PHYS 111 and 112 currently share the same name (General Physics) which violates course naming policies. PHYS 112 is being renamed General Physics II. 3) "with a grade of C or higher" was removed from the prereq list.

Change Item Description	**Old**	**New**
Course name:	General Physics-GTSC1	General Physics II-GTSC1
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Algebra-based introduction to classical electromagnetism, optics and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics and wave optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry.	Algebra-based introduction to classical electromagnetism, optics, and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry.
Course abbreviated schedule name:	General Physics-GTSC1	General Physics II-GTSC1
Prerequisites:	PHYS 111/PHYS 111L, or PHYS 131/PHYS 131L, with a grade of C or higher	PHYS 111/PHYS 111L, or PHYS 131/PHYS 131L

PHYS 112L: General Physics II Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) PHYS 111L and 112L currently share the same name (General Physics Lab) which violates course naming policies. PHYS 112L is being renamed General Physics II Laboratory. 3) Modified course description to actually describe course contents .4) "with a grade of C or higher" was removed from the prereq list.

Change Item Description	**Old**	**New**
Course name:	General Physics Laboratory-GTSC1	General Physics II Laboratory-GTSC1
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for PHYS 112.	Algebra-based introduction to classical electromagnetism, optics,

		and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry
Course abbreviated schedule name:	General Physics Lab-GTSC1	General Physics II Lab-GTSC1
Prerequisites:	PHYS 111/PHYS 111L, or PHYS 131/PHYS 131L, with a grade of C or higher	PHYS 111/PHYS 111L, or PHYS 131/PHYS 131L

PHYS 131: Fundamental Mechanics-GTSC1	**4**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Removed some unnecessary language from course description.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout. For majors in the sciences and engineering.	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout.

PHYS 131L: Fundamental Mechanics Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Modified course description to match the lecture component.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for PHYS 131.	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of

			linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout.

PHYS 132: Electromagnetism and Optics-GTSC1	**4**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Removed some unnecessary language from course description.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics and wave optics. The mathematics of calculus and vectors is used throughout. For majors in the sciences and engineering. Requires a mastery of the foundations of classical mechanics as covered in PHYS 131. A grade of C or higher in PHYS 131/PHYS 131L is required.	Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. The mathematics of calculus and vectors is used throughout.

PHYS 132L: Electromagnetism and Optics Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Modified course description to match the lecture component.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for PHYS 132. A grade of C or higher in PHYS 131/PHYS 131L is required.	Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism,

			electromagnetic waves, geometrical optics, and wave optics. The mathematics of calculus and vectors is used throughout.

PHYS 321: Quantum Theory I	**3**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Provided a topical course outline and SLOs, which had not previously existed in CIM. 2) Modified the catalog description, updating it to reflect how the course has been taught in recent years. 3) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Quantum physics foundation. Includes quantum states, measurements, and time evolution using Dirac formalism for discrete and continuous systems. Connection between Dirac formalism and wave mechanics established, and Schrodinger equation solved in various context. Includes particles in piecewise square potentials, tunneling, the harmonic oscillator, angular momentum, and the hydrogen atom. Introduces linear algebra for describing quantum physics and uses techniques for solving differential equations.	Foundations and applications of quantum physics. Fundamental descriptions of quantum states, measurements, and time evolution for general quantum systems. Applications to particles in one or more spatial dimensions, harmonic oscillators, angular momentum, and the hydrogen atom. May also include spin-1/2 particles, photons, multiple quantum systems, and quantum paradoxes. Introduces linear algebra and solving differential equations for quantum physics.

PHYS 471: Computational Physics I	**3**	**Course Modification - Approved**	**Friedman | Milstein**

UCC Discussions: 1) Prerequisite requirement of PHYS 132 added. 2) New Course Description: Due to the prerequisite change, the new course description more accurately describes the emphasis of the course and states that prior programming experience is NOT required. 3) The SLO's, typical semester offered, engagement and preparation minutes, and topical course outline were previously missing from CIM and have now been added.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Foundation covering application of computational techniques to solving physical problems. Numerical integration, differentiation, and matrix methods covered. Techniques of solving various regular and partial differential equations studied. Application of discretizing numerical solutions for physical problem stressed. Turning analytic problems into solvable computational schemes. Data analysis and visualization covered. Familiarity with any programming language is required. For any Science, Engineering or Mathematics major.	Application of computational techniques to solving and visualizing physical problems. Numerical integration, differentiation, and matrix methods covered. Techniques of solving various regular and partial differential equations studied. Prior programming experience is not required.
Prerequisites:	MATH 260 or MATH 236	MATH 260 or MATH 236; and PHYS 132

PSYC 201: Orientation to the Psychology Major	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Course description was updated to improve and organize wording. 2) Typical semester offered, engagement minutes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Foundations for further study in psychology. Education and career planning. Basic information competence and writing skills, including APA writing	Foundations for further study in psychology. Content includes CMU major requirements, career planning, applying to graduate school, and self-management skills.

		format. Basic descriptive statistics, data reporting and graphic representation. Importance of research. Applying to graduate school.	Emphasis on research writing using APA Style.

PSYC 202: APA Style of Writing for Psychology Minors	**1**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Course description was updated to improve organization and wording. 2) Academic engagement and student prep minutes, typical semester offered, essential learning outcomes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		APA writing format as foundation for further study in the psychology minor. Not intended for psychology majors.	Research writing in psychology using APA style. Not intended for psychology majors.

PSYC 233: Human Growth and Development-GTSS3	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Updated course description to give a more detailed description of topics covered in the course. 2) Typical semester offered, SLOs, Student minutes, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Developmental principles, ages and stages of the life span, and adjustment techniques. Not intended for behavioral science majors.	Exploration of major topics, theories, and methodological approaches in the study of human lifespan development. Focuses on physical, cognitive, emotional, and social development in infancy, early and middle childhood, adolescence, emerging and middle adulthood, and late adulthood. Development of skills associated with recognizing changes throughout the lifespan and understanding how psychology relates to everyday life.

PSYC 422: Sensation and Perception	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: 1) Course description was updated to include basic information about the course content. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Study of the human senses, especially vision and hearing, and of people's meaningful organization of sensory information.	Introduction to the scientific study of human sensation and perception. Includes a detailed study of the major senses (vision, audition, touch, smell, taste). Covers the physical basis for perceptual information (e.g., light, odor), and the biological, psychological, and computational processes by which the brain converts such information to perceptions.

SOCI 102: Introduction to Women's and Gender Studies	**3**	**Course Addition - Approved**	**Friedman | Venter**
UCC Discussions: When the advisors for the Women's and Gender Studies minor (Erika Jackson, Brenda Wilhelm, and Jennifer Hancock) first created the program, we intended to come back and create a course that would serve as an introduction to the minor. This course will replace the three core courses currently listed on the minor; those courses will remain as listed electives.			
Change Item Description			**Department Justification**
New Proposal: No differences to report			When the advisors for the Women's and Gender Studies minor (Erika Jackson, Brenda Wilhelm, and Jennifer Hancock) first created the program, we intended to come back and create a course that would serve as an introduction to the minor. This course will replace the three core courses currently listed on the minor; those courses will remain as listed electives.

SOCI 120: Technology and Society-GTSS3	**3**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: Typical semester offered, engagement and preparation minutes, SLOs, Essential Learning SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			

SOCI 270: Introduction to Pre-Law Studies	**2**	**Course Modification - Approved**	**Venter | Milstein**
UCC Discussions: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			

SOCO 312: Social Movements and Political Activism	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Added SOCO 264 as a prerequisite choice for our upper-division courses. This will open the courses up for a wider set of students. 2) Added student learning objectives and a topical course outline in the proposal as well as engagement minutes and typical semester offered to meet course requirements added since this course was originally added to the catalog.

Change Item Description	Old	New
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264

SOCO 320: Life Course and Aging	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Added SOCO 264 as a prerequisite choice for our upper-division courses. 2) Added student learning objectives and a topical course outline as well as engagement minutes and typical semester offered in the proposal to meet course requirements added since this course was originally added to the catalog.

Change Item Description	Old	New
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264

SOCO 499: Internship	**1-3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: Accidental/unintentional inactivation at CIM implementation and/or Banner cleanup in or around 18-19 academic year. CIM showed the course was inactivated but Registrar systems appear to have an active course.

STAT 200: Probability and Statistics-GTMA1	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Course Description Changes: Course description was outdated and inaccurate. Now a better representation of what is already being covered in STAT 200. 2) Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented). 3. Permission of instructor was removed from list of preqreqs - this is implied and not necessary to state.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Descriptive statistical methods, elementary probability, sample distribution, binomial, normal, T and F distributions, parameter estimation, one and two sample tests of hypothesis, simple correlation and regression analysis, one-way analysis of variance, nonparametric inference, time permitting. Introduction to statistical software.	Introduction to descriptive and inferential statistical methods. Topics include types of random variables, graphical and numeric summaries of data, elementary probability, discrete and continuous probability distributions, sampling distributions, confidence intervals and hypothesis testing for one and two samples, correlation and regression, chi-squared

		tests, and one-way analysis of variance.
Prerequisites:	MATH 110 or MATH 113 or permission of instructor	MATH 110 or MATH 113

STAT 215: Statistics for Social and Behavioral Sciences	**4**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) The Math/Stats Department spent Fall 2022 doing a clean-up of course descriptions, SLOs and TCOs with STAT 200 and STAT 241 among them. While STAT 215 was submitted and approved in Spring 2022, we are re-submitting the Course Description, SLOs and Topical Course Outline for STAT 215 with small revisions to align better with the clean-up of STAT 200 and STAT 241.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Descriptive and inferential statistical techniques in Social and Behavioral Sciences. Topics include types of random variables, studies, and sampling methods; plots and descriptive statistics; correlation and regression; probability theory; hypothesis testing inference, including one and two sample t-tests, Chi-Squared test for independence, one and two factor ANOVA, t-test for linear regression covariates. SPSS will be used for data analysis.	Introduction to descriptive and inferential statistical methods, with specific applications for social and behavioral sciences. Topics include types of random variables; graphical and numeric data summaries; elementary probability; discrete and continuous probability distributions; sampling distributions; confidence intervals and hypothesis testing; correlation and regression; chi-squared tests; and one-way analysis of variance. Includes proficiency in software commonly used in the social sciences.
Topical Course Outline:	Notation and terminology Graphical presentations of data Numerical summaries of data Probability Discrete probability distributions The normal distribution The Central Limit Theorem Confidence intervals for one parameter Hypothesis tests for one parameter Confidence intervals for two parameters Hypothesis tests for two	Statistics vs. Parameters Types of data Graphical presentations of data Numerical summaries of data Probability Discrete probability distributions The normal distribution The Central Limit Theorem Confidence intervals for one parameter Hypothesis tests for one parameter Confidence intervals for two parameters Hypothesis tests for two parameters Chi-

	parameters Chi-squared tests One-way analysis of variance	squared tests One-way analysis of variance

STAT 241: Introduction to Business Analysis **3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussions: 1) Course Description: New course description details what is already being taught in STAT 241 and mirrors the structure of other introductory statistics course descriptions. 2) Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to descriptive, predictive, and inferential analysis techniques, data interpretation, business research skills, and techniques for analysis and modeling of business problems in the workplace using appropriate software.	Introduction to descriptive, predictive, and inferential analysis techniques with business applications. Topics include summarizing data graphically and numerically; elementary probability; discrete and continuous probability distributions; sampling distributions; intervals and tests for one and two samples; correlation and regression; chi-squared tests; and one-way analysis of variance. Appropriate business and statistical software will be used.

UNIV 106: International Student College Success **1**	**Course Addition - Approved**	**Venter | Friedman**

UCC Discussions: Based on conversations with other College Success faculty, it was determined that having a section specific to international students was needed. This course covers the academic success pieces that students in all UNIV classes receive but also things particular to international students such as the intersection between academics and immigration, culture shock, academic honesty, CMU code of conduct and U.S. social norms, and the American classroom.

Change Item Description	**Department Justification**
New Proposal: No differences to report	Based on conversations with other College Success faculty, it was determined that having a section specific to international students was needed. This course covers the academic success pieces that students in all UNIV classes receive but also things particular to international students such as the intersection between academics and immigration, culture shock, academic honesty, CMU code of conduct and U.S. social norms, and the American classroom.