COLORADO MESA
UNIVERSITY

Undergraduate Curriculum Committee
Meeting Minutes
March 18, 2021
via Zoom 3:30

Members Present: Eric Elliott, Geoffrey Gurka, Dan Schultz-Ela, Sarah Lanci, Amanda Gauthier, Sloane Milstein, John Seebach, Nick Bardo, Matt Schlief, Brian Hosterman, Elaine Venter

Members Absent: Denise McKenney, Sean Flanigan, Wayne Smith

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

Guests: Barry Laga, Tracii Friedman, Lisa Driskell, Carrie McVean

Recording Secretary: Aaron Osborne

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

I. Announcements
A. Chair Elliott reiterated that CIM is now closed. However, faculty can still work on proposals since CIM is only an input system. Faculty can still see the information in CIM and prepare information needed for any changes, which can then be copied into the forms. The target date for CIM to reopen is August 15th.
B. Chair Elliott reminded member that if their Committee term expires this year, remind your department that another representative will be needed or that you will need to be reappointed. It was discussed that the terms are three-year terms and Committee Members can be reappointed once for a total of six consecutive years.
C. The next meeting, April 9, is the last UCC meeting of the year.

II. Ex-Officio Reports

A. Assistant Vice President of Academic Affairs for Assessment and Accreditation
   Committee Members were reminded that proposals need to be completed in the fall if faculty wish for courses to show during spring registration for the following fall. There are several steps past UCC that must be completed in order for the Registrar's Office to finalize the processing of the proposal information. Please remind faculty that fall is a good time to initiate proposals to insure placement on the spring schedule for fall registration.

B. Registrar's Office
   The Registrar's Office is processing all proposals approved through the January UCC meeting into the upcoming registration. Proposals passed at the February/March UCC meeting will be available later in the semester.

C. Financial Aid

A spreadsheet is being developed for Federal reporting on all certificates, both those available for financial aid and those certificates not meeting the financial aid requirements.

D. Library

Thank you again for notifying the Library of upcoming proposals. The early notification was helpful in allowing the Library to more efficiently plan its work.

E. Catalog Description Reviewer
No updates.

F. Essential Learning
No updates.

III.   Curriculum Proposals

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

IV.   Old Business
None

V.   Information Items
A. Dr. Milstein is working on a curriculum process flowchart to assist in training faculty this coming fall. Chair Elliott asked that committee members let him know or bring any ideas for faculty training to the April meeting. A. Osborne reminded committee members of the CIM User Guides that are available on the website.

Adjournment:
With no objections from the committee, Chair Elliott adjourned the meeting at 4:11pm.

Respectfully submitted by Aaron Osborne, March

Colorado Mesa University

Courses - Effective Term: Summer 2021			
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Proposal	**Degree**	**Committee Action**	**Motion | Second**
: English	**BA**	**Program Addition - Approved**	**Lanci | Bardo**
UCC Discussion: This "new" program isn't really new. It merely combines two concentrations and serves the same function as previous programs. No other discussions.			
Change Item Description	**Departmental Justification**		
New Proposal: No differences to report	We're just merging two concentrations, not inventing a different program that requires justification for its existence. This program isn't really a new program. Because a program number cannot be "reused" in CIM/Banner, a new program proposal must be created as opposed to a program modification. As such a new budget and library assessment are not required since a new program, just a new name for an existing program is occurring.		
3213: English: Secondary Education	**BA**	**Program Modification - Approved**	**Gurka | Schlief**
UCC Discussion: Moved English 250 from Program-Specific to foundation level. Added SPCH 307 to Program-Specific Requirements. Added new courses to Texts Electives (Program Specific). Deleted THEA 403 from Program-Specific Requirements. Eliminated many electives that were mirrors of information learned in survey courses. Removed ENGL 301 Program-Specific Reqs. Added options to Texts, Writing, Frameworks Electives. Removed ENGL 387 as an option from Program-Specific Reqs. No other discussions.			
Change Item Description	**Departmental Justification**		
List all proposed changes to the program:	1. Moved English 250 from Program-Specific to foundation level. 2. We reframed—used new language— all the courses. See attachment. 3. We added SPCH 307 to Program-Specific Requirements (Secondary Ed Cornerstones)4. We added five new English courses: ENGL 401, 402, 403, 404, 444 to Texts Electives. 5. Deleted THEA 403 from Program-Specific Requirements. 6. We eliminated English 311, 313, 314, 315, 316, 370, 415, 435, 436, 438, 470, 471, 475, 478. 7. We removed ENGL 301 Program-Specific Reqs. 8. We added as options ENGL 219, 325, 320, 394, 425 to Texts, Writing, Frameworks Electives. 9. We removed ENGL 387 as an option from Program-Specific Reqs.		

| Justify each proposed modification to the program: | 1. Moved English 250 to foundation level to provide coherency. It mirrors the foundational courses required for English majors. 2. We reframed the all the courses to provide coherency to the program requirements. This helps with advising and clarifies the relationship among the parts. 3. We added SPCH 307 because THEA is no longer offered by THEA. And the SPCH class was specifically designed for secondary edu students. 4. Our five new courses—ENGL 401, 402, 403, 404, 444—fill the gap created by the elimination of our period courses. See below. 5. Deleted THEA 403 because THEA no longer offers it. 6. We eliminated English 311, 313, 314, 315, 316, 370, 415, 435, 436, 438, 470, 471, 475, 478 because those courses merely mirrored our 200-level survey courses but at a finer level. We were taking four slices of pie—ENGL 254, 255, 261, 262—and slicing them into smaller pieces, and we don't find that that approach serves our students well. 7. We removed 301 as an option because we lost our expert in that area. 8. We added as options ENGL 219, 325, 320, 394, 425 because these writing courses seem valuable, and they mirror what we offer in the non-teaching BA English program. 9. We removed ENGL 387 as an option because the course applies skills instead of helping students write better. |
| Describe discussions about this proposal within the department and outcomes. | As with our discussion of the English major in general, faculty met multiple times to discuss the changes. Given that we are not making any substantial change to the requirements, no one objects to the revisions. |

| **3291: Liberal Arts, Elementary Education: English** | **BA** | **Program Modification - Approved** | **Lanci | Bardo** |

UCC Discussion: ARKE 205 and ARKE 225 are being changed to ANTH 220 and ANTH 225 respectively a part of the ongoing effort to collect ARKE courses under the ANTH course prefix. The English program is redesigning their program, and the addition and deletion of a collection of courses requires modifications.

Change Item Description	Departmental Justification
List all proposed changes to the program:	ARKE 205 and ARKE 225 are being changed to ANTH 220 and ANTH 225 respectively. Plus, the English program is redesigning their program, and their addition and deletion of a collection of courses requires modifications. 1. As for changes to the English courses, we are deleting the following courses: English 311, 313, 314, 315, 316, 370, 387, 415, 435, 436, 438, 470, 471, 475, 428 from Upper Division Electives2. We are adding English 401, 402, 403, 404, 444 to Upper Division Literature Electives3. We are adding English 494 as an option in Upper Division English Elective

Justify each proposed modification to the program:	The Applied Anthropology and Geography program is collecting all forensic anthropology and archaeology classes under the ANTH prefix. Elementary Edu students would be baffled by the absence of courses listed here and by appearance of new courses. 1a. We are deleting those specific English courses because, under our curriculum redesign, most will no longer exist. We are eliminating them from the curriculum. 1b. We are also removing English 387 as an option because the course doesn't prepare Elementary Education students very well. English 387 is more of an "application" course tied to The Literary Review, and we find that students will be better served by focusing on academic content courses. 2. The new courses replace the courses we are eliminating. They form the backbone of our upper division literature courses and offer students the depth and breadth they require for their major. 3. We are adding English 494 as an option because that capstone course provides students with the opportunity to develop a lengthy, well-researched project, and a capstone course like this also prepares students for graduate-level studies if students eventually chose that path.
Describe discussions about this proposal within the department and outcomes.	John Seebach emailed with Blake Bickham on 11-12 October 2020 to inform him of the change. He in turn informed Nick Bardo and Lisa Friel-Redifer of the change. Faculty are aware of these changes, and Barry Laga emailed Blake Bickham on October 5, 2020. Barry then notified Lisa Friel-Redifer of the change on December 11, 2020.

3420: Computer Science	BS	Program Modification - Approved	Lanci | Gurka

UCC Discussion: Two topics courses becoming new elective courses (CSCI 360 and CSCI 365), the program sheet is being modified to list the new course numbers as restricted electives.

Change Item Description	Departmental Justification
List all proposed changes to the program:	Two new elective courses (CSCI 360 and CSCI 365) are being added to the list of restricted electives.
Justify each proposed modification to the program:	The two new elective courses (CSCI 360 and CSCI 365) have been taught as topics courses and will continue to be taught so new course numbers were needed for each. The course additions have been proposed, now the program sheet is being modified to list the new course numbers as acceptable restricted electives. Program SLOs were also updated to align with ABET outcomes.
Describe discussions about this proposal within the department and outcomes.	These course additions and SLO updates were discussed in the department meeting in October 2020. All computer science faculty and the department head agreed on adding the two courses as acceptable electives and agreed on the new program outcomes.

3437: Mathematics: Applied Mathematics	BS	Program Modification - Approved	Lanci | Bardo

UCC Discussion: STAT 301 moved to Concentration Courses. STAT 350, STAT 430, STAT 435 added to Category 1 Electives, while STAT 425 is being removed. CSCI 380 moved to Concentration Category 1 Electives. Total semester hours for Program Specific Degree Requirements will increase from 44-47 to 47-50. The earlier version of the program sheet listed 50-53 at the top of this section but that was a typo.

Change Item Description	Departmental Justification
List all proposed changes to the program:	(1) STAT 301 moved from Concentration Category 1 Electives to Concentration Courses. (2) STAT 350, STAT 430, STAT 435 added to Category 1 Electives, while STAT 425 is being removed. (3) CSCI 380 moved from Concentration Category 2 Electives to Concentration Category 1 Electives. Note, the total semester hours for Program Specific Degree Requirements will increase from 44-47 to 47-50. The earlier version of the program sheet listed 50-53 at the top of this section but that was a typo.
Justify each proposed modification to the program:	(1) In the current program, STAT 301 appears in a list of Category 1 electives, but it is a prerequisite to the other elective courses listed there. Thus STAT 301 is better placed in the listing of required Concentration courses. (2) To make the Category 1 statistics electives more relevant to applied math majors, STAT 350, STAT 430, STAT 435 are being added while STAT 425 is being removed, as recommended by the statistics faculty. Further, current curriculum changes include removing STAT 312 from the prerequisites for STAT 430 and STAT 435, with STAT 301 being the remaining prerequisite for these courses. Thus STAT 350, STAT 430 and 435 will be viable choices for this elective category. (3) CSCI 380 is being moved from the Category 2 electives to the Category 1 electives in order to have a relevant non-statistics and applied offering within the Category 1 listing.
Describe discussions about this proposal within the department and outcomes.	These changes were discussed and reviewed favorably by the mathematics and statistics faculty during Fall 2020 with final approval 11/20/2020. The adjustments to the statistics offerings in the applied math program are the result of direct consultation between the applied math and statistics faculty, and the changes reflects the resulting recommendations.

3701: Criminal Justice - POST Academy	BAS	Program Modification - Approved	Lanci	Bardo

UCC Discussion: Moved STAT 215 from Core Courses to Foundation Courses. Removing STAT 215 from the Program Overview area. Removed the list of courses from the restricted electives and replaced the comment text. Edited existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revised elective course to reflect prefix changes in ANTH courses. Added new CRMJ courses (CRMJ 345, CRMJ 445) to the list of theory electives. Added SOWK 210 to restricted electives. Removed SOCO 400.

Change Item Description	Departmental Justification
List all proposed changes to the program:	1. Moving STAT 215 from Core Courses to Foundation Courses. 2. Removing STAT 215 from the Program Overview area. 3. Removed the list of courses from the restricted electives and replaced the comment text to reflect the 6 semester hours may come from any of the listed Criminal Justice Electives. Editing existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revising elective course prefixes and titles to reflect the changes from FOAN232 FOAN 232L to ANTH 270 ANTH 270L. Adding two new CRMJ courses (i.e., CRMJ 345 - Mental Illness and Crime CRMJ 445 - Media and Crime) to the list of CJ Theory electives. Adding SOWK 210 - Social Work for Diverse Populations to the list of Restricted Electives. Deletion of SOCO 400.
Justify each proposed modification to the program:	Align BAS with BA changes (which brought that degree into compliance with the 48-hours total semester hours requirement from the Curriculum Policies and Procedures Manual). With a limited number of restricted electives in both the BAS and BA, we want our students to focus those remaining hours on courses within the discipline. We now have 23 Criminal Justice Elective courses available to students with them only being required to take 4 (1 in each subfield). We want them to take more of those discipline-specific courses to fulfill their 6 Restricted Elective hours. The SLO changes we prompted as directed by Faculty Senate. The ANTH program is changing course prefixes and titles as part of their ongoing revisions, which requires changes to our program sheets. CRMJ 345 - Mental illness is commonly associated with crime and criminals, yet the realities of this relationship are not well understood by the public. Providing students with greater knowledge provides considerable benefit. CRMJ 445 - The media can be both a great tool and a dangerous weapon when it comes to understanding what is going on around us, especially in our current climate. Students in our field will benefit by better understanding the role media plays, and the potential benefits and drawbacks of this role. SOWK 210 - The CJ program recognizes the importance of social work in all CJ professions and the overlap we experience in many areas (e.g., victim advocacy, etc.). The CJ program faculty feel it is important to include a social work course that provides an overview of what social work is and does to the program's restricted electives. Also, the CJ faculty felt, after discussing the options with SOWK faculty, the 210 course included the added benefit of discussions relating to working with diverse populations. The Sociology department has deleted SOCO 400 necessitating this change.

Describe discussions about this proposal within the department and outcomes.	CJ Faculty met on 01/29/2021 to discuss the proposed changes to the BA and this BAS degree programs. All agreed to move STAT 215 to a Foundation course to mirror the identical change made to the BA degree to lower its required semester hours to 48. This precipitated removing STAT 215 from the major acceptance (i.e., Pre-CJ). This doesn't change the requirement to complete the course or its minimum grade, it allows students to move it to later in their degree plan. Finally, the changes to the Restricted Electives only changes the courses listed to fulfill, not the required semester hours, and they mirror the changes made to the BA degree to reach the 48-hour requirement. We have 23 Criminal Justice Elective courses available to students and require students to take 4 (1 in each subfield). We want them to take more of those discipline-specific courses to fulfill their 6-10 Restricted Elective hours. The SLO revisions and fully-online degree completion were discussed amongst all CJ program faculty and SBS Department Head Dr. Herrick on several occasions: 08/13/2020 (Dept. Meeting), 08/31/2020 (CJ Faculty), 09/04/2020 (CJ Faculty), and 09/23/2020 (Program meeting w/ Dr. Herrick). Follow-up emails between CJ Program faculty. Dr. Melissa Connor (ANTH program) advised Dr. Watters of changes to her program's courses that require changes to CJ's program. Dr. Santos discussed the addition of two new courses to the program's curriculum at the 08/31/2020 CJ Program faculty meeting. CJ faculty agreed to the addition of the courses that have been taught as Contemporary Issues and Topics courses. Dr. Santos emailed program faculty on 10/06/2020 for input about placement on the program sheets and all agreed on the Theory subfield of the program's CJ Electives. Dr. Watters discussed adding a SOWK course with CJ faculty in spring 2020, and all CJ faculty were supportive. It was discussed again at the 08/31/2020 CJ Program faculty meeting and all CJ faculty were still in agreement. Dr. Watters discussed adding the SOWK 210 course with SOWK Faculty members via email on 10/01/2020. Both SOWK professors agreed SOWK 210 was appropriate for CJ Majors and that they support the addition of such students into the classes.

3706: Criminal Justice	BA	Program Modification - Approved	Lanci | Bardo

UCC Discussion: Moved STAT 215 from Core Courses to Foundation Courses. Removed STAT 215 from the Program Overview area. STAT 215 remains a prerequisite for CRMJ 315 and requires a "C" or better grade. Removed the list of courses from the restricted electives and replaced the comment text. This reduces the degree's total semester hours to 48 which complies with the Curriculum Policies and Procedures Manual. Suggested Course Plan updated to reflect the reduction in the Restricted Electives and increase in General electives. Schedule changes have been made starting in spring 2021 to increase online course offerings and to ensure all required courses are offered in a fully online modality. Edited existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revised elective course prefixes and titles to reflect the changes in ANTH courses. Added two CRMJ courses (CRMJ 345, Crime CRMJ 445) to the list of theory electives. Added SOWK 210 to restricted electives. The SLO charges we prompted by directives from the university's administration. Removed SOCO 400.

Change Item Description	Departmental Justification
List all proposed changes to the program:	1. Moving STAT 215 from Core Courses to Foundation Courses. 2. Removing STAT 215 from the Program Overview area where it discusses the pre-criminal justice requirements (i.e., requirements to be fully accepted into the major). STAT 215 remains a prerequisite for CRMJ 315 and requires a "C" or better grade. 3. Removed the list of courses from the restricted electives and replaced the comment text to reflect the 9-10 semester hours may come from any of the listed Criminal Justice Electives. This change is being made to reduce the degree's total semester hours to 48 to come into compliance with the Curriculum Policies and Procedures Manual. 4. Suggested Course Plan updated to reflect the reduction in the Restricted Electives and increase in General electives. President Foster directed the CJ program to ensure working CJ professionals could come, or return, to CMU to complete their bachelor's degree in a convenient format. Appropriate schedule changes have been made starting in spring 2021 to increase online course offerings and to ensure all required courses are offered in a fully online modality. Editing existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revising elective course prefixes and titles to reflect the changes from FOAN232 FOAN 232L to ANTH 270 ANTH 270L. Adding two new CRMJ courses (i.e., CRMJ 345 - Mental Illness and Crime CRMJ 445 - Media and Crime) to the list of CJ Theory electives. Adding SOWK 210 - Social Work for Diverse Populations to the list of Restricted Electives. Justify each proposed modification to the program: The SLO charges we prompted by directives from the university's administration. Deletion of SOCO 400.

Justify each proposed modification to the program:	These changes comply with the 48-hours total semester hours requirement in the Curriculum Policies and Procedures Manual. The reduced number of credit hours in the restricted electives will allow students to focus those remaining hours on courses within the discipline. We now have 23 Criminal Justice Elective courses available to students and require they take 4 (1 in each subfield). We want them to take more discipline-specific courses to fulfill their 9-10 Restricted Elective hours. We will still suggest previously listed ANTH, EMDP, PADM, POLS, and SOCO courses to fulfill General Electives hours, now increased due to the reduction to 48 hours (in the BA). The online delivery modification is justified by the directive from President Foster. The SLO changes we prompted by directives from Faculty Senate. The ANTH program is changing course prefixes and titles as part of their ongoing revisions, requiring changes to our program sheets. CRMJ 345 - Mental illness is commonly associated with crime and criminals, yet the realities of this relationship are not well understood by the public. CRMJ 445 - The media is both a tool and a weapon, especially in our current climate. It is important to understand how the media functions and the implications and consequences when applied to crime, criminals, criminal justice agents, and criminal justice system. Students benefit by understanding the role media plays, and the potential benefits and drawbacks in our understanding of criminal justice. SOWK 210 - The CJ program recognizes the importance of social work and the overlap we experience in many areas. The CJ program faculty feel it is important to include a social work course to the restricted electives providing an overview of what social work is and does. After discussions with SOWK faculty, the 210 course included discussions relating to working with diverse populations. The SOCO 400 course was deleted by the Sociology program and necessitated this change.

Describe discussions about this proposal within the department and outcomes.	CJ Faculty met on 01/29/2021 to discuss changes to both the BA and BAS degree programs. All agreed to move STAT 215 to a Foundation course to lower required semester hours to 48. This precipitated removing STAT 215 from the major acceptance (i.e., Pre-CJ). This allows students to move it to later in their degree plan. Finally, changes to Restricted Electives are being made to reach the 48-hour requirement. The SLO revisions and fully-online degree completion were discussed amongst all CJ program faculty and SBS Department Head Dr. Herrick on several occasions: 08/13/2020 (Dept. Meeting), 08/31/2020 (CJ Faculty), 09/04/2020 (CJ Faculty), and 09/23/2020 (Program meeting w/ Dr. Herrick). There were follow-up emails between CJ Program faculty. Dr. Melissa Connor (ANTH program) advised Dr. Watters of the ANTH course/program changes requiring changes to CJ's program. Dr. Watters advised all CJ program faculty of the course prefix and title changes via email with no concerns voiced. Dr. Santos discussed the addition of two new courses to the program's curriculum at the 08/31/2020 CJ Program faculty meeting. All members of the CJ faculty agreed to the addition of the courses as they are relevant to the CJ program and profession, and have been taught as Contemporary Issues and Topics courses. Dr. Santos emailed all program faculty on 10/06/2020 for input on placement on the program sheets and all agreed on the Theory subfield of the CJ Electives. Dr. Watters discussed adding a SOWK course with CJ program faculty in spring 2020, and all CJ faculty were supportive. It was discussed again at the 08/31/2020 CJ Program faculty meeting and all CJ faculty were still in agreement. Dr. Watters discussed adding SOWK 210 with SOWK Faculty members via email on 10/01/2020. Both SOWK professors agreed SOWK 210 was an appropriate course for CJ Majors and that they support the addition of such students into the classes.

3791: Liberal Arts, Elementary Education: Social Science	**BA**	**Program Modification - Approved**	**Lanci	Schlief**

UCC Discussion: A continuation of the effort to bring ANTH courses under the ANTH course prefix. ARKE 205 and ARKE 225 are being changed to ANTH 220 and ANTH 225 respectively.

Change Item Description	**Departmental Justification**
List all proposed changes to the program:	ARKE 205 and ARKE 225 are being changed to ANTH 220 and ANTH 225 respectively
Justify each proposed modification to the program:	The change is part of the move to collect all archaeology and forensic anthropology courses under the ANTH prefix.
Describe discussions about this proposal within the department and outcomes.	John Seebach emailed with Blake Bickham on 11-12 October 2020 to inform him of the change. He in turn informed Nick Bardo and Lisa Friel-Redifer of the change.

Theatre Arts: Design/Technology	BFA	Program Addition - Approved	Lanci | Schlief

UCC Discussion: A program addition for The Theatre Arts: Design/Technology BFA that is replacing the BA with the same title. No other discussions.

Change Item Description	Departmental Justification
	The proposed BFA in Design/Technology would require the same credit hours as our current BFA's in Musical Theatre, Acting/Directing, and Dance. Concerning credit hours and usual graduation timelines, it would also be comparable to the University of Colorado Boulder, Metro State University of Denver, the University of Utah, as well as many out of state programs. This research focused on public universities, as private institutions may have different requirements. Many of the students that come to CMU are from the western slope and eastern Utah. Offering a BFA program for these particular students will allow them to get an elevated education in Design/Technology while maintaining a close distance to their homes.

3262: Theatre Arts: Design/Technology	BA	Program Inactivation - Approved	Lanci | Gurka

UCC Discussion: An inactivation of a program that is transitioning from a BA to a BFA. No other discussions.

Change Item Description	Departmental Justification
	This program inactivation and the BFA proposal new program addition were pulled spring 2020, after all had cleared Undergraduate Curriculum Committee. which is why this proposal is once again coming through UCC spring 2021. With the addition of the new BFA in Design/Technology, this program will not be used for our majors. New students wishing to join a design/technology program will be admitted to the BFA program after a portfolio review. If students are not admitted to the BFA Design/Tech program, they can pursue a BA Generalist degree in Theatre and re-apply for consideration the following year. A teach out plan is not needed as we only have one remaining BA Design/Tech student who is graduating in the Spring of 2021.

Courses - Effective Term: Summer 2021

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

Proposal	Committee Action	Motion	Second
CSCI 365: Data Mining	**Course Addition - Approved**	**Lanci	Bardo**

UCC Discussion: New elective course for high demand topic. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	This is an elective course. Data Mining experts are in high demand, many enterprises are building new tools to capture and transform data into information, data mining expertise is sought after in all sectors and industries with trained graduates commanding above-average salaries at entry levels. Instructions in data mining shall expand employment opportunities for CMU Comp Science graduates and add value to their college degree in the employment market.

Proposal	Committee Action	Motion	Second
EECE 225: Introduction to Circuits and Electronics	**Course Modification - Approved**	**Gurka	Lanci**

UCC Discussion: Course modification addressing the addition of a lab co-req. Presently, the electrical and computer engineering students in the CU/CMU partnership program take a single electronics lab class (EECE 227). This lab class does not reinforce theories and concepts while they are being taught in the lecture classes (EECE 225 and EECE 226). EECE 227 was inactivated and the credits were redistributed to 2 new lab classes which will pair with EECE 225 and EECE 226.

Change Item Description	Old	New
Prerequisites:	PHYS 132 and PHYS 132L; MATH 236 (can be taken concurrently)	PHYS 132/PHYS 132L; and MATH 236 (can be taken concurrently)
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
Corequisites:		EECE 225L

Proposal	Committee Action	Motion	Second
EECE 225L: Introduction to Circuits and Electronics Laboratory	**Course Addition - Approved**	**Gurka	Bardo**

UCC Discussion: New laboratory course created as a corequisite and lab element for EECE 225 to reinforce theories and concepts being taught in EECE 225. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	Presently, the electrical and computer engineering students in the CU/CMU partnership program take a single 3 credit electronics lab class (EECE 227). However, the timing of this class does not reinforce theories and concepts while they are being taught in Introduction to Circuits and Electronics (EECE 225). In order for labs to reinforce material as it is being covered in class, we will divide EECE 227 into 2 lab classes which pair with EECE 225 and EECE 226. EECE 226, or Circuits as Systems, is the 2nd course in the circuits and electronics sequence. This change will give students the opportunity to develop practical lab skills which supplement the theoretical topics as they learn them.

EECE 226: Circuits as Systems	Course Modification - Approved	Gurka | Lanci

UCC Discussion: Course modification addressing the addition of a lab co-req to reinforce theories and concepts while they are being taught in the lecture classes (EECE 226). EECE 227 was inactivated and credits were redistributed to 2 new lab classes which will pair with EECE 225 and EECE 226. No other discussions.

Change Item Description	Old	New
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
Corequisites:		EECE 226L

EECE 226L: Circuits as Systems Design Laboratory	Course Addition - Approved	Gurka | Bardo

UCC Discussion: New laboratory course created as a corequisite and lab element for EECE 226 to reinforce theories and concepts being taught in EECE 226. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	Presently, the electrical and computer engineering students in the CU/CMU partnership program take a single 3 credit electronics lab class (EECE 227). However, the timing of this class does not reinforce theories and concepts while they are being taught in Introduction to Circuits and Electronics (EECE 225). In order for labs to reinforce material as it is being covered in class, we will divide EECE 227 into 2 lab classes which pair with EECE 225 and EECE 226. EECE 226, or Circuits as Systems, is the 2nd course in the circuits and electronics sequence. This change will give students the opportunity to develop practical lab skills which supplement the theoretical topics as they learn them.

EECE 227: Electronics Design Laboratory	Course Inactivation - Approved	Schlief | Lanci

UCC Discussion: Course inactivation for a course being replaced by lab elements for EECE 225 and EECE 226. No other discussions.

Change Item Description	Departmental Justification
Delete Proposal: No differences to report	Presently, the electrical and computer engineering students in the CU/CMU partnership program take a single 3 credit electronics lab class (EECE 227). However, the timing of this class does not reinforce theories and concepts while they are being taught in Introduction to Circuits and Electronics (EECE 225). In order for labs to reinforce material as it is being covered in class, we will divide EECE 227 into 2 lab classes which pair with EECE 225 and EECE 226. EECE 226, or Circuits as Systems, is the 2nd course in the circuits and electronics sequence. This change will give students the opportunity to develop practical lab skills which supplement the theoretical topics as they learn them. For this reason, we should inactivate EECE 227.

EECE 237: Embedded Software Engineering	Course Addition - Approved	Gurka	Bardo

UCC Discussion: A new course created to help align the CMU/CU partnership program and introduce students to digital design. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	This new course is being added to better align the CMU/CU partnership program in electrical and computer engineering with other ABET accredited programs. The addition of this course reflects the desire to introduce students to digital design earlier in the curriculum.

EECE 244: Applications of Embedded Systems	Course Addition - Approved	Gurka	Bardo

UCC Discussion: A new course created to help align the CMU/CU partnership program and introduce students to embedded systems. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	This new course is being added to better align the CMU/CU partnership program in electrical and computer engineering with other ABET accredited programs. It also will introduce students to use of embedded systems earlier in the curriculum.

ENGL 401: Studies in American Literature I	Course Addition - Approved	Lanci	Bardo

UCC Discussion: This course is designed to replace courses we plan to eliminate: English 314, 315. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	We are redesigning our entire curriculum with an eye on flexibility and relevance. The current upper-division curriculum merely repeats the lower-division curriculum at a higher level. Students are not served well by that repetition. Following the lead of our graduate curriculum, we want to be able to give faculty maximum freedom to focus on their various expertise and experience, and we want to be able to respond to current trends and needs. Our curriculum aspires to provide both breadth and depth. The sophomore literature surveys (261, 262) at the foundation level provide breadth in that they offer sweeping surveys of American literature. This course is designed to replace courses we plan to eliminate: English 314, 315. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory.

ENGL 402: Studies in American Literature II	Course Addition - Approved	Lanci | Bardo

UCC Discussion: This new course is designed to replace courses we plan to eliminate: English 316, 435, 436, 438, 446. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	We are redesigning our entire curriculum with an eye on flexibility and relevance. The current upper-division curriculum merely repeats the lower-division curriculum at a higher level. Students are not served well by that repetition. Following the lead of our graduate curriculum, we want to be able to give faculty maximum freedom to focus on their various expertise and experience, and we want to be able to respond to current trends and needs. Our curriculum aspires to provide both breadth and depth. The sophomore literature surveys (261, 262) at the foundation level provide breadth in that they offer sweeping surveys of American literature. This course is designed to replace courses we plan to eliminate: English 316, 435, 436, 438, 446. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory.

ENGL 403: Studies in British and Commonwealth Literature I	Course Addition - Approved	Lanci | Bardo

UCC Discussion: This new course is designed to replace courses we plan to eliminate: English 311, 313, 470. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	We are redesigning our entire curriculum with an eye on flexibility and relevance. The current upper-division curriculum merely repeats the lower-division curriculum at a higher level. Students are not served well by that repetition. Following the lead of our graduate curriculum, we want to be able to give faculty maximum freedom to focus on their various expertise and experience, and we want to be able to respond to current trends and needs. Our curriculum aspires to provide both breadth and depth. The sophomore literature surveys (254, 255) at the foundation level provide breadth in that they offer sweeping surveys of British and Commonwealth literature. This course is designed to replace courses we plan to eliminate: English 311, 313, 470. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory.

ENGL 404: Studies in British and Commonwealth Literature II	Course Addition - Approved	Lanci	Bardo

UCC Discussion: This new course is designed to replace courses we plan to eliminate: English 471, 475, 478. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	We are redesigning our entire curriculum with an eye on flexibility and relevance. The current upper-division curriculum merely repeats the lower-division curriculum at a higher level. Students are not served well by that repetition. Following the lead of our graduate curriculum, we want to be able to give faculty maximum freedom to focus on their various expertise and experience, and we want to be able to respond to current trends and needs. Our curriculum aspires to provide both breadth and depth. The sophomore literature surveys (254, 255) at the foundation level provide breadth in that they offer sweeping surveys of British and Commonwealth literature. This course is designed to replace courses we plan to eliminate: English 471, 475, 478. This upper division course provides depth by allowing students to narrow their focus and study more deeply a genre, author, movement, period, or theory.

ENGL 444: Studies in Identity	Course Addition - Approved	Lanci	Bardo

UCC Discussion: Given the importance of how texts construct identity, particularly historically marginalized and disenfranchised groups, it seems wise and useful to offer a new course that allows our students to read, write, and discuss those texts. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	We are redesigning our entire curriculum with an eye on flexibility and relevance. At present, we do not offer identity-specific courses. As we look at curriculum at other universities, our program is one of the few that does not offer a course that allows students to explore texts written by and about specific identity groups. And given the importance of how texts construct identity, particularly historically marginalized and disenfranchised groups, it seems wise and useful to offer a course that allows our students to read, write, and discuss those texts.

MATH 110: Mathematical Investigations-GTMA1	Course Modification - Approved	Gurka | Bardo

UCC Discussion: The state has mandated that a placement test score of 240 on the Accuplacer QRAS test must allow students to place into a college-level math course and we have designated MATH 110 as the college-level course for that placement. This mandated score corresponds to a placement into our previous MATC 091 course or lower. To better reflect the nature of this course, we have changed its name and updated the description, topical outline, and SLO's. While the major course topics remain the same, there has been a significant shift in emphasis and pedagogical approach. We strongly believe that the changes we propose will make this course more relevant and impactful for our students and will help them to become better consumers of quantitative information. No other discussions.

Change Item Description	Old	New
Course name:	College Mathematics-GTMA1	Mathematical Investigations-GTMA1
Course abbreviated schedule name:	College Mathematics-GTMA1	Math Investigations-GTMA1
Effective Term:	Summer 2020	Summer 2021
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Essential mathematical concepts for B.A. students. Topics include logic, set theory, solving equations, basic inequalities, combinatorics, probability, descriptive statistics, geometry, consumer mathematics and the appropriate use of calculators	Investigations into mathematical concepts approached through the lens of real-world applications and projects. Specific content includes problem solving, mathematical models, financial mathematics, set theory, logic, probability, descriptive statistics, and the appropriate use of technology.
Essential Learning Student Learning Outcomes:	3. Demonstrate quantitative literacy.	3. Demonstrate quantitative literacy.5. Demonstrate investigative and analytical thinking skills to solve problems.
Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 3.	This is an approved Essential learning and GT Pathways course. This course will include projects, quizzes, and homework assessments, all of which will provide the opportunity for students to demonstrate quantitative literacy.	This is an approved Essential learning and GT Pathways course. Students will work with numerical information across multiple topic areas including mathematical modeling, finance, probability, and statistics. Use of Excel spreadsheets will be incorporated into many of these topics so that students will use tables and graphs to analyze and explain their arguments. Students will also provide problem solutions verbally and orally throughout the course. Assessments include activity assignments, online homework, quizzes, and large-scale projects.

		Students in this course will develop their problem-solving and critical thinking skills throughout this course. While the module content is not strictly dependent on previous modules, the required analytical skills increase with each consecutive module. In each of three large-scale projects, students will consider a real-world problem for which they must design, evaluate, and implement a solution strategy. In particular, the final project requires them to do this in the context of a new and unfamiliar problem.
Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 5.		

MATH 113: College Algebra-GTMA1	**Course Modification - Approved**	**Gurka | Bardo**

UCC Discussion: Removing an inactivated course from the course prerequisite (MATC 091). The change to the prerequisite course does not affect the course content. The content of MATH 113 does overlap with MATH 119: Precalculus. No other discussions.

Change Item Description	**Old**	**New**
Prerequisites:	MATC 091 or MATC 092 or equivalent, or appropriate mathematics placement test score	MATC 092 or equivalent, or appropriate mathematics placement test score
Is there overlapping content with present courses offered?	No	Yes

SOCO 493: Senior Capstone	**Course Addition - Approved**	**Gurka | Schlief**

UCC Discussion: New course to fill the need of a capstone course. No other discussions.

Change Item Description	**Departmental Justification**
New Proposal: No differences to report	Previous to this, we have been using a 400-level theory sequences as a capstone. This course will replace that with a more standard capstone where senior students will bring together the skills and knowledge they have developed throughout their major to an analysis of a social issue relevant to current events.