![Colorado Mesa University logo]

Undergraduate Curriculum Committee
Meeting Minutes
January 25, 2018
UCC 222

Members Present: Lisa Driskell, Eric Elliott, Keith Fritz, Lucy Graham, Geoffrey Gurka, Jennifer Hancock, Glen Hoff, Eliot Jennings, Scott Kessler, Sam Lohse, Denise McKenney, and Jill Van Brussel.

Members Absent: Sean Flanigan and Cynthia Chovich.

Ex-officio members present: Maggie Bodyfelt, Kurt Haas, Douglas O'Roark, Rose Petralia, and Johanna Varner.

Guests: Ram Basnet – CSMS, Paula Casey – THTR, Jeremy Hawkins – KINE, Megan Henley – SBS, Jessica Herrick – SBS, Tammy Parece – SBS, Lori Payne – CSMS, and John Seebach – SBS.

Recording Secretary: Emily Dodson

Chair Kessler called the meeting to order at 3:30.

I. Announcements

No announcements.

II. Ex-Officio Reports

   a. Assistant Vice President of Academic Affairs

Haas informed the committee that a new Electrical and Computer Engineering partnership program with CU-Boulder was announced on January 24, 2018. With the late addition of this program, the committee may need to review and vote on late proposals to accommodate a launch of the program in Fall 2018.

   b. Registrar's Office

Bodyfelt reminded the committee to reach out to her regarding any course deletions. She is able to quickly determine which programs and other courses would be affected by such deletions.

   c. Financial Aid

A new Electrical and Computer Engineering Partner

   d. Library

Library assessment are in progress for the new BA in Applied Anthropology, ARKE courses, HMGT 370 course, GEOG courses, and SOCO courses.

   e. Director of Assessment and Accreditation Support

No updates.

      f.   Catalog Description Reviewer

No updates.

      g.   Essential Learning

No updates.

III.   Curriculum Proposals

Summary of committee actions on curriculum proposals begins on page 3. The proposal action summary is pulled from a database, and proposals are not necessarily in the exact order as presented on the agenda. The proposal numbers, however, do match those presented on the agenda.
Further details of proposals begin on page 14.

IV.   New Business

No new business.

V.   Information Items

Kinesiology has elected to extend the deactivation of the BS in Athletic Training. The department will be required to submit a deletion or reactivation proposals for the program in Fall 2018.

Adjournment:
With no objections from the committee, Chair Kessler adjourned the meeting at 4:43.

Respectfully submitted by Emily Dodson, January 26, 2018.

Summary of UCC Actions on Curriculum Proposals
1/25/2018

Proposal	Committee Action	Members (motion/second)	Effective Date
1 Course Deletion: BIOL 203 Human Nutrition	Approved	Fritz, Elliot	Fall 2018
No discussion.			
2 Course Addition: CISB 342 Data Mining and Visualization	Approved	Elliot, Hancock	
No discussion.			
3 Course Addition: CISB 343 Big Data Analytics	Approved	Elliot, Hancock	
Some concern was expressed that there would be overlap with Big Data courses under development in CSMS. Dr. Lori Payne, Department Head of CSMS, assured the committee that the content differs significantly and titles will be written to clarify differences in focus.			
4 Course Addition: HMGT 370 Managing Quality Service	Approved	Elliot, Hancock	
No discussion.			
7 Course Modification: ACCT 202 Principles of Managerial Accounting	Approved	Driskell, Graham	
No discussion.			
8 Course Modification: ACCT 311 Advanced Managerial Accounting	Approved	Driskell, Graham	
No discussion.			
9 Course Modification: ACCT 331 Cost Accounting	Approved	Driskell, Graham	
No discussion.			
10 Course Modification: ACCT 392 Accounting Information Systems	Approved	Driskell, Graham	
No discussion.			
11 Course Modification: CISB 205 Advanced Business Software	Approved	Driskell, Graham	
No discussion.			
12 Course Modification: CISB 210 Fundamentals of Information Systems	Approved	Driskell, Graham	
No discussion.			
13 Course Modification: CISB 241 Introduction to Business Analysis	Approved	Driskell, Graham	
No discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
14 Course Modification: CISB 305 Solving Problems Using Spreadsheets No discussion.	Approved	Driskell, Graham	
15 Course Modification: CISB 306 Solving Problems Using Databases No discussion.	Approved	Driskell, Graham	
16 Course Modification: ECON 415 Econometrics No discussion.	Approved	Driskell, Graham	
17 Course Modification: ECON 505 Advanced Econometrics No discussion.	Approved	Driskell, Graham	
18 Course Modification: ENTR 450 Entrepreneurship No discussion.	Approved	Driskell, Graham	
19 Course Modification: MANG 299 Internship No discussion.	Approved	Driskell, Graham	
20 Course Modification: MANG 491 Business Strategy No discussion.	Approved	Driskell, Graham	
5 Course Deletion: CISB 400 Data Communications and Network Management No discussion.	Approved	Lohse, Driskell	
6 Course Deletion: MANG 341 Quantitative Decision Making No discussion.	Approved	Lohse, Driskell	
37 Program Modification: AAS Hospitality Management: 1163 No discussion.	Approved	Elliot, Gurka	
34 Program Modification: BAS Business Administration: 3170 No discussion.	Approved	Elliot, Gurka	
35 Program Modification: BAS Computer Information Systems: 3167 No discussion.	Approved	Elliot, Gurka	

Proposal	Committee Action	Members (motion/second)	Effective Date
36 Program Modification: BAS Hospitality Management: 3163 No discussion.	Approved	Elliot, Gurka	
22 Program Modification: BBA Business Administration-Business Economics: 3122 No discussion.	Approved	Elliot, Gurka	
23 Program Modification: BBA Business Administration-Emerging Markets: 3172 No discussion.	Approved	Elliot, Gurka	
24 Program Modification: BBA Business Administration-Energy Management/Landman: 3118 No discussion.	Approved	Elliot, Gurka	
25 Program Modification: BBA Business Administration-Entrepreneurship: 3119 No discussion.	Approved	Elliot, Gurka	
26 Program Modification: BBA Business Administration-Finance: 3125 No discussion.	Approved	Elliot, Gurka	
27 Program Modification: BBA Business Administration-Hospitality Management: 3171 No discussion.	Approved	Elliot, Gurka	
28 Program Modification: BBA Business Administration-Human Resource Management: 3128 No discussion.	Approved	Elliot, Gurka	
29 Program Modification: BBA Business Administration-Insurance: 3169 No discussion.	Approved	Elliot, Gurka	
30 Program Modification: BBA Business Administration-Management: 3126 No discussion.	Approved	Elliot, Gurka	
31 Program Modification: BBA Business Administration-Managerial Informatics: 3168 No discussion.	Approved	Elliot, Gurka	
32 Program Modification: BBA Business Administration-Marketing: 3127 No discussion.	Approved	Elliot, Gurka	

Proposal	Committee Action	Members (motion/second)	Effective Date
33 Program Modification: BS Computer Information Systems: 3165 No discussion.	Approved	Elliot, Gurka	
21 Program Deletion: BBA Business Administration-Information Systems: 3123 Deletion No discussion.	Approved	Graham, Gurka	
41 Program Addition: Professional Cert Web Application Development No discussion.	Approved	Gurka, Hancock	
38 Course Addition: CSCI 260 Introduction to Database No discussion.	Approved	Driskell, Elliot	
39 Course Modification: CSCI 111 CS1: Foundations of Computer Science No discussion.	Approved	Gurka, Graham	
50 Course Modification: CSCI 337 User Interface Design No discussion.	Approved	Gurka, Graham	
58 Program Addition: BS Fitness and Health Promotion The committee discussed concern about allowing CSCI 100 as an option to fulfill the requirement that BS programs have students complete one additional math, computer science, or statistics course beyond the Essential Learning requirements. Two side were argued: 1) that this course is designed as a Social and Behavioral Science course and 2) the catalog allows for any course with a CSCI course to fulfill this requirements. The committee voted to approve the program with this option, with seven yeas, four neas, and one abstention.	Approved	Fritz, VanBrussel	Fall 2018
42 Course Addition: KINE 203 Human Nutrition No discussion.	Approved	VanBrussel, Elliot	Fall 2018
56 Course Modification: KINE 405 Sports Nutrition No discussion.	Approved	VanBrussel, Hoff	Fall 2018
57 Course Modification: KINE 420 Therapeutic Modalities No discussion.	Approved	VanBrussel, Hoff	Fall 2018
43 Course Deletion: KINE 234 Prevention and Care of Athletic Injuries No discussion.	Approved	Graham, Gurka	Spring 2019

	Proposal	Committee Action	Members (motion/second)	Effective Date
44	Course Deletion: KINE 240 Introduction to Clinical Athletic Training	Approved	Graham, Gurka	Fall 2018
	No discussion.			
45	Course Deletion: KINE 252 Principles of Evaluation and Assessment	Approved	Graham, Gurka	Fall 2018
	No discussion.			
46	Course Deletion: KINE 253 Clinical Experiences in Athletic Training I	Approved	Graham, Gurka	Fall 2018
	No discussion.			
47	Course Deletion: KINE 367 Field Experiences in Athletic Training I	Approved	Graham, Gurka	Fall 2018
	No discussion.			
48	Course Deletion: KINE 368 Clinical Experiences in Athletic Training II	Approved	Graham, Gurka	Fall 2018
	No discussion.			
49	Course Deletion: KINE 373 Upper Body Injury Assessment	Approved	Graham, Gurka	Fall 2018
	No discussion.			
50	Course Deletion: KINE 374 Lower Body Injury Assessment	Approved	Graham, Gurka	Fall 2018
	No discussion.			
51	Course Deletion: KINE 378 Clinical Experiences in Athletic Trianing III	Approved	Graham, Gurka	Fall 2018
	No discussion.			
52	Course Deletion: KINE 410 Rehabilitative Exercises	Approved	Graham, Gurka	Fall 2018
	No discussion.			
53	Course Deletion: KINE 467 Field Experiences in Athletic Training II	Approved	Graham, Gurka	Fall 2018
	No discussion.			
54	Course Deletion: KINE 468 Clinical Experiences in Athletic Trianing IV	Approved	Graham, Gurka	Fall 2018
	No discussion.			
55	Course Deletion: KINE 478 Clinical Experiences in Athletic Trianing V	Approved	Graham, Gurka	Fall 2018
	No discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
60 Program Modification: BA Kinesiology-Adapted Physical Education: 3132	Approved	VanBrussel, Lohse	Fall 2018
No discussion.			
61 Program Modification: BA Kinesiology-K-12 Education: 3137	Approved	VanBrussel, Lohse	Fall 2018
No discussion.			
62 Program Modification: BS Exercise Science: 3138	Approved	VanBrussel, Lohse	Fall 2018
No discussion.			
64 Program Modification: Minor Exercise Science: M104	Approved	VanBrussel, Lohse	Fall 2018
No discussion.			
63 Program Modification: Prof Cert Personal Training: 1145	Approved	VanBrussel, Lohse	Fall 2018
No discussion.			
59 Program Deletion: BA Kinesiology-Fitness and Health Promotion: 3149 Deletion	Approved	Lohse, Elliot	Fall 2018
No discussion.			
65 Program Addition: BA Applied Anthropology and Geography	Approved	VanBrussel, Gurka	
No discussion.			
66 Course Addition: ARKE 467 Archaeology Lab Methods	Approved	Lohse, Elliot	
No discussion.			
67 Course Addition: ARKE 467L Archaeology Laboratory	Approved	Lohse, Elliot	
No discussion.			
68 Program Modification: Minor Archaeology: M725	Approved	Jennings, Gurka	
No discussion.			
69 Program Modification: Prof Cert Cultural Resource Management: 1710	Approved	Gurka, Elliot	
No discussion.			
70 Course Addition: GEOG 341 GIS for Social Scientists	Approved	Lohse, Gurka	
No discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
71 Course Addition: GEOG 341L GIS for Social Scientists Lab	Approved	Lohse, Gurka	
No discussion.			
72 Course Modification: HIST 342 Early American Republic	Approved	Jennings, Elliot	
No discussion.			
73 Course Modification: HIST 360 Medieval Europe	Approved	Jennings, Elliot	
No discussion.			
74 Course Modification: HIST 370 Early United States Women's History	Approved	Jennings, Elliot	
No discussion.			
75 Course Modification: HIST 430 Ancient Mediterranean World	Approved	Jennings, Elliot	
No discussion.			
76 Program Modification: BA History: 3716	Approved	Jennings, Graham	
No discussion.			
77 Course Addition: SOCO 323 Self and Society	Approved	Jennings, Hancock	
No discussion.			
78 Course Addition: SOCO 345 Sociology of Sexuality	Approved	Jennings, Hancock	
No discussion.			
79 Course Addition: SOCO 351 21st Century Families	Approved	Jennings, Hancock	
No discussion. NOTE: The course number was changed post-meeting from 350 to 351 as 350 was already used.			
81 Course Modification: SOCO 144 Marriage and Families	Approved	Jennings, Elliot	
No discussion.			
82 Course Modification: SOCO 202 Introduction to Sociological Inquiry	Approved	Jennings, Elliot	
No discussion.			
83 Course Modification: SOCO 264 Social Problems	Approved	Jennings, Elliot	
No discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
84 Course Modification: SOCO 303 Sociological Research Methods No discussion.	Approved	Jennings, Elliot	
85 Course Modification: SOCO 310 Sociology of Religion No discussion.	Approved	Jennings, Elliot	
86 Course Modification: SOCO 312 Social Movements No discussion.	Approved	Jennings, Elliot	
57 Course Modification: SOCO 318 Sociology of Health and Illness No discussion.	Approved	Jennings, Elliot	
88 Course Modification: SOCO 320 Life Course Sociology No discussion.	Approved	Jennings, Elliot	
89 Course Modification: SOCO 325 Racial and Ethnic Relations No discussion.	Approved	Jennings, Elliot	
90 Course Modification: SOCO 340 Sex and Gender No discussion.	Approved	Jennings, Elliot	
91 Course Modification: SOCO 400 Classical Social Theory No discussion.	Approved	Jennings, Elliot	
80 Course Deletion: SOCO 331 Sociology of Aging No discussion.	Approved	Jennings, Graham	
92 Program Modification: BA Criminal Justice: 3706 No discussion.	Approved	Jennings, Gurka	
93 Program Modification: BA Sociology: 3728 No discussion.	Approved	Jennings, Gurka	
94 Program Modification: BAS Criminal Justice -Post Academy: 3701 No discussion.	Approved	Jennings, Gurka	

Proposal	Committee Action	Members (motion/second)	Effective Date
95 Program Modification: Minor Women's and Gender Studies: M705	Approved	Jennings, Gurka	
No discussion.			
96 Program Modification: Minor Speech: M260	Approved	VanBrussel, Elliot	Fall 2018
No discussion.			
120 Program Addition: Technical Cert Gerontology: Activity Assistant	Approved	Hoff, Gurka	Fall 2018
No discussion.			
121 Program Addition: Technical Cert Gerontology: Behavioral and Cognitive Care	Approved	Hoff, Gurka	Fall 2018
No discussion.			
122 Program Addition: Technical Cert Gerontology: End of Life Care and Support	Approved	Hoff, Gurka	Fall 2018
No discussion.			
97 Course Addition: GRNT 110 Introduction to Gerontology	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
98 Course Addition: GRNT 125 Community Resources for Older Adults	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
99 Course Addition: GRNT 131 Hospice Care	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
100 Course Addition: GRNT 165 Activity Director Training	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
101 Course Addition: GRNT 175 The Aging Mind	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
102 Course Addition: GRNT 176 Cognitive Activity Design	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			

Proposal	Committee Action	Members (motion/second)	Effective Date
103 Course Addition: GRNT 177 Arts and Cognitive Activity Design	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

104 Course Addition: GRNT 181 Exploring the Field of Aging	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

105 Course Addition: GRNT 207 Ethics and Aging	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

106 Course Addition: GRNT 220 Law and Ethics for Health Professions	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

107 Course Addition: GRNT 233 Supporting End of Life	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

108 Course Addition: GRNT 235 Introduction to Dementia Care	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

109 Course Addition: GRNT 236 Dementia Care Practices	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

110 Course Addition: GRNT 237 End of Life Therapies/Practices	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

111 Course Addition: GRNT 240 Care and Service	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

112 Course Addition: GRNT 245 Health and Aging	Approved	Hoff, Lohse	Fall 2018

The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.

Proposal	Committee Action	Members (motion/second)	Effective Date
113 Course Addition: GRNT 247 Applied Legal and Policy Issues in Aging	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
114 Course Addition: GRNT 250 Death: Cross-Cultural Prespectives	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
115 Course Addition: GRNT 260 Technology for Aging Services	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
116 Course Addition: GRNT 270 Neurology of Memory Loss	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
117 Course Addition: GRNT 280 Management of Senior Living Communities	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
118 Course Addition: GRNT 294 Gerontology Professional Seminar	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
119 Course Addition: GRNT 299 Gerontology Internship	Approved	Hoff, Lohse	Fall 2018
The committee approved a change in the course prefix from GRNS to GRNT per recommendations from the Registar's Office.			
123 Program Deletion: AAS Visual Communications-3D Animation Technology: 1393 Deletion	Approved	Hoff, Gurka	Fall 2018
No discussion.			

Curriculum Committee Proposal Summary
1/25/2018

Department: Biology

Course Deletions

BIOL 203   Credit Hours   3

Course Title: Human Nutrition

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

Kinesiology   BA,   Kinesiology-Fitness and Health Promotion: 3149

WCCC   AS,   Agriculture Science: 2341

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

BIOL 203 is currently a course requirement for only one major, Fitness and Health Promotion; a program within the Department of Kinesiology (it is also a Restricted Elective for the Associate's degree in Agricultural Science). However, the Department of Kinesiology has elected to incorporate BIOL 203 into the major requirements for Exercise Science as well. Given that the majority of students enrolled in BIOL 203 are Department of Kinesiology majores, as well as the proposed incorporation of this course into the major requirements for Exercise Science, it has been agreed between the Departments (Biological Sciences and Kinesiology) that BIOL 203 Human Nutrition will be deleted from the Department of Biological Sciences offerings and be added as KINE 203 (proposed as Human Nutrition).

Proposed by: Carmine R. Grieco   Expected Implementation: Fall 2018

Department: Business

<u>Course Additions</u>

CISB 342   Credit Hours   3

  Course Title: Data Mining and Visualization

  Abbreviated Title: Data Mine and Visual

  Contact hours per week: Lecture 3   Lab   Field   Studio   Other

  Type of Instructional Activity: Lecture

  Academic engagement minutes: 2250   Student preparation minutes: 4500

  Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☐   Summer ☐

  Intended semester to offer course 1st time: Fall 2018

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐   No ☑

  Prerequisites: Yes ☑   No ☐

       CISB 205, CISB 241 or STAT 241, and CISB 341

  Prerequisite for other course(s):   Yes ☐   No ☑

  Co-requisites: Yes ☐   No ☑

  Requirement or listed choice for any program of study: Yes ☑   No ☐
  Business   BBA,   Business Administration-Managerial Informatics: 3168

  Overlapping content with present courses offered on campus: Yes ☐   No ☑

  Additional faculty FTE required: Yes ☐   No ☑

  Additional equipment required: Yes ☐   No ☑

  Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

   Application of data mining and visualization tools to business related data sets. Using a blend of data
   mining and visualization techniques, hands-on experience will be gained in discovering how data can
   inform the business decision-making process.

Justification:

   Based on industry recommendations and the latest (2014) CISB program review (external reviewer
   comments), a business analytics program is needed to service industry needs. This course is a necessary
   component of the related updated program (Business Administration - Managerial Informatics) as
   needed topics included in the current proposal are not addressed elsewhere in the program.

Topical course outline:

   1. text and data mining of large data sets
   2. visualization techniques aided by software
   3. dimensional reduction of data sets
   4. effective data representation/presentation

Student Learning Outcomes:

   1. effectively pull relevant data from large data sets
   2. effectively manipulate (scrub and parse) data into a usable format
   3. distinguish between weak and strong data presentation
   4. develop different types of graphics efficiently

<u>Course Additions</u>

    5. create graphics that communicate to different audiences efficiently

<u>Discussions with affected departments:</u>

Mathematics and Statistics - Dr. Lori Payne expressed that there would be no issues from the department concerning the addition of this program. (e-mail conversation in May 2017)

Proposed by: Dr. Johnny Snyder   Expected Implementation:

Course Additions

CISB 343 Credit Hours 3

Course Title: Big Data Analytics

Abbreviated Title: Big Data Analytics

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☐ Summer ☐

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☑ No ☐

   CISB 205, CISB 241 or STAT 241, and CISB 341

Prerequisite for other course(s): Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Business BBA, Business Administration-Managerial Informatics: 3168

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

   Analysis of large data sets for emergent patterns using modern software tools. Topics can include: NoSQL, cloud computing, and text mining tools.

Justification:

   Based on industry recommendations and the latest (2014) CISB program review (external reviewer comments), a business analytics program is needed to service industry needs. This course is a necessary component of the related updated program (Business Administration - Managerial Informatics) as needed topics included in the current proposal are not addressed elsewhere in the program.

Topical course outline:

   1. data mining
   2. data analytics
   3. data analysis
   4. big data
   5. data visualizations

Student Learning Outcomes:

   1. Apply data-analytic thinking to solve business problems
   2. Contrast big data analytics from traditional business analytics
   3. Analyze large quantities of data using supervised and unsupervised learning
   4. Demonstrate the use of machine learning in a business context
   5. Analyze business problems to determine the appropriate use of NoSQL v. Relational database management systems
   6. Build solutions which identify trends in data
   7. Construct data visualizations to effectively communicate analytic solutions

Course Additions

Mathematics and Statistics - Dr. Lori Payne expressed that there would be no issues from the department concerning the addition of this program. (e-mail conversation in May 2017)

Proposed by: Dr. Johnny Snyder   Expected Implementation:

<u>Course Additions</u>

HMGT 370   Credit Hours   3

  Course Title: Managing Quality Service

  Abbreviated Title: Managing Quality Service

  Contact hours per week: Lecture 3   Lab   Field   Studio   Other

  Type of Instructional Activity: Lecture

  Academic engagement minutes: 2250   Student preparation minutes: 4,500

  Intended semesters for offering this course: Fall ☐   J-Term ☐   Spring ☑   Summer ☐

  Intended semester to offer course 1st time: Spring 2019

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐   No ☑

  Prerequisites: Yes ☑   No ☐

       Junior standing

  Prerequisite for other course(s):   Yes ☐   No ☑

  Co-requisites: Yes ☐   No ☑

  Requirement or listed choice for any program of study: Yes ☑   No ☐
  Business   BBA,   Business Administration-Hospitality Management: 3171

  Overlapping content with present courses offered on campus: Yes ☐   No ☑

  Additional faculty FTE required: Yes ☐   No ☑

  Additional equipment required: Yes ☐   No ☑

  Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

  Introduction of quality service management necessary for the overall management process to be
  successful. This course emphasizes a sound set of principles for service management with application to
  operations, marketing, and human resources. Practical applications, case studies and a service audit
  project are included.

<u>Justification:</u>

  The course will be replacing HMGT 310 Hospitality Marketing Strategies as a required course.
  Understanding and managing the quality process including service is essential in hospitality management
  and is critical in any type of business. The course will be open to all business students as an upper
  division elective as well.

<u>Topical course outline:</u>

  The Metamorphosis of Service, The Nature of Service, Service Quality, Understanding and Engaging
  Customers, Service Vision, Service Design and the Service Encounter, Managing Customer Experiences,
  Service Guarantees, Service Failure and Service Recovery, Managing and Engaging Employees in Service
  Organizations, Leadership for Service Organizations, Group Project: Working with a local business on a
  service audit project.

<u>Student Learning Outcomes:</u>

  Course Student Learning Outcomes:
   Upon completion of the course, a student will exhibit:
  o Comprehension of the basic principles of quality service management
  o Developed quality service management skills in operations, marketing and human resources
  o Understanding of the history and theory of quality and the application to service quality theory

o KNowldege of real world service quality experiences through case studies, business service audits and recommendations

o Developed understanding of leading service organizations and the importance of service quality to the organization

Discussions with affected departments:

NA

Proposed by: Britt Mathwich   Expected Implementation:

<u>Course Deletions</u>

CISB 400   Credit Hours   3

   Course Title: Data Communications and Network Management

   Essential Learning Course: Yes   ☐   No   ☑

   Requirement or listed choice for any program of study: Yes   ☐   No   ☑

   Prerequisite for other course(s):   Yes   ☑   No   ☐

      CSCI 370

   Co-requisite for other course(s):   Yes   ☐   No   ☑

      N/A

<u>Justification:</u>

This course has been replaced with CISB 315, Information Systems Infrastructure and is no longer on any current program sheet. Any old program sheets used by students can have a substitution (CISB 315) made.

   Proposed by: Dr. Johnny Snyder   Expected Implementation:

Course Deletions

MANG 341   Credit Hours   3

Course Title: Quantitative Decision Making

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Business   BBA,   All BBA Concentrations
Business   BAS,   Business Administration: 3170
Business   BAS,   Hospitality Management: 3163
Business   BAS,   Computer Information Systems: 3167
Business   BS,   Computer Information Systems: 3165
Business   Minor,   Managerial Informatics: M145

Prerequisite for other course(s):   Yes ☑   No ☐

   ECON 415, ECON 505, ENTR 450

Co-requisite for other course(s):   Yes ☐   No ☑

   N/A

Justification:

This course is offered as CISB 341 Quantitative Decision Making - Removing this course will clean-up the catalog and the program sheets

Proposed by: Dr. Johnny Snyder   Expected Implementation:

<u>Course Modifications</u>

ACCT 202

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ACCT	
Course No.:	202	
Credit Hours:	3	
Course Title:	Principles of Managerial Accounting	
Times for Credit:	1	1

Prerequisites:

   Current: ACCT 201, and CISB 101 or CISB 205

   Proposed: ACCT 201

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

<u>Justification:</u>

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 205 is no longer necessary.

<u>Discussions with affected departments:</u>

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

ACCT 311

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ACCT	
Course No.:	311	
Credit Hours:	3	
Course Title:	Advanced Managerial Accounting	
Times for Credit:	1	1

Prerequisites:

Current: ACCT 202, and CISB 101 or CISB 205

Proposed: ACCT 202

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 205 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

ACCT 331

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ACCT	
Course No.:	331	
Credit Hours:	3	
Course Title:	Cost Accounting	
Times for Credit:	1	1

Prerequisites:

Current: ACCT 202 and CISB 101

Proposed: ACCT 202

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

ACCT 392

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ACCT	
Course No.:	392	
Credit Hours:	3	
Course Title:	Accounting Information Systems	
Times for Credit:	1	1

Prerequisites:

  Current: ACCT 321 and CISB 101

  Proposed: ACCT 321

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

CISB 205

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CISB	
Course No.:	205	
Credit Hours:	3	
Course Title:	Advanced Business Software	
Times for Credit:	1	1

Prerequisites:

Current: CISB 101 or permission of instructor
Proposed: None

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

Improvements in secondary school preparation indicate a stated prerequisite of CISB 101 is no longer necessary.

Topical course outline, current:

NA

Topical course outline, proposed:

NA

Student Learning Outcomes, current:

NA

Student Learning Outcomes, proposed:

NA

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

<u>Course Modifications</u>

CISB 210

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CISB	
Course No.:	210	
Credit Hours:	3	
Course Title:	Fundamentals of Information Systems	
Times for Credit:	1	1

Prerequisites:

  Current: CISB 101 or CISB 205

  Proposed: None

Requirement or listed choice for any program of study: Yes ☑ No ☐

Change affects program sheet or grad requirements: Yes ☐ No ☑

<u>Justification:</u>

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 205 is no longer necessary.

<u>Discussions with affected departments:</u>

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

CISB 241

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CISB	
Course No.:	241	
Credit Hours:	3	
Course Title:	Introduction to Business Analysis	
Times for Credit:	1	1

Prerequisites:

Current: MATH 113 or higher, and CISB 101 or CISB 205 or CISB 305

Proposed: MATH 113 or higher

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 205 or CISB 305 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

CISB 305

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CISB	
Course No.:	305	
Credit Hours:	3	
Course Title:	Solving Problems Using Spreadsheets	
Times for Credit:	1	1

Prerequisites:

   Current: CISB 101 or CISB 205

   Proposed: None

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 205 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

CISB 306

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CISB	
Course No.:	306	
Credit Hours:	3	
Course Title:	Solving Problems Using Databases	
Times for Credit:	1	1

Prerequisites:

Current: CISB 101 or CISB 210

Proposed: None

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisite of CISB 101 or CISB 210 is no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

<u>Course Modifications</u>

ECON 415

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ECON	
Course No.:	415	
Credit Hours:	3	
Course Title:	Econometrics	
Times for Credit:	1	1

Prerequisites:

  Current: CISB 341 or MANG 341, and ECON 201
  Proposed: CISB 341 and ECON 201

Requirement or listed choice for any program of study: Yes ☐   No ☑
Change affects program sheet or grad requirements: Yes ☐   No ☑

<u>Justification:</u>

Catalog clean-up. MANG 341 is being deleted in favor of CISB 341.

<u>Topical course outline, current:</u>

NA

<u>Topical course outline, proposed:</u>

NA

<u>Student Learning Outcomes, current:</u>

NA

<u>Student Learning Outcomes, proposed:</u>

NA

<u>Essential Learning SLOs, proposed:</u>

NA

<u>Discussions with affected departments:</u>

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

ECON 505

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ECON	
Course No.:	505	
Credit Hours:	3	
Course Title:	Advanced Econometrics	
Times for Credit:	1	1

Prerequisites:

   Current: CISB 341 or MANG 341, and ECON 201

   Proposed: CISB 341 and ECON 201

Requirement or listed choice for any program of study: Yes ☐   No ☑

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

Catalog clean-up. MANG 341 is being deleted in favor of CISB 341.

Topical course outline, current:

NA

Topical course outline, proposed:

NA

Student Learning Outcomes, current:

NA

Student Learning Outcomes, proposed:

NA

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

ENTR 450

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	ENTR	
Course No.:	450	
Credit Hours:	3	
Course Title:	Entrepreneurship	
Times for Credit:	1	1

Prerequisites:

Current: ACCT 201, MANG 201, MARK 231, FINA 301, and students choose either MARK 350, MANG 341, or CISB 341, or consent of instructor

Proposed: ACCT 201, MANG 201, MARK 231, FINA 301, and students choose either MARK 350 or CISB 341

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

Catalog clean-up. MANG 341 is being deleted in favor of CISB 341.

Topical course outline, current:

NA

Topical course outline, proposed:

NA

Student Learning Outcomes, current:

NA

Student Learning Outcomes, proposed:

NA

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

MANG 299

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	MANG	
Course No.:	299	
Credit Hours:	3-6	
Course Title:	Internship	
Times for Credit:	1	1

Prerequisites:

  Current: ACCT 201, BUGB 101, BUGB 211, and CISB 101
  Proposed: ACCT 201 and BUGB 211

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisites of BUGB 101 and CISB 101 are no longer necessary.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

Course Modifications

MANG 491

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	MANG	
Course No.:	491	
Credit Hours:	3	
Course Title:	Business Strategy	
Times for Credit:	1	1

Prerequisites:

   Current: ACCT 201, ACCT 202, BUGB 105, BUGB 349, CISB 101, FINA 301, MANG 201, MARK 231

   Proposed: ACCT 201, ACCT 202, BUGB 231, FINA 301, MANG 201, MARK 231

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

To eliminate hidden course prerequisites arising from current changes to the BBA programs. Improvements in secondary school preparation indicate the stated prerequisites of BUGB 105 and CISB 101 are no longer necessary. Consistent with changes made last year, BUGB 349 is being phased out and replaced by BUGB 231.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka   Expected Implemention:

<u>Program Deletion</u>

Department: Business

Degree Type: BBA

Program: Business Administration-Information Systems: 3123

Justification:

To concentrate faculty resources on the core degree, the BS in Computer Information Systems

Teach-out Plan:

Courses will still be offered under the BS in Computer Information Systems and the BBA Core Classes. Thus, any students currently enrolled in the BBA in Information Systems will be able to complete their degrees by spring, 2019

Term and year in which all students will have completed: Spring 2019
Year to reexamine program's status: 2019

Recommended alternative program:

Business   BS,   Computer Information Systems: 3165

Proposed by: Dr. Johnny Snyder

Director of Teacher Education Signature:

Program Modification

Business Administration-Business Economics: 3122

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as, the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, or hospitality management.

The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Economists are called upon for a variety of tasks including economic analysis of the overall economy as well as a data collection, research analysis, forecasting, planning and consulting. The ability to make decisions at the macroeconomic level as well as use economic modeling tools make this concentration valuable for all industries as well as local, state and federal government entities. The increased emphasis on analytical, quantitative and technology skills sets this concentration apart.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

<u>**SLO #4: Ethical Awareness**</u>

- <u>4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)</u>
- <u>4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)</u>

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Apply key economic concepts in business decision making. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 121 - Calculus for Business (3)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202 and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ ~~BUGB 105 - Freshman Business Seminar (3)~~
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law (3)
- ☐ ~~One of the following courses:~~
     ~~CISB 101 - Business Information Technology (3)~~
     ~~CISB 205 - Advanced Business Software (3)~~
- ☐ One of the following courses:
     CISB 241 - Introduction to Business Analysis (3)
     STAT 241 - Introduction to Business Analysis (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)

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☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, BUSINESS ECONOMICS REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  MANG 341 - Quantitative Decision Making (3)
  MARK 350 - Marketing Research (3)

Business Economics Nucleus (15 semester hours)
- ☐ ECON 310 - Money and Banking (3)
- ☐ ECON 342 - Intermediate Macroeconomic Theory (3)
- ☐ ECON 343 - Intermediate Microeconomic Theory (3)
- ☐ ECON 420 - International Economics (3)
- ☐ One of the following courses (3)
  ECON 301 - Labor Management Relations (3)
  ECON 320 - History of Economic Ideas (3)
  ECON 410 - Public Sector Economics (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 15 credits
- Essential Learning - Social/Behavioral Science (3)
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- MATH 121 - Calculus for Business (3)
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 - Introduction to Business Analysis (3) or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ECON 202 - Principles of Microeconomics (3)
- ACCT 202 - Principles of Managerial Accounting (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- ECON 342 - Intermediate Macroeconomic Theory (3)
- HRMA 371 - Human Resource Management (3)
- General Elective (3)
- MARK 231 – Principles of Marketing (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)

Junior Year, Spring Semester: 15 credits
- ECON 343 - Intermediate Microeconomic Theory (3)
- General Elective (3)
- FINA 301 - Managerial Finance (3)
- Essential Learning - Natural Science (3)
- MANG 301 - Organizational Behavior (3)

Senior Year, Fall Semester: 15 credits
- ECON 310 - Money and Banking (3)
- MANG 471 - Operations Management (3)
- ECON 420 - International Economics (3)
- General Electives (2 courses) (6)

Senior Year, Spring Semester: 14 credits
- BUGB 401 - International Business (3)
- MANG 491 - Business Strategy (3)
- ECON 301 - Labor Management Relations or ECON 320 - History of Economic Ideas or ECON 410 - Public Economics (3)
- General Electives (5)

Program Modification

Business Administration-Emerging Markets: 3172

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup).

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

Colorado Mesa
UNIVERSITY

2017~~2018~~ 2018 2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Emerging Markets

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both the local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, insurance, energy management or hospitality management. The BBA degree can be applied in various fields such as medicine, the arts, sports, and education. In addition to positions in corporate America, nonprofit organizations like hospitals, school systems, and theatres also require people with business training and skills. Graduates of BBA programs hold positions in organizations from entry level manager to chief executive officer.

Colorado Mesa's BBA graduates are entrepreneurs, small business owners, bank vice-presidents, product managers in advertising firms and project and operations managers in manufacturing organizations. The BBA is a very versatile, flexible and valuable degree. Colorado Mesa BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

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SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Recognize and evaluate viable business opportunities in newly developing emerging markets. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

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Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ECON 201, ECON 202, and Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ One of the following courses:
  - CISB 101 - Business Information Technology (3)
  - CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:

CISB 241 - Introduction to Business Analysis (3)
STAT 241 - Introduction to Business Analysis (3)
☐   ECON 201 - Principles of Macroeconomics (3)
☐   ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, EMERGING MARKETS REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  MANG 341 - Quantitative Decision Making (3)
  MARK 350 - Marketing Research (3)

Emerging Markets Nucleus (15 semester hours)
- ☐ BUGB 435 - Emerging Markets (3)
- ☐ CISB 460 - Electronic Commerce Systems (3)
- ☐ ECON 420 - International Economics (3)
- ☐ FINA 431 - International Financial Management (3)
- ☐ HMGT 211 - Travel Destinations (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least seven hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- BUGB 105 - Freshman Business Seminar (3)
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- CISB 460 - Electronic Commerce Systems (3)
- CISB 341 or MANG 341 - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- General Elective (3)
- Essential Learning - Natural Science (3)

Junior Year, Spring Semester: 15 credits
- HRMA 371 - Human Resource Management (3)
- FINA 301 - Managerial Finance (3)
- MANG 301 - Organizational Behavior (3)
- General Electives (2 courses) (6)

Senior Year, Fall Semester: 15 credits
- MANG 471 - Operations Management (3)
- BUGB 401 - International Business (3)
- FINA 431 - International Financial Management (3)
- General Electives (2 courses) (6)

Senior Year, Spring Semester: 13 credits
- MANG 491 - Business Strategy (3)
- BUGB 435 - Emerging Markets (3)
- ECON 420 - International Economics (3)

- HMGT 211 - Travel Destinations (3) (or in summer)
- General Elective (1)

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Program Modification

Business Administration-Energy Management/Landman: 3118

Degree Type: BBA

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ✔   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ✔

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Energy Management/Landman

About This Major . . .
The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both the local and global business environments. Additionally, the program offers many concentrations to choose from: Business Economics; Entrepreneurship; Finance; Hospitality Management, Human Resource Management; Information Systems; Insurance; Energy Management/Landman; Managerial Informatics; Management; and Marketing.

The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Energy Management/Landman professionals provide expertise for energy companies including oil, gas and alternative energy sources, such as solar and wind. These students work both with landowners to acquire or obtain rights to land usage as well as with companies providing expertise in managing the complexities of the energy industry. Job opportunities abound in the energy industry, not only in the United States but also around the world as students in this concentration help provide solutions to the growing world demand for energy.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

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Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Apply landman and energy management tools to identify and manage energy resources in a global market. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.

- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS
- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- <u>2.0 cumulative GPA or higher in coursework toward the major content area.</u>

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4) or higher
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours)
- ☐ Select one Natural Sciences course (3)
- ☐ GEOL 111 - Principles of Physical Geology (3)
- ☐ GEOL 111L - Principles of Physical Geology Laboratory (1)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202, and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law (3)
- ☐ One of the following courses:
  CISB 101 - Business Information Technology (3)
  CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  CISB 241 - Introduction to Business Analysis (3)

STAT 241 - Introduction to Business Analysis (3)

☐   ECON 201 - Principles of Macroeconomics (3)
☐   ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, ENERGY MANAGEMENT/LANDMAN REQUIREMENTS (~~60~~ 60 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  ~~MANG 341 - Quantitative Decision Making (3)~~
  MARK 350 - Marketing Research (3)

Energy Management/Landman Concentration Courses (30 semester hours)
- ☐ MANG 410 - Effective Workplace Communication (3)
- ☐ EMGT 101 - Energy Management Fundamentals (3)*
- ☐ EMGT 102 - Land Management Fundamentals (3)*
- ☐ EMGT 350 - Energy Development, Transportation, and Markets (3)
- ☐ EMGT 355 - Landman Geo-Petrol-Engineering (3)
- ☐ EMGT 360 - Real Property, Oil and Gas Law (3)
- ☐ EMGT 410 - Energy Regulation and Compliance (3)
- ☐ EMGT 440 - Energy Land Practices I (3)
- ☐ EMGT 450 - Energy Land Practices II (3)
- ☐ EMGT 494 - Energy Senior Seminar (3)

  * Consult with EMGT advisor for possibility of substituting another business course for this one if you possess equivalent work experience.

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 2 semester hours)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- BUGB 105 - Freshman Business Seminar (3)
- ENGL 111 - English Composition (3)
- MATH 113 - College Algebra (4)
- Essential Learning - Social/Behavioral Science (3)
- CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)
- EMGT 101 - Energy Management Fundamentals (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 210 - Fundamentals of Information Technology (3)
- GEOL 111 - Principles of Physical Geology (3)
- GEOL 111L - Principles of Physical Geology Laboratory (1)
- Essential Learning - Humanities (3)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 - Survey of Business Law (3)
- EMGT 102 - Land Management Fundamentals (3)

Sophomore Year, Spring Semester: 16 credits
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- ECON 202 - Principles of Microeconomics (3)
- ACCT 202 - Principles of Managerial Accounting (3)
- MANG 201 - Principles of Management (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)

Junior Year, Fall Semester: 15 credits
- Essential Learning - Fine Arts (3)
- EMGT 335 - Landman Geo-Petrol-Engineering (3)
- MARK 231 - Principles of Marketing (3)
- CISB 341 or MANG 341 - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- Essential Learning - Natural Science (3)

Junior Year, Spring Semester: 15 credits
- EMGT 350 - Energy Development, Transportation, and Markets (3)
- EMGT 360 - Real Property, Oil and Gas Law (3)
- Essential Learning - History (3)
- FINA 301 - Managerial Finance (3)
- MANG 301 - Organizational Behavior (3)

Senior Year, Fall Semester: 13 credits
- EMGT 440 - Energy Land Practices I (3)
- EMGT 410 - Energy Regulation and Compliance (3)
- HRMA 371 - Human Resource Management (3)
- MANG 471 - Operations Management (3)
- Elective (1)

Senior Year, Spring Semester: 12 15 credits
- BUGB 401 - International Business (3)
- MANG 491 - Business Strategy (3)
- MANG 410 - Effective Workplace Communication (3)

- EMGT 450 - Energy Land Practices II (3)
- EMGT 494 - Energy Senior Seminar (3)

Program Modification

Business Administration-Entrepreneurship: 3119

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as, the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, insurance, human resource management, marketing, finance, economics, and hospitality management.

The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market. Small business is a major economic driver of the economy and a concentration in entrepreneurship can provide the knowledge and skills necessary to successfully run a small business. Coursework that provides opportunities to work with local small business owners provides valuable lessons in the reality of operating a small business in today's economy.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)

- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Recognize and evaluate entrepreneurial opportunities and create viable, innovative business models. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ECON 201, ECON 202 and Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ One of the following courses:
  CISB 101 - Business Information Technology (3)
  CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  CISB 241 - Introduction to Business Analysis (3)
  STAT 241 - Introduction to Business Analysis (3)

- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, ENTREPRENEURSHIP REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  MANG 341 - Quantitative Decision Making (3)
  MARK 350 - Marketing Research (3)

Entrepreneurship Nucleus (15 semester hours)
- ☐ ENTR 300 - Small Business & Entrepreneurship (3)
- ☐ ENTR 350 - The Entrepreneurial Mindset (3)
- ☐ ENTR 401 - Entrepreneurial Finance (3)
- ☐ ENTR 450 - Entrepreneurship (3)
- ☐ One of the following courses (3)
  ENTR 343 - Exploring Entrepreneurial Opportunities (3)
  MANG 401 - Strategic Consulting (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.)

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- MATH 113 - College Algebra (4)
- ENGL 111 - English Composition (3)
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 - Introduction to Business Analysis (3) or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ECON 202 - Principles of Microeconomics (3)
- ACCT 202 - Principles of Managerial Accounting (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- HRMA 371 - Human Resource Management (3)
- MANG 301 - Organizational Behavior (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- ENTR 343 - Exploring Entrepreneurial Opportunities (3) or MANG 401 - Strategic Consulting (3)

Junior Year, Spring Semester: 15 credits
- ENTR 300 - Small Business & Entrepreneurship (3)
- Essential Learning - Natural Science (3)
- FINA 301 - Managerial Finance (3)
- ENTR 401 - Entrepreneurial Finance (3)
- General Elective (3)

Senior Year, Fall Semester: 15 credits
- ENTR 350 - The Entrepreneurial Mindset (3)
- BUGB 401 - International Business (3)
- MANG 471 - Operations Management (3)
- General Electives (2 courses) (6)

Senior Year, Spring Semester: 13 credits
- ENTR 450 - Entrepreneurship (3)
- MANG 491 - Business Strategy (3)
- ~~ECON 342 - Intermediate Macro Theory (3)~~
- General Electives (2 courses) (6)
- Elective (1)

Program Modification

Business Administration-Finance: 3125

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

20172018-2018 2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Finance

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, energy management, insurance, landman/energy management and hospitality management

The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Opportunities for students with a finance concentration include both large and small businesses, government entities, schools and universities, health care, non-profit organizations and individuals. Finance professionals become critical participants not only in day-to-day decision making but also in planning financial strategies to grow a business into the future. Finance professionals also assist people in developing sound personal financial strategies. Finance plays a critical role not only in business but also for each of us personally.

There is also an option of a five year (3+2) program to allow a student to graduate with the BBA in Finance and the Master of Business Administration (MBA). It is intended to assist students to prepare to take the Certified Financial Analyst exam. See the MBA Director for more information.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

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- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
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- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~

~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~

~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~

~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~

~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~

~~Effectively work as a team. (Applied Learning)~~

~~Strategically apply information across functional areas of business. (Applied Learning)~~

~~Produce professional business work products. (Applied Learning)~~

~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~

~~Apply financial concepts and strategies and evaluate the effect on shareholder value. (Specialized Knowledge)~~

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201~~8~~7-1~~9~~8 BBA, Business Administration, Finance (3125). Posted: July 2017.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

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Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 121 - Calculus for Business (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ~~ECON 201 - Principles of Macroeconomics (3)~~
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ~~ECON 202 - Principles of Microeconomics (3)~~

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202 and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ ~~BUGB 105 - Freshman Business Seminar (3)~~
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law (3)
- ☐ ~~One of the following courses:~~
    ~~CISB 101 - Business Information Technology (3)~~
    ~~CISB 205 - Advanced Business Software (3)~~
- ☐ One of the following courses:
    CISB 241 - Introduction to Business Analysis (3)
    STAT 241 - Introduction to Business Analysis (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)

☐   ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, FINANCE REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
   CISB 341 - Quantitative Decision Making (3)
   MANG 341 - Quantitative Decision Making (3)
   MARK 350 - Marketing Research (3)

Finance Nucleus (15 semester hours)
- ☐ FINA 320 - Fundamentals of Investments (3)
- ☐ FINA 420 - Security Analysis and Portfolio Management (3)
- ☐ FINA 431 - International Financial Management (3)
- ☐ FINA 451 - Financial Management: Theory and Applications (3)
- ☐ MARK 335 - Sales and Sales Management (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 15 credits
- Essential Learning - Social/Behavioral Science (3)
- BUGB 105 - Freshman Business Seminar (3)
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)
- MATH 121 - Calculus for Business (3) or higher
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 - Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- FINA 301 - Managerial Finance (3)
- HRMA 371 - Human Resource Management (3)
- MANG 301 - Organizational Behavior (3)
- General Elective (3)

Junior Year, Spring Semester: 15 credits
- CISB 341 or MANG 341 - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- MARK 335 - Sales and Sales Management (3)
- Essential Learning - Natural Science (3)
- General Electives (2 courses) (6)

Senior Year, Fall Semester: 15 credits
- MANG 471 - Operations Management (3)
- BUGB 401 - International Business (3)
- FINA 320 - Fundamentals of Investments (3)
- General Elective (3)
- FINA 431 - International Financial Management (3)

Senior Year, Spring Semester: 14 credits
- FINA 451 - Financial Management: Theory and Applications (3)
- FINA 420 - Security Analysis and Portfolio Management (3)
- MANG 491 - Business Strategy (3)

2018-198 BBA, Business Administration, Finance (3125). Posted: July 2017.

- General Elective (3)
- Elective (2)

<u>Program Modification</u>

Business Administration-Hospitality Management: 3171

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Removed restricted selection of courses for ESSL Social & Behavioral Sciences and listed ECON 201 & 202 as Foundation Courses. Removed Foundation courses BUGB 105 and the CISB 101/205 selection. Removed option for deleted MANG 341. Removed HMGT 310 and replaced with HMGT 370. Revised suggested course sequencing consistent with the above changes.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in removed courses is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341. Industry changes indicate the need for a new course focused on managing service quality. Lastly, content changes in MARK 231 and HMGT 450 make HMGT 310 somewhat redundant. All remaining contributions of HMGT 310 will be covered in HMGT 450.

Revision to SLOs: Yes ☑   No ☑

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA
4. See BBA Assessment Dashboard Report

Other changes: Yes ☐   No ☑

<u>Discussions with affected departments:</u>

NA

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation:

Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Hospitality Management

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The BBA with a concentration in Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management, and entrepreneurship.

The BBA is a very versatile, flexible and valuable degree. Many of Colorado Mesa's BBA graduates have gone on to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Potential employment opportunities with this 4-year degree include management in any of the following areas: resort and hotel management, food and beverage management, travel and tourism management health care and education food service management, etc. With the ever expanding world hospitality market, this degree has endless opportunities both within the United States and also in the every-growing global hospitality industry.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Produce professional business work products, independently and working as a team. (Applied Learning)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)~~
~~Apply financial, marketing, and operational business principles within the hospitality industry. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4) or higher
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ ~~Select one Social and Behavioral Sciences course (3)~~
- ☐ ~~ECON 201 - Principles of Macroeconomics (3)~~
- ☐ ~~Select one Social and Behavioral Sciences course (3)~~
- ☐ ~~ECON 202 - Principles of Microeconomics (3)~~

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202, and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ ~~BUGB 105 - Freshman Business Seminar (3)~~
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law (3)
- ☐ ~~One of the following courses:~~
  - ~~CISB 101 - Business Information Technology (3)~~
  - ~~CISB 205 - Advanced Business Software (3)~~
- ☐ One of the following courses:

CISB 241 - Introduction to Business Analysis (3)

STAT 241 - Introduction to Business Analysis (3)

☐ ECON 201 - Principles of Macroeconomics (3)

☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, HOSPITALITY MANAGEMENT REQUIREMENTS (~~60~~ 60 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  - CISB 341 - Quantitative Decision Making (3)
  - ~~MANG 341 - Quantitative Decision Making (3)~~
  - MARK 350 - Marketing Research (3)

Required Concentration Courses (21-24 semester hours)
- ☐ HMGT 101 - Travel Industry I (3)
- ☐ HMGT 200 - Management and Supervisory Skills for the Hospitality Industry (3)
- ☐ HMGT 370 Managing Quality Service (3)
- ☐ ~~HMGT 310 - Travel and Tourism Marketing Techniques (3)~~
- ☐ HMGT 410 - Hospitality Facilities Management (3)
- ☐ HMGT 450 - Strategic Hospitality Sales and Marketing (3)
- ☐ HMGT 470 - Hospitality Management Strategy (3)
- ☐ MANG 499 - Internship (3-6)

Upper Division Business/Hospitality Management Electives (6-9 semester hours)
- ☐ _____
- ☐ _____
- ☐ _____

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 2 semester hours)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- MARK 231 - Principles of Marketing (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 - Survey of Business Law (3)
- HMGT 101 - Travel Industry I (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- HMGT 200 - Management and Supervisory Skills for the Hospitality Industry (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

Junior Year, Fall Semester: 15 credits
- HMGT 450 - Strategic Hospitality Sales and Marketing (3)
- ~~HMGT 310 - Travel and Tourism Marketing Techniques (3)~~
- FINA 301 - Managerial Finance (3)
- MANG 301 - Organizational Behavior (3)
- HRMA 371 - Human Resource Management (3)
- Essential Learning - History (3)

Junior Year, Spring Semester: 15 credits
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- HMGT 370 – Managing Quality Service (3)
- ~~HMGT 450 - Strategic Hospitality Sales and Marketing (3)~~
- Upper Division Business/HMGT Elective (3)

Senior Year, Fall Semester: 15 credits
- HMGT 410 - Hospitality Facilities Management (3)
- Upper Division Business/HMGT Elective (3)
- BUGB 401 - International Business (3)
- Essential Learning - Humanities (3)
- MANG 471 - Operations Management (3)

Senior Year, Spring Semester: 13 credits
- MANG 491 - Business Strategy (3)
- HMGT 470 - Hospitality Management Strategy (3)
- Upper Division Business/HMGT Business Electives (0-3)
- General Elective (1)
- MANG 499 - Internship (3-6) (or take during summer)

Program Modification

Business Administration-Human Resource Management: 3128

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, human resource management, energy management, insurance, or hospitality management.

The BBA is a very versatile, flexible, and valuable degree. Colorado Mesa's BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

With impending legislation, the need for additional personnel in the area of human resource management will only grow in the future. Become part of the industry that performs a vital function for all businesses - finding the right people for the right job and then providing training and development for that employee. This concentration has been recognized as aligning with the Society for Human Resource Management curriculum.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.

- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- The 21 semester hours listed under Foundation Courses, as well as the Essential Learning English, Essential Learning Math and Essential Learning Social and Behavioral Sciences Requirement must be completed within the student's first 60 hours.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202 and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law (3)
- ☐ One of the following courses:
  CISB 101 - Business Information Technology (3)
  CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  CISB 241 - Introduction to Business Analysis (3)
  STAT 241 - Introduction to Business Analysis (3)

☐   ECON 201 - Principles of Macroeconomics (3)
☐   ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, HUMAN RESOURCE MANAGEMENT REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  MANG 341 - Quantitative Decision Making (3)
  MARK 350 - Marketing Research (3)

Human Resource Management Nucleus (15 semester hours)
- ☐ HRMA 372 - Employment Assessment (3)
- ☐ HRMA 373 - Human Resource Management, Leadership, Ethics, and Social Responsibility (3)
- ☐ MANG 410 - Effective Workplace Communications (3)
- ☐ HRMA 475 - Compensation and Reward Systems (3)
- ☐ HRMA 478 - Advanced Human Resource Management (Capstone) (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 16 credits
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- ENGL 111 - English Composition (3)
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- MANG 201 - Principles of Management (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- BUGB 211 - Business Communications (3)
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- HRMA 371 - Human Resource Management (3)
- MANG 301 - Organizational Behavior (3)
- Essential Learning - Natural Science (3)
- General Elective (3)

Junior Year, Spring Semester: 15 credits
- FINA 301 - Managerial Finance (3)
- HRMA 372 - Employment Assessment (3)
- HRMA 373 - Human Resource Management, Leadership, Ethics, and Social Responsibility (3)
- General Electives (2 courses) (6)

Senior Year, Fall Semester: 15 credits
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- BUGB 401 - International Business (3)
- MANG 410 - Effective Workplace Communication (3)
- MANG 471 - Operations Management (3)
- HRMA 475 - Compensation and Reward Systems (3)

Senior Year, Spring Semester: 13 credits
- HRMA 478 - Advanced Human Resource Management (Capstone) (3)
- General Electives (2 courses) (6)

- MANG 491 - Business Strategy (3)
- Elective (1)

Program Modification

Business Administration-Insurance: 3169

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, energy management or landman/energy management.

Colorado Mesa's BBA graduates are entrepreneurs, small business owners, bank vice-presidents, product managers in advertising firms and project and operations managers in manufacturing organizations. The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Risk management is an important topic for all businesses today. Join a growing industry that provides a solution to both business and individuals in the management of business and personal risk - the insurance industry. Classes taught by faculty and professionals in the insurance industry provide students with invaluable learning opportunities.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Evaluate and manage risk through the use of insurance products. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ~~ECON 201 - Principles of Macroeconomics (3)~~
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ~~ECON 202 - Principles of Microeconomics (3)~~

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ~~ECON 201, ECON 202, and~~ Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ ~~BUGB 105 - Freshman Business Seminar (3)~~
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ ~~One of the following courses:~~
  ~~CISB 101 - Business Information Technology (3)~~
  ~~CISB 205 - Advanced Business Software (3)~~
- ☐ One of the following courses:
  CISB 241 - Introduction to Business Analysis (3)
  STAT 241 - Introduction to Business Analysis (3)

☐   ECON 201 - Principles of Macroeconomics (3)
☐   ECON 202 - Principles of Microeconomics (3)

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20187-198 BBA, Business Administration, Insurance (3169). Posted: September 2017.

BBA: BUSINESS ADMINISTRATION, INSURANCE REQUIREMENTS (~~45~~ 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  ~~MANG 341 - Quantitative Decision Making (3)~~
  MARK 350 - Marketing Research (3)

Insurance Nucleus (15 semester hours)
- ☐ FINA 310 - Risk Management (3)
- ☐ FINA 320 - Fundamentals of Investments (3)
- ☐ FINA 412 - Life and Health Insurance Licensure and Financial Planning (3)
- ☐ FINA 415 - Property and Liability Insurance Licensure (3)
- ☐ HRMA 475 - Compensation and Rewards (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 16 credits
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- ENGL 111 - English Composition (3)
- ~~Essential Learning - Social/Behavioral Science (3)~~
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- FINA 320 - Fundamentals of Investments (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- FINA 310 - Risk Management (3)
- Essential Learning - Natural Science (3)

Junior Year, Spring Semester: 15 credits
- HRMA 371 - Human Resource Management (3)
- FINA 301 - Managerial Finance (3)
- MANG 301 - Organizational Behavior (3)
- HRMA 475 - Compensation and Rewards (3)
- General Elective (3)

Senior Year, Fall Semester: 15 credits
- MANG 471 - Operations Management (3)
- FINA 412 - Life and Health Insurance Licensure and Financial Planning (3)
- BUGB 401 - International Business (3)
- General Electives (2 courses) (6)

Senior Year, Spring Semester: 13 credits
- MANG 491 - Business Strategy (3)
- FINA 415 - Property and Liability Insurance Licensure (3)

- General Electives (2 courses) (6)
- General Elective (1)

Program Modification

Business Administration-Management: 3126

Degree Type: BBA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both the local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, insurance, energy management or hospitality management.

The BBA degree can be applied in various fields such as medicine, the arts, sports, and education. In addition to positions in corporate America, nonprofit organizations like hospitals, school systems, and theatres also require people with business training and skills. Graduates of BBA programs hold positions in organizations from entry level manager to chief executive officer. Colorado Mesa's BBA graduates are entrepreneurs, small business owners, bank vice-presidents, product managers in advertising firms and project and operations managers in manufacturing organizations. The BBA is a very versatile, flexible and valuable degree. Colorado Mesa BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

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SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
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- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)

- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~

~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~

~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~

~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~

~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~

~~Effectively work as a team. (Applied Learning)~~

~~Strategically apply information across functional areas of business. (Applied Learning)~~

~~Produce professional business work products. (Applied Learning)~~

~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~

~~Apply management principles to optimize organizational resources. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

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Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

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- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.

- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS
- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ECON 201, ECON 202, and Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 – Survey of Business Law
- ☐ One of the following courses:
    CISB 101 - Business Information Technology (3)
    CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
    CISB 241 - Introduction to Business Analysis (3)
    STAT 241 - Introduction to Business Analysis (3)

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☐ ECON 201 - Principles of Macroeconomics (3)
☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, MANAGEMENT REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
☐ BUGB 401 - International Business (3)
☐ CISB 210 - Fundamentals of Information Technology (3)
☐ FINA 301 - Managerial Finance (3)
☐ MANG 201 - Principles of Management (3)
☐ MANG 301 - Organizational Behavior (3)
☐ HRMA 371 - Human Resource Management (3)
☐ MANG 471 - Operations Management (3)
☐ MANG 491 - Business Strategy (3)
☐ MARK 231 - Principles of Marketing (3)
☐ One of the following courses:
   CISB 341 - Quantitative Decision Making (3)
   MANG 341 - Quantitative Decision Making (3)
   MARK 350 - Marketing Research (3)

Management Nucleus (15 semester hours)
☐ HRMA 372 - Employment Assessment (3)
☐ ENTR 300 - Small Business and Entrepreneurship (3)
☐ ENTR 450 - Entrepreneurship (3)

Two of the following courses:
   ACCT 311 - Advanced Managerial Accounting
   ENTR 340 - Applied Financial Management for Emerging Businesses
   BUGB 440 - Business Ethics
   CISB 305 - Solving Problems Using Spreadsheets
   CISB 306 - Solving Problems Using Databases
   CISB 470 - Management of Information Systems
   FINA 310 - Risk Management
   HRMA 373 – Human Resource Management, Leadership, Ethics, and Social Responsibility
   MANG 410 - Effective Workplace Communication
☐ _____
☐ _____

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

☐ MATH 113 - College Algebra (1)
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 14 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)
- MANG 201 - Principles of Management (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- ENTR 300 - Small Business and Entrepreneurship (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- General Elective (3)
- Essential Learning - Natural Science (3)

Junior Year, Spring Semester: 15 credits
- HRMA 371 - Human Resource Management (3)
- MANG 301 - Organizational Behavior (3)
- FINA 301 - Managerial Finance (3)
- Management or General Electives (2 courses) (6)

Senior Year, Fall Semester: 15 credits
- MANG 471 - Operations Management (3)
- BUGB 401 - International Business (3)
- HRMA 372 - Employee Assessment (3)
- Management or General Electives (2 courses) (6)

Senior Year, Spring Semester: 14 credits
- ENTR 450 - Entrepreneurship (3)
- Management or General Electives (2 courses) (6)
- MANG 491 - Business Strategy (3)
- General Elective (1)

- KINA Activity (1)

Program Modification

Business Administration-Managerial Informatics: 3168

Degree Type: BBA

Modified Program Name: Business Administration-Business Analytics

Modified Program Name: Bus Admin Business Analytics

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Add new BBA SLOs. Change program name. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and CISB 101. CISB 205 remains required as a part of the nucleus. Remove CISB 410 and CISB 470. Add CISB 342, CISB 343, and ECON 415. Remove MANG 341 as an optional core course.

Justification:

New BBA SLOs were approved 11/15/17. Changing industry needs, consultations with a local advisory group, and recommendations from the external reviewer during the last CISB program review led to these proposed changes. Modifications are designed to update and maintain this program as well-suited for current business needs. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses.

Revision to SLOs: Yes ☑   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ☑

NA

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics, entrepreneurship, insurance, energy management and hospitality management.

The BBA is a very versatile, flexible and valuable degree. Colorado Mesa BBA graduates have great success stories in the business world as well as the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Graduates assist businesses with creating, obtaining, and maintaining computer information systems that solve problems and assist in facilitating routine business events. As businesses increasingly rely on technology to provide efficiency, employees with an understanding of both business concepts and computer systems are a necessity.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

~~graduates of this major will be able to:~~
~~Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)~~
~~Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)~~
~~Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)~~
~~Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)~~
~~Effectively work as a team. (Applied Learning)~~
~~Strategically apply information across functional areas of business. (Applied Learning)~~
~~Produce professional business work products. (Applied Learning)~~
~~Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)~~
~~Apply managerial information skills to business problems. (Specialized Knowledge)~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

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Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
  (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ECON 201, ECON 202, and Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 -Survey of Business Law (3)
- ☐ One of the following courses:
  CISB 101 - Business Information Technology (3)
  CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:

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CISB 241 - Introduction to Business Analysis (3)
STAT 241 - Introduction to Business Analysis (3)
☐ ECON 201 - Principles of Macroeconomics (3)
☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, ~~MANAGERIAL INFORMATICS~~ BUSINESS ANALYTICS REQUIREMENTS (~~45~~ 48 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  ~~MANG 341 - Quantitative Decision Making (3)~~
  MARK 350 - Marketing Research (3)

~~Managerial Informatics~~ Business Analytics Nucleus (~~15~~ 18 semester hours)
- ☐ CISB 205 - Advanced Business Software (3)
  ~~(or CISB elective if CISB 205 taken in Foundation Courses)~~
- ☐ CISB 305 - Problem Solving with Spreadsheets (3)
- ☐ CISB 306 - Problem Solving with Databases (3)
- ☐ ~~CISB 410 - Project Management (3)~~ CISB 342 Data Mining and Visualization (3)
- ☐ ~~CISB 470 - Management of Information Systems (3)~~ CISB 343 Big Data (3)
- ☐ ECON 415 Econometrics (3)

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GENERAL ELECTIVES (1~~7~~4 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least ~~seven~~ four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ ~~_____~~

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SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- ~~BUGB 105 - Freshman Business Seminar (3)~~
- ENGL 111 - English Composition (3)
- CISB 205 – Advanced Business Software (3)
- ~~CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)~~
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Systems (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- ~~CISB 205 - Advanced Business Software (3)~~ CISB 305 Problem Solving with Spreadsheets (3)
- CISB 341 ~~or MANG 341~~ - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- ~~General Elective (3)~~ Essential Learning - Social/Behavioral Science (3)
- Essential Learning - Natural Science (3)

Junior Year, Spring Semester: 15 credits
- HRMA 371 - Human Resource Management (3)
- FINA 301 - Managerial Finance (3)
- MANG 301 - Organizational Behavior (3)
- CISB 306 - Problem Solving with Databases (3)
- ~~CISB 410 - Project Management (3)~~ General Elective (3)

Senior Year, Fall Semester: 15 credits
- MANG 471 - Operations Management (3)
- ~~CISB 305 - Problem Solving with Spreadsheets (3)~~ CISB 342 Data Mining and Visualization (3)
- BUGB 401 - International Business (3)
- ~~CISB 470 - Management of Information Systems (3)~~ CISB 343 Big Data (3)
- General Elective (3)

Senior Year, Spring Semester: 13 credits

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- MANG 491 - Business Strategy (3)
- ECON 415 Econometrics (3)
- General Electives (3 2 courses) (9 6)
- General Elective (1)

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Program Modification

Business Administration-Marketing: 3127

Degree Type: BBA

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Add new BBA SLOs. Remove restricted selection of courses for ESSL Social & Behavioral Sciences and list ECON 201 & 202 as Foundation Courses. Remove Foundation courses BUGB 105 and the CISB 101/205 selection as their course content is either covered in secondary schools or more specialized Foundation and Core courses. Remove option for deleted MANG 341.

Justification:

New BBA SLOs were approved 11/15/17. Improvements in secondary school preparation indicate coverage of basic topics in BUGB 105 and CISB 101/205 is no longer necessary, while advanced topics are better addressed in more specialized Foundation and Core courses. In addition, existing articulation agreements indicate ECON 201 & 202 should be listed as Foundation courses instead of at the ESSL level. No changes in SLOs are necessary in other Foundation or Core courses. MANG 341 is available as CISB 341 (catalog cleanup)

Revision to SLOs: Yes ✔   No ☐

1. See About This Major on Program Requirements Sheet.
2. See About This Major on Program Requirements Sheet.
3. See Curriculum map BBA.
4. See BBA Assessment Dashboard Report.

Other changes: Yes ☐   No ✔

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both local and global business environments. Additionally, the program allows for an emphasis in a specialized area such as management, marketing, finance, economics or hospitality management. The BBA is a very versatile, flexible and valuable degree. Colorado Mesa's BBA graduates have the ability to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market. Marketing is a critical part of today's business. Classes in promotion, consumer behavior, sales and sales management, creating marketing materials, and advanced marketing will place marketing students on a path to an exciting, fast-paced career in marketing for large and small businesses, health care and nonprofits to name a few areas. Selling skills are essential for all areas of business providing marketing students with an important skill to build their resume.

 For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes,

students in this major complete a plan of study that fulfills our department mission and requires demonstrated comprehension of program specific learning outcomes. These are as follows:

Mission: As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.

Student Learning Outcomes

SLO #1: Critical Thinking/Problem Solving Skills:

- 1.1 - Apply business knowledge and skills in appropriate business contexts (Critical Thinking)
- 1.2 - Transfer knowledge and skills to new business situations. (Critical Thinking)
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions. (Critical Thinking)

SLO #2: Effective Communication Skills

- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing. (Communication Fluency)
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally (Communication Fluency)

SLO #3: Teamwork

- 3.1 - Demonstrate an understanding of the role of teams in organizations (Specialized Knowledge/Applied Learning)
- 3.2 - Demonstrate behaviors consistent with effective teamwork (Specialized Knowledge/Applied Learning)

SLO #4: Ethical Awareness

- 4.1 – Analyze an issue within an ethical framework (Specialized Knowledge/Applied Learning)
- 4.2 – Recommend a solution based on an ethical framework (Specialized Knowledge/Applied Learning)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Department Head of Business for complete requirements and application form.
- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4)
     (3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.)

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (21 semester hours. These courses plus ECON 201, ECON 202, and Essential Learning Math & English requirements must be completed within the student's first 60 hours.)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 105 - Freshman Business Seminar (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ One of the following courses:
     CISB 101 - Business Information Technology (3)
     CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
     CISB 241 - Introduction to Business Analysis (3)
     STAT 241 - Introduction to Business Analysis (3)

- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

BBA: BUSINESS ADMINISTRATION, MARKETING REQUIREMENTS (45 45 semester hours)

Business Administration Core (30 semester hours)
- ☐ BUGB 401 - International Business (3)
- ☐ CISB 210 - Fundamentals of Information Technology (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MANG 301 - Organizational Behavior (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MANG 491 - Business Strategy (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  MANG 341 - Quantitative Decision Making (3)
  MARK 350 - Marketing Research (3)

Marketing Nucleus (15 semester hours)
- ☐ MARK 325 - Consumer Behavior (3)
- ☐ MARK 332 - Promotion (3)
- ☐ MARK 335 - Sales and Sales Management (3)
- ☐ MARK 340 - Creating Marketing Materials (3)
- ☐ MARK 432 - Advanced Marketing (3)

GENERAL ELECTIVES (17 semester hours) It is strongly recommended to meet with a Business Advisor to choose electives that complement the nucleus or choose the nucleus of a second concentration. At least four hours must be upper division. Also include all college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 16 credits
- Essential Learning - Social/Behavioral Science (3)
- BUGB 105 - Freshman Business Seminar (3)
- ENGL 111 - English Composition (3)
- Essential Learning - Social/Behavioral Science (3)
- CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)

Freshman Year, Spring Semester: 14 credits
- ENGL 112 - English Composition (3)
- CISB 241 or STAT 241 - Introduction to Business Analysis (3)
- CISB 210 - Fundamentals of Information Technology (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- BUGB 211 - Business Communications (3)
- BUGB 231 – Survey of Business Law (3)
- Essential Learning - History (3)

Sophomore Year, Spring Semester: 16 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MANG 201 - Principles of Management (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Humanities (3)

Junior Year, Fall Semester: 15 credits
- MARK 231 - Principles of Marketing (3)
- FINA 301 - Managerial Finance (3)
- HRMA 371 - Human Resource Management (3)
- MANG 301 - Organizational Behavior (3)
- General Elective (3)

Junior Year, Spring Semester: 15 credits
- MARK 332 - Promotion (3)
- MARK 335 - Sales and Sales Management (3)
- Essential Learning - Natural Science (3)
- MARK 340 - Creating Marketing Materials (3)
- General Elective (3)

Senior Year, Fall Semester: 15 credits
- MARK 325 - Consumer Behavior (3)
- CISB 341 or MANG 341 - Quantitative Decision Making (3) or MARK 350 - Marketing Research (3)
- MANG 471 - Operations Management (3)
- BUGB 401 - International Business (3)
- General Elective (3)

Senior Year, Spring Semester: 14 credits
- MARK 432 - Advanced Marketing (3)
- MANG 491 - Business Strategy (3)
- General Electives (2 courses) (6)

- ▪ General Elective (1)
- ▪ KINA Activity (1)

Program Modification

Computer Information Systems: 3165

Degree Type: BS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Removed deleted option for MANG 341 under quantitative analysis courses.

Justification:

MANG 341 is available as CISB 341.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Science in Computer Information Systems is a degree required today as organizations face the challenges of technology management. This program provides graduates with business management skills and computer information expertise to manage computer systems in today's organizations. Graduates of this program are employed in occupations such as systems analysts, analyst/programmers, database administrators, network administrators, web page designers, help desk specialists, and IT Managers.

Graduates assist businesses with creating, obtaining, and maintaining computer information systems that solve problems and assist in facilitating routine business events. As businesses increasingly rely on technology to provide a competitive advantage, employees with an understanding of both business concepts and computer systems are necessary. Computer information systems studies require students to examine computer systems from organizational, social, psychological, and technical perspectives. Graduates from this program will have taken a variety of courses that were developed based on national guidelines for quality degrees in information systems.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, , graduates of this major will be able to:

1. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
2. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)
4. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
5. Effectively work as a team. (Applied Learning)
6. Strategically apply information across functional areas of business. (Applied Learning)
7. Produce professional business work products. (Applied Learning)
8. Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)
9. Identify, formulate, and correctly solve information systems problems. (Specialized Knowledge)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

Institutional degree requirements listed above are sufficient for this program.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4) or higher
  3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (12-13 semester hours)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  CISB 206 - Business Application Programming (3)
  CSCI 111 - CS1: Foundations of Computer Science (34)
  Other Object-Oriented Programming Course approved by advisor (3)
- ☐ CISB 210 - Fundamentals of Information Systems (3)

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BS, COMPUTER INFORMATION SYSTEMS REQUIREMENTS (~~54~~ 54 semester hours)

Computer Information Systems Core (27 semester hours)
- ☐ One of the following courses:
  CISB 101 - Business Information Technology (3)
  CISB 305 - Solving Problems using Spreadsheets (3)
  CISB 306 - Solving Problems using Databases (3)
- ☐ CIST 309 - Enterprise Systems (3)
- ☐ CISB 315 - Information Systems Infrastructure (3)
- ☐ CISB 331 - Advanced Business Programming (3)
- ☐ CISB 410 - Project Management (3)
- ☐ CISB 442 - Systems Analysis and Design (3)
- ☐ CISB 451 - Database Administration (3)
- ☐ CISB 470 - Management of Information Systems (3)
- ☐ CISB 471 - Advanced Information Systems (3)

Business Support Classes (21 semester hours)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 349 - Legal Environment of Business (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MARK 231 - Principles of Marketing (3)

Quantitative Analysis Courses (6 semester hours)
- ☐ One of the following courses:
  CISB 241 - Introduction to Business Analysis (3)
  STAT 241 - Introduction to Business Analysis (3)
- ☐ ~~One of the following courses:~~
  ~~MANG 341 - Quantitative Decision Making (3)~~
  CISB 341 - Quantitative Decision Making (3)

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. ~~16-~~17 semester hours, 4-7 hours of upper division may be needed) (Recommended: TECI 260, CISB 460, CISB 305, or CISB 306)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ~~☐~~ ~~_____~~

Freshman Year, Fall Semester: 16 credits
- CISB 101 - Business Information Technology (3) or CISB 305 - Solving Problems using Spreadsheets (3) or CISB 306 - Solving Problems using Databases (3)
- ENGL 111 - English Composition (3)
- MATH 113 - College Algebra (4)
- Essential Learning - History (3)
- Essential Learning - Humanities (3)

Freshman Year, Spring Semester: 15 credits
- CISB 205 - Advanced Business Software (3)
- ENGL 112 - English Composition (3)
- CISB 210 - Fundamentals of Information Systems (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Social and Behavioral Science (3)

Sophomore Year, Fall Semester: 15 credits
- ACCT 201 - Principles of Financial Accounting (3)
- CISB 206 - Business Application Programming (3) or CSCI 111 - CS1: Foundations of Computer Science (3)
- CISB 309 - Enterprise Systems (3)
- ECON 201 - Principles of Macroeconomics (3)
- MANG 201 - Principles of Management (3)

Sophomore Year, Spring Semester: 15 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- CISB 315 - Information Systems Infrastructure (3)
- ECON 202 - Principles of Microeconomics (3)
- MARK 231 - Principles of Marketing (3)
- CISB 241 - Introduction to Business Analysis (3) or STAT 241 - Introduction to Business Analysis (3)

Junior Year, Fall Semester: 16 credits
- CISB 410 - Project Management (3)
- MANG 341 - Quantitative Decision Making (3) or CISB 341 - Quantitative Decision Making (3)
- CISB 331 - Advanced Business Programming (3)
- Essential Learning - Social and Behavioral Science (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

Junior Year, Spring Semester: 15 credits
- CISB 470 - Management of Information Systems (3)
- CISB 442 - Systems Analysis and Design (3)
- Essential Learning - Natural Science with Lab (4)
- KINE 100 - Health and Wellness (1)
- KINA Activity (1)
- General Elective (3)

Senior Year, Fall Semester: 15 credits
- CISB 451 - Database Administration (3)
- BUGB 349 - Legal Environment of Business (3)
- FINA 301 - Managerial Finance (3)
- Essential Learning - Natural Science (3)
- General Elective (3)

Senior Year, Spring Semester: 13 credits
- CISB 471 - Advanced Information Systems (3)
- General Electives (10)

Program Modification

Business Administration: 3170

Degree Type: BAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Removed deleted option for MANG 341 under required business courses;

Justification:

MANG 341 is available as CISB 341.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Applied Science
Major: Business Administration

About This Major . . .

The Bachelor of Applied Science in Business Administration combines the technical skills and business proficiency necessary for success in today's business world. A unique program, the BAS allows students who have already earned an associate of applied science degree to build upon their technical specialties with Essential Learning courses and junior and senior level business courses. This allows associate degree holders to gain a 4-year degree in approximately four additional full-time semesters, depending upon prior coursework.

Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management and entrepreneurship. Upon completion of the program, students will be technically and academically prepared for leadership positions in their chosen industries.

Prospective students not holding an associate of applied science degree can begin their college career at CMU in a chosen field of study with a 2-year degree and then progress to a 4-year degree using the BAS. This degree will provide students upward mobility in their area of employment as they move into supervision/management positions.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes
, graduates of this major will be able to:

1.   Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
2.   Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
3.   Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual   presentations. (Communication Fluency)
4.   Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
5.   Effectively work as a team. (Applied Learning)
6.   Strategically apply information across functional areas of business. (Applied Learning)
7.   Produce professional business work products. (Applied Learning)
8.   Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)
9.   Apply management principles to optimize organizational resources.   (Specialized Knowledge)

Advising Process and DegreeWorks

2018-19 BAS, Business Administration (3170). Posted:

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audits on a regular basis and should discuss questions or concerns with their advisors or academic department heads. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU Bachelor of Applied Science (BAS) degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 33 upper-division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

Formal admission to a BAS program requires completion of the appropriate AAS degree from an accredited institution. Any exceptions to this must be approved in advance by the department BAS advisor and the academic department head. All students must meet with the BAS advisor to plan and schedule all classes.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 -College Algebra (4*) or higher

    *3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

BAS: BUSINESS ADMINISTRATION REQUIREMENTS (72 semester hours)

Required Business Courses (36 semester hours)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ BUGB 349 - Legal Environment of Business (3)
- ☐ CISB/STAT 241 - Introduction to Business Analysis (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ ENTR 300 - Small Business and Entrepreneurship (3)
- ☐ ENTR 450 - Entrepreneurship (3)
- ☐ MANG 471 - Operations Management (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ MARK 332 - Promotion (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  ~~MANG 341 - Quantitative Decision Making (3)~~
  MARK 350 - Marketing Research (3)

Bachelor of Applied Science Core (36 semester hours)
36 Semester Hours taken as part of a state approved Associate of Applied Science degree.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
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- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

A.A.S. Institution: _____ Date Received: _____

GENERAL ELECTIVES (All college level courses appearing on final transcript, not listed above to bring total semester hours to 120. 11 semester hours, 9 semester hours must be upper division.)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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Program Modification

Computer Information Systems: 3167

Degree Type: BAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Removed deleted option for MANG 341 under required computer information systems courses.

Justification:

MANG 341 is available as CISB 341.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka

Director of Teacher Education Signature:

Expected Implementation:

About This Major . . .

The Bachelor of Applied Science in Computer Information Systems combines the technical skills and business proficiency necessary for success in today's business world. A unique program, the BAS allows students who have already earned an associate of applied science degree to build upon their technical specialties with Essential Learning courses and junior and senior level computer information systems courses. This allows associate degree holders to gain a 4-year degree in approximately four additional full-time semesters, depending upon prior coursework.

Computer Information Systems courses to be taken include coursework in project management, systems analysis and design, database administration, networking, electronic commerce, productivity tools, decision support, systems development and implementation including programming and information systems theory. BAS students will be technically and academically prepared for leadership positions within the information technology functional areas in their chosen industries.

Prospective students not holding an associate of applied science degree can begin their college career at CMU in a chosen field of study with a 2-year degree and then progress to a 4-year degree using the BAS. This degree will provide students upward mobility in their area of employment as they move into supervision/management positions.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, , graduates of this major will be able to:
1. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
2. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)
4. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
5. Effectively work as a team. (Applied Learning)
6. Strategically apply information across functional areas of business. (Applied Learning)
7. Produce professional business work products. (Applied Learning)
8. Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)
9. Identify, formulate, and correctly solve information systems problems. (Specialized Knowledge)

graduates of this major will be able to:

Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing, including individual presentations. (Communication Fluency)
Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
Effectively work as a team. (Applied Learning)
Strategically apply information across functional areas of business. (Applied Learning)
Produce professional business work products. (Applied Learning)
Practice principle-based ethics in decision making both personally and professionally. (Applied Learning)
Identify, formulate, and correctly solve information systems problems. (Specialized Knowledge)

Advising Process and DegreeWorks

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20187-198 BAS, Computer Information Systems (3167). Posted: April 2017.

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audits on a regular basis and should discuss questions or concerns with their advisors or academic department heads. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU Bachelor of Applied Science (BAS) degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 33 upper-division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the B.A.S. degree, an applicant must possess an A.A.S. degree from an accredited school in computer information systems, computer programming, electronic engineering technology, information technology, network technology, telecommunications, or related area such as computer aided design or graphics design. Any exceptions to this must be approved in advance by the department BAS advisor and the academic department head. All students must meet with the BAS advisor to plan and schedule all classes.
- Requests for more than 6 hours of cooperative education internship must be approved by the advisor.

- As an entrance requirement, a student must have a proficiency in advanced computer literacy, which is defined as having taken CISB 101 (or equivalent); and CISB 260 or TECI 260 (or equivalent).
- A grade of "C" or higher is required in each course in the major.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 -College Algebra (4*)
  *3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

BAS: COMPUTER INFORMATION SYSTEMS REQUIREMENTS (75-76 semester hours)

Required Computer Information Systems Courses (39-40 semester hours)
- ☐ CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  CISB 206 - Business Application Programming (3)
  CSCI 111 - CS1: Foundations of Computer Science (~~3~~4)
  Other Object-Oriented Programming Course approved by advisor (3)
- ☐ CISB 210 - Fundamentals of Information Systems (3)
- ☐ CISB 241 or ~~/~~STAT 241 - Introduction to Business Analysis (3)
- ☐ CISB 309 - Enterprise Systems (3)
- ☐ CISB 315 - Information Systems Infrastructure (3)
- ☐ CISB 331 - Advanced Business Programming (3)
- ☐ CISB 410 - Project Management (3)
- ☐ CISB 442 - Systems Analysis and Design (3)
- ☐ CISB 451 - Database Administration (3)
- ☐ CISB 470 - Management of Information Systems (3)
- ☐ CISB 471 - Advanced Information Systems (3)
- ☐ One of the following courses:
  CISB 341 - Quantitative Decision Making (3)
  ~~MANG 341 - Quantitative Decision Making (3)~~
  MARK 350 - Marketing Research (3)

Bachelor of Applied Science Core (36 semester hours)
36 Semester Hours taken as part of a state approved Associate of Applied Science degree.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
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- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

A.A.S. Institution: _____ Date Received: _____

GENERAL ELECTIVES ~~(9 semester hours)~~
Electives (All college level courses appearing on final transcript, not listed above to bring total semester hours to 120. ~~7~~ 7-8 semester hours, 6 semester hours must be upper division.)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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201~~87~~-1~~9~~8 BAS, Computer Information Systems (3167). Posted: April 2017.

Program Modification

Hospitality Management: 3163

Degree Type: BAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Removed restricted selection of courses for ESSL Social & Behavioral Sciences. Replaced ENTR 450 with MANG 301 under Required Business Courses. Removed deleted course MANG 341.

Justification:

Existing articulation agreements indicate Social and Behavioral Science courses should not be restricted and ECON 201 & 202 were determined not to be essential to the BAS program. MANG 301 replaced ENTR 450 as it is more relevant to the program. MANG 341 is available as CISB 341.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Applied Science
Major: Hospitality Management

About This Major . . .

The Bachelor of Applied Science in Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. A unique program, the B.A.S. allows students who have already earned an associate of applied science degree to build upon their technical specialties with Essential Learning courses and junior and senior level business courses. This allows associate of applied science degree holders to gain a 4-year degree in approximately four additional full-time semesters, depending upon prior coursework.

Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management and entrepreneurship. Upon completion of the program, students will be technically and academically prepared for leadership positions in the hospitality industry. Potential employment opportunities with this 4-year degree include management in any of the following areas: resort and hotel management, food and beverage management, travel and tourism management, health care and education food service management, etc. With the ever expanding world hospitality market, this degree has endless opportunities.

Prospective students not holding an associate of applied science degree can begin their college career at CMU in a chosen field of study with a 2-year degree and then progress to a 4-year degree using the B.A.S. This degree will provide students with upward mobility in their area of employment as they move into supervision/management positions.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, , graduates of this major will be able to:

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply financial, marketing, and operational business principles within the hospitality industry. (Specialized Knowledge)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audits on a regular basis and should discuss questions or concerns with their advisors or academic department heads. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU Bachelor of Applied Science (BAS) degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 33 upper-division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- Formal admission to a BAS program requires completion of the appropriate AAS degree from an accredited institution. Any exceptions to this must be approved in advance by the department BAS advisor and the academic department head. All students must meet with the BAS advisor to plan and schedule all classes.
- To be admitted to the B.A.S. degree, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form

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ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 -College Algebra (4*) or higher
   *3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ ~~Select one Social and Behavioral Sciences course (3)~~
- ☐ ~~ECON 201 - Principles of Macroeconomics (3)~~
- ☐ ~~Select one Social and Behavioral Sciences course (3)~~
- ☐ ~~ECON 202 - Principles of Microeconomics (3)~~

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

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BAS: ~~BUSINESS ADMINISTRATION~~HOSPITALITY MANAGEMENT REQUIREMENTS (~~72~~ 72 semester hours)

Required Business Courses (36 semester hours)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ BUGB 349 - Legal Environment of Business (3)
- ☐ CISB/STAT 241 - Introduction to Business Analysis (3)
- ☐ FINA 301 - Managerial Finance (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ ~~ENTR 450 - Entrepreneurship~~MANG 301 - Organizational Behavior (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ HMGT 410 - Hospitality Facilities Management (3)
- ☐ HRMA 371 - Human Resource Management (3)
- ☐ One of the following courses:
  - CISB 341 - Quantitative Decision Making (3)
  - ~~MANG 341 - Quantitative Decision Making (3)~~
  - MARK 350 - Marketing Research (3)
- ☐ HMGT 450 - Strategic Hospitality Sales and Marketing (3)
- ☐ HMGT 470 - Hospitality Management Strategy (3)

Bachelor of Applied Science Core (36 semester hours)
36 Semester Hours taken as part of a state approved Associate of Applied Science degree.
- ☐ _____
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A.A.S. Institution: _____ Date Received: _____

GENERAL ELECTIVES ~~(11 semester hours)~~
(All college level courses appearing on final transcript, not listed above to bring total semester hours to 120. 11 semester hours, 9 semester hours must be upper division.)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ~~☐ _____~~
- ~~☐ _____~~

Program Modification

Hospitality Management: 1163

Degree Type: AAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Deleted "A grade of C or higher must be achieved in coursework toward major content area" under Program Specific Degree Requirements. Under restricted electives added "or other electives as approved by your advisor". Changes and clean-up in course sequencing consistent with the above.

Justification:

The minimum "C" requirement under Program Specific Requirements is adequately covered by Institution Degree Requirements. The addition of other approved electives under Restricted Electives allows greater flexibility in individual student programs.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation:

COLORADO MESA
U N I V E R S I T Y

About This Major . . .
The field of Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, business law, business technology, management, accounting, finance, economics, and hospitality specific courses. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Bachelor of Applied Science in Hospitality Management.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Locate, gather and organize information on an assigned hospitality management topic. (Specialized Knowledge)
2. Recognize mathematical concepts and methods in relation to hospitality management issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic hospitality management information. (Communication Fluency)
4. Describe beginning hospitality management concepts in appropriate business contexts. (Critical Thinking)

graduates of this major will be able to:

1. Locate, gather and organize information on an assigned hospitality management topic. (Specialized Knowledge)
2. Recognize mathematical concepts and methods in relation to hospitality management issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic hospitality management information. (Communication Fluency)
4. Describe beginning hospitality management concepts in appropriate business contexts. (Critical Thinking)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU Associate of Applied Science (AAS) degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 60 semester hours minimum.
- Students must complete a minimum of 15 of the final 30 semester hours of credit at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 20 semester credit hours for an AAS degree.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 66 semester hours total for the AAS, Hospitality Management
- A grade of "C" or higher must be achieved in coursework toward major content area.

ESSENTIAL LEARNING REQUIREMENTS (15 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Communication (6 semester hours)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (34 semester hours)
- ☐ MATH 113 - College Algebra (4)*
  - ☐ * 3 credits apply to the Essential Learning requirements and 1 credit applies to General Electives.

Other Essential Learning Core Courses (6 semester hours)
- ☐ Select one Social and Behavioral Sciences, History, Natural Sciences, Fine Arts or Humanities course (3)
- ☐ Select one Social and Behavioral Sciences, History, Natural Sciences, Fine Arts or Humanities course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one KINA Activity course (1)

AAS: Hospitality Management (48 semester hours)

Core Courses (36 semester hours)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ One of the following courses:
  - CISB 101 - Business Information Technology (3)
  - CISB 205 - Advanced Business Software (3)
- ☐ One of the following courses:
  - CISB 241 - Introduction to Business Analysis (3)
  - STAT 241 - Introduction to Business Analysis (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ HMGT 101 - Travel Industry I (3)
- ☐ One of the following courses:
  - HMGT 200 - Management and Supervisory Skills for the Hospitality Industry (3)
  - CUAR 255 - Supervision in the Hospitality Industry (3)

Restricted Electives (12 semester hours)
Select 12 semester hours from the following courses or other electives as approved by your advisor:
- HMGT 201 - Management in the Hospitality Industry (3)
- HMGT 211 - Travel Destinations (3)
- HMGT 217 - Hotel Operations (3)
- HMGT 218 - Housekeeping Operations (3)
- HMGT 241 - Food & Beverage Management (3)
- HMGT 296 - Topics (3)
- CUAR 115 - Intro to Sustainable Cuisine (3)
- CUAR 179 - Wines, Spirits, and Beers (3)
- CUAR 190 - Dining Room Management (3)
- CUAR 261 - Cost Controls (3)
- CUAR 262 - Purchasing for the Hospitality Industry (3)
- HMGT 299 - Internship (3-6)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

GENERAL ELECTIVES (1 hour)
- ☐ MATH 113 College Algebra (1)

2018-19 AAS, Hospitality Management (1163). Posted:

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 15 credits
- ENGL 111 - English Composition (3)
- MATH 113 - College Algebra (4)
- KINE 100 - Health and Wellness (1)
- KINA 1__ - Kinesiology Activity Course (1)
- CISB 101 - Business Information Technology (3) or CISB 205 - Advanced Business Software (3)
- HGMT 101 - Travel Industry I (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- Essential Learning - Social and Behavioral Sciences, History, Natural Sciences, Fine Arts or Humanities course (3)
- Essential Learning - Social and Behavioral Sciences, History, Natural Sciences, Fine Arts or Humanities course (3)
- CISB 241 - Intro to Business Analysis (3) or STAT 241 - Intro to Business Analysis (3)
- HMGT 200 - Management and Supervisory Skills for the Hospitality Industry (3) or CUAR 255 Supervision in the Hospitality Industry (3)

Sophomore Year, Fall Semester: 18 credits
- ACCT 201 - Principles of Financial Accounting (3)
- ECON 201 - Principles of Macroeconomics (3)
- MANG 201 - Principles of Management (3)
- BUGB 211 - Business Communications (3)
- Restricted Elective course from list on page three (3)
- Restricted Elective course from list on page three (3)

Sophomore Year, Spring Semester: 18 18 credits
- ACCT 202 - Principles of Managerial Accounting (3)
- ECON 202 - Principles of Microeconomics (3)
- MARK 231 - Principles of Marketing (3)
- BUGB 231 - Survey of Business Law (3)
- Restricted Elective course from list on page three (3)
- Restricted Elective (3)
- HMGT 299 - Internship (3-6)

Department: Computer Sciecne, Mathematics, and Statistics

Course Additions

CSCI 260   Credit Hours   3

   Course Title: Introduction to Database

   Abbreviated Title: Intro to Database

   Contact hours per week: Lecture 2   Lab   Field   Studio   Other

   Type of Instructional Activity: Lecture

   Academic engagement minutes: 2250   Student preparation minutes: 4500

   Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

   Intended semester to offer course 1st time: Spring 2019

   Number of times course may be taken for credit: 1

   Essential Learning Course: Yes ☐   No   ☑

   Prerequisites: Yes ☑   No   ☐

       CSCI 110

   Prerequisite for other course(s):   Yes ☑   No   ☐

   Co-requisites: Yes ☐   No   ☑

   Requirement or listed choice for any program of study: Yes ☑   No   ☐

   Course is a requirement for a new program:

     Professional Certificate: Web Application Development

   Overlapping content with present courses offered on campus: Yes ☐   No   ☑

   Additional faculty FTE required: Yes ☐   No   ☑

   Additional equipment required: Yes ☐   No   ☑

   Additional lab facilities required: Yes ☐   No   ☑

Course description for catalog:

   Introduction to using databases. The focus of this course will be on the creation, retrieval, update, and
   deletion of data from databases using a variety of database management systems and programming
   languages.

Justification:

   While database was traditionally treated in advanced and graduate level computer science courses, most
   of today's programs access data stored in databases from other programming languages, including web
   applications as well as DBMS software. Without an introduction in how data is accessed and stored in a
   database, students are unable to access the data correctly. This course will prepare students to access
   available data in any DBMS or by using available programming languages.

Topical course outline:

   1) Intro to relational databases - basic rules of tables, data types, fields, and records
   2) Using SQL to manipulate databases - to create tables, to insert data, retrieve data, update data, and
   deleting data from databases
   3) Accessing databases using programming languages (such as Javascript or Python)
   4) Accessing data using NoSQL databases (such as MongoDB)

Student Learning Outcomes:

   1) create datasets for a variety of relational and non-relational databases
   2) retrieve data from a variety of relational and non-relational databases
   3) update data in a variety of relational and non-relational databases
   4) delete data from a variety of relational and non-relational databases

Course Additions

Lori Payne was asked to contact CISB.

Proposed by: Ram Basnet   Expected Implementation:

Course Modifications

CSCI 111

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	CSCI	
Course No.:	111	
Credit Hours:	4	
Course Title:	CS1: Foundations of Computer Science	
Times for Credit:	1	1

Prerequisites:

   Current: MATH 113 (may be taken concurrrently)

   Proposed: CSCI 110 OR MATH 113

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

As we see more and more students struggle with CS1 over the years, we thought better Math and/or programming remedial courses would help students master the materials covered in this course.

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

N/A

Proposed by: Ram B. Basnet   Expected Implemention:

<u>Course Modifications</u>

CSCI 337

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**

Course Prefix: CSCI

Course No.:   337

Credit Hours: 3

Course Title: User Interface Design

Times for Credit: 1   1

Prerequisites:

  Current: CSCI 250

  Proposed: CSCI 250 or CSCI 260

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Course is a requirement for a new program:

  Professional Certificate: Web Application Development

<u>Justification:</u>

Students in the new Certificate in Web Application Development need this course, but will come to it from a new course offering rather the the traditional path taken by the BS in Computer Science students. CSCI 337 User Interface Design is about designing usable, pleasing, and mutable software for those who will actually use it.   The two prerequisite paths are determined by what type of development the student will be doing, however the rules for UID are the same for either.

<u>Discussions with affected departments:</u>

N/A

Proposed by: Ram B. Basnet   Expected Implemention:

<u>Program Additions</u>

Web Application Development

Degree Type: Professional Cert

Abbreviated Name: Web Application Development

Proposed by: Warren MacEvoy

Director of Teacher Education Signature:

Expected Implementation:

About This Certificate . . .

The certificate in Web Application Development is designed to provide students with the knowledge and skills needed to build modern web applications. The program's goal is to provide a hands-on degree in web application development to meet the growing needs and demands from various industries.

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Identify strengths and weaknesses of competing web application tools, languages, frameworks and defend a choice for a given situation. (Critical Thinking)
2. Write back-end server-side code for web applications using SQL and NoSQL and configure web and database servers. (Applied Learning)
3. Design and develop secure and modern web applications. (Applied Learning)
4. Demonstrate clear and effective communication on the design of web applications. (Communication Fluency)
5. Demonstrate independent learning and use of new technologies in web application design. (Specialized Knowledge)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU professional certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- Primarily 300-400 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- 16 total semester hours for the Professional Certificate in Web Application Development.

PROFESSIONAL CERTIFICATE: Web Application Development REQUIREMENTS (16 semester hours)

- ☐ CSCI 206 – Web Page Design II (3) *
- ☐ CSCI 260 – Intro to Database (3)
- ☐ CSCI 306 – Web Page Design III (3)
- ☐ CSCI 310 – Advanced Programming: Python (2)**
- ☐ CSCI 310 – Advanced Programming: Data Science with Python (2)
- ☐ CSCI 337 – User Interface Design (3)

*it is assumed that students are familiar with basic HTML and CSS; otherwise the students will need to take CSCI 106 Web Page Design I

**students who have not taken any programming classes may substitute with CSCI 110/110L – Beginning Programming with Python and Lab

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 7 credits
- CSCI 206 – Web Page Design II (3)*
- CSCI 260 – Intro to Database (2)

Freshman Year, Spring Semester: 5 credits
- CSCI 306 – Web Page Design III (3)
- CSCI 310 – Advanced Programming: Python (2)**

Sophomore Year, Fall Semester: 6 credits
- CSCI 310 – Advanced Programming: Data Science with Python (2)
- CSCI 337 – User Interface Design (3)

Department: Kinesiology

<u>Course Additions</u>

KINE 203   Credit Hours   3

Course Title: Human Nutrition

Abbreviated Title: Human Nutrition

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☑   No ☐
Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐
Kinesiology BS, Exercise Science: 3138
Kinesiology Minor, Exercise Science: M104
Kinesiology Prof Cert, Personal Training: 1145

Course is a requirement for a new program:

  BS - Fitness and Health Promotion

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog</u>:

  Introduction to the science of the effects of food on the body and the body's need for and utilization of essential nutrients.

<u>Justification</u>:

  KINE 203 will replace the existing Human Nutrition course (BIOL 203), thereby taking this course into the Department of Kinesiology course offerings. Presently, the majority of students enrolling into BIOL 203 (now being proposed as KINE 203) are Department of Kinesiology majors. There is only one program outside of the Department of Kinesiology that lists BIOL 203 as a requirement/restricted elective (AS Agriculture Science). Moreover, the Department of Kinesiology has recently approved the addition of BIOL/KINE 203 as a required course in the Exercise Science major, the Exercise Science Minor, and the Personal Training Certificate.

<u>Topical course outline</u>:

  *History of nutrition and current dietary guidelines
  *Macronutrient digestion and metabolism (protein, carbohydrate and lipids)
  *Micronutrient digestion and metabolism (fat/water soluble vitamins and minerals)
  *Water, alcohol and caffeine digestion and metabolism
  *Dietary patterns and micronutrient triage
  *Nutrition in exercise, weight managemet and chronic disease
  *Functional foods and bioactive compounds

<u>Course Additions</u>

*Food literacy and evaluating nutritional information

<u>Student Learning Outcomes:</u>

*Describe the basic structure, dietary sources, and metabolism of proteins, carbohydrates and lipids
*Describe the major functions and sources of essential vitamins and minerals
*Connect the role of and/or risk of specific bioactive compounds and dietary supplements with specific health outcomes
*Interpret the specific nutrition needs for special populations/throughout the life cycle
*Evaluate sources of nutrition information
*Identify the factors that influence food choices
*Evaluate food labels
*Assess the merits (or lack thereof) of various diets and nutritional approaches

<u>Discussions with affected departments:</u>

1 December, 2017: Department of Kinesiology Head Dr. Jeremy Hawkins met with Department of Biological Sciences Head Dr. Carrie McVean Waring. Both parties agreed that BIOL 203 (now being added as KINE 203) should be offered through the Department of Kinesiology.

Proposed by: Carmine R. Grieco   Expected Implementation: Fall 2018

<u>Course Deletions</u>

KINE 234   Credit Hours   3.0

   Course Title: Prevention and Care of Athletic Injuries

   Essential Learning Course: Yes ☐   No ☑

   Requirement or listed choice for any program of study: Yes ☑   No ☐

   Kinesiology   BA,   Kinesiology-Adapted Physical Education: 3132

   Kinesiology   BA,   Kinesiology-Fitness and Health Promotion: 3149

   Kinesiology   BA,   Kinesiology-K-12 Education: 3137

   Kinesiology   BS,   Athletic Training (Inactive): 3146

   Kinesiology   BS,   Exercise Science: 3138

   Kinesiology   Minor,   Exercise Science: M104

   Kinesiology   Prof Cert,   Personal Training: 1145

   Prerequisite for other course(s):   Yes ☑   No ☐

      KINE 240, 252, 373, 374, 410, 420

   Co-requisite for other course(s):   Yes ☐   No ☑

   <u>Justification:</u>

The content of this course has been geared toward preparing students to get into the Athletic Training Program and went well beyond what most students who took the course needed to recieve. With the Athletic Training Program currently being inactive with the intent to be deleted spring 2019, we thought it best to adjust the approach to this course. We believe students will be better served by adding in salient points from this course to KINE 265. The course title and description for KINE 265 is written robust enough for this content to fit without a course modification. KINE 234 will be taught summer and fall 2018 to ensure those students who need to take it have the opportunity.

   Proposed by: Jeremy Hawkins   Expected Implementation: Spring 2019

Course Deletions

KINE 240   Credit Hours   2.0

Course Title: Introduction to Clinical Athletic Training

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisite for other course(s):   Yes ☐   No ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 252   Credit Hours   3.0

Course Title: Principles of Evaluation and Assessment

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐
Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 253   Credit Hours   2.0

Course Title: Clinical Experiences in Athletic Training I

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☑   No   ☐

     KINE 367, 368

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 367   Credit Hours   2.0

Course Title: Field Experiences in Athletic Training I

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive):   3146

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisite for other course(s):   Yes ☑   No ☐

     KINE 368

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 368   Credit Hours   2.0

Course Title: Clinical Experiences in Athletic Training II

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes ☑   No ☐

    KINE 378

Co-requisite for other course(s):   Yes ☑   No ☐

    KINE 367

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 373   Credit Hours   3.0

Course Title: Upper Body Injury Assessment

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐
Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

KINE 374   Credit Hours   3.0

Course Title: Lower Body Injury Assessment

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐
Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will not be taught again.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 378   Credit Hours   2.0

Course Title: Clinical Experiences in Athletic Trianing III

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☑   No   ☐

    KINE 467 and KINE 468

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 410   Credit Hours   3.0

Course Title: Rehabilitative Exercises

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Kinesiology   BS,   Exercise Science: 3138

Kinesiology   BA,   Kinesiology-Adapted Physical Education: 3132

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisite for other course(s):   Yes ☐   No ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 467   Credit Hours   2.0

Course Title: Field Experiences in Athletic Training II

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisite for other course(s):   Yes ☑   No ☐

    KINE 468

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 468   Credit Hours   2.0

Course Title: Clinical Experiences in Athletic Trianing IV

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

Kinesiology   BS, Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes   ☑   No   ☐

    KINE 478

Co-requisite for other course(s):   Yes   ☑   No   ☐

    KINE 467

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Deletions

KINE 478   Credit Hours   2.0

Course Title: Clinical Experiences in Athletic Trianing V

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐
Kinesiology   BS, Athletic Training (Inactive): 3146

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisite for other course(s):   Yes ☐   No ☑

Justification:

This course was required by the Athletic Training Program. The Athletic Training Program is inactive and is currently in the teach out phase. No additional cohorts will be admitted, thus this course will only be taught through this teach out phase.

Proposed by: Jeremy Hawkins   Expected Implementation: Fall 2018

Course Modifications

KINE 405

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	KINE	
Course No.:	405	
Credit Hours:	3.0	
Course Title:	Sports Nutrition	
Times for Credit:	1	1

Prerequisites:

  Current: KINE 303/KINE 303L

  Proposed: KINE 203 and KINE 303/303L

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

KINE 203 - Human Nutrition will begin being taught by the Department of Kinesiology in Fall 2018. We believe requiring students to have a basic background in human nutrition will help them be more successful in KINE 405 while allowing KINE 405 to be taught as outlined.

Discussions with affected departments:

N/A

Proposed by: Jeremy Hawkins   Expected Implemention: Fall 2018

Course Modifications

KINE 420

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	KINE	
Course No.:	420	
Credit Hours:	3.0	
Course Title:	Therapeutic Modalities	Therapeutic Interventions
Abbreviated Title:	Therapeutic Modalities	Therapeutic Interventions
Times for Credit:	1	1

Prerequisites:

  Current: KINE 234

  Proposed: None

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☑   No ☐

Kinesiology   BS,   Athletic Training (Inactive): 3146

Kinesiology   BS,   Exercise Science: 3138

Justification:

KINE 410 and 420 are regularly taken as electives for the Exercise Science program, although they were both required for the Athletic Training program. With the Athletic Training Program going away, department faculty felt as though a combination of the two courses was important to still offer the students. This modification serves to combine the two. The course description already on the books for KINE 420 is robust enough to allow for the change in content without adjusting the description. We removed the prerequisite requirement because the course will now incorporating material that used to be covered in KINE 234 that does not necessarily fit with the new version of KINE 265. Further, removing the prerequisite makes this course an attractive upper division elective for Biology majors that may be interested in a rehabilitation field.

Topical course outline, current:

In Perspective
- Therapeutic Modalities: What they are and why are they used
- Evidence-based Practice
- General Application Procedures
- Injury Record Keeping
Orthopedic Injury, Immediate Care, and Healing
- Tissue Response to Injury
- Immediate Care of Acute Orthopedic Injury
- The Healing Process
Pain and Orthopedic Injuries
- Understanding Pain and Its Relationship to Injury
- Relieving Orthopedic Injury Pain
Therapeutic Heat and Cold
- Principles of Heat for Thermotherapy
- Cryotherapy Beyond Immediate Care
- Therapeutic Ultrasound
- Diathermy
Electrotherapy
Topical course outline, proposed:

<u>Course Modifications</u>

Tissue Healing and Wound Care
- Injury Mechanism
- Soft-tissue Injuries
- Soft-tissue Healing
- Soft-tissue Wound Care Management
- Bone Injuries
- Nerve Injuries
- Pain
Therapeutic Medications
- Pharmacokinetics
- Factors Contributing to the Therapeutic Effect of a Drug
- Drug Interactions
- Adverse Drug Reactions
- Drug Names
- Guidelines for th Use of Therapeutic Medications
- Common Medications Used to Treat Sport-Related Injuries
- Performance-enhancing Substances (Ergogenic Aids)
Therapeutic Modalities
- Electromagnetic Spectrum
- Cryotherapy
- Thermotherapy
- Ultrasound
- Shortwave Diathermy
- Electrotherapy
- Laser Therapy
- Massage and Traction
Therapeutic Exercise Programs
- Developing a Therapeutic Exercise Program
- Phase 1: Controlling Inflammation
- Phase 2: Restoration of Motion
- Phase 3: Developing Muscular Strength, Endurance, and Power
- Phase 4: Return to Sport/Physical Activity

<u>Student Learning Outcomes, current:</u>

1) Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
2) Instruct the patient in home care and self-treatment plans for acute conditions.
3) Develop a relevant clinical question using either PICO or PIO format.
4) Conduct a literature search using a clinical question relevant to athletic training practice using search techniques and resources appropriate for a specific clinical question.
5) Use standard criteria or developed scales to critically appraise the structure, rigor, and overall quality of research studies.
6) Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.
7) Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.
8) Describe nutritional principles that apply to tissue growth and repair.
9) Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention.
10) Compare and contrast contemporary theories of pain perception and pain modulation.
11) Differentiate between palliative and primary pain-control interventions.
12) Analyze the impact of immobilization, inactivity, and mobilization on the body systems and injury

response.

13) Compare and contrast the variations in the physiological response to injury and healing across the lifespan.

14) Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.

15) Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions.

16) Integrate self-treatment into the intervention when appropriate including instructing the patient regarding self-treatment plans.

17) Design therapeutic interventions to meet specified treatment goals.

a. Assess the patient to identify indications, contraindications, and precautions applicable to intended intervention.

b. Position and prepare the patient for various therapeutic interventions.

c. Describe the expected effects and potential adverse reactions to the patients.

d. Apply the intervention, using parameters appropriate to the intended outcome.

e. Reassess the patient to determine the immediate impact of the intervention.

18) Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.

19) Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including, therapeutic massage, myofascial techniques, and muscle energy techniques.

20) Describe the use of joint mobilization in pain reduction and restoration of joint mobility.

21) Perform joint mobilization techniques as indicated by examination findings.

22) Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation techniques.

23) Inspect therapeutic equipment and treatment environment for potential safety hazards.

Student Learning Outcomes, proposed:

1. Describe the major mechanical forces that produce injury to biological tissue.
2. Explain the effect of the material constituents and structural organization of the skin, tendons, ligaments, muscles, and bone on their ability to withstand the mechanical loads to which each is subjected.
3. Describe the processes by which tissue healing occurs in the skin, tendons, muscles, ligaments, and bone.
4. Recommend wound care for both superficial and deep soft-tissue injuries.
5. Determine the appropriate immediate management of bone injuries.
6. Explain the five major principles associated with pharmacokinetics.
7. Describe common routes of drug administration.
8. Explain pharmacodynamics.
9. Describe the factors that influence the therapeutic effects produced by a drug.
10. Apply the general guidelines for documentation and storage of therapeutic medications.
11. Select an appropriate therapeutic medication to treat soft-tissue injury.
12. Describe the uses and adverse effects of common performance-enhancing substances.
13. Provide a basic overview of the rehabilitation process.
14. Understand the importance of the healing process and how it should dictate the course of rehabilitation.
15. Design a rehabilitation program based on evaluation findings.
16. Address the primary goals of any sports medicine rehabilitation program.
17. Incorporate appropriate therapeutic interventions into your rehabilitation program.
18. Apply specific therapeutic interventions for treating a variety of injuries.

Discussions with affected departments:

NA

Proposed by: Jeremy Hawkins   Expected Implemention: Fall 2018

Program Additions

Fitness and Health Promotion

Degree Type: BS

Abbreviated Name: Fitness and Health Promotion

Proposed by: Kristin Heumann

Director of Teacher Education Signature: N/A

Expected Implementation: Fall 2018

Colorado Mesa University
New Programs: Projected Enrollment, Revenue and Expense Estimates
Undergraduate

Step 1. Enrollment Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal /Academic Year		**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
In-state Headcount	New	50	55	60	65	70
	Existing	110	115	120	125	130
Out-of-State Headcount	New	20	25	30	35	40
	Existing	70	75	80	85	90
Program Headcount		250	270	290	310	330
In-state FTE		160.00	330.00	240.00	700.00	900.00
Out-of-State FTE		90.00	190.00	300.00	195.00	240.00
Program FTE		250.00	520.00	540.00	895.00	1,140.00
Program Graduates		75	85	95	105	115

Step 1a. Anticipated Credit Hours taken based on recommended course sequencing:

	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student	30	30	30	30	30
In-State Total	4,800	9,900	7,200	21,000	27,000
Out-of-State Total	2,700	5,700	9,000	5,850	7,200
Total	7,500	15,600	16,200	26,850	34,200

Revenue Rates - Per Credit Hour

Undergraduate Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
In-State	$ 278.10	$ 292.01	$ 306.61	$ 321.94	$ 338.03
Out-of-State (average)	$ 462.70	$ 490.46	$ 519.89	$ 551.09	$ 584.15

Step 2. Program Revenue Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition - New	$ 694,771	$ 1,581,942	$ 2,687,452	$ 4,039,936	$ 5,670,967
Tuition- -Exisitng	$ 1,889,404	$ 4,104,552	$ 4,199,131	$ 5,944,558	$ 7,661,787
Total Tuition	$ 2,584,175	$ 5,686,493	$ 6,886,583	$ 9,984,494	$ 13,332,754
Academic Fees - Exisiting	$ -	$ -	$ -	$ -	$ -
Academic Fees - New	$ -	$ -	$ -	$ -	$ -
State and Federal Grants - New	0	0	0	0	0
Donations - New	0	0	0	0	0
Other - New	0	0	0	0	0
TOTAL PROGRAM REVENUES	$ 2,584,175	$ 5,686,493	$ 6,886,583	$ 9,984,494	$ 13,332,754

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Colorado Mesa University
New Programs: Projected Enrollment, Revenue and Expense Estimates
Undergraduate

Step 3.   Program Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:					
Faculty Full-time	$ 150,000	$ 157,500	$ 165,375	$ 173,645	$ 182,325
FTE	2.00	2.00	2.00	2.00	2.00
Benefits	52,500	55,125	57,881	60,776	63,814
Faculty Part-time	10,000	10,000	10,000	10,000	10,000
FTE	1.00	1.00	1.00	1.00	1.00
Benefits	2,200	2,200	2,200	2,200	2,200
Administrative and/or Support Staff	10,000	10,500	11,025	11,575	12,155
FTE	0.30	0.30	0.30	0.30	0.30
Benefits	3,500	3,675	3,859	4,051	4,254
Financial Aid (program specific)	0	0	0	0	0
Supplies	1,000	1,000	1,000	1,000	1,000
Equipment	-	-	-	-	-
Travel	1,200	1,200	1,200	1,200	1,200
Telecommunications	850	850	850	850	850
Other (copier, postage)	500	500	500	500	500
Total Operating Expenses	$ 231,750	$ 242,550	$ 253,890	$ 265,797	$ 278,298
Program Start-Up Expenses:					
Capital Construction	-	-	-	-	-
Equipment	-	-	-	-	-
Library Acquisitions	-	-	-	-	-
Other	-	-	-	-	-
Total Start-Up Expenses	0	0	0	0	0
TOTAL PROGRAM EXPENSES	$ 231,750	$ 242,550	$ 253,890	$ 265,797	$ 278,298
Instituitional Reallocation					
Exisiting Funds in Dept's Budget					
Net New Expense Increase	$ 231,750	$ 242,550	$ 253,890	$ 265,797	$ 278,298

Program Revenue and Expense Summary*					
	Year 1	Year 2	Year 3	Year 4	Year 5
Program Revenue and Expense					
Total Revenues	$ 2,584,175	$ 5,686,493	$ 6,886,583	$ 9,984,494	$ 13,332,754
Total Expenses	$ 231,750	$ 242,550	$ 253,890	$ 265,797	$ 278,298
Revenue less Expenses	$ 2,352,425	$ 5,443,943	$ 6,632,693	$ 9,718,697	$ 13,054,456
New Revenue and Expense Impact					
Tuition	$ 694,771	$ 1,581,942	$ 2,687,452	$ 4,039,936	$ 5,670,967
State and Federal Grants	0	0	0	0	0
Donations	0	0	0	0	0
Other	0	0	0	0	0
Total Revenues	$ 694,771	$ 1,581,942	$ 2,687,452	$ 4,039,936	$ 5,670,967
New Expenses	$ 231,750	$ 242,550	$ 253,890	$ 265,797	$ 278,298

*Excludes other indirect program suport serivces.

R:\Curriculum\Undergraduate Curriculum Committee\17-18 Undergraduate Curriculum Committee\Proposals\5_January 25\KINE\Program Addition\Fitness and Health Promotion Revenue Projections

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2/2

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Science
Major: Fitness and Health Promotion

About This Major . . .
Students enrolled in this major should have a strong interest in the sciences as this program applies science to human function. The student will explore exercise physiology, anatomical kinesiology, community health, physical activity and aging, worksite health promotion, and sports nutrition, among other subject areas. Career opportunities include: sports and wellness program instructors and directors; strength coaches for college, university and professional sports* programs; managers and exercise leaders in corporate wellness programs; nutritionists*; occupational therapists*; and personal trainers.
*Career requires additional post-baccalaureate studies.

Colorado Mesa students frequently continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, occupational therapy, physical education, and public health.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify exercise cautions and other safety concerns. (Critical Thinking)
4. Identify the scope and definitions of health, fitness, and human performance, with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
5. Describe and communicate how physical activity relates to health. (Communication Fluency)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.
If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.0 cumulative GPA or higher in coursework toward the major content area.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 – College Algebra (4) or higher
  3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ KINA 1XX – (1)
- ☐ KINA 1XX – (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (10-13 semester hours)
- ☐ CSCI 100 – Computers In Our Society (3) OR STAT 200 - Probability and Statistics (3) or higher level CSCI or STAT course
- ☐ KINE 203 - Human Nutrition (3)
- ☐ BIOL 209 - Human Anatomy and Physiology (3)
- ☐ BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- ☐ Students must have a current CPR card OR take one of the following:
  KINE 250 - Lifeguard Training (3)
  KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)

BS, FITNESS AND HEALTH PROMOTION REQUIREMENTS (48-49 semester hours, 2.0 cumulative GPA or higher required in major content area.)

Required Core Courses (39-semester hours)
- ☐ KINA 128 – Intermediate Weight Training (1)
- ☐ KINA 1XX - (1)
- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- ☐ KINE 297 - Practicum (2)
- ☐ KINE 301 - Health and Fitness Assessment (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 310 - Methods of Exercise Instruction (3)
- ☐ KINE 333 - Community Health (3) or KINE 411 - Worksite Health Promotion (3)
- ☐ KINE 405 - Sports Nutrition (3)
- ☐ KINE 415 - Physical Activity and Aging (3)
- ☐ KINE 494 - Kinesiology Senior Seminar (1)
- ☐ KINE 499 - Internship (6)

Restricted Electives (9-10 semester hours)
Select three courses from the list below. Courses with a lecture and lab are counted as one course.
- BIOL 315 - Epidemiology (3)
- KINE 333 – Community Health (3)
- KINE 370 - Biomechanics (3) and KINE 370L - Biomechanics Laboratory (1)
- KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- KINE 403 - Advanced Strength and Conditioning (3)
- KINE 404 - Clinical Exercise Physiology and Advanced Exercise Prescription (3)
- KINE 411 – Worksite Health Promotion (3)
- KINE 430 - Medical Conditions and Pharmacology in Sports (3)
- KINE 480 - Inclusive Physical Activity (3)
- KINE 487 - Structured Research (3)
- KINE 396 or KINE 496 - Topics (3)
- PSYC 401 - Sport Psychology (3)
- ENTR 300 - Small Business and Entrepreneurship (3)
- ENTR 340 - Applied Financial Management for Emerging Businesses (3)
- ☐ _____
- ☐ _____
- ☐ _____

*Do not double count KINE 333/411 from the list of major requirements.

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total hours to 120 hours. 20-24 semester hours.)
- ☐ Math 113 – College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 17 credits
- ENGL 111 - English Composition (3)
- KINA 1XX - (1)
- KINE 100 - Health and Wellness (1)
- KINE 200 - History and Philosophy of Sport and Physical Education (3)
- Essential Learning - Natural Science (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - History (3)

Freshman Year, Spring Semester: 17 credits
- ENGL 112 - English Composition (3)
- KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- Essential Learning - Social and Behavioral Science (3)
- BIOL 209 - Human Anatomy and Physiology (3) and BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- MATH 113 – College Algebra (4)

Sophomore Year, Fall Semester: 17 credits
- KINA 1XX - (1)
- KINE 250 - Lifeguard Training (3) or KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- CSCI 100 – Computers In Our Society (3) OR STAT - 200 Probability and Statistics (3) or higher level CSCI or STAT course
- Essential Learning - Natural Science with Lab (4)
- Essential Learning - Humanities (3)
- General Elective (3)

Sophomore Year, Spring Semester: 16 credits
- Essential Learning - Social and Behavioral Science (3)
- KINE 203 - Human Nutrition (3)
- KINE 297 - Practicum (2)
- KINA 1XX - (1)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- General Elective (3)

Junior Year, Fall Semester: 14 credits
- KINE 301 - Health and Fitness Assessment (3)
- KINE 303 – Physiology of Exercise (3) and KINE 303L - Physiology of Exercise Laboratory (1)
- KINE 333 - Community Health (3) or KINE 411 – Worksite Health Promotion (3)
- KINA 128 - Intermediate Weight Training (1)
- General Elective (3)

Junior Year, Spring Semester: 15 credits
- KINE 309 - Anatomical Kinesiology (3)
- KINE 405 - Sports Nutrition (3)
- KINE 415 - Physical Activity and Aging (3)
- Restricted Elective (3)
- General Elective (3)

Senior Year, Fall Semester: 12-14 credits
- KINE 310 – Methods of Exercise Instruction (3)
- Restricted Elective (6-7)
- General Elective (3-4)

Senior Year, Spring Semester: 13-14 credits
- KINE 494 - Kinesiology Senior Seminar (1)
- KINE 499 - Internship (6)
- General Elective (if needed) (6-7)

Program Deletion

Department: Kinesiology

Degree Type: BA

Program: Kinesiology-Fitness and Health Promotion: 3149

Justification:

The program is being converted to a Bachelor of Science in Fitness and Health Promotion to better prepare the students for a career in the area as well as for post-baccalaureate study.

Teach-out Plan:

The courses still are going to be offered, so all students can complete the existing program or take the new Bachelor of Science degree in Fitness and Health Promotion

Term and year in which all students will have completed: Spring 2021

Year to reexamine program's status: 2021

Recommended alternative program:

Kinesiology   BS,   Kinesiology-Fitness and Health Promotion: 3149

Proposed by: Kristin J. Heumann

Director of Teacher Education Signature:

<u>Program Modification</u>

Kinesiology-Adapted Physical Education: 3132

Degree Type: BA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Delete KINE 234 from the foundation courses list. Replaced KINE 410 with KINE 420 on the required concentration list. Made KINE 211 and KINE 251 as "or" courses to one another. Decreased the total number of internship credits from 6 to 4 to make sure we were following 48 credit hours in a major rule. Adjusted credit hour numbers so that they were correct.

Justification:

KINE 234 is being deleted as a course by the Department of Kinesiology. Some of the content from KINE 410 will be added to KINE 420 and KINE 410 will be deleted. Other changes had to do with credit hours adding up as they should.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

<u>Discussions with affected departments:</u>

NA

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

INSTRUCTIONS: Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do "enable content" when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

1. Required information for a program modification proposal:
(see Section IV.L of Curriculum Manual)

a. Identifying information

Department Name: **Kinesiology**
Degree type: **BA**
Program: **Kinesiology-Adapted Physical Education: 3132**

If program/concentration name is changing, enter new name:
Abbreviated program/concentration (max 30 characters):

Is there a revision to the program sheet? Yes ☒   No ☐
   If yes, also submit the revised program sheet. See instructions below.

Program Sheet Revision Instructions:
Obtain the current year's program sheet at R:\Curriculum\Program Sheets for Curriculum Program Modifications and revise as needed. The program sheets available in this folder have "tracked changes" locked so that you can make the necessary revisions and they will be easily visible to reviewers. Examples of curriculum changes that will require a program sheet revision: changing the program name, adding or deleting required courses, changing the course title or credit hours on any required or suggested course included in a program, and changing the suggested course sequencing.

PROPOSED AND PREPARED BY:
Name: **Jeremy Hawkins**   Date: **12/22/2017**
Email: **jrhawkins@coloradomesa.edu**   Phone: **248-1374**

b. Description of the proposed modification:

Delete KINE 234 from the foundation courses list. Replaced KINE 410 with KINE 420 on the required concentration list. Made KINE 211 and KINE 251 as "or" courses to one another. Decreased the total number of internship credits from 6 to 4 to make sure we were following 48 credit hours in a major rule. Adjusted credit hour numbers so that they were correct.

c. Justification for the program modification:

KINE 234 is being deleted as a course by the Department of Kinesiology. Some of the content from KINE 410 will be added to KINE 420 and KINE 410 will be deleted. Other changes had to do with credit hours adding up as they should.

d. Student Learning Outcomes (SLOs)
_____

Will this modification substantially alter any of the program's student learning outcomes (SLOs)?
        Yes ☐   No ☒

If yes, provide the following
        1) Identify program student learning outcomes (SLOs)
        2) Identify linkage of program SLOs to institutional SLOs
        3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
        4) Identify planned assessments for the program SLO.

e. Other Program Characteristics
_____

Will this modification change any of the following program characteristics?
        • Program goals, etc.
        • Program strengths, etc.
        • Accreditation, professional associations, licensing requirements, etc …
        • Program-specific admissions requirements
        • Rationale for the program such as evidence of employer/student demand
        • Relationship to existing campus programs or similar state programs
        • Compliance with Credit Hour Policy
        • Number of faculty
        • Needed learning resources
        • Delivery mode
        • Inclusion in PTO category

        Yes ☐   No ☒

If yes, please address those changes as indicated in section IV.F.3.c through IV.F.3.q. of Curriculum Manual.

2. Discuss the proposal with all departments that might be affected.
List the departments and the date and outcome of the discussion below. Enter NA if none.
_____
NA

3. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines
Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process, only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Keith Fritz**   Date: **12/22/2017**

APPROVED BY DEPARTMENT HEAD:
Name: **Jeremy Hawkins**   Date: **12/22/2017**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

Submit to the chair of the appropriate curriculum committee.

Program Modification
=====

 Kinesiology-K-12 Education: 3137

Degree Type: BA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

KINE 234 has been removed from the program sheet, leading to a decrease in Required Concentration Course hours and an increase in elective hours. In addition, KINE 203 is being added to the suggested electives listed.

Justification:

KINE 234 is being deleted as a course by the Department of Kinesiology. Further, KINE 203 is being added as a pre-requisite for KINE 405. Adding KINE 203 is meant to eliminate any hidden pre-requisites.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

The program modification was discussed with Blake Bickham, Department Head for the Center of Teacher Education on December 21, 2017. He approved the modification.

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature: Blake Bickman

Expected Implementation: Fall 2018

2017-2018 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Kinesiology
Concentration: K-12 Teaching

About This Major . . .

Students will be prepared to teach elementary, middle, and high school physical education. The degree plan includes coursework covering human anatomy and physiology, team and individual sports, exercise science, and teaching methods courses. Students will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout Western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

Before being admitted into the Teacher Education program, the following courses must be completed with a grade of B or better: ENGL 111, ENGL 112, PSYC 233, EDUC 115, and EDUC 215. (English honors may be substituted for ENGL 111 and 112.) A grade of C or better is required for MATH 110. Also, a minimum cumulative GPA of 2.8 (including transfer and CMU coursework) is required of all students for admission into the program.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply scientific concepts that relate to the development of physically educated individuals. (Critical Thinking)
2. Consistently display competent motor skills and fitness levels. (Applied Learning)
3. Plan and teach developmentally appropriate standard based lesson plans. (Specialized Knowledge)
4. Demonstrate teaching skills and strategies that improve learning for all student abilities. (Communication Fluency)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)
6. Demonstrate appropriate attitudes and values (dispositions) that are essential to teachers. (Applied Learning)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

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- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practice.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.80 cumulative GPA or higher in all CMU coursework.
- 2.80 cumulative GPA or higher in coursework toward the major content area.
- All EDUC prefix courses must be completed with a grade of "B" or better to progress through program sequence.
- All other coursework toward the degree must be successfully completed prior to the internship.
- Kinesiology licensure students must take the Praxis II content exam prior to student teaching (fee required).
- Students must have ENGL 111 & 112 (or ENGL 129), PSYC 233, EDUC 115, EDUC 215 (All with grade of "B" or higher) and MATH 110 or higher (with grade of "C" or higher) and formal acceptance to the Teacher Education Program.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ PSYC 233 - Human Growth and Development (3) (must receive a grade of "B" or better)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (4-7 semester hours)
- ☐ BIOL 209 - Human Anatomy and Physiology (3)
- ☐ BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- ☐ Student must have a current CPR card OR take one of the following:
  KINE 250 - Lifeguard Training (3)
  KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)

BA, KINESIOLOGY, K-12 TEACHING REQUIREMENTS (~~71-73~~68-70 semester hours)

Required Core Courses (17 semester hours)
- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- ☐ KINE 494 - Kinesiology Senior Seminar (1)

Required Concentration Courses (~~34-36~~31-33 semester hours)
- ☐ KINE 211 - Methods of Lifetime, Individual, and Dual Activities (3)
- ☐ KINE 214 - Methods of Team Activities (3)
- ☐ ~~KINE 234 - Prevention and Care of Athletic Injuries (3)~~
- ☐ KINE 256 - Methods of Creative Play, Dance, Gymnastics, and Literacy (3)
- ☐ KINE 260 - School Health Education (3)
- ☐ KINE 301 - Health and Fitness Assessment (3)
- ☐ KINE 320 - Methods of Teaching Physical Education in Elementary Schools (3) (10 field experience hours)
- ☐ KINE 360 - Motor Learning (3)
- ☐ KINE 480 - Inclusive Physical Activity (3)
- ☐ KINE 408 - Methods of Teaching Physical Education in Secondary Schools (3) (10 field experience hours)
- ☐ KINE 497 - Pre-Internship in Physical Education (3) (120 field experience hours)
- ☐ One of the following courses:
  KINE 101 - Beginning Swimming (1)
  KINE 102 - Intermediate Swimming (1)
  KINE 251 - Water Safety Instructor Course (3)

K-12 Licensure Requirements (20 semester hours, must earn a grade of "B" or better in all EDUC courses.)
- ☐ EDUC 115 - What It Means to be an Educator (1) (8 field experience hours)
- ☐ EDUC 215 - Teaching as a Profession (1) (12 field experience hours)
- ☐ EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3) (20 field experience hours)
- ☐ EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- ☐ EDUC 499D - Teaching Internship and Colloquia: Elementary for K-12 (6) (300 field experience hours)
- ☐ EDUC 499H - Teaching Internship and Colloquia: Secondary for K-12 (6) (300 field experience hours)

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. ~~2-7~~5-10 semester hours.)
Suggested Electives: KINE 203 – Human Nutrition, KINE 307 - Philosophy and Psychology of Coaching (3), KINE 370 - Biomechanics & KINE 370L - Biomechanics Laboratory (4), KINE 335 - Sport in Society (3), KINE 342 - Sport Law and Risk Management (3), KINE 403 - Advanced Strength and Conditioning (3), KINE 405 - Sports Nutrition (3), KINA courses on outdoor activities.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Freshman Year, Fall Semester: 16 credits
- ENGL 111 - English Composition (3)
- KINE 100 - Health and Wellness (1)
- KINE 200 - History and Philosophy of Sport and Physical Education (3)
- Essential Learning - History (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Natural Science (3)

Freshman Year, Spring Semester: 17 credits
- ENGL 112 - English Composition (3)
- KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- BIOL 209 - Human Anatomy and Physiology (3)
- BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- MATH 110 - College Mathematics (3) or higher
- Essential Learning - Humanities (3)
- EDUC 115 - What It Means to be an Educator (1)

Sophomore Year, Fall Semester: 16 credits
- KINE 211 - Methods of Lifetime, Individual, and Dual Activities (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Natural Science with Lab (4)
- PSYC 233 - Human Growth and Development (3)
- ~~KINE 234 - Prevention and Care of Athletic Injuries~~Elective (3)

Sophomore Year, Spring Semester: ~~13~~15-16 credits
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- EDUC 215 - Teaching as a Profession (1)
- KINA Activity (1)
- KINE 214 - Methods of Team Activities (3)
- KINE 256 - Methods of Creative Play, Dance, Gymnastics, and Literacy (3)
- KINE 250 - Lifeguard Training (3) or KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- Elective (if needed) (1)

Junior Year, Fall Semester: 15 credits
- KINE 309 - Anatomical Kinesiology (3)
- KINE 360 - Motor Learning (3)
- KINE 408 - Methods of Teaching Physical Education in Secondary Schools (3)
- KINE 480 - Inclusive Physical Activity (3)
- KINE 301 - Health and Fitness Assessment (3)

Junior Year, Spring Semester: 12-~~17~~15 credits
- KINE 260 - School Health Education (3)
- KINE 303 - Physiology of Exercise (3)
- KINE 303L - Physiology of Exercise Laboratory (1)
- KINE 320 - Methods of Teaching Physical Education in Elementary Schools (3)
- KINA Activity (1)
- KINE 101 - Beginning Swimming (1), KINE 102 - Intermediate Swimming (1) or KINE 251 - Water Safety Instructor Course (3)
- Elective (if needed) (3)

Senior Year, Fall Semester: 13-16 credits
- EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3)
- EDUC 343 - Teaching to Diversity (3)
- KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- KINE 494 - Kinesiology Senior Seminar (1)
- KINE 497 - Pre-Internship in Physical Education (3)
- Elective (if needed) (3)

Senior Year, Spring Semester: 12 credits
- EDUC 499D - Teaching Internship and Colloquia: Elementary for K-12 (6)
- EDUC 499H - Teaching Internship and Colloquia: Secondary for K-12 (6)

Program Modification

Exercise Science: 3138

Degree Type: BS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Delete KINE 234 from the required core list and add KINE 203 to this list. Delete KINE 410 from the restricted electives list and update the name of KINE 420.

Justification:

KINE 234 is being deleted as a course by the Department of Kinesiology. KINE 203 is a new course to the Department of Kinesiology and will bolster the nutrition background of Exercise Science students as well being a pre-requisite for KINE 405. KINE 410 is being deleted as a course by the Department of Kinesiology and some of its content is being combined with some to the content from KINE 420. The new combined content necessitates adjusting the name of KINE 420.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

COLORADO MESA
U N I V E R S I T Y

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Science
Major: Exercise Science

About This Major . . .

Students enrolled in this concentration should have a strong interest in the sciences as this program applies science to human function. The student will begin studies with science courses such as physics, general chemistry, and human anatomy & physiology. Continued studies will include courses such as: exercise physiology, anatomical kinesiology, biomechanics, physical activity and aging, medical conditions and pharmacology, and sports nutrition, among other subject areas. This major is designed to prepare students for graduate programs such as: physical therapy, physician's assistant, occupational therapy, and exercise physiology.

Colorado Mesa students frequently continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, physical therapy, occupational therapy, physical education and public health.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
4. Describe procedures and/or statistical analyses for physiological assessments. (Quantitative Fluency)
5. Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
6. Demonstrate the ability to clearly communicate specialized knowledge. (Communication Fluency)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

2018-19 BS, Exercise Science (3138). Posted:

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.0 cumulative GPA or higher in coursework toward the major content area.
- Must pass all courses in the major content area with a grade of "C" or higher.
- Graduate or Professional Schools in Exercise Science and Professional Schools in Medicine (MD), Physical Therapy (PT), Occupational Therapy (OT), Physician Assistant (PA), and Chiropractic programs often have their own unique prerequisites that are not part of the Exercise Science major requirements. For example, two semesters of General Physics are required for most MD, PT, and Chiropractic programs. Because prerequisites vary significantly from school to school, students need to check specific requirements for schools where they are planning to apply for admission.

General Recommendations for graduate programs:

Exercise Physiology:
BIOL 409, 409L Gross and Developmental Human Anatomy
CHEM 311, 311L, 312, 312L Organic Chemistry
KINE 487 Structured Research

Biomechanics:
BIOL 409, 409L Gross and Developmental Human Anatomy
PHYS 111, 111L, 112, 112L General Physics
MATH 151 Calculus I
KINE 487 Structured Research
General Recommendations for Graduate Professional Programs:

Medicine:
CHEM 311, 311L, 312, 312L Organic Chemistry
PHYS 111, 111L, 112, 112L General Physics
MATH 151 Calculus I
SOCO 260 General Sociology

Physician's Assistant:
BIOL 341, 341L General Physiology and BIOL 409, 409L Gross and Developmental Human Anatomy
OR
BIOL 209, 209L Human Anatomy and Physiology and BIOL 210, 210L Human Anatomy and Physiology II
CHEM 311, 311L, 312, 312L Organic Chemistry
KINE 499 Internship
Upper level lab-based Biology courses

Additional Psychology course

Physical Therapy:
BIOL 341, 341L General Physiology and BIOL 409, 409L Gross and Developmental Human Anatomy
OR
BIOL 209, 209L Human Anatomy and Physiology and BIOL 210, 210L Human Anatomy and Physiology II
PHYS 111, 111L, 112, 112L General Physics
PSYC 233 Human Growth and Development
PSYC 310 Child Psychology or PSYC 340 Abnormal Psychology
KINE 499 Internship

Occupational Therapy:
BIOL 409, 409L Gross and Developmental Human Anatomy
PHYS 111, 111L General Physics
PSYC 233 Human Growth and Development
PSYC 340 Abnormal Psychology
KINE 499 Internship
Sociology and/or Anthropology courses
Medical Terminology

Chiropractic:
CHEM 311, 311L, 312, 312L Organic Chemistry
PHYS 111, 111L, 112, 112L General Physics
Social Science and Humanities courses

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 - College Algebra (4) or higher
  3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours. PSYC 233 suggested.)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab. PHYS 111/PHYS 111L, PHYS 112/PHYS 112L suggested.)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)*
- ☐ Select one Activity course (1)
  *KINA 128 – Intermediate Weight Training suggested because it is a prerequisite for KINE 403.

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (17-20 semester hours)
- ☐ STAT 200 - Probability and Statistics (3)
- ☐ BIOL 209 - Human Anatomy and Physiology I (3)
- ☐ BIOL 209L - Human Anatomy and Physiology I Laboratory (1)
- ☐ CHEM 131 - General Chemistry I (4)
- ☐ CHEM 131L - General Chemistry I Laboratory (1)
- ☐ CHEM 132 - General Chemistry II (4)
- ☐ CHEM 132L - General Chemistry II Laboratory (1)
- ☐ KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
  (or current CPR card)

2018-19 BS, Exercise Science (3138). Posted:

BS, EXERCISE SCIENCE REQUIREMENTS (48-54 semester hours, must pass all courses with a grade of "C" or higher.)

Required Core Courses (36 semester hours)
- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 203 – Human Nutrition(3)
- ☐ KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- ☐ ~~KINE 234 - Prevention and Care of Athletic Injuries~~ KINE 203 – Human Nutrition(3)
- ☐ KINE 301 - Health and Fitness Assessment (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 370 - Biomechanics (3)
- ☐ KINE 370L - Biomechanics Laboratory (1)
- ☐ One of the following courses:
  KINE 403 - Advanced Strength and Conditioning (3)
  KINE 404 - Clinical Exercise Physiology and Advanced Exercise Prescription (3)
- ☐ KINE 405 - Sports Nutrition (3)
- ☐ KINE 415 - Physical Activity and Aging (3)
- ☐ KINE 494 - Kinesiology Senior Seminar (1)
- ☐ KINE 499 - Internship (3)

Restricted Electives (12-18 semester hours)
Select four courses from the list below. Courses listed with a lecture and a lab are counted as one course.
BIOL 210 - Human Anatomy and Physiology II (3) with BIOL 210L - Human Anatomy and Physiology II Laboratory (1)
BIOL 241 - Pathophysiology (4)
BIOL 301 - Principles of Genetics (3) with BIOL 301L - Principles of Genetics Laboratory (1)
BIOL 341 - General Physiology (3) with BIOL 341L - General Physiology Laboratory (1)
BIOL 409 - Gross and Developmental Anatomy (2) with BIOL 409L - Gross and Developmental Anatomy Laboratory (2)
CHEM 311 - Organic Chemistry I (4) with CHEM 311L - Organic Chemistry I Laboratory (1)
CHEM 312 - Organic Chemistry II (4) with CHEM 312L - Organic Chemistry II Laboratory (1)
CHEM 315 - Biochemistry (3) with CHEM 315L - Biochemistry Laboratory (1)
KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sport (3)
KINE 403 - Advanced Strength and Conditioning (3)*
KINE 404 - Clinical Exercise Physiology and Advanced Exercise Prescription (3)*
~~KINE 410 - Rehabilitative Exercises (3)~~
KINE 420 - Therapeutic ~~Modalities~~ Interventions (3)
KINE 487 - Structured Research (1-3)
PSYC 340 - Abnormal Psychology (3)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

*Do not double count KINE 403/404 from the list of major requirements.

ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total hours to 120 hours. 8-17 semester hours. If you choose 200-level courses for the Restricted Electives above, make sure you choose 300 and above courses for electives to ensure having 40 hours of upper division courses for graduation.)
- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

2018-19 BS, Exercise Science (3138). Posted:

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SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits
- ENGL 111 - English Composition (3)
- KINE 100 - Health and Wellness (1)
- KINE 200 - History and Philosophy of Sport and Physical Education (3)
- KINA Activity (1)
- Essential Learning - Natural Science with Lab (4)
- MATH 113 - College Algebra (4)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - History (3)
- Essential Learning - Natural Science (3)

Sophomore Year, Fall Semester: 15 credits
- ~~KINE 234 - Prevention and Care of Athletic Injuries~~KINE 203 – Human Nutrition (3)
- STAT 200 - Probability and Statistics (3)
- BIOL 209 - Human Anatomy and Physiology I (3) and BIOL 209L - Human Anatomy and Physiology I Laboratory (1)
- CHEM 131 - General Chemistry I (4) and CHEM 131L - General Chemistry I Laboratory (1)

Sophomore Year, Spring Semester: 17 credits
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Humanities (3)
- Essential Learning - Fine Arts (3)
- KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- CHEM 132 - General Chemistry II (4) and CHEM 132L - General Chemistry II Laboratory (1)

Junior Year, Fall Semester: 14-16 credits
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- KINE 303 - Physiology of Exercise (3) and KINE 303L - Physiology of Exercise Laboratory (1)
- KINE 309 - Anatomical Kinesiology (3)
- Restricted Elective (3-5)

Junior Year, Spring Semester: 14-16 credits
- KINE 415 - Physical Activity and Aging (3)
- KINE 301 - Health and Fitness Assessment (3)
- KINE 370 - Biomechanics (3) and KINE 370L - Biomechanics Laboratory (1)
- KINA Activity (1)
- Restricted Elective (3-5)

Senior Year, Fall Semester: 12-14 credits
- KINE 403 - Advanced Strength and Conditioning (3) or KINE 404 - Clinical Exercise Physiology/Exercise Prescription (3)
- KINE 405 - Sports Nutrition (3)
- Restricted Elective (3-5)
- Elective (3) (if needed)

Senior Year, Spring Semester: 13-15 credits
- KINE 499 - Internship (3)
- Restricted Elective (3-5)
- KINE 494 - Kinesiology Senior Seminar (1)
- Electives (2 courses) (6)

Program Modification

Personal Training: 1145

Degree Type: Prof Cert

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Delete KINE 234 from the Personal Training requirements list and add KINE 203 to this list.

Justification:

KINE 234 is being deleted as a course by the Department of Kinesiology. KINE 203 is a new course to the Department of Kinesiology and will bolster the nutrition background of personal training students as well being a pre-requisite for KINE 405.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

2018-2019 PROGRAM REQUIREMENTS
Award: Professional Certificate
Program of Study: Personal Training

About This Major . . .

Students enrolled in the Personal Training certificate program should have a strong interest in fitness, health promotion, and personal training. Students will engage in practical experiences that will help them with the possibility of a future career in personal training. Students will explore subject areas that include: anatomy, physiology, kinesiology, nutrition, applications of physical fitness, and exercise physiology. This program is designed to provide the student with the knowledge required to pass national certification examinations to become a National Strength and Conditioning Association – Certified Personal Trainer (NSCA-CPT), National Strength and Conditioning Association – Certified Strength and Conditioning Specialist (NSCA-CSCS), American College of Sports Medicine Certified Personal Trainer (ACSM-CPT), and/or American College of Sports Medicine Certified Exercise Physiologist (ACSM c-EP).

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems.
2. Identify risk factors associated with chronic disease.
3. Identify exercise cautions and other safety concerns.
4. Describe procedures for physiological assessments.
5. Demonstrate the ability to clearly communicate specialized knowledge.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU professional certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- Primarily 300-400 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A grade lower than "C" will not be counted toward meeting the requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- 32 semester hours for the Professional Certificate in Personal Training.
- 2.00 cumulative GPA or higher in the certificate is required.
- At least 33 percent of the credit hours required for the certificate must be in courses numbered 300 or above.
- CPR/First Aid Certification is a graduation requirement for this certificate.
- Students are required to provide documentation (proof of payment and scheduled date) that they are registered to take one of the following exams:
  - American College of Sports Medicine Certified Personal Trainer (ACSM-CPT)
  - American College of Sports Medicine Certified Exercise Physiologist (ACSM c-EP)*
  - National Strength and Conditioning Association Certified Personal Trainer (NSCA-CPT)
  - National Strength and Conditioning Association Certified Strength and Conditioning Specialist (NSCA-CSCS)*

  *Both of these certificates require the student to be in their final semester of the baccalaureate degree.

PROFESSIONAL CERTIFICATE: PERSONAL TRAINING REQUIREMENTS (32 semester hours, must earn a grade of "C" or better in each course.)

- ☐ BIOL 209 - Human Anatomy & Physiology (3)
- ☐ BIOL 209L - Human Anatomy & Physiology Laboratory (1)
- ☐ KINA 128 - Intermediate Weight Training (1)
- ☐ KINE 203 – Human Nutrition (3)
- ☐ KINE 213 - Applications of Physical Fitness & Exercise Prescription (3)
  - ☐ ~~KINE 234 - Prevention & Care of Athletic Injuries~~ ~~KINE 203 – Human Nutrition (3)~~
- ☐ KINE 297 - Practicum (2)
- ☐ KINE 301 - Health & Fitness Assessment (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 310 - Methods of Exercise Instruction (3)
- ☐ KINE 403 - Advanced Strength & Conditioning (3)
- ☐ KINE 405 - Sports Nutrition (3)

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Program Modification

Exercise Science: M104

Degree Type: Minor

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Delete KINE 234 from the required course list and add KINE 203 to this list.

Justification:

KINE 234 is being deleted as a course by the Department of Kinesiology. KINE 203 is a new course to the Department of Kinesiology and will bolster the nutrition background of Exercise Science students as well being a pre-requisite for KINE 405.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

About This Minor. . .

Students enrolled in the Exercise Science minor should have a strong interest in fitness, health promotion, and exercise science. Students will explore subject areas that include: anatomy, physiology, kinesiology, applications of physical fitness, and exercise physiology.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUITIONAL MINOR REQUIREMENTS

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives **can** be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 24 semester hours for the Minor in Exercise Science.

REQUIRED COURSES FOR THE EXERCISE SCIENCE MINOR (24 semester hours)

- ☐ BIOL 209 – Human Anatomy & Physiology (3)
- ☐ BIOL 209L – Human Anatomy & Physiology Lab (1)
- ☐ KINE 213 – Applications of Physical Fitness & Exercise Prescription (3)
- ☐ KINE 297 – Practicum (1)
- ☐ KINE 301 – Fitness and Health Assessment (3)
- ☐ KINE 303 – Physiology of Exercise (3)
- ☐ KINE 303L – Physiology of Exercise Lab (1)
- ☐ KINE 309 – Anatomical Kinesiology (3)

Select two courses from the list below. Courses listed with a lecture and lab are counted as one course.

~~KINE 234 – Prevention and Care of Athletic Injuries~~ KINE 203 – Human Nutrition (3)
KINE 310 – Methods of Exercise Instruction (3)
KINE 370/370L – Biomechanics (3) with Laboratory (1)
KINE 403 – Advanced Strength and Conditioning (3)
KINE 404 – Clinical Exercise Physiology and Advance Exercise Prescription (3)
KINE 405 – Sports Nutrition (3)

- ☐ _____
- ☐ _____

Students must provide a copy of a current First Aid/CPR or take one of the following:

- ☐ KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- ☐ KINE 250 - Lifeguard Training (3)

Department: SBS - ANTH

<u>Program Additions</u>

Applied Anthropology and Geography

Degree Type: BA

Abbreviated Name: Applied Anthroplgy & Geography

Proposed by: John Seebach

Director of Teacher Education Signature:

Expected Implementation:

COLORADO MESA
U N I V E R S I T Y

About This Major . . .

The digital humanities and social sciences, an interdisciplinary field that combines technology skills with social science knowledge, is a growing, innovative collaboration of disciplines making its impact nation-wide. Upon graduation, all students will have knowledge of cartography and GIS, as well as physical anthropology and archaeology. GIS is an applied skill that will give the students in the anthropological sub disciplines a niche to set them apart from other anthropology undergraduates. The anthropological disciplines provide students, who focus on GIS, a subject matter with which to hone their GIS skills.

BA-seeking students in this program will learn to think critically and ask theoretically-grounded questions about human lives in the immediate area, the surrounding region, and ultimately, across the western USA, in a program that seamlessly blends the acquisition of academic and professional skills. Furthermore, practical training in archaeological, geographical and forensic anthropological field research allows students to take full advantage of the applied employment opportunities available across the western slope and Colorado Plateau as part of energy extraction, law enforcement and/or civil engineering (for example).

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

Institutional degree requirements listed above are sufficient for this program.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 110 College Mathematics(3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ KINA 1xx- Select one Activity course (1)
- ☐ KINA 112 or KINA 120 (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (6 semester hours)

Two consecutive classes in the same foreign language. FLAS 114 & FLAS 115 will not fulfill this requirement.
- ☐ _____
- ☐ _____

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BA, APPLIED ANTHROPOLOGY GEOGRAPHY REQUIREMENTS (58 semester hours)

Major Core (34 semester hours)
- ☐ ANTH 202 – Introduction to Anthropology (3)
- ☐ ARKE 205 – Principles of Archaeology (3)
- ☐ ARKE 225 – North American Archaeology (3)
- ☐ ARKE 410 – Field Methods in Archaeology (3)
- ☐ ARKE 410L – Field Methods in Archaeology Laboratory (2)
- ☐ FOAN 180 – Survey of Physical Anthropology (3)
- ☐ FOAN 180L – Survey of Physical Anthropology Laboratory (1)
- ☐ GEOG 102 – Human Geography (3)
- ☐ GEOG 131 – Introduction to Cartography (3)
- ☐ GEOG 341 – GIS for Social Scientists (2)
- ☐ GEOG 341L – GIS for Social Scientists Laboratory (1)
- ☐ GIST 332 – Introduction to Geographic Information Systems (2)
- ☐ GIST 332L – Introduction to Geographic Information Systems Laboratory (1)
- ☐ STAT 215 – Statistics for Social and Behavioral Sciences (4)

Applied Anthropology and Geography Electives (18 semester hours chosen from the list below)
- ☐ ARKE 300 — Human Evolution (3)
- ☐ ARKE 301 — The Emergence of Human Culture (3)
- ☐ ARKE 302 — From Domestication to States (3)
- ☐ ARKE 320 — Colorado Archaeology (3)
- ☐ ARKE350 — Southwest Archaeology (3)
- ☐ ARKE 352 — Paleoindian Archaeology (3)
- ☐ ARKE 402 — Cultural Resource Management (3)
- ☐ ARKE 466 — Field Research in Archaeology (6)*
- ☐ ARKE 467 – Archaeology Lab Methods (3)
- ☐ ARKE 467L —Archaeology Laboratory (1)**
- ☐ ARKE 499 —Internship (3)
- ☐ FOAN 232 – Survey of Forensic Science (2)
- ☐ FOAN 232L — Survey of Forensic Science Laboratory (1)
- ☐ FOAN 280 – Crime Scene Processing (2)
- ☐ FOAN 280L — Crime Scene Processing Laboratory (3)
- ☐ FOAN 350 — Forensic Anthropology (3)
- ☐ FOAN 480 — Professional Issues in Forensic Science (3)
- ☐ FOAN 499 — Internship (1-6)
- ☐ GEOG 103 — World Regional Geography (3)
- ☐ GEOG 399 —Internship (1-6)
- ☐ GEOG 499 —Internship (1-6)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

*ARKE 466 requires students to be in the field or lab for a minimum of 6 hours per day for 7 weeks.
**Students taking ARKE 466 are required to take ARKE 467 and ARKE 467L during the subsequent fall semester.

Restricted Electives (6 semester hours chosen from the list below)
- ☐ BIOL 105 – Attributes of Living Systems (3)
- ☐ BIOL 105L — Attributes of Living Systems Laboratory (1)
- ☐ BIOL 209 – Human Anatomy and Physiology (3)
- ☐ BIOL 209L — Human Anatomy and Physiology Laboratory (1)
- ☐ BIOL 210 – Human Anatomy and Physiology II (3)
- ☐ BIOL 210L — Human Anatomy and Physiology II Laboratory (1)
- ☐ BIOL 241 — Pathophysiology (4)
- ☐ BIOL 403 — Evolution (3)
- ☐ BIOL 410 – Human Osteology (3)
- ☐ BIOL 410L — Human Osteology Laboratory (1)
- ☐ GEOL 100 — Survey of Earth Science (3)
- ☐ GEOL 402 – Applications of Geomorphology (3)
- ☐ GEOL 401L—Applications of Geomorphology Laboratory (1)
- ☐ GIST 321 – Introduction to Remote Sensing (2)
- ☐ GIST 321L—Introduction to Remote Sensing Laboratory (1)
- ☐ GIST 375 – Global Positioning Systems for GIS (2)
- ☐ GIST 375L—Global Positioning Systems for GIS Laboratory (1)
- ☐ HIST 409—Material Culture Studies (3)
- ☐ HIST 435—Classical Archaeology (3)
- ☐ _____
- ☐ _____

GENERAL ELECTIVES (All college level courses appearing on your final transcript not listed above that will bring your total semester hours to 120 hours. Could be up to 18 semester hours)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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Freshman Year, Fall Semester: 16 credits
- ENGL 111 - English Composition (3)
- Essential Learning – Social and Behavioral Sciences (3)
- Essential Learning - Natural Science (3)
- ANTH 202 - Intro to Anthropology (3) or GEOG 102 - Human Geography (3)
- FOAN 180 - Crime Scene Processing (2)
- FOAN 180L - Crime Scene Processing Laboratory (3)

Freshman Year, Spring Semester: 15 or 16 credits
- ENGL 112 - English Composition (3)
- MATH 110 - College Mathematics (3) or higher
- Essential Learning - Fine Arts (3)
- Essential Learning - History (3)
- GEOG 131 - Introduction to Cartography (3)

Sophomore Year, Fall Semester: 16 credits
- Essential Learning - Natural Science with Lab (4)
- Foreign Language (3)
- Essential Learning - Humanities (3)
- Essential Learning - Social and Behavioral Science (3)
- ANTH 202 - Intro to Anthropology (3) or GEOG 102 - Human Geography (3)

Sophomore Year, Spring Semester: 15 credits
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- KINE 100 - Health and Wellness (1)
- Foreign Language (3)
- STAT 215 - Statistics for Social and Behavioral Sciences (4)
- ARKE 205 - Principles of Archaeology (3)

Junior Year, Fall Semester: 15 credits
- ARKE 225 - Introduction to North American Archaeology (3)
- GIST 332 - Introduction to Geographic Information Systems (2)
- GIST 332L - Introduction to Geographic Information Syst4ems Laboratory (1)
- Applied Anthropology and Geography Elective (3)
- Restricted Elective (3)
- General Elective (3)

Junior Year, Spring Semester: 15 credits
- GEOG 341 - GIS for Social Scientists (2)
- GEOG 341L - GIS for Social Scientists Laboratory (1)
- ARKE 410 - Field Methods in Archaeology (3)
- ARKE 410 - Field Methods in Archaeology Laboratory (2)
- Applied Anthropology and Geography Elective (3)
- General Elective (3)
- KINA 112 - Hiking (1) or KINA 120 - Backpacking (1)

Senior Year, Fall Semester: 15 credits
- Applied Anthropology and Geography Electives (6)
- Restricted Elective (3)
- General Electives (6)

Senior Year, Spring Semester: 13 credits
- Applied Anthropology and Geography Electives (6)
- KINA Activity Course (1)
- General Elective (3)
- General Elective (3)

Department: SBS - ARKE

<u>Course Additions</u>

ARKE 467   Credit Hours   3

Course Title: Archaeology Lab Methods

Abbreviated Title: Archaeology Lab Methods

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☐ Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☑ No ☐

  ARKE 466

Prerequisite for other course(s):   Yes ☐ No ☑

Co-requisites: Yes ☑ No ☐

  ARKE 467L: Archaeology Laboratory

Requirement or listed choice for any program of study: Yes ☑ No ☐

SBS   Minor,   Archaeology: M725

SBS   Prof Cert,   Cultural Resource Management: 1710

Course is a requirement for a new program:

  Applied Anthropology and Geography

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

  Introduction to techniques of laboratory cataloging, artifact analysis, and technical report writing. Photography, special sample preparation and other ancillary topics will also be discussed. Students must have completed ARKE 466 during the previous summer because they will be working with artifacts and other materials recovered during that course.

Justification:

  ARKE 467 is a necessary addition for the archaeology program and the upcoming BA in Applied Anthropology and Geography. Data recovery from the field is only 1/3 of the archaeological process. The other 2/3 is the subsequent lab work, where archaeologists make sense of the data themselves by undertaking specialized analyses and preparing maps, illustrations and, ultimately, the final reports for government and funding entities.

Topical course outline:

  Archaeological Reporting; Sample Preparation; Flintknapping and Lithic Analysis; Groundstone Analysis; Ceramic Analysis; Perishables; Human Remains; Flora & Fauna; Photography; Mapping and Illustration

Student Learning Outcomes:

Conduct preliminary analyses of artifacts recovered in the field.

Competently compose professional reports about fieldwork methods and data recovery, and do so with all requisite maps, illustrations, etc.

Discussions with affected departments:

N/A

Proposed by: John Seebach   Expected Implementation:

<u>Course Additions</u>

ARKE 467L   Credit Hours   1

  Course Title: Archaeology Laboratory

  Abbreviated Title: Archaeology Laboratory

  Contact hours per week: Lecture   Lab   2   Field   Studio   Other

  Type of Instructional Activity: Laboratory: Academic/Clinical

  Academic engagement minutes: 1500   Student preparation minutes: 750

  Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☐ Summer ☐

  Intended semester to offer course 1st time: Fall 2018

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes   ☐   No   ☑

  Prerequisites: Yes   ☑   No   ☐

        ARKE 466

  Prerequisite for other course(s):   Yes   ☐   No   ☑

  Co-requisites: Yes   ☑   No   ☐

        ARKE 467

  Requirement or listed choice for any program of study: Yes   ☑   No   ☐

  SBS   Prof Cert,   Cultural Resource Management: 1710

  SBS   Minor,   Archaeology: M725

  Course is a requirement for a new program:

      Applied Anthropology and Geography

  Overlapping content with present courses offered on campus: Yes   ☐   No   ☑

  Additional faculty FTE required: Yes   ☐   No   ☑

  Additional equipment required: Yes   ☑   No   ☑

  Additional lab facilities required: Yes   ☐   No   ☑

<u>Course description for catalog:</u>

  Introduction to techniques of laboratory cataloging, artifact analysis, and technical report writing.
  Photography, special sample preparation and other ancillary topics will also be discussed. Students must
  have completed ARKE 466 during the previous summer because they will be working with artifacts and
  other materials recovered during that course.

<u>Justification:</u>

  ARKE 467 is a necessary addition for the archaeology program and the upcoming BA in Applied
  Anthropology and Geography. Data recovery from the field is only 1/3 of the archaeological process. The
  other 2/3 is the subsequent lab work, where archaeologists make sense of the data themselves by
  undertaking specialized analyses and preparing maps, illustrations and, ultimately, the final reports for
  government and funding entities.

<u>Topical course outline:</u>

  Archaeological Reporting; Sample Preparation; Flintknapping and Lithic Analysis; Groundstone Analysis;
  Ceramic Analysis; Perishables; Human Remains; Flora & Fauna; Photography; Mapping and Illustration

<u>Student Learning Outcomes:</u>

  Conduct preliminary analyses of artifacts recovered in the field. Competently compose professional
  reports about fieldwork methods and data recovery, and do so with all requisite maps, illustrations, etc.

<u>Discussions with affected departments:</u>   218

Course Additions

N/A

Proposed by: John Seebach   Expected Implementation:

Department: SBS - ARKE

Program Modification

Archaeology: M725

Degree Type: Minor

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Adding ARKE 467 and ARKE 467L to the list of electives for the minor

Justification:

Course additions for ARKE 467 and ARKE 467L. These courses now complete the three-course field and lab work cycle of the minor (ARKE 410/L is preparation for fieldwork; 466 is the actual fieldwork; 467/L is the laboratory analysis and preliminary reporting of the fieldwork conducted).

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: John Seebach

Director of Teacher Education Signature:

Expected Implementation:

About This Minor. . .

The Archaeology minor introduces students to the knowledge and skills necessary to carry out archaeological investigations and to treat what is recovered through such investigations appropriately. Courses taken as part of the minor will provide students with background knowledge of North American prehistory and in-depth studies of regional sequences within that prehistory. The Minor especially complements such degree programs as History and Geology. Students with the background in Archaeology and Cultural Resource Management that the Minor supplies will be well prepared to enter the burgeoning local market in these areas.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL MINOR REQUIREMENTS

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives **can** be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 26 semester hours for the Minor in Archaeology.

REQUIRED COURSES FOR THE ARCHAEOLOGY MINOR (26 semester hours)

- ☐ ANTH 202 – Introduction to Anthropology (3)
- ☐ ARKE 205 – Principles of Archaeology (3)
- ☐ ARKE 225 – Introduction to North American Archaeology (3)
- ☐ ARKE 410 – Field Methods in Archaeology[1] (3)
- ☐ ARKE 410L – Field Methods in Archaeology Laboratory[1] (2)
- ☐ ARKE 466 – Field Research in Archaeology[2] (6)

Choose 6 semester hours from the list below, at least 3 of which have to be from the ARKE selections numbered 300 or higher.

ARKE 300 – Human Evolution (3)
ARKE 301 – The Emergence of Human Culture (3)
ARKE 302 – From Domestication to States (3)
ARKE 320 – Colorado Archaeology (3)
ARKE 325 – Geoarchaeology[3] (3)
ARKE 350 – Southwest Archaeology (3)
AREK 352 – Paleoindian Archaeology (3)
ARKE 402 – Cultural Resource Management[1] (3)
ARKE 467/L – ~~Lab Methods in~~ Archaeology ~~and Archaeology~~ Lab[6] (3~~4~~)
ARKE 467L – Archaeology Laboratory (1)
FOAN 180 – Survey of Physical Anthropology (3)
FOAN 180L – Survey of Physical Anthropology Laboratory (1)
GIST 332 – Introduction to Geographic Information Systems[4] (2)
GIST 332L – Introduction to Geographic Information Systems ~~-~~Laboratory[4] (1)
HIST 435 – Classical Archaeology[5] (3)

- ☐ _____
- ☐ _____
- ☐ _____

[1] Prerequisites: ARKE 205 and ARKE 225, or consent of instructor.
[2] Prerequisite: ARKE 410/410L
[3] Prerequisite: GEOL 111/111L (4 credits). It is advised that students take the course in fulfillment of the Essential Learning Laboratory Science requirement.
[4] Prerequisite: either GEOG 131 (3 credits) or GEOL 305 (1 credit).
[5] Prerequisite: HIST 101.
[6] Prerequisite: ARKE 466

Department: SBS - CRM

Program Modification

Cultural Resource Management: 1710

Degree Type: Prof Cert

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Adding ARKE 467 and ARKE 467L to the required courses for the certificate.
Adding ARKE 499 or GEOG 499 to optional course list
Removing HIST 499 from optional course list
Change in hours from 22 to 27

Justification:

ARKE 467 and ARKE 467L course additions. Changing courses listed under optional courses. ARKE 467/L completes the three-course cycle of fieldwork for the professional certificate. ARKE 410/L is fieldwork preparation. ARKE 466 is the actual fieldwork. ARKE 467/L is the analysis and write-up of the completed fieldwork. The 499 internship hours are being added so that students can receive experience in conducting independent research or work with professionals at various agencies. HIST 499 is being dropped as this course steers students away from Cultural Resource Management to public interpretation. In the future we will instead be adding our own course, Public Archaeology.

Revision to SLOs: Yes ☐   No ✔

Other changes: Yes ☐   No ✔

Discussions with affected departments:

NA

Proposed by: John Seebach

Director of Teacher Education Signature:

Expected Implementation:

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COLORADO MESA
U N I V E R S I T Y

About This Major . . .

The Certificate in Cultural Resource Management is designed to give students the basic skills necessary for entry-level (field technician) positions in applied archaeology. These will include, but are not limited to, basic archaeological field methods, basic archaeological lab methods, the use of Geographic Information Systems and Public Interpretation. Beyond these skills, however, the certificate program strives to produce creative, engaged and informed archaeologists who can articulate Cultural Resource Management's role in inquiry-based archaeology and its larger anthropological goals.

Upon completion of the program, students will be able to:
1. Combine academic archaeological theory with applied skills in the field and lab. (Applied Learning)
2. Communicate the kind and scope of appropriate archaeological studies with regard to federal and state law. (Specialized Knowledge)
3. Apply general knowledge of archaeological methods to specific situations encountered in the field. (Critical Thinking)
4. Utilize all modern technologies currently being used in archaeological research, including GIS and electronic mapping. (Specialized Knowledge)
5. Communicate findings and their importance to diverse stakeholders (landowners, corporate interests, scientific colleagues, the general public), in written and oral media. (Communication Fluency)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

2018-19 Professional Certificate, Cultural Resource Management (1710). Posted:.

INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU professional certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- Primarily 300-400 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- ~~38~~ 42 semester hours for the Professional Certificate in Cultural Resource Management.
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be ~~achieved in~~ achieved in coursework toward major content area.

2018-19 Professional Certificate, Cultural Resource Management (1710). Posted:.

PROFESSIONAL CERTIFICATE: CULTURAL RESOURCE MANAGEMENT REQUIREMENTS (~~38~~ 42 semester hours)

Archaeology Courses (~~26~~ 30 semester hours)
- ☐ ~~ANTH 202 – Introduction to Anthropology (3)~~
- ☐ ARKE 205 – Principles of Archaeology (3)
- ☐ ARKE 225 – Introduction to North American Archaeology (3)
- ☐ ARKE 402 – Cultural Resource Management[1] (3)
- ☐ ARKE 410 – Field Methods in Archaeology[1] (3)
- ☐ ARKE 410L – Field Methods in Archaeology Laboratory[1] (2)
- ☐ ARKE 466 – Field Research in Archaeology[2] (6)
- ☐ ARKE 467 – Archaeology Lab Methods (3)
- ☐ ARKE 467L – Archaeology Laboratory (1)

Choose 6 semester hours from the list below, at least 3 of which have to be from the ARKE selections numbered 300 or higher.
- ANTH 202 – Introduction to Anthropology
- ARKE 300 – Human Evolution (3)
- ARKE 301 – The Emergence of Human Culture (3)
- ARKE 302 – From Domestication to States (3)
- ARKE 320 – Colorado Archaeology (3)
- ARKE 325 – Geoarchaeology[3] (3)
- ARKE 350 – Southwest Archaeology (3)
- ARKE 352 – Paleoindian Archaeology (3)
- ~~ARKE 402 – Cultural Resource Management[1] (3)~~
- ~~FOAN 180 – Survey of Physical Anthropology (3)~~
- ~~FOAN 180L – Survey of Physical Anthropology Laboratory (1)~~
- HIST 435 – Classical Archaeology[4] (3)
  - ☐ _____
  - ☐ _____
  - ☐ _____

Cultural Resource Management Courses (12 semester hours)
- ☐ GEOG 131 – Introduction to Cartography (3)
- ☐ GIST 332 – Introduction to GIS (2)
- ☐ GIST 332L – Introduction to GIS Laboratory (1)
- ☐ GIST 375 – Global Positioning Systems for GIS (2)[5]
- ☐ GIST 375L – Global Positioning Systems for GIS Laboratory[5] (1)
- ☐ One of the following courses:
  - ARKE 499 – Internship (3)
  - GEOG 499 – Internship (3)
  - ~~HIST 405 – Introduction to Public History[6] (3)~~
  - ~~HIST 409 – Material Culture Studies (3)[6]~~
  - ~~HIST 499 – Internship in History (3)~~

[1] Prerequisites: ARKE 205 and ARKE 225, or consent of instructor.
[2] Prerequisite: ARKE 410/410L
[3] Prerequisite: GEOL 111/111L
[4] Prerequisite: HIST 101
[5] Prerequisites: GIST 332 & GIST 332L
[6] ~~Prerequisites: HIST 131 & HIST 132~~

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SUGGESTED COURSE SEQUENCING

~~**First Year, Fall Semester: 3 credits**~~
~~ARKE 205 - Principles of Archaeology (3)~~~~ARKE 466 – Field Research in Archeology (6)~~

~~**First Year, Spring Semester: 8 credits**~~
- ~~ARKE 410 – Field Methods in Archaeology (3)~~
- ~~ARKE 410L – Field Methods in Archaeology Lab (2)~~
- ~~GEOL 375 – Global Positioning Systems for GIS (2)~~
- ~~GEOL 375L – Global Positioning Systems for GIS Lab (1)~~

~~**Second Year, Fall Semester: 3 credits**~~
- ~~ARKE 402 – Cultural Resource Management (3)~~

~~**Second Year, Spring Semester: 3 credits**~~
~~HIST 405 – Introduction to Public History (3) or HIST 409 – Material Culture Studies (3) or HIST 499 – Internship in History (3)~~~~GEOL 375 – Global Positioning Systems for GIS (2)~~
~~GEOL 375L – Global Positioning Systems for GIS Lab (1)~~

~~**Second Year, Summer Semester: 6 credits**~~
- ~~ARKE 466 – Field Research in Archeology (6)~~

First Year, Fall Semester: 6 credits
- GEOG 131 – Introduction to Cartography (3)
- ARKE 205 - Principles of Archaeology (3)

First Year, Spring Semester: 9 credits
- ARKE 225 – North American Archaeology (3)
- GIST 332 – Introduction to GIS (2)
- GIST 332L – Introduction to GIS Laboratory (1)
- Select 3 semester hours Archeology Courses (3)

Second Year, Fall Semester: 6 credits
- GIST 375 – Global Positioning Systems for GIS (2)
- GIST 375L – Global Positioning Systems for GIS Laboratory (1)
- Select 3 semester hours Archeology Courses (3)

Second Year, Spring Semester: 8 credits
- ARKE 402 – Cultural Resource Management (3)
- ARKE 410 – Field Methods in Archaeology (3)
- ARKE 410L – Field Methods in Archaeology Laboratory (2)

Second Year, Summer Semester: 6 credits
- ARKE 466 – Archaeological Fieldwork (6)

Third Year, Fall Semester: 7 credits
- ARKE 467 – Archaeological Lab Methods (3)
- ARKE 467L – Archaeological Laboratory (1)
- ARKE 499 or GEOG 499 – Internship (3)

2018-19 Professional Certificate, Cultural Resource Management (1710). Posted:.

Department: SBS - GEOG

Course Additions

GEOG 341   Credit Hours   2

  Course Title: GIS for Social Scientists

  Abbreviated Title: GIS for Social Scientis

  Contact hours per week: Lecture 2   Lab   Field   Studio   Other

  Type of Instructional Activity: Lecture

  Academic engagement minutes: 1500   Student preparation minutes: 3000

  Intended semesters for offering this course: Fall ☐   J-Term ☐   Spring ☑   Summer ☐

  Intended semester to offer course 1st time: Spring 2019

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐   No ☑

  Prerequisites: Yes ☑   No ☐

       GEOG 131 and GIST 332/332L

  Prerequisite for other course(s):   Yes ☐   No ☑

  Co-requisites: Yes ☑   No ☐

       GEOG 341L

  Requirement or listed choice for any program of study: Yes ☑   No ☐

  PES   Minor,   Geographic Information Science and Technology: M752

  Course is a requirement for a new program:

    Applied Anthropology and Geography

  Overlapping content with present courses offered on campus: Yes ☐   No ☑

  Additional faculty FTE required: Yes ☐   No ☑

  Additional equipment required: Yes ☐   No ☑

  Additional lab facilities required: Yes ☑   No ☐

    Access to computer lab with GoogleEarth and ArcGIS software

Course description for catalog:

  Applications of GIS for social science analyses, including use of open-source data (such as US Census
  data); collecting new data, creating and converting data to GIS formats, and the practical use of physical
  and/or environmental GIS data in social science applications.

Justification:

  Knowledge of Geographic Information Systems is being strongly suggested for various employment
  opportunities for social scientists in the fields of forensic science, criminal justice, anthropology, political
  science and history, among others.   This will be an integrative course utilizing data from both the natural
  and social world using spatial analysis principals.

Topical course outline:

  Quantitative social science data identification and use in GIS
  Qualitative social science data idenfication and use in GIS
  Locating, capturing and using data in GIS
  Decoding and using US Census Data in GIS
  Spatial analysis of social science data

Communication map inaccuracy and uncertainty for the social scientist

Student Learning Outcomes:

Demonstrate knowledge of geographic and cartographic applications for the social sciences

Locate and convert social science data for use in GIS

Apply spatial analysis and locational impacts on social data

Differentiate between qualitative and quantitative data and use both, separately and together, in spatial analysis

Evaluate inaccuracy and uncertainty in spatial analysis operations

Analyze data and communicate results through mapping projects

Incorporate GIS analysis and maps in social science research and papers

Discussions with affected departments:

Social and Behavioral Sciences, August 2, 2017 (Department Head) and August 31, 2017 (History Faculty) - agree with new course offering

Physical and Environmental Sciences, September 13, 2017 (GIS &T Professors) - agree with new course offering

Proposed by: Tammy E. Parece   Expected Implementation:

<u>Course Additions</u>

GEOG 341L

Credit Hours   1

Course Title: GIS for Social Scientists Lab

Abbreviated Title: GIS for Soc Sc Lab

Contact hours per week: Lecture   Lab   2   Field   Studio   Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500   Student preparation minutes: 750

Intended semesters for offering this course: Fall ☐   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☑   No ☐

      GEOG 131
      GIST 332/332L

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☑   No ☐

      GEOG 341

Requirement or listed choice for any program of study: Yes ☑   No ☐

PES   Minor,   Geographic Information Science and Technology: M752

Course is a requirement for a new program:

   Applied Anthropology and Geography

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☑   No ☐

   Access to computer lab with GoogleEarth and ArcGIS software

<u>Course description for catalog:</u>

   Applications of GIS for social science analyses, including use of open-source data (such as US Census data); collecting new data, creating and converting data to GIS formats, and the practical use of physical and/or environmental GIS data in social science applications.

<u>Justification:</u>

   Knowledge of Geographic Information Systems is being strongly suggested for various employment opportunities for social scientists in the fields of forensic science, criminal justice, anthropology, political science and history, among others.   This will be an integrative course utilizing data from both the natural and social world using spatial analysis principals.

<u>Topical course outline:</u>

   Quantitative social science data identification and use in GIS
   Qualitative social science data idenfication and use in GIS
   Locating, capturing and using data in GIS
   Decoding and using US Census Data in GIS
   Spatial analysis of social science data
   Communication map inaccuracy and uncertainty for the social scientist

<u>Student Learning Outcomes:</u>

Course Additions

Demonstrate knowledge of geographic and cartographic applications for the social sciences

Locate and convert social science data for use in GIS

Apply spatial analysis and locational impacts on social data

Differentiate between qualitative and quantitative data and use both, separately and together, in spatial analysis

Evaluate inaccuracy and uncertainty in spatial analysis operations

Analyze data and communicate results through mapping projects

Incorporate GIS analysis and maps in social science research and papers

Discussions with affected departments:

Social and Behavioral Sciences, August 2, 2017 (Department Head) and August 31, 2017 (History Faculty) - agree with new course offering

Physical and Environmental Sciences, September 13, 2017 (GIS &T Professors) - agree with new course offering

Proposed by: Tammy E. Parece   Expected Implementation:

Department: SBS - HIST

Course Modifications

HIST 342

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	**Proposed**
Course Prefix:	HIST	
Course No.:	342	
Credit Hours:	3	
Course Title:	Early American Republic	
Times for Credit:	1	1
Prerequisites:		

  Current: HIST 131 and HIST 132

  Proposed: HIST 131

Requirement or listed choice for any program of study: Yes ☐   No ☑

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

This course covers only the period between 1776 and 1850, therefore only HIST 131 (US History to 1877) is relevent.

Proposed by: Sarah Swedberg   Expected Implemention:

Course Modifications

HIST 360

Intended semester to offer modified course for the 1st time: Spring 2019

	Current	**Proposed**
Course Prefix:	HIST	
Course No.:	360	
Credit Hours:	3	
Course Title:	Medieval Europe	
Times for Credit:	1	1

Prerequisites:

  Current: HIST 101 & 102

  Proposed: HIST 101

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

History 102 is the second (modern) half of the Western Civ. sequence and is not relevant or necessary for taking HIST 360

Proposed by: Douglas O'Roark   Expected Implemention:

Course Modifications

HIST 370

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	HIST	
Course No.:	370	
Credit Hours:	3	
Course Title:	Early United States Women's History	
Times for Credit:	1	1

Prerequisites:

  Current: HIST 131 and HIST 132

  Proposed: HIST 131

Requirement or listed choice for any program of study: Yes ☐   No ☑

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

The course focuses only on American Women's History up to 1877, the same period covered by HIST 131. HIST 132 picks up at 1877 and does not provide needed background for the course.

Proposed by: Sarah Swedberg   Expected Implemention:

Course Modifications

HIST 430

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	**Proposed**
Course Prefix:	HIST	
Course No.:	430	
Credit Hours:	3	
Course Title:	Ancient Mediterranean World	
Times for Credit:	1	1

Prerequisites:

Current: HIST 101 & 102

Proposed: HIST 101

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

History 102 is the second (modern) half of the Western Civ. sequence and is not relevant or necessary for taking HIST 430

Proposed by: Douglas O'Roark   Expected Implemention:

Program Modification

History: 3716

Degree Type: BA

Modified Program Name: HIST

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Reducing the number of hours in the History Specialization category from 12 to 6, and adding two Archaeology courses as options in the History Specialization category. Requiring two courses (instead of one) in the World History category to make it the same as the other categories

Justification:

The reduction in hours is necessary for the major to be in compliance with maximum hours (48), right now the major requires 51 total credit hours. The addition of the archaeology classes is to increase the options for history majors, in particular those pursuing a specialization in Public History. The additional class required in the World History category is to balance it with the other three categories and reflect the increase in student interest in world history.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☑   No ☐

These changes will put the major back into compliance with the credit hour policy

Discussions with affected departments:

N/A

Proposed by: Doug O'Roark

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: History

About This Major . . .

The study of history prepares the student for understanding present society and culture through a study of the past. The history program familiarizes students with the great historical civilizations and issues that have shaped our present world. History teaches students how to critically analyze information and make a compelling argument; skills that everyone needs to be successful in all their endeavors. Internships are available through museums, historical societies and public agencies. CMU history graduates pursue careers in teaching and public history, as well as private employment, and have also been very successful in gaining entrance to graduate study and law school.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Formulate the relationships of cause and effect (Specialized Knowledge/Applied Learning);
2. Assess the importance of historical context (Specialized Knowledge/Applied Learning);
3. Critically analyze an argument based on secondary sources (Critical Thinking);
4. Critically analyze primary sources (Critical Thinking);
5. Formulate a clear and persuasive argument based on evidence (Communication Fluency);
6. Construct a clear thesis with strong topic sentences (Communication Fluency).

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

2018-19 BA, History (3716). Posted:

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

Institutional degree requirements listed above are sufficient for this program.

2018-19 BA, History (3716). Posted:

<u>**ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)**</u>
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ HIST 131 - United States History (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

<u>**OTHER LOWER-DIVISION REQUIREMENTS**</u>

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity Course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

<u>**FOUNDATION COURSES (6 semester hours)**</u>
Two consecutive courses in the same foreign language. Must receive a grade of "C" or better. FLAS 114 and 115 will NOT fulfill this requirement.
- ☐ _____
- ☐ _____

2018-19 BA, History (3716). Posted:

BACHELOR OF ARTS: HISTORY REQUIREMENTS (~~51~~ 48 semester hours)

History Core (18 semester hours)
- ☐ HIST 101 - Western Civilizations (3)
- ☐ HIST 102 - Western Civilizations (3)
- ☐ HIST 132 - United States History (3)
- ☐ HIST 202 - Introduction to Historical Research (3)
- ☐ HIST 394 - Junior Seminar in Historiography (3)
- ☐ HIST 404 - Senior Seminar in Historical Research (3)

History Electives (24 ~~21~~ semester hours)

European History - Two of the following courses:

HIST 300 - History of England to 1660 (3)
HIST 301 - History of Modern Britain (3)
HIST 302 - History of Modern France (3)
HIST 303 - History of Modern Germany (3)
HIST 330 - History of 19th Century Europe (3)
HIST 331 - The 20th Century (3)
HIST 350 - Renaissance and Reformation (3)
HIST 360 - Medieval Europe (3)
HIST 400 - The Soviet Union and Eastern Europe (3)
HIST 430 - The Ancient Mediterranean World (3)
HIST 445 - The Holocaust (3)
HIST 450 - European History and Film (3)
- ☐ _____
- ☐ _____

World History - Two ~~One~~ of the following courses:

HIST 310 - Latin American Civilization (3)
HIST 333 - The International History of the Cold War (3)
HIST 334 - History of the British Empire (3)
HIST 340 - History of the Middle East (3)
HIST 403 - East Asia and the Modern World (3)
HIST 406 - History of the African Continent (3)
- ☐ _____
- ☐ _____
  - ☐

United States History - Two of the following courses:

HIST 305 - The Old South (3)
HIST 342 - The Early American Republic (3)
HIST 344 - The Age of Industry in America (3)
HIST 345 - The History of Immigration, Race, and Ethnicity in America (3)
HIST 346 - The 1950's and 1960's (3)
HIST 347 - Global America: 1970-2000 (3)
HIST 370 - Early U.S. Women's History (3)
HIST 371 - 20th Century U.S. Women's History (3)
HIST 415 - Colonial America (3)
HIST 416 - The American Revolution (3)
HIST 420 - Civil War (3)
- ☐ _____
- ☐ _____

2018-19 BA, History (3716). Posted:

Topical History - Two of the following courses:

    HIST 315 - American Indian History (3)

    HIST 316 - American Slavery (3)

    HIST 320 - The American West (3)

    HIST 332 - History of Modern Warfare (3)

    HIST 355 - Ancient and Medieval Cities (3)

    HIST 375 - American Sports History (3)

    HIST 405 - Introduction to Public History (3)

    HIST 410 - Environmental History (3)

    HIST 425 - The History of Sexuality (3)

    HIST 435 - Classical Archaeology (3)

    HIST 440 - Early & Medieval Christianity (3)

    ☐ _____

    ☐ _____

History Specialization (~~12~~ 6 ~~12~~ semester hours)

Choose ~~four~~ two ~~four~~ additional Upper ~~Divison~~Division History courses selected from European, United States, World, or Topical History, or ARKE 225, ARKE 302.

    ☐ _____

    ☐ _____

    ☐ _____

    ☐ _____

ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 29 semester hours, 4 - 7 hours of upper division will be needed.)

    ☐ _____

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SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 13 credits
- ENGL 111 - English Composition (3)
- HIST 131 - United States History (3)
- Essential Learning - Natural Science (3)
- HIST 101 - Western Civilizations (3)
- KINE 100 - Health and Wellness (1)

Freshman Year, Spring Semester: 16 credits
- ENGL 112 - English Composition (3)
- Essential Learning - Humanities (3)
- MATH 110 - College Mathematics (3)
- HIST 102 - Western Civilizations (3)
- General Elective (3)
- KINA Activity (1)

Sophomore Year, Fall Semester: 15 credits
- Essential Learning - Fine Arts (3)
- Foundation Course - Foreign Language (3)
- Essential Learning - Social and Behavioral Science (3)
- History Elective (3)
- General Elective (3)

Sophomore Year, Spring Semester: 17 credits
- Essential Learning - Natural Science with Lab (4)
- Foundation Course - Foreign Language (3)
- Essential Learning - Social and Behavioral Science (3)
- HIST 132 - United States History (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

Junior Year, Fall Semester: 15 credits
- History Elective (2 courses) (6)
- General Elective (2 courses) (6)
- HIST 202 - Introduction to Historical Research (3)

Junior Year, Spring Semester: 15 credits
- History Elective (2 courses) (6)
- General Elective (3)
- Upper Division Elective (3)
- HIST 394 - Junior Seminar in Historiography (3)

Senior Year, Fall Semester: 14 credits
- HIST 404 - Senior Seminar in Historical Research (3)
- History Elective (2 courses) (6)
- Upper Division Elective (3)
- General Elective (2)

Senior Year, Spring Semester: 15 credits
- History Elective (~~4~~ 3 courses) (~~12~~ 9)
- General Elective (~~3~~ 6)

2018-19 BA, History (3716). Posted:

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Department: SBS - SOCO

<u>Course Additions</u>

SOCO 323   Credit Hours   3

   Course Title: Self and Society

   Contact hours per week: Lecture 3   Lab   Field   Studio   Other

   Type of Instructional Activity: Lecture

   Academic engagement minutes: 2250   Student preparation minutes: 4500

   Intended semesters for offering this course: Fall ☐   J-Term ☐   Spring ☑   Summer ☐

   Intended semester to offer course 1st time: Spring 2020

   Number of times course may be taken for credit: 1

   Essential Learning Course: Yes ☐   No ☑

   Prerequisites: Yes ☑   No ☐

        SOCO 260 (General Sociology)

   Prerequisite for other course(s):   Yes ☐   No ☑

   Co-requisites: Yes ☐   No ☑

   Requirement or listed choice for any program of study: Yes ☑   No ☐

   SBS   BA,   Sociology: 3728

   Overlapping content with present courses offered on campus: Yes ☐   No ☑

   Additional faculty FTE required: Yes ☐   No ☑

   Additional equipment required: Yes ☐   No ☑

   Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

   Investigation of microsociology, which examines the nature of everyday social interactions, relationships, and groups. Consideration also given to interdiscplinary perspectives that shed light on human social behavior.

<u>Justification:</u>

   This new course will expand our course offerings in sociology for both majors and minors. The course represents a large and historically significant field of sociology that focuses on micro-level social interactions and processes, rather than macro-level societal processes and institutions. Notably, the sociology program at CMU has never offered a course in this area, making Self and Society a critical addition. Moreover, the course reflects my own core interests and areas of expertise as a sociologist. I also taught a similar course for four years prior to coming to CMU. Students greatly enjoyed the course and its relevance to everyday social life.

<u>Topical course outline:</u>

   Socialization
   Social perception
   Attitudes
   Prosocial behavior and aggression
   Self-presentation
   Relationships
   Group cohesion and conformity
   Intergroup conflict and contact

Course Additions

Social structure and personality
Deviance
Collective behavior

1. Understand and apply major theoretical perspectives in sociology and related fields that are used to explain human social behavior and everday social interactions: symbolic interactionism, group processes, social structure and personality, cognitive theories, and evolutionary theory.
2. Explain the logic behind and key assumptions underlying the primary research methods employed in the study of micro-level sociological processes.
3. Apply in written assignments relevant concepts and theories from the course to their own social lives and experiences and to media content.

Discussions with affected departments:

Given some overlap between the proposed course and the existing Social Psychology course offered by the Psychology Program, I consulted with Dr. Brian Parry, who is responsible for teaching Social Psychology. We agreed that, while the subject is similar, this new course would differ significantly from the course offered in psychology. This difference is primarily due to the fact that the proposed course would draw more substantially on sociological social psychology, or microsociology, which represents a distinct but complementary approach compared to the theories and methods of psychological social psychologists. The course will cover a wide range of topics that are not typically covered in a social psychology course.

Proposed by: Stephen Merino   Expected Implementation:

Course Additions

SOCO 345   Credit Hours   3

Course Title: Sociology of Sexuality

Abbreviated Title: Sociology of Sexuality

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☐   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☑   No ☐

   SOCO 260

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

SBS   Minor,   Women's and Gender Studies: M705

SBS   BA,   Sociology: 3728

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

Exploration of sexuality from a sociological perspective. Analysis of the intersections of race, class, and gender as well as social institutions as they apply to understanding sexuality.

Justification:

As a new faculty member, I developed Sociology of Sexuality because it reflects my teaching and research specialities. Sociology of Sexuality was offered as a special topics course in Spring 2017. The course drew interest from some students outside of the major and it was very popular. Several students in the major who could not take the course expressed interest in taking it in the future. In addition to adding to the selection of electives available to sociology majors, the course would also benefit those minoring in women's and gender studies.

Topical course outline:

Theories and Methods of Sexuality
Sexual Bodies
Sexual Practices
Social Control of Sexuality

Student Learning Outcomes:

1. Understand fundamental information about sexuality from a sociological perspective.
2. Identify social, historical, political, and economic influences on sexual identity, behavior and perceptions.
3. Apply sociological theories to understanding contemporary issues in sexuality.

4. Analyze research methods used for studies on sexuality, and critique the use of different methods.

5. Create an original research project, utlizing concepts and theories from the course.

Discussions with affected departments:

Psychology - 11-18-2017
Email discussion with Assistant Professor of Psychology, Nikki Jones: "This looks like a great class. I think that there is a little overlap because of the topic, but I believe there are a lot of different approaches that this class is warranted."

Course addition to Women's and Gender Studies minor approved by co-advisors Dr. Brenda Wilhelm, Dr. Jennifer Hancock, and Dr. Erika Jackson (11/30/17)

Proposed by:	Megan Henley	Expected Implementation:

<u>Course Additions</u>

SOCO 350   Credit Hours   3

  Course Title: 21st Century Families

  Abbreviated Title: 21st Century Families

  Contact hours per week: Lecture 3   Lab   Field   Studio   Other

  Type of Instructional Activity: Lecture

  Academic engagement minutes: 2250   Student preparation minutes: 4500

  Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☐   Summer ☐

  Intended semester to offer course 1st time: Fall 2018

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐   No ☑

  Prerequisites: Yes ☑   No ☐

    SOCO 260

  Prerequisite for other course(s):   Yes ☐   No ☑

  Co-requisites: Yes ☐   No ☑

  Requirement or listed choice for any program of study: Yes ☑   No ☐

SBS   BA,   Sociology: 3728

SBS   Minor,   Women's and Gender Studies: M705

  Overlapping content with present courses offered on campus: Yes ☑   No ☐

    Sociology offers an introductory marriage and families course at the 100-level, which is a survey of a wide variety of topics having to do with the family. This course will be an in-depth investigation into the changing family requiring students to have a background in sociology not required for the 100-level course. It is common for universities to offer courses related to the family at both the upper- and lower-division levels.

  Additional faculty FTE required: Yes ☐   No ☑

  Additional equipment required: Yes ☐   No ☑

  Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

  Sociological investigation of changing family structures and intimate relationships, with an emphasis on contemporary constructions of family, diverse family forms, the role of gender in family life, and problems faced by contemporary families.

<u>Justification:</u>

  The family is a primary area of sociology that we have previously covered only at the introductory 100-level level. This course will give sociology majors and minors the opportunity to investigate the family as a social instution in much greater depth and will allow the two current sociology faculty for whom family is a primary research interest to share their expertise with these majors. The course will also be part of the Women's and Gender Studies minor, which is important as the family is an important site where gender is produced and reproduced over time. Finally, the families and intimate relationships are relevant to a student majoring in a wide variety of disciplines who will also be welcome to take the course, provided they have completed the prerequisite course.

<u>Topical course outline:</u>

  The family in historical context
  The social functions of families
  The intersection of work and family

Course Deletions

SOCO 331   Credit Hours   3

Course Title: Sociology of Aging

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

SBS   BA,   Sociology: 3728

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisite for other course(s):   Yes   ☐   No   ☑

Justification:

Content from this course will be folded into another upper-division sociology class, currently called "Life Course Sociology." A course modification has been proposed to rename this course "Life Course and Aging." Sociology does not have sufficient faculty to teach both courses. Aging at the population level is already covered in SOCO 314.

Proposed by: Brenda Wilhelm, PhD   Expected Implementation:

Routes to family formation
Diversity in family structures
Problems in contemporary families

Student Learning Outcomes:

1. Describe significant patterns related to contemporary families.
2. Identify and describe social functions of the family.
3. Analyze causes and consequences of changes in families.
4. Discuss the role of gender in contemporary families.
5. Evaluate arguments about family change made in the academic literature and the popular media.
6. Recommend policies regarding changing families that are developed out of the academic literature.

Discussions with affected departments:

Dr. Jennifer Hancock and Dr. Erika Jackson, who also advise for the Women's and Gender Studies minor, have approved the addition of this course to the minor (11/30/17).

Proposed by: Brenda Wilhelm, PhD   Expected Implementation:

Course Modifications

SOCO 144

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	144	
Credit Hours:	3	
Course Title:	Marriage and Families	
Times for Credit:	1	1

Description for catalog:

Current: Marriage and families in social, historic, institutional, theoretical, and gendered contexts. Includes family formation, family problems, and alternative intimate relationships.

Proposed: Survey of patterns of marriage and family life in social context, with an emphasis on sociological explanations of family patterns and relevant policy implications.

Requirement or listed choice for any program of study: Yes ☐   No ☑

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

We are proposing the addition of an upper-division course called "21st Century Families," which will be a much more in-depth investigation of particular aspects of families. The description change to this course is meant to clearly differentiate the two courses. SOCO 144 is indeed a survey of a large number of aspects of the sociological study of family life as is appropriate for a 100-level class. No other changes are being made to the course.

Student Learning Outcomes, current:

o Identify and describe ways in which individuals and families are influenced by broad societal factors.
o Identify and describe core concepts, theories, and perspectives used in the sociological study of marriage and families.
o Identify and describe key findings from the sociological literature on marriage and families.
o Critically examine and evaluate arguments made about families today.
o Synthesize course information in order to arrive at valid and logical conclusions about families and family policy.

Student Learning Outcomes, proposed:

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

Course Modifications

SOCO 202

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	202	
Credit Hours:	3	
Course Title:	Introduction to Sociological Inquiry	
Times for Credit:	1	1

Description for catalog:

Current: Methods of and areas of sociology. Preparation for writing and research requirements of upper-division sociology courses.

Proposed: Orientation to the sociological major with a focus on introductory methods of sociological research. Preparation for writing and research requirements of upper-division sociology courses. Exploration of possible careers and marketing of skills after graduation.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

The course description has been expanded to be more informative to students.

Student Learning Outcomes, current:

Articulate the main focus and premises of sociology as a discipline;
Demonstrate an understanding of the foundations and basci principles of social science research methodology;
Search for, analyze, and synthesize existing research literature from peer-reviewed academic journals and books;
Successfully distinguish between forms of information including Internet, popular press, and academic publications;
Identify and evaluate arguments, evidence, and conclusions in both academic and nonacademic writing;
Identify deceptive and weak usage of statistics;
Write a complete research proposal with a clear structure, correct grammar and referencing, an accurate application of theory and literature, and a sound discussion of methodology, including ethical concerns.

Student Learning Outcomes, proposed:

Proposed by: Megan Henley   Expected Implemention:

<u>Course Modifications</u>

SOCO 264

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	264	
Credit Hours:	3	
Course Title:	Social Problems	
Times for Credit:	1	1

Description for catalog:

Current: Major contemporary social problems including crime, race relations, war, educational systems, unequal distribution of wealth, and political apathy.

Proposed: Analysis of contemporary social problems from a sociological perspective, including the social construction of problems, theoretical explanations, and policy implications. Specific problems covered will vary but may include topics such as inequality along with problems in social institutions such as the economy, education, and the family.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

<u>Justification:</u>

This change is aimed at allowing more flexibility in which social problems are covered each semester, while emphasizing that social inequality and problems in social institutions will always be the focus. Social problems is a very large topic area including many potential problems - many more than can be covered in a single semester. Our aim is to teach students to think sociologically about a variety of social problems covered during the semester while also teaching them how to think sociologically about problems not covered in the course. This flexibility is also important so that the course remains relevant to specific problems in the news at the time that the course is taught.

<u>Student Learning Outcomes, current:</u>

o Describe ways in which personal troubles are often rooted in broader social problems.
o Identify and describe general sociological theories, perspectives, and concepts as they relate to the study of social problems.
o Demonstrate an understanding of the sociological literature on the social problems that we cover.
o Describe and develop ideas about how theories and research on social problems might help us to develop policies and programs aimed at addressing the social problems that we cover.
o Identify and describe how students might engage in practical actions aimed at ameliorating social problems and/or helping people affected by social problems.

<u>Student Learning Outcomes, proposed:</u>

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

<u>Course Modifications</u>

SOCO 303

Intended semester to offer modified course for the 1st time: Spring 2019

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	303	
Credit Hours:	3	
Course Title:	Sociological Research Methods	
Times for Credit:	1	1

Description for catalog:

Current: Sociology-specific. Emphasis on survey research, comparative/historical research, content analysis, and program evaluation.

Proposed: Methods of sociological research, including practical application of quantitative methods to social science data, culminating in an individual research project.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

<u>Justification:</u>

The new course description is meant to simplify it and make it more reflective of the course's content and primary goals. The current description was written when the disciplines in SBS were creating their own research methods course to replace the single course that all student in SBS were required to take. The emphasis that this is sociology-specific is no longer necessary.

<u>Student Learning Outcomes, current:</u>

o   Demonstrate an understanding of the basic principles of social science research methodology;
o   Discuss the key differences between a qualitative and a quantitative research design and
their distinct methods of data collection and analysis;
o   Choose appropriate quantitative methods to address a basic sociological research question.
o   Interpret the results of the various quantitative techniques, including correlational analysis and regression results;
o   Utilize statistical software to conduct quantitative analyses;
o   Explain common issues facing quantitative analyses and identify these issues in actual
social science data sets.

<u>Student Learning Outcomes, proposed:</u>

Proposed by: Stephen Merino   Expected Implemention:

<u>Course Modifications</u>

SOCO 310

Intended semester to offer modified course for the 1st time: Spring 2019

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	310	
Credit Hours:	3	
Course Title:	Sociology of Religion	
Times for Credit:	1	1

Description for catalog:

Current: Sociological aspects of religion, including the social function of religion, religious traditions in the global village, and the rise of new religious movements.

Proposed: Examination of religious beliefs, practices, and organizations from a sociological perspective. Consideration also given to the intersection of religion with race, class, gender, and sexuality.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

<u>Justification:</u>

The current description is not broad enough to reflect the range of topics and concepts covered in the course. The new description gives students a better sense of the perspective offered the course and the type of issues that will be discussed.

<u>Student Learning Outcomes, current:</u>

Evaluate major theories of society and how they each approach religion in society.
Discuss methods which sociologists use to study religiosity and religious behavior.
Describe basic research findings and theories regarding individual religiosity, particularly socialization, commitment, and conversion.
Define church, sect, denomination, and cult; discuss social factors in the formation of each.
Discuss the various relationships between religion and economic stratification.
Explain the role of religion in combatting or perpetuating racial and gender inequality.
Describe basic trends in Americans' religious identification, beliefs, and practices.

<u>Student Learning Outcomes, proposed:</u>

Proposed by: Stephen Merino   Expected Implemention:

Course Modifications

SOCO 312

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	312	
Credit Hours:	3	
Course Title:	Social Movements	Social Movements and Political Activism
Times for Credit:	1	1

Description for catalog:

Current: Sociological study of historical and contemporary social movements. Overview of the literature on social movement development, organization, participation and outcomes.

Proposed: Sociological study of historical and contemporary social movements and political activism. Overview of the literature on social movement development, organization, participation and outcomes.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☑   No ☐

SBS   BA,   Sociology: 3728

Justification:

This modification is simply the addition of the phrase "political activism" to the title and to the course description. By definition, social movements are long term campaigns but it is important to also cover contemporary political activism that may or may not resut in a long-term social movement campaign. This change creates a more accurate course description.

Topical course outline, current:

Topical course outline, proposed:

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Student Learning Outcomes, current:

1. Describe significant theoretical perspectives and empirical findings related to the sociological study of social movements.
2. Articulate ways in which the causal arrow between society and individuals is a bi-directional arrow.
3. Demonstrate comprehension of original readings, both theoretical and empirical.
4. Write a fully developed library research paper in American Sociological Association format in which you frame a complex question and answer it using theoretical perspectives and scholarship.

Student Learning Outcomes, proposed:

1. Describe significant empirical findings related to the sociological study of social movements and political activism.
2. Explain significant theoretical perspectives related to the sociological study of social movements and political activism.
3. Identify and explain stages of social movement development and decline.
4. Apply theoretical perspectives to current examples of political activism as they are covered in the news media.
5. Write a fully developed library research paper in American Sociological Association format.

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

SOCO 318

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**

Course Prefix: SOCO

Course No.:   318

Credit Hours: 3

Course Title: Sociology of Health and Illness

Times for Credit: 1   1

Prerequisites:

   Current: SOCO 260 or 264.

   Proposed: SOCO 260

Description for catalog:

   Current: Exploration of the sociological perspectives relating to the definitions and experiences of health and illness including the social distribution of illness in the population, stigmas of bodily and mental illness, health behaviors, comparison of health care delivery systems, and the medical professions.

   Proposed: Exploration of sociological perspectives relating to the definitions and experiences of health and illness. Overview of the literature on social inequalities in health and illness, cultural constructions of illness, social experiences of illness, and local and global health care systems.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

The course description more accurately encompasses the way that the course is currently being taught. As a new faculty member, I have taken the course over from a faculty member who has not been at CMU for approximately 5 years (this is why question 4a below is unanswered). The prerequisite change is one that we are planning to eventually make in all of our upper-division courses. SOCO 260 is General Sociology and provides a stronger foundation that SOCO 264 (Social Problems) for our upper-division courses.

Topical course outline, current:

Definitions of health and illness
Experiences of health and illness
Illness stigma
Comparison of health care delivery systems
Medical professions

Topical course outline, proposed:

Social inequalities in health and illness
Cultural constructions of illness
Social experiences of illness
Local and global health care systems

Obtain fundamental knowledge about health and illness from a sociological perspective.
Identify social, historical, political, and economic causes and implications of health and illness.
Be able to use sociological theories to understand contemporary issues in health and illness.
Analyze researhc methods used for studies on health and illness, and critique the use of different methods.
Learn to understand, respect, and appreciate different perspectives.

Proposed by: Megan Henley   Expected Implemention:

<u>Course Modifications</u>

SOCO 320

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	320	
Credit Hours:	3	
Course Title:	Life Course Sociology	Life Course and Aging
Abbreviated Title:	Life Course Sociology	Life Course and Aging
Times for Credit:	1	1

Prerequisites:

   Current: SOCO 260 or SOCO 264

   Proposed: SOCO 260

Description for catalog:

   Current: Investigation of the social factors influencing human lives, emphasizing the connection between individual lives and social change.

   Proposed: Investigation of development and aging as lifelong processes situated in social context. Exploration and application of a social scientific framework for understanding the interplay between human lives and social change.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☑   No ☐

SBS   BA,   Sociology: 3728

<u>Justification:</u>

In the same packet of materials, we are deleting a course called Sociology of Aging that has not been offered in some time due to turnover in faculty. Life course and aging are frequently taught as one course at other institutions. Modifiying this course will make it clear that aging is covered as a part of the broader life course in this class. This is particularly important given student interest in aging and careers related to the aging population.

The prerequisite change is one that we are planning to eventually make in all of our upper-division courses. SOCO 260 is General Sociology and provides a stronger foundation that SOCO 264 (Social Problems) for our upper-division courses.

<u>Student Learning Outcomes, current:</u>

1. Describe the life course perspective and principles as a means of analyzing the relationship between biography and society.
2. Apply the life course perspective as a means of analyzing individual lives (yours and that of an older relative).
3. Analyze key elements of the transition to aduthood in the 21st century through the lens of life course sociology.
4. Analyze key elements of aging and old age in 21st century through the lens of life course sociology.

<u>Student Learning Outcomes, proposed:</u>

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

<u>Course Modifications</u>

SOCO 325

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**

Course Prefix: SOCO

Course No.:   325

Credit Hours: 3

Course Title:	Racial and Ethnic Relations	Race and Ethnic Relations
Abbreviated Title:	Racial and Ethnic Relations	Race and Ethnic Relations
Times for Credit:	1	1

Description for catalog:

Current: Sociological perspectives on racial and ethnic relations in the United States.

Proposed: Sociological analysis of race and ethnic relations in the United States both historically and today.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☑   No ☐

SBS   BA,   Sociology: 3728
SBS   BA,   Criminal Justice: 3706
SBS   BAS,   Criminal Justice -Post Academy: 3701

<u>Justification:</u>

There are two proposed course modifications. The first is a small change to the course title from "Racial and Ethnic Relations" to "Race and Ethnic Relations." Comparable courses at other universities are overwhelmingly called "Race and Ethnic Relations," as are many major textbooks for courses on race and ethnicity. The second proposed course modification is the catalog description. The minor changes proposed bring the description in line with the new course title and clarify that the course examines race and ethnicity both throughout American history as well as today.

<u>Student Learning Outcomes, current:</u>

Explain and critically evaluate basic concepts and theories in the study of race and ethnicity.
Describe basic demographic patterns of racial and ethnic groups in the U.S. as well as changes over time.
Describe how major social institutions have shaped the experience of racial and ethnic groups in the U.S.
Develop a critical awareness of how racial-ethnic framing and systemic racism continue to shape racial and ethnic relations and the life opportunities of minority group members today.
<u>Student Learning Outcomes, proposed:</u>

Proposed by: Stephen Merino   Expected Implemention:

Course Modifications

SOCO 340

Intended semester to offer modified course for the 1st time: Spring 2019

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	340	
Credit Hours:	3	
Course Title:	Sex and Gender	Sociology of Gender
Abbreviated Title:	Sex and Gender	Sociology of Gender
Times for Credit:	1	1

Description for catalog:

Current: Perspectives on the social organization of sex and gender.

Proposed: Investigation of sociological perspectives on gender, with an emphasis on the social construction of gender, gender inequality in social institutions, and patterns of gendered social relations.

Requirement or listed choice for any program of study: Yes ☑   No ☐
Change affects program sheet or grad requirements: Yes ☑   No ☐

SBS   BA, Sociology: 3728
SBS   Minor,   Women's and Gender Studies: M705

Justification:

These changes are meant to clearly differentiate the course from "Sociology of Sexuality," a proposal for which is included in the same packet of materials. The description change is meant to more fully and clearly describe what is covered in the course as the current description is rather vague.

Student Learning Outcomes, current:

1. Describe significant theoretical perspectives and empirical findings related to the sociological study of sex and gender.
2. Articulate ways in which sex and gender, as elements of society, have significant impacts on individual lives and relationships.
3. Demonstrate comprehension of original readings, both theoretical and empirical.
4. Write a fully developed library research paper in American Sociological Association format in which you frame a complex question and answer it using theoretical perspectives and scholarship.
5. Identify and discuss ways in which the sociology of sex and gender might be used to address real-world, social issues and problems.

Student Learning Outcomes, proposed:

1. Describe significant theoretical perspectives and empirical findings related to the sociological study of gender.
2. Articulate ways in which gender, as a structural and cultural feature of society, has significant impacts on individual lives and relationships.
3. Demonstrate comprehension of ways in which the social construction of gender has changed over time.
4. Analyze causes and consequences of gender inequality in social institutions.
5. Write a fully developed library research paper in American Sociological Association format.
6. Identify and discuss ways in which the sociology of gender is used to address real-world issues and problems.

Discussions with affected departments:

Dr. Jennifer Hancock and Dr. Erika Jackson, who also advise for the Women's and Gender Studies minor, have approved these changes (11/30/17)

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

Course Modifications

SOCO 400

Intended semester to offer modified course for the 1st time: Fall 2018

	Current	**Proposed**
Course Prefix:	SOCO	
Course No.:	400	
Credit Hours:	3	
Course Title:	Classical Social Theory	
Times for Credit:	1	1

Prerequisites:

Current: SOCO 260 or consent of instructor

Proposed: SOCO 260 and 6 credits in upper division SOCO

Requirement or listed choice for any program of study: Yes ☑   No ☐

Change affects program sheet or grad requirements: Yes ☐   No ☑

Justification:

Classical Social Theory is the first course in a sequence of two 400-level theory courses. Until they have passed at least two upper-division sociology electives, students are not well enough prepared to succeed in the capstone sequence. I have handled this in the past by making it a "permission only" class but students have been able to register without my permission; changing the prerequisite should alleviate that problem.

Proposed by: Brenda Wilhelm, PhD   Expected Implemention:

<u>Program Modification</u>

Criminal Justice: 3706

Degree Type: BA

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Sociology is changing the name of SOCO 325 to Race and Ethnic Relations. The name of the course is being changed on this program sheet.

Justification:

This change is being made so that the program sheet contains the correct name of the course.

Revision to SLOs: Yes ☐   No ✔

Other changes: Yes ☐   No ✔

<u>Discussions with affected departments:</u>

NA

Proposed by: John G. Reece

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Criminal Justice

About This Major . . .

The Bachelor of Arts in Criminal Justice is designed to provide students interested in careers in the justice system with the knowledge, communication and critical thinking skills necessary for success in their field. Graduates secure positions in policing, courts, and corrections. Many also use this degree as the starting point in their pursuit of a law degree. Finally, the degree will assist students in their upward mobility in their area of employment.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections.
2. Analyze ethical issues surrounding the practice of criminal justice in a diverse society.
3. Use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies.
4. Practice quantitative and qualitative research methods including interpretation of statistical analyses.
5. Demonstrate proficient oral communication and writing skills that are formal and professional in nature.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.5 cumulative GPA or higher in all CMU coursework.
- 2.5 cumulative GPA or higher in coursework toward the major content area.
- Selective Admissions: All students intending to obtain a BA or BAS in Criminal Justice will initially be enrolled as pre-criminal justice majors. Students must earn a "C" or better in CRMJ 110 and CRMJ 201 prior to enrolling in any additional program specific courses. Core courses CRMJ 110, 201, 310, 320, and 328 must be completed with a "C" or better before students will be admitted into the BA/BAS major. Students must also complete MATH 110 (or higher), ENG 111, and STAT 215 – all with a "C" or better prior to acceptance as a Criminal Justice major. GPA within these subjects must be at least 2.5. Overall cumulative GPA after 45 credit hours (approximately 3 semesters) must be at least 2.5. Please see the Criminal Justice Student Handbook for more information. Transfer students will be evaluated on a case-by-case basis.

2018-19 BA, Criminal Justice (3706). Posted: ~~July~~

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours)
- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
Recommended courses include POLS 101, PSYC 150, SOCO 260, or SOCO 264.
- ☐ Select one Social/Behavioral Sciences Course (3)
- ☐ Select one Social/Behavioral Sciences Course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (6 semester hours - must receive a grade of C or better in all courses)

Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.
- ☐ _____
- ☐ _____

BACHELOR OF ARTS: CRIMINAL JUSTICE REQUIREMENTS (59-60 semester hours - must receive a grade of "C" or better in all core and restricted elective courses)

Core Classes (26 semester hours)
- ☐ CRMJ 110 - Orientation to Criminal Justice Inquiry (1)
- ☐ CRMJ 201 - Introduction to Criminal Justice (3)
- ☐ STAT 215 - Statistics for Social and Behavioral Sciences (4)
- ☐ CRMJ 302 - Ethics in Criminal Justice (3)
- ☐ CRMJ 310 - The Police Process (3)
- ☐ CRMJ 315 - Research Methods in Criminal Justice (3)
- ☐ CRMJ 320 - Corrections (3)
- ☐ CRMJ 328 - American Court Systems (3)
- ☐ CRMJ 370 - Criminology (3)

Capstone (3 semester hours)
- ☐ Select one of the following courses:
  CRMJ 465 - Contemporary Issues in Criminal Justice (3)
  CRMJ 490 - Capstone: Comparative Criminal Justice (3)
  CRMJ 499 - Internship (3)
  SOCI 497 - Structured Research (3)

Criminal Justice Electives (12-13 semester hours)
Select at least one course from each subfield. Criminal Justice Electives taken beyond the required 12-13 semester hours can also satisfy the restricted elective requirement.

Policing:
  CRMJ 210 - Emergency Dispatching (4)
  FOAN 280 - Crime Scene Processing (2) and FOAN 280L - Crime Scene Processing Laboratory (1)
  CRMJ 335 - Community Policing (3)
  CRMJ 410 - Criminal Investigations (3)
  CRMJ 415 - Counter-Terrorism and Law Enforcement (3)
- ☐ _____

Courts:
  CRMJ 301 - Criminal Procedure (3)
  CRMJ 405 - Civil Liability for Law Enforcement and Corrections (3)
  CRMJ 412 - Constitutional Law (3)
  CRMJ 420 - Criminal Law (3)
  CRMJ 425 - Trial, Evidence, and Legal Advocacy (3)
- ☐ _____

Corrections:
  CRMJ 340 - Community Corrections (3)
  CRMJ 440 - Capital Punishment (3)
  CRMJ 480 - Inside-Out Prison Exchange (3)
- ☐ _____

Criminal Justice Theory:
  CRMJ 311 - Victimology (3)
  CRMJ 325 - Juvenile Justice and Delinquency (3)
  CRMJ 330 - Domestic Violence (3)
  CRMJ 360 - Crime & Deviance (3)
  CRMJ 375 - Women & Crime (3)
- ☐ _____

Restricted Electives (18 semester hours)

18 Semester Hours chosen from the following courses (or additional Criminal Justice Electives above):

    FOAN 232 - Survey of Forensic Science (2) and FOAN 232L - Survey of Forensic Science Laboratory (1)

    FOAN 350 - Forensic Anthropology (3)

    EMDP 211 - Introduction to Emergency Management (3)

    POLS 236 - State and Local Government (3)

    CRMJ 395 - Independent Study (1-3)

    CRMJ 396 - Topics (1-3)

    CRMJ 495 - Independent Study (1-3)

    CRMJ 496 - Topics (1-3)

    CRMJ 499 - Internship (1-15)

    PADM 315 - Public Management (3)

    PSYC 320 - Social Psychology (3)

    PSYC 410 - Drugs and Human Behavior (3)

    PSYC 425 - Forensic Psychology (3)

    SOCO 316 - Social Inequality (3)

    SOCO 325 - ~~Racial~~ Race ~~&~~ and Ethnic Relations (3)

    SOCO 400 - Classical Social Theory (3)

CRMJ 396 or 496 - Topics may be taken more than one time if the course has a different topic.

CRMJ 499 - Internship may only count as 1 to 3 credits toward the 18 re~~quisite~~stricted credits. If taken to meet the capstone requirement, must be 3 credits and cannot be used as a restricted elective.

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GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 17-18 semester hours; additional hours of upper division may be needed.)

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Freshman Year, Fall Semester: 15 credits
- ENGL 111 - English Composition (3)
- Essential Learning - Natural Science with Lab (4)
- Essential Learning - Natural Science (3)
- KINE 100 - Health and Wellness (1)
- CRMJ 201 - Introduction to Criminal Justice (3)
- CRMJ 110 - Orientation to Criminal Justice Inquiry (1)

Freshman Year, Spring Semester: 16 credits
- ENGL 112 - English Composition (3)
- Essential Learning - Mathematics (3)
- CRMJ 328 - American Court Systems (3)
- CRMJ 310 - The Police Process (3)
- CRMJ 320 - Corrections (3)
- Activity Course Selection (1)

Sophomore Year, Fall Semester: 16 credits
- Foundation Course - Foreign Language (3)
- STAT 215 - Statistics for Social and Behavioral Sciences (4)
- Essential Learning - Social/Behavioral Sciences (3)
- Essential Learning - History (3)
- Essential Learning - Humanities (3)

Sophomore Year, Spring Semester: 17 credits
- Foundation Course - Foreign Language (3)
- Essential Learning - Fine Arts (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Social/Behavioral Sciences (3)
- CRMJ 315 - Research Methods in Criminal Justice (3)

Junior Year, Fall Semester: 15 credits
- CRMJ 302 - Ethics in Criminal Justice (3)
- Criminal Justice Elective - Policing (3)
- Criminal Justice Elective - Courts (3)
- Criminal Justice Elective - Corrections (3)
- Criminal Justice Restricted Elective (3)

Junior Year, Spring Semester: 15 credits
- CRMJ 370 - Criminology (3)
- Criminal Justice Elective - Criminal Justice Theory (3)
- General Elective (3)
- Restricted Electives (2 courses) (6)

Senior Year, Fall Semester: 15 credits
- Restricted Elective (2 courses) (6)
- General Electives (3 courses) (9)

Senior Year, Spring Semester: 12 credits
- Capstone Course (3)
- Restricted Elective (3)
- General Electives (2 courses) (6)

Program Modification

Sociology: 3728

Degree Type: BA

Revision to program sheet: Yes ☑   No ☐

Description of modification:

The modification reflects the addition of three courses (Self and Society, Sociology of Sexuality, and 21st Century Families), the deletion of one course (Sociology of Aging), and name changes in four courses (Social Movements and Political Activism, Life Course and Aging, Race and Ethnic Relations, and Sociology of Gender). All of these courses are sociology electives.

Justification:

In other documentation, Sociology is proposing these course additions, deletion, and modifications. The justification for each change can be found on those documents. Changing the program sheet simply reflects those changes.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: Brenda Wilhelm, PhD

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Sociology

About This Major . . .
Sociology is the scientific study of social life, social change, social organization, and the complex social causes and consequences of human behavior. Since all human behavior is social, the subject matter of sociology covers a broad array of topics, including family, religion, crime, politics, life course, race, gender, and social class. Sociology provides many distinctive perspectives on the social world, as well as a range of research methodologies that can be applied to virtually any aspect of social life, from corporate downsizing to problems of peace and war to the expression of emotion and beyond. Because sociology addresses the most challenging issues of our time, it is an expanding field increasingly tapped by those who craft policies and create social programs. For more information on the subject matter of sociology, got to www.asanet.org/topics.

Sociology majors gain important skills in critical thinking, research methods and responsible citizenship. Sociology majors are prepared for future graduate work in sociology and related disciplines, as well as for a wide variety of careers in such sectors as business, the health professions, the criminal justice system, social services, human resources and government.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html and www.asanet.org/career-center/careers-sociology

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, specialized knowledge, and applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Articulate the reciprocal relationship between individuals and society (Specialized Knowledge);
2. Interpret published statistical findings on social problems or issues (Quantitative Fluency);
3. Frame and answer complex questions about social issues using theoretical perspectives and the scholarship from the field of sociology (Specialized Knowledge, Critical Thinking);
4. Write a fully developed and empirically supported research paper in standard American Sociological Association (ASA) format (Communication Fluency);
5. Describe ways in which theories and research from the discipline of sociology are applied in real-world organizational and clinical settings (Applied Learning).

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

2018-19 BA, Sociology (3728). Posted:

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS
The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
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- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS
- A 2.5 GPA is required in the major courses. No more than one "D" may be used in completing major requirements.

2018-19 BA, Sociology (3728). Posted:

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (6 semester hours)
- ☐ GEOG 102 - Human Geography (3)
- ☐ SOCO 264 - Social Problems (3)
Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.
- ☐ _____
- ☐ _____

2018-19 BA, Sociology (3728). Posted:

BA, SOCIOLOGY REQUIREMENTS (46 semester hours)

Sociology Core (19 semester hours)
- ☐ SOCO 260 - General Sociology (3)
- ☐ SOCO 202 - Introduction to Sociological Inquiry (3)
- ☐ STAT 215 - Statistics for Social and Behavioral Science (4)
- ☐ SOCO 303 - Sociological Research Methods (3)
- ☐ SOCO 400 - Classical Social Theory (3)
- ☐ SOCO 410 - Contemporary Social Theory (3)

Sociology Electives (18 semester hours)
Select six of the following courses:

SOCO 300 - Political Sociology (3)
SOCO 305 - Environmental Sociology (3)
SOCO 310 - Sociology of Religion (3)
SOCO 312 - Social Movements and Political Activism (3)
SOCO 314 - Population (3)
SOCO 316 - Social Inequality (3)
SOCO 318 - Sociology of Health and Illness (3)
SOCO 320 - Life Course ~~Sociology~~ and Aging (3)
SOCO 323 - Self and Society (3)
SOCO 325 - ~~Racial~~ Race ~~&~~ and Ethnic Relations (3)
~~SOCO 331 Sociology of Aging (3)~~
SOCO 340 - ~~Sex and~~ Sociology of Gender (3)
SOCO 345 - Sociology of Sexuality
SOCO 350 - 21st Century Families

SOCO 396 - Topics (3)
SOCO 496 - Topics (3)
OR any other upper division Sociology elective approved by a Sociology Advisor.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Restricted Electives (9 semester hours)
Select three of the following courses:

CRMJ 311 - Victimology (3)
CRMJ 330 - Domestic Violence (3)
CRMJ 360 - Crime and Deviance (3)
CRMJ 370 - Criminology (3)
CRMJ 375 - Women and Crime (3)
CRMJ 387 - Crime and Inequality (3)
PHIL 340 - The Examined Life (3)
PHIL 350 - The Roots of Western Thought (3)
PSYC 310 - Child Psychology (3)
PSYC 320 - Social Psychology (3)
PSYC 330 - Psych of Adolescents and Emerging Adulthood (3)
PSYC 335 - Psychology of Women (3)
PSYC 350 - Psychology of Adulthood (3)
PSYC 370 - Cross-Cultural Psychology (3)
PSYC 411 - Human Sexuality (3)
SOWK 301 - Child Welfare (3)

2018-19 BA, Sociology (3728). Posted:

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SOWK 308 - Medical Social Work (3)

SOWK 344 - Legal Aspects of Social Work (3)

SOWK 377 - Spirituality and Social Work (3)

SOWK 381 - Gerontology and Social Work (3)

OR any upper division courses from History or Political Science.

- ☐ _____
- ☐ _____
- ☐ _____

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 25 semester hours; 4 hours of upper division may be needed)
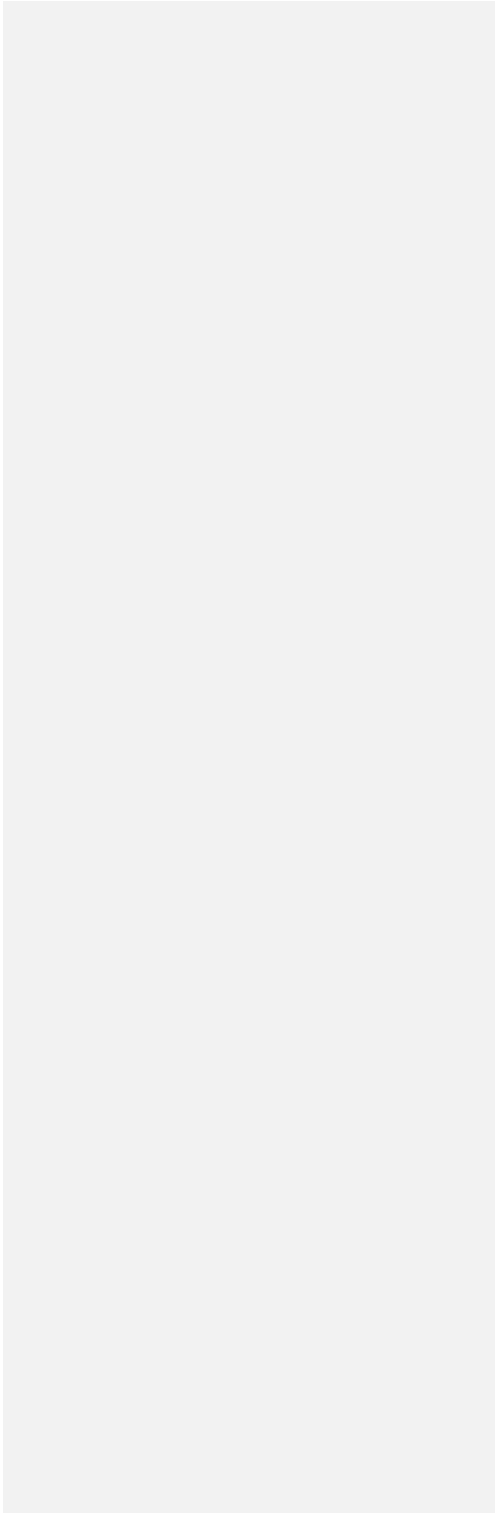
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Freshman Year, Fall Semester: 15 credits
- ENGL 111 - English Composition (3)
- Essential Learning - Humanities (3)
- Essential Learning - Social and Behavioral Sciences (3)
- Essential Learning - Natural Science (3)
- Elective (3)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- Essential Learning - History (3)
- MATH 113 - College Algebra (4)
- Essential Learning - Fine Arts (3)
- Elective (3)
- KINE 100 - Health and Wellness (1)

Sophomore Year, Fall Semester: 16 credits
- Essential Learning - Natural Science with Lab (4)
- Foundation Course - Foreign Language (3)
- Essential Learning - Social and Behavioral Sciences (3)
- SOCO 260 - General Sociology (3)
- GEOG 102 - Human Geography (3)

Sophomore Year, Spring Semester: 14 credits
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Foundation Course - Foreign Language (3)
- SOCO 264 - Social Problems (3)
- STAT 215 - Statistics for Social and Behavioral Science (4)

Junior Year, Fall Semester: 15 credits
- Electives (2 courses) (6)
- Restricted Elective (3)
- Sociology Elective (3)
- SOCO 202 - Introduction to Sociological Inquiry (3)

Junior Year, Spring Semester: 16 credits
- SOCO 303 - Sociological Research Methods (3)
- Sociology Electives (2 courses) (6)
- Restricted Elective (3)
- Elective (3)
- KINA Activity (1)

Senior Year, Fall Semester: 15 credits
- SOCO 400 - Classical Social Theory (3)
- Sociology Electives (2 courses) (6)
- Electives (2 courses) (6)

Senior Year, Spring Semester: 13 credits
- SOCO 410 - Contemporary Social Theory (3)
- Electives (2 courses) (4)
- Sociology Elective (3)
- Restricted Elective (3)

2018-19 BA, Sociology (3728). Posted:

Program Modification

Criminal Justice -Post Academy: 3701

Degree Type: BAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

Sociology is changing the name of SOCO 325 to Race and Ethnic Relations. The name of the course is being changed on this program sheet.

Justification:

This change is being made so that the program sheet contains the correct name of the course.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

NA

Proposed by: John Reece

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Degree: Bachelor of Applied Science
Major: Criminal Justice
POST Academy

About This Major . . .

The Bachelor of Applied Science in Criminal Justice is designed to provide students interested in careers in the justice system, and specifically in policing/law enforcement, with the knowledge, communication, and critical thinking skills necessary for success in their field. Graduates will be job ready and able to secure positions in various policing/law enforcement positions (e.g., police officer, deputy sheriff, parole officer, etc.). The degree combines the technical skills required within entry-level law enforcement positions with the academic rigor of the baccalaureate degree. The degree will also assist students in their upward mobility in their area of employment.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections.
2. Analyze ethical issues surrounding the practice of criminal justice in a diverse society.
3. Use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies.
4. Practice quantitative and qualitative research methods including interpretation of statistical analyses.
5. Demonstrate proficient oral communication and writing skills that are formal and professional in nature.
6. Demonstrate proficiency in basic skills (driving, firearms, and arrest control) required for entry level policing.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audits on a regular basis and should discuss questions or concerns with their advisors or academic department heads. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU Bachelor of Applied Science (BAS) degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 33 upper-division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- To be admitted to the B.A.S. degree, certain prerequisites must be satisfied. Please see the Social and Behavioral Sciences department head or program faculty for complete requirements and application form.
- All students intending to obtain a BA or BAS in Criminal Justice will initially be enrolled as pre-criminal justice majors. Students must earn a "C" or better in CRMJ 110 and CRMJ 201 prior to enrolling in any additional program specific courses. Core courses CRMJ 110, 201, 310, 320, and 328 must be completed with a "C" or better before students will be admitted into the BA/BAS major. Students must also complete MATH 110 (or higher), ENG 111, and STAT 215 – all with a "C" or better prior to acceptance as a Criminal Justice major. GPA within these subjects must be at least 2.5. Overall cumulative GPA after 45 credit hours (approximately 3 semesters) must be at least 2.5. Please see the Criminal Justice Student Handbook for more information. Transfer students will be evaluated on a case-by-case basis.
- Students are encouraged to attend the Western Colorado Peace Officers Academy (WCPOA). Up to 31 credits can be transferred from other Colorado POST approved academies associated with accredited institutions of higher learning or through existing articulation agreements with Colorado Mesa University. Students wishing to transfer credit from all other academies (e.g., agency, private, or out-of-state academies) can earn up to 30 credit hours through the "Credit for Prior Learning" program: https://www.coloradomesa.edu/academics/cpl.html
- It is highly recommended that students complete **all** required coursework prior to enrolling in the POST Academy. Please see the criminal justice student handbook for more information.
- 2.5 cumulative GPA or higher in all CMU coursework
- 2.5 cumulative GPA or higher in coursework toward the major content area

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ POLS 101 - American Government (3)
- ☐ SOCO 264 - Social Problems (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ KINA 127 - Physical Conditioning (Must be taken simultaneously with POST Academy) (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES

Foreign Language Courses (6 semester hours, must receive a grade of "C" or better)

Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.
- ☐ _____
- ☐ _____

BAS: CRIMINAL JUSTICE POST ACADEMY REQUIREMENTS (44 semester hours)

Core Classes (26 semester hours)
- ☐ CRMJ 110 - Orientation to Criminal Justice Inquiry (1)
- ☐ CRMJ 201 - Introduction to Criminal Justice (3)
- ☐ STAT 215 - Statistics for Social and Behavioral Sciences (4)
- ☐ CRMJ 302 - Ethics in Criminal Justice (3)
- ☐ CRMJ 310 - The Police Process (3)
- ☐ CRMJ 315 - Research Methods in Criminal Justice (3)
- ☐ CRMJ 320 - Corrections (3)
- ☐ CRMJ 328 - American Court Systems (3)
- ☐ CRMJ 370 - Criminology (3)

Capstone (3 semester hours)
- ☐ Select one of the following courses:
  CRMJ 465 - Contemporary Issues in Criminal Justice (3)
  CRMJ 490 - Capstone: Comparative Criminal Justice (3)
  CRMJ 499 - Internship (3)
  SOCI 497 - Structured Research (3)

Criminal Justice Electives (12-13 semester hours)
Select at least one course from each subfield. Criminal Justice Electives take beyond the required 12-13 semester hours can also satisfy the restricted elective requirement.

Policing:
  CRMJ 210 - Emergency Dispatch (4)
  FOAN 280 - Crime Scene Processing (2) and FOAN 280L - Crime Scene Processing Laboratory (1)
  CRMJ 335 - Community Policing (3)
  CRMJ 410 - Criminal Investigations (3)
  CRMJ 415 - Counterterrorism (3)
- ☐ _____

Courts:
  CRMJ 301 - Criminal Procedure (3)
  CRMJ 405 - Civil Liability for Law Enforcement and Corrections (3)
  CRMJ 412 - Constitutional Law (3)
  CRMJ 420 - Criminal Law (3)
  CRMJ 425 - Trial, Evidence, and Legal Advocacy (3)
- ☐ _____

Corrections:
  CRMJ 340 - Community Corrections (3)
  CRMJ 440 - Capital Punishment (3)
  CRMJ 480 - Inside Out (3)
- ☐ _____

Criminal Justice Theory:
  CRMJ 311 - Victimology (3)
  CRMJ 325 - Juvenile Justice and Delinquency (3)
  CRMJ 330 - Domestic Violence (3)
  CRMJ 360 - Crime & Deviance (3)
  CRMJ 375 - Women & Crime (3)
- ☐ _____

Restricted Electives (6 semester hours)

6 Semester Hours chosen from the following courses (or additional Criminal Justice Electives above):

POLS 236 - State and Local Government (3)
CRMJ 395 - Independent Study (1-3)
CRMJ 396 - Topics (1-3)
CRMJ 495 - Independent Study (1-3)
CRMJ 496 - Topics (1-3)
CRMJ 499 - Internship (1-15)
PADM 315 - Public Management (3)
PSYC 320 - Social Psychology (3)
PSYC 410 - Drugs and Human Behavior (3)
PSYC 425 - Forensic Psychology (3)
SOCO 316 - Social Inequality (3)
SOCO 325 - ~~Racial~~ Race ~~&~~ and Ethnic Relations (3)
SOCO 400 - Classical Social Theory (3)
☐ _____
☐ _____

CRMJ 396 or 469 - Topics may be taken more than one time if the course has a different topic.

CRMJ 499 - Internship may only count as 1 to 3 credits toward the 24 restricted credits. If taken to meet the capstone requirement, must be 3 credits and cannot be used as a restricted elective.

Bachelor of Applied Science: 36 Semester Hours taken as part of a state approved Associate of Applied Science (AAS) degree to include CRMJ 201 Introduction to Criminal Justice (3) and CRMJ 310 Police Process (3) or other approved courses within an established AAS program.

☐ **_____**
☐ **_____**

POST Academy (30 semester hours, must receive a grade of "C" or better in all courses. Courses are taken as part of a state approved POST Academy.)

☐ CRMJ 101 - Basic Police Academy I (6)
☐ CRJW 102 - Basic Police Academy II (10)
☐ CRJW 105 - Basic Law (6)
☐ CRJW 106 - Arrest Control (3)
☐ CRJW 107 - Law Enforcement Driving (2)
☐ CRJW 108 - Firearms (3)

Freshman Year, Fall Semester: 15 credits
- ENGL 111 - English Composition (3)
- Essential Learning - Natural Science with Lab (4)
- Essential Learning - Natural Science (3)
- KINE 100 - Health and Wellness (1)
- CRMJ 201 - Introduction to Criminal Justice (3)
- CRMJ 110 - Orientation to Criminal Justice Inquiry (1)

Freshman Year, Spring Semester: 15 credits
- ENGL 112 - English Composition (3)
- Essential Learning - Mathematics (3)
- CRMJ 328 - American Court Systems (3)
- CRMJ 310 - The Police Process (3)
- CRMJ 320 - Corrections (3)

Sophomore Year, Fall Semester: 16 credits
- Foundation Course - Foreign Language (3)
- STAT 215 - Statistics for Social and Behavioral Sciences (4)
- Essential Learning - Social/Behavioral Sciences (3)
- Essential Learning - History (3)
- Essential Learning - Humanities (3)

Sophomore Year, Spring Semester: 17 credits
- Foundation Course - Foreign Language (3)
- Essential Learning - Fine Arts (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Social/Behavioral Sciences (3)
- CRMJ 315 - Research Methods in Criminal Justice (3)

Junior Year, Fall Semester: 15 credits
- CRMJ 302 - Ethics in Criminal Justice (3)
- Criminal Justice Elective - Policing (3)
- Criminal Justice Elective - Courts (3)
- Criminal Justice Elective - Corrections (3)
- Criminal Justice Restricted Elective (3)

Junior Year, Spring Semester: 12 credits
- CRMJ 370 - Criminology (3)
- Criminal Justice Elective - Criminal Justice Theory (3)
- Capstone Course (3)
- Restricted Elective (3)

Senior Year, Fall Semester: 31 credits
- CRMJ 101 - Basic Police Academy I (6)
- CRJW 102 - Basic Police Academy II (10)
- CRJW 105 - Basic Law (6)
- CRJW 106 - Arrest Control (3)
- CRJW 107 - Law Enforcement Driving (2)
- CRJW 108 - Firearms (3)
- KINA 127 - Physical Conditioning (1)

Senior Year, Spring Semester: Open

Program Modification

Women's and Gender Studies: M705

Degree Type: Minor

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Adding Sociology of Sexuality (SOCO 345) and 21st Century Families (SOCO 350) to the additional course choices for the minor. Changing the name of SOCO 340 to Sociology of Gender.

Justification:

In other documentation, Sociology is proposing the addition of the two courses and the name change described above. Because the two new courses contain significant content in the area of women's studies and gender, they fit the purpose of the minor and will help students to succeed in meeting the student learning outcomes for the program.

Revision to SLOs: Yes ☐   No ✔

Other changes: Yes ☐   No ✔

Discussions with affected departments:

I have discussed this proposal with Dr. Jennifer Hancock (English) and Dr. Erika Jackson (History), who co-advise for the minor with me. They have approved these changes (11/30/17).

Proposed by: Brenda Wilhelm, PhD

Director of Teacher Education Signature:

Expected Implementation:

2018-2019 PROGRAM REQUIREMENTS
Minor: Women's and Gender Studies

About This Minor. . .
The Women's and Gender Studies Minor recognizes the centrality of gender to a variety of disciplines, professions, and personal experiences and world views. Students will take coursework in at least three academic disciplines with an aim toward developing an interdisciplinary understanding of issues related to women and gender in both contemporary and historical contexts.

By augmenting students' chosen majors, the Women's and Gender Studies minor prepares students looking for strong interdisciplinary perspectives along their path to careers and/or further studies in social work, counseling, law, education, business, and the arts, among others.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUITIONAL MINOR REQUIREMENTS

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives **can** be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 15 semester hours for the Minor in Women's and Gender Studies.
- 2.00 cumulative GPA or higher in the minor is required.
- Students must take courses in at least three disciplines within the minor.

REQUIRED COURSES FOR THE WOMEN'S AND GENDER STUDIES MINOR (15 semester hours)

Two of the following courses:

    ENGL 330 – Women in World Thought and Literature (3)

    SOCO 340 – ~~Sex and~~ Sociology of Gender (3)

    PSYC 335 – Psychology of Women (3)

    ☐ _____

    ☐ _____

Choose three additional courses from the list below. Students must take courses in at least three disciplines within the minor.

    ENGL 330 – Women in World Thought and Literature (3)

    HIST 370 – Early U.S. Women's History (3)

    HIST 371 – 20th Century U.S. Women's History (3)

    HIST 425 – The History of Sexuality (3)

    PSYC 335 – Psychology of Women (3)

    PSYC 411 – Human Sexuality (3)

    PSYP 410 – Marriage and Family Counseling (3)

    SOCO 345~~5~~ – Sociology of Sexuality

    SOCO 350 – 21st Century Families

    SOCI 101 – Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (3)

    CRMJ 330 – Domestic Violence (3)

    CRMJ 375 – Women and Crime (3)

    POLS 373 – Global Politics of Women and Gender (3)

    Or special course offerings such as Topics and Major Authors courses with the approval of minor advisor and Department Head.

    ☐ _____

    ☐ _____

    ☐ _____

Note that upper-division courses have prerequisites, which can be completed as a part of your Essential Learning courses; prerequisites may be waived solely at the instructor's discretion. Some upper-division courses are offered in alternate years; students are advised to plan accordingly.

2018-19 Minor, Women's and Gender Studies (M705). Posted:

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Department: Theatre

Program Modification

 Speech: M260

   Degree Type: Minor

   Modified Program Name: Communication Studies

   Modified Program Name: Communication Studies

   Revision to program sheet: Yes ☑   No ☐

   Description of modification:

   Minor program name change: "Speech" minor name changed to "Communication Studies" minor. Two elements seek modification in the Communication Studies minor program curriculum requirements: (1) It is proposed that the Communication Studies minor reduce the required credit hours from 21 credit hours to 18 credit hours. (2) Further, it is proposed that the 'required' Communication Studies courses reduce from 15 credit hours (SPCH101, SPCH102, SPCH112, SPCH203, SPCH308) to 12 credit hours (SPCH101, SPCH102, SPCH203, SPCH308), the remaining 6 credit hours of Communication Studies 'electives' will not be modified.

   Justification:

   o better reflect the focus of the coursework for the minor and also to remain current in the field of communication, it is necessary to change the name of the "Speech" minor program to "Communication Studies". In order to reach a wider student population and recruit upper-classmen, the Communication Studies minor is proposing to modify the program curriculum requirements. With this modification, students will be able to acquire a Communication Studies minor later in their academic careers with the opportunity for completion in line with graduation deadlines. Intellectual rigor and academic integrity will be maintained, as the 18 hours of combined 'required' and 'elective' courses cover the core elements of the field, while also allowing students to personalize the minor with two 'elective' courses. The one course being impacted by this change (SPCH112), is moving from a 'required' course to an 'elective' course in the minor. This reallocation of SPCH112 will still allow students to choose the course as an option in individualizing the minor to meet their academic interests and requirements. Overall, the above modifications are proposed with the intent to interest and offer more CMU students the option of pursuing a minor that enhances any major, and truly benefits many aspects of their personal and professional futures.

   Revision to SLOs: Yes ☐   No ☑

   Other changes: Yes ☐   No ☑

   Discussions with affected departments:

   NA

   Proposed by: Paula Casey

   Director of Teacher Education Signature:

   Expected Implementation: Fall 2018

About This Minor. . .

The Communication Studies~~Speech~~ minor offers a ~~broad~~ range of courses focusing on a wide variety of communication aspects ~~studies~~ and is an excellent ~~designed to~~ complement to any major. This minor will enhance your resume and open up many employment opportunities. In a survey of 480 companies and public organizations, communication skills ranked FIRST among the personal qualities of college graduates sought by employers. Presenting and persuading, logic and listening, understanding and relating; through diverse real life applications, this minor is one that will truly make a positive difference in your personal and professional lives.~~The coursework is designed to improve oral message sending and relational communication skills. You will study presentation skills, conflict resolution, leadership, and nonverbal and intercultural communication, all important skills in our global society.~~

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUITIONAL MINOR REQUIREMENTS

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives **can** be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 18~~21~~ semester hours for the Minor in Communication Studies~~Speech~~
- 2.00 cumulative GPA or higher in the minor is required

REQUIRED COURSES FOR THE COMMUNICATION STUDIES~~SPEECH~~ MINOR (18~~21~~ semester hours)

- ☐ SPCH 101 - Interpersonal Communication (3)
- ☐ SPCH 102 - Speechmaking (3)
- ~~☐ SPCH 112 - Voice & Diction (3)~~
- ☐ SPCH 203 - Persuasions (3)
- ☐ SPCH 308 - Argumentation & Debate (3)

Choose two courses from the following (6):

SPCH 112 – Voice & Diction

SPCH 303 - Nonverbal Communication (3)

SPCH 304 - Communication & Conflict (3)

SPCH 305 - Communication: Culture, Diversity & Gender (3)

SPCH 306 - Communication & Leadership (3)

THEA 403 - Methods of Teaching Drama & Speech (3)

- ☐ _____
- ☐ _____

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<u>Course Additions</u>

GRNS 110   Credit Hours   3

Course Title: Introduction to Gerontology

Abbreviated Title: Introduction to Gerontology

Contact hours per week: Lecture **3**   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

AAS Gerontology Specialist, Technical Certificate Gerontology Activity Assistant, Technical Certificate Gerontology Behavioral and Cognitive Care and Technical Certificate Gerontology End of Life Care and Support

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Introduction to the field of gerontology - the multidisciplinary study of the biological, psychological, and social aspects of aging. Explores human aging with a focus on replacing myths with facts and understanding what happens to older adults' bodies, minds, status in society, and social lives as they age. Attention is also given to programs and services for the elderly.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

The Growth of Social Geronotogy
Historical and Cross-Cultural Issues in Aging
The Social Consequences of Physical Aging
Managing Chronic Diesases and Promoting good health in old age
Cognitives Changes with Aging
Personality and Mental Health of Old Age
Sexuality in the Elderly
Social Theories of Aging

Emphasis of Social Support, Family and Society
Housing and Living arrangements
Productive Aging: Paid and Nonpaid Roles and Activities
Death, dying, bereavement and widowhood
Social polices for social problems
Long-Term Care Policy and programs

Student Learning Outcomes:

Demonstrate ability to act ethically, compassionately and responsible toward the elderly in the health care industry.
Analyze the services in the area for seniors.
Analyze the determinants of healthy aging.
Describe the challenges facing older people with independence and families.
 Explain the different care settings and the need for all centers.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 125 Credit Hours 3

Course Title: Community Resources for Older Adults

Abbreviated Title: Commnty Resources Older Adults

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s): Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist, Technical Certificate Gerontology Activity Assistant

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

<u>Course description for catalog:</u>

   Introduction to therapeutic activities for older adults in a wide variety of service settings.

<u>Justification:</u>

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of
   146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by
   2050. This opens doors to an immense number of career choices with the specialty of Gerontology.
   Courses were selected and designed based on research into similar programs and competencies
   expected in the field of gerontology studies.

<u>Topical course outline:</u>

   Aging studies (gerontology), in general.
   Sustainability as related to quality of life.
    Legislative action.
    Interagency relationships.
    The citizen role.
    Community resources and delivery.
    Service use and help-seeking behavior.
    Information and referral services.
   Volunteer and educational programs.
   Senior multipurpose centers and recreation.
    Income maintenance and employment.
    Nutrition and meal programs.
    Physical and mental health services.
    Legal assistance.

Transportation (public and private).
Housing.
Case management.
In-home and respite care.
Nursing homes (long-term care).
Programs and services in an era of change, with implications for sustainability.

Student Learning Outcomes:

Demonstrate knowledge of the horticulture activities for older adults reflecting the four seasons in Western Colorado
Analyze the services in the area for seniors
Describe the difference in long-term care, hospice and other care facilities
Explain the different care settings and the need for all centers
Analyze the determinants of healthy aging;
Describe the challenges facing older people with independence and families.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 131   Credit Hours   1

   Course Title: Hospice Care

   Abbreviated Title: Hospice Care

   Contact hours per week: Lecture   Lab   Field   Studio   Other 1.5

   Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

   Academic engagement minutes: 1125   Student preparation minutes: 1125

   Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

   Intended semester to offer course 1st time: Fall 2018

   Number of times course may be taken for credit: 1

   Essential Learning Course: Yes   ☐   No   ☑

   Prerequisites: Yes   ☐   No   ☑

   Prerequisite for other course(s):   Yes   ☐   No   ☑

   Co-requisites: Yes   ☐   No   ☑

   Requirement or listed choice for any program of study: Yes   ☑   No   ☐

   Course is a requirement for a new program:

     Technical Certificate Gerontology End of Life Care and Support

   Overlapping content with present courses offered on campus: Yes   ☐   No   ☑

   Additional faculty FTE required: Yes   ☐   No   ☑

   Additional equipment required: Yes   ☐   No   ☑

   Additional lab facilities required: Yes   ☐   No   ☑

<u>Course description for catalog:</u>

Introduction to hospice and hospice care, including the hospice philosophy, palliative care, pain and symptom management, death and the dying process, grief and bereavement. Also addresses hospice eligibility, ethics and confidentiality, interdisciplinary team roles, communication, advanced directives, care-giving issues, self-care, and alternative therapies.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

Hospice history and philosophy
o Hospice eligibility
o Interdisciplinary hospice team roles
o Ethics and confidentiality
o Effective communication within the hospice team, and with hospice patient and family
o Caregiving and coordination among caregivers
o Self-care for hospice workers and caregivers
o Psychosocial aspects of life-threatening illness
o Pain and symptom management
o Infection control
o Advanced directives   292

<u>Course Additions</u>

o Death and the dying process
o Loss, grief, and bereavement
o Alternative therapies

Student Learning Outcomes:

 Demonstrate abiltiy to meet the basic skills and knowledge requirements for a volunteer position with a hospice facility or service in care and bereavement support roles;

Demonstrate a supportive role in a hospice care team within a hospital, facility or home environment, in accordance with hospice and personcentered care standards

Discussions with affected departments:

N/A

| Proposed by: | Christine Murphy | Expected Implementation: | Fall 2018 |

GRNS 165   Credit Hours   2

Course Title: Activity Director Training

Abbreviated Title: Activity Director Training

Contact hours per week: Lecture   Lab   Field   Studio   Other 3

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250   Student preparation minutes: 2250

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes   ☐   No   ☑

Prerequisites: Yes   ☐   No   ☑

Prerequisite for other course(s):   Yes   ☐   No   ☑

Co-requisites: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐

Course is a requirement for a new program:

   Technical Certificate Gerontology Activity Assistant

Overlapping content with present courses offered on campus: Yes   ☐   No   ☑

Additional faculty FTE required: Yes   ☐   No   ☑

Additional equipment required: Yes   ☐   No   ☑

Additional lab facilities required: Yes   ☐   No   ☑

Course description for catalog:

   Preparation to manage an activity department; do assessments and documentation; design, schedule, and implement appropriate activity programs; foster healthy resident and family dynamics; facilitate resident council meetings; manage personnel and resources.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

   Management of an activity department and state-mandated documentation
   Age related biological and behavioral processes, including illness patterns, impairment and body loss, and other changes and their impact on functioning, self-image, and socialization skills
   Program planning and activity analysis, goal setting and planning for positive activity outcomes
    Program design to meet the need of diverse populations and the areas required by law
   rogram implementation based on the principles of recreational therapy, sensory stimulation methods, reality orientation and validation therapy
   Use of adaptive equipment and design of adaptive environments for gross motor skill exercises and modified sports appropriate for the limitations and potentials of residents
   Use of crafts and musical techniques for various impairments and cognitive levels
   Use and training of volunteers
   Effective approaches to difficult behaviors   294

The impact of institutionalization, family dynamics, grievance procedures, effective resident council meeting, and respect for resident rights

Hiring, orientation and management of activity staff

Time management, team work, training, and discipline

Education of nursing staff and administration on the role of activity programs for resident health and well-being, staff morale, and community outreach through marketing and public relations

Recognition and prevention of professional burnout

Student Learning Outcomes:

Design and implement long-term care programs with cognitive, social, educational, sensory stimulation and independence-enhancing activities appropriate for high and low functioning and special needs individuals

Demonstrate the ability to manage an activity department and work as an interdisciplinary medical team member in a long term care facility, working within a budget and managing time and staff

Demonstrate ability to assess and document residents, maintain all documentation in conformity with state regulations, and prepare for successful regulatory surveys

Demonstrate the ability to write clear and concise reports and documentation of activity assessment and programming, conforming to state regulations

Demonstraate the ability to apply knowledge of age-related biological and behavioral processes to activity and program design appropriate to various cognitive and functioning levels and to special needs individuals

Demonstrate the ability to manage an activity department, including programming, scheduling, time, personnel and resource management, budgeting, working in an interdisciplinary team, and conducting community outreach and education, marketing and public relations

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Course Additions

GRNS 175   Credit Hours   2

Course Title: The Aging Mind

Abbreviated Title: The Aging Mind

Contact hours per week: Lecture 2   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500   Student preparation minutes: 3000

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   Technical Certificate Gerontology Behavioral and Cognitive Care

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

Exploration of the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains. Introduces the emerging array of sustainable approaches to engage, stimulate, and enhance older minds.

Justification:

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

1. Longevity and The New Age of Aging
2. The Golden Age of Brain Science - Why Now?
3. Employing General Brain Health Assessments
4. Minimizing Risk Factors while Enhancing Protective Factors
5. The Six Essential CogWheels of Brain Health
6. Understanding Comprehensive Cognitive Wellness Strategies
7. Applying brain health knowledge.

Student Learning Outcomes:

Demonstrate the apply recent research on aging brains to enhance their own learning.
Demostrate the ability to translate, combine, and apply recent research on aging brains to engage, stimulate, and enhance older minds in their work in aging services, life enrichment, adult education, and care settings.

<u>Course Additions</u>

Describe the knowledge of how to stay current as new research on aging brains emerges..

<u>Discussions with affected departments:</u>

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Course Additions

GRNS 176   Credit Hours   2

   Course Title: Cognitive Activity Design

   Abbreviated Title: Cognitive Activity Design

   Contact hours per week: Lecture   Lab   Field   Studio   Other 3

   Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

   Academic engagement minutes: 2250   Student preparation minutes: 2250

   Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

   Intended semester to offer course 1st time: Fall 2018

   Number of times course may be taken for credit: 1

   Essential Learning Course: Yes ☐   No ☑

   Prerequisites: Yes ☐   No ☑

   Prerequisite for other course(s):   Yes ☐   No ☑

   Co-requisites: Yes ☐   No ☑

   Requirement or listed choice for any program of study: Yes ☑   No ☐

   Course is a requirement for a new program:

    Technical Certificate Activity Assistant and Technical Certificate Gerontology Behavioral and Cognitive Care

   Overlapping content with present courses offered on campus: Yes ☐   No ☑

   Additional faculty FTE required: Yes ☐   No ☑

   Additional equipment required: Yes ☐   No ☑

   Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

   Exploration of the challenges of applying emerging, evidence-based research in memory and aging to address real-life cognitive challenges. Includes design and demonstration of innovative cognitive activities that are supported by recent brain science findings.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

   Review and analysis of theories of cognitive aging,
   Analysis and interpretation of emerging brain science research including creativity and the creative cycle,
   Assessment of the limitations of traditional activity design,
   Identification of best practices for targeted activity-delivered mental stimulation of elders, and design of cognitive activity that is innovative, inclusive, cost-effective, replicable and sustainable.

Student Learning Outcomes:

   Analyze and interpret theories of cognitive aging and emerging brain science research.
   Demonstrate ability to assess the needs and assets of older adults representing a wide range of physical and cognitive challenges and abilities.
   Design, demonstrate, and assess cognitive activities that address the challenges and enhance the abilities of elders, while meeting standards of sustainability, inclusiveness, cost-effectiveness, replicability, and

innovation.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Course Additions

GRNS 177   Credit Hours   1

Course Title: Arts and Cognitive Activity Design

Abbreviated Title: Arts & Cognitive Activity Dsgn

Contact hours per week: Lecture   Lab   Field   Studio   Other 1.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125   Student preparation minutes: 1125

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   Technical Certificate Gerontology Behavioral Cognitive Care

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

Connection between the arts and brain health research to create art-related cognitive activities for older persons. Includes design and demonstration of creative arts as a sustainable cognitive activity for older persons. Explores why creative arts activities have a positive impact on an older person's brain and how their design is supported by recent brain science findings.

Justification:

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

1. Creativity and the Aging Brain.
2. Principles of Creative Behavior
3. The Creative Cycle
4. Creative Arts and the Aging Brain
5. Impacts of various Creative Arts forms
6. Resources and current abilities of target older persons
7. Design for individuals vs. groups of older persons
8. Measurement of outcomes

Student Learning Outcomes:

Analyze and interpret theories of cognitive aging and emerging brain science research related to the creative arts.

Apply arts-related activities that can deliver positive cognitive stimulation to enhance the health and wellness of individuals and groups of older persons.

Design, defend and demonstrate arts-related cognitive activities that are sustainable, inclusive, cost-effective, replicable and innovative.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy

Expected Implementation: Fall 2018

GRNS 181 Credit Hours 2

Course Title: Exploring the Field of Aging

Abbreviated Title: Exploring the Field of Aging

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s): Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

AAS Gerontology Specialist and Technical Certificate Gerontology Activity Assistant and Technical Certificate Gerontoloty Behavioral Cognitive Care

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

Introduction to the range of emerging professional opportunities in the field of aging. Explores and prioritizes potential career pathways. Includes career and labor market research; assessment of passions, interests, experiences and transferable skills; informational interviews, site visits, and networking; career and educational/training goal setting and planning.

Justification:

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

Overview of the field of gerontology, the distinction between gerontology and geriatrics, and the top 20 emerging career areas

The implications of aging demographics and population characteristics for options and emerging subfields within the field

Internships, certification and training opportunities in the range of subfields or specializations within gerontology

Informational interviews, site visits and professional networking with professionals working in areas of greatest interest to the student

Exploration of volunteer opportunities, potential internships, job shadowing and mentorships

Career and educational/training goal setting and planning

Course Additions

Student Learning Outcomes:

Conduct labor market and career option research in the field of aging to develop and prioritize desired career pathways.

Develop SMART career and educational/training goals, objectives, and plans.

Create a reflective and professional ePortfolio to track and adapt their career and educational/training goals.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Student Learning Outcomes:

<u>Course Additions</u>

GRNS 207   Credit Hours   3

Course Title: Ethics and Aging

Abbreviated Title: Ethics and Aging

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   Technical Certificate Gerontology End of Life Care and Support

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Investigation of central ethical issues pertaining to the care of elderly patients. Explores various ethical principles and frameworks and their application to various ethical issues and dilemmas that arise in caring for the elderly. Identifies ethical issues in caring for the elderly and helps develop more proficiency in ethical decision making.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

The aging and dying experience be like
Futile care
Assisted-suicide and euthanasia appropriate end-of-life care options
Hospice and palliative care play in end-of-life care
Artificial nutrition and hydration in end-of-life care
Decision-making conflicts be resolved in end-of-life care
Society structure health care for the elderly

<u>Student Learning Outcomes:</u>

Identify and explain the moral issues that often arise in caring for the elderly (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one's responsibility within the elder care community.

Course Additions

Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in caring for the elderly.

Demonstrate ability to apply the concerns raised by major ethical theories to the elder care context in order to analyze and resolve moral dilemmas when caring for the elderly.

Demonstrate the ability to recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems when caring for the elderly in order to respectfully communicate with others whose opinions might differ from one's own.

Discussions with affected departments:

N/A

Proposed by:	Christine Murphy	Expected Implementation:	Fall 2018

<u>Course Additions</u>

GRNS 220 Credit Hours 2

Course Title: Law and Ethics for Health Professions

Abbreviated Title: Law & Ethics for Health Prof

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s): Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

<u>Course description for catalog:</u>

Introduction to the study and application medical-legal concepts in medical careers. This course seeks to establish a foundation for ethical behavior and decision making in health professions.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

  Vocabulary relating to medicine and the law
  Two general categories of law
  Healthcare practice acts
  Patient/Resident Bill of Rights
  Law of contracts
  Medical professional liability issues
  Accurate medical records
  Public duties
  Good Samaritan Act
  Uniform Anatomical Gift Act
  Controlled Substance Act of 1970
  Vocabulary related to medical ethics
  Ethics/Bioethics defined

Course Additions

    A personal code of medical ethics
    Bioethical dilemmas
    Professional Code of Ethics

Student Learning Outcomes:

    Use appropriate guidelines for documentation and release of information
    Explain federal, state and local guidelines as applicable to medical practice
    Discuss risk management and safety procedures
    Explain the legal aspects of medical records
    Interpret and apply basic concepts and regulation involved in medical practice

Discussions with affected departments:

    N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Course Additions

GRNS 233   Credit Hours   3

Course Title: Supporting End of Life

Abbreviated Title: Supporting End of Life

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

    Technical Certificate Gerontolgy End of Life Care and Support

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

Knowledge and skills for health care workers, caregivers, religious and spiritual counselors, social workers, fiduciaries, and family members to support the end of life process with dying persons and their families. Explores the physical, emotional, spiritual, legal, and financial aspects of dying, as well as grief and bereavement.

Justification:

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

Explore personal beliefs, meanings, and comfort level related to end of life issues.
Understand the social culture of death and dying in the U.S. and how to discuss death and dying with others.
Communicate effectively with persons who are dying and their family members about the end of life.
Pain Assessment and Palliative Care Knowledge.
Understand signs and stages of dying (physical, emotional, spiritual), non-verbal signs of pain, and palliative care options.
Assess pain of dying persons with both communicative and non-communicative conditions and meet palliative care needs.
Understand diverse religious, spiritual, and cultural beliefs about death, what happens after death, and how religious beliefs and culture impact the dying person, family, and caregivers.

Support the religious/spiritual needs of persons approaching the end of life and their family members.
Analyze the different physical locations of death, such as hospice, home, facilities, and understand how patients and families are emotionally affected by locations of death.
Guide dying person and family member through options for different locations of death and the hierarchies of care in each location, and address issues the dying person and family members might face in each location. Communicate with caregivers, staff, and support systems within each location of death.
 Understand ethical and legal issues surrounding end of life, such as DNR orders, health care proxies, terminal sedation, and aid-in-dying, and how these affect patients and families. Understand how hospital ethics boards work.
Guide dying person and family through end of life decision making.
Examine patient, family, and caregiver grief, cross-cultural and religious aspects of grief and bereavement, grief following different types of death (terminal illness, suicide, aid in dying, sudden death, violent death), and grief theories.
Provide grief support for the dying person and family pre- and post-death.
Funerals and Rituals Knowledge: Differentiate options for body disposition, funerals/celebrations of life, and rituals.
Guide dying person and family members through making funeral arrangements and planning rituals to honor their loved one.
Understand financial aspects of end-of-life care and the emotional impact on families.
Guide family members through the financial aspects of end of-life care, in coordination with their fiduciaries and financial advisors.
Understand options for the dying person to achieve a good death.
Guide the dying person and family through options to personalize their death, address final wishes, and improve the quality of life preceding and at the time of death.
Provide support throughout the end of life process with the dying person and family.
Anticipate and address issues and concerns of dying persons and families in diverse cultures, locations, and circumstances.

Student Learning Outcomes:

 Demonstrate ability to guide dying persons and their families through end-of-life planning and decision making, in coordination with other professionals and support systems
Demonstrate the apply palliative care measures to persons approaching the end of life
Demonstrate the ability to support the emotional, spiritual and social needs of persons approaching the end of life and their families.
Describe how to provide grief support to dying persons and their families pre- and post-death.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

GRNS 235   Credit Hours   3

Course Title: Introduction to Dementia Care

Abbreviated Title: Introduction to Dementia Care

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s):   Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

   Technical Certificate Gernotology Behavior and Cognitive Care

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

   Issues related to the care of older adults presenting behavioral and cognitive challenges, using a person-centered, person-directed approach. Introduces students to assessment, treatment and care of persons experiencing dementia, problematic mental health conditions, and the dying process.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

   Successful and healthy aging distinguished from cognitive decline and disease processes, in multicultural and intergenerational perspective
   Behavioral, cognitive, and mental health issues
   The assessment process, assessment resources, and the role of observation
   Person-centered care on a community-wide, individual, and daily basis
   Best practices in personal and memory care
   Care team approaches
   Family dynamics and issues
   End of Life (EOL) Care, including the dying process and EOL symptom management
   Stress and boundary management
   Professional and ethical care standards

Student Learning Outcomes: 310

<u>Course Additions</u>

Describe the distinguish normal aging and cognitive processes from cognitive decline and dementing disease, and recognize the impact of problematic mental health issues, the physiology of dying, and other processes on well-being , within a person-centered, culturally sensitive approach to care
Demonstrate ability to work effectively with other professionals on assessment, treatment and care for older adults presenting behavioral and cognitive challenges and
requiring complex care management
Demonstrate ability to balance responsibilities to patients, families, and one's personal well-being within family-care and community-based care settings
Demonstrate professional and ethical care standards to the care of persons with dementia, severe memory impairment, and other behavioral and cognitive
challenges

<u>Discussions with affected departments:</u>

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 236   Credit Hours   1

  Course Title: Dementia Care Practices

  Abbreviated Title: Dementia Care Practices

  Contact hours per week: Lecture   Lab   Field   Studio   Other 1.5

  Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

  Academic engagement minutes: 1125   Student preparation minutes: 1125

  Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☑

  Intended semester to offer course 1st time: Fall 2018

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐ No ☑

  Prerequisites: Yes ☐ No ☑

  Prerequisite for other course(s):   Yes ☐ No ☑

  Co-requisites: Yes ☐ No ☑

  Requirement or listed choice for any program of study: Yes ☑ No ☐

  Course is a requirement for a new program:

    Technical Certificate Gerontology Behavioral and Cognitive Care

  Overlapping content with present courses offered on campus: Yes ☐ No ☑

  Additional faculty FTE required: Yes ☐ No ☑

  Additional equipment required: Yes ☐ No ☑

  Additional lab facilities required: Yes ☐ No ☑

<u>Course description for catalog:</u>

  Approaches to advanced behavioral and cognitive care issues, based on realistic case studies in a variety of settings. Includes assessing appropriate long term care options for memory care, problem solving, functional levels and other challenges, managing surveys, responding to deficiencies, problem solving repetitive incident reports, implementing fall prevention programs, and developing family education and support programs.

<u>Justification:</u>

  Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

  Ethical care
  - Dynamics of dementia care
  Concepts:
  - Best practices
  - Person-centered care
  - Family dynamics
  Issues:
  - Emotions behind combative behaviors
  - Importance of ongoing observation and assessment
  - Subtle signs and symptoms   312

- Physical, emotional, and psychological concerns
Skills:
- Collaborative stakeholder communication
- Use of humor to calm crises
- Defusion of agitation
- Redirection of aggressive behaviors

Student Learning Outcomes:

Demostrate ability to participate in a team to develop a care plan for a hypothetical "new care client," identifying potential behavior and agitation triggers, and concisely describing (both verbally and in report form) the care client's family dynamic as it applies to the care client's care and well-being.

Demonstrate the ability Participate in "on-the-spot" crisis management scenarios as an individual and as a member of a care team communicating clearly and kindly while interacting with agitated care clients, emotionally-fraught family and friends, and medical and healthcare professionals.

Demonstrate the ability to compromise in working to devise win-win solutions for an individual's care, showing understanding and empathy for the key players when responding to a care client, their spouse or partner, and their adult children.

Demonstrate the ability toparticipate in, and contribute to, all class and team discussions and activities.
 Demonstrate writing all scheduled case reports and care plans.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Course Additions

GRNS 237   Credit Hours   1

Course Title: End of Life Therapies/Practices

Abbreviated Title: End of Life Therapies/Practcs

Contact hours per week: Lecture 1   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750   Student preparation minutes: 1500

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s):   Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

   Technical Certificate Gerontology End of Life Care and Support

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

   Focus on a specific therapeutic approach appropriate for end of life care and exploration of a variety of strategies and activities designed to augment end of life through reaching palliative care goals and enhancing the quality of life for the dying person and their caregivers.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

   Introduction to the particular therapy and overview of professional standards and practice
   Distinction between a therapy and creative means to augment therapeutic goals
   Techniques, strategies, and activities used in a therapeutic manner
   Assessment of the dying persons needs, interests, and culture to develop appropriate and therapeutically effective strategies
   Integration of the therapeutic approach and strategies into a comprehensive end of life care plan.
   Ethical and professional standards
   Evaluation

Student Learning Outcomes:

   Demonstrate the ability to coordinate with an end of life team or other practitioners to introduce person-centered and culturally appropriate therapeutic strategies into a comprehensive end of life care plan for the dying person and their caregivers.

Demonstrate ability to implement practices and activities based on the particular therapeutic approach to augment end of life care goals and enhance life quality for the dying person and their families.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 240   Credit Hours   3

Course Title: Care and Service Coordination

Abbreviated Title: Care and Service Coordination

Contact hours per week: Lecture   3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

Technical Certificate Gerontology Behavioral and Cognitive Care and Technical Certificate Gerontology End of Life Care and Support

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Overview of professional standards, responsibilities, and skills required for care managers, information and resource specialists, advocates, and service coordinators working with older adults, persons with disabilities, and their families. Includes the assessment process, care planning, resource management, service provider and financial coordination, documentation and accountability, ethics and confidentiality, advocacy, and evaluation. Introduces strength-based, person-centered, and empowerment models.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

The roles of information and referral specialists, case managers, care and service coordinator in a range of service agencies, in public and private sectors
Overview of care and service coordination practice: assessment, care planning, resource management and accountability
Building relationships: team communication and collaboration, person-centered, multi-cultural care principles and practice, and interviewing
Care and service skills: empathy, active listening, authenticity
Communicating with and assessing the needs and strengths of diverse populations
Ethical standards: confidentiality, procedural and legal issues

Professional boundaries
Effective collaboration and coordination among public and private agencies and financial resources
National, state, and county regulations and expectations
Professional development and certification options

Student Learning Outcomes:

Describe a plan to establish empowering and supportive relationships with older adults, persons with disabilities and their families
Demonstrate ability to facilitate coordination with service providers and advocate for access to resources in a broad range of health and human services for older adults, persons with disabilities, and their families
Demonstrate an ability to perform the responsibilities of information and resource coordinators, geriatric case managers or related professions in accordance with professional and ethical standards.
Demonstrate abiity to make informed choices about certifications with professional associations appropriate to the student's field of focus, experience, and education.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 245   Credit Hours   3

Course Title: Health and Aging

Abbreviated Title: Health and Aging

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Investigation of the major issues and concepts that deal with the study of the aging process. It will explore the demographic, social, and economic factors in aging as well as the effects of physical change and psychological behavior upon later life.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

Population Aging
Ethnicity and Aging
Biological Theories of Aging
  Past life activites, wear and tear
  Autoimmune
  Cross-linkage
  Free Radicals
  The Longevity Dividend
Psychological Theories in Aging
   Neuropsychologica l (normal and degenerative)
   Life Span Development, SOC, Socioemotional Theory
  Cognition and Aging

<u>Course Additions</u>

    Personality and Aging, Developmental and Trait.
    Disability
Health Models and Aging
Health Policy
The Cost of Aging
Chronic Illness
 Injury
Ageism and Health
 Ageism, Health professionals
Medicines and Medication Use
Social Isolation
   Loneliness
Caregiving
Income
   Women's Poverty
   Effects on Housing
   Transportation

Student Learning Outcomes:

Demonstrate knowledge of the demographic shifts that have led to population aging;
Demonstrate knowledge of myths about aging and identify alternatives to ageism;
Describe the physical and psychological changes that occur with age;
Explain the major theories and concepts key to the study of aging;
Describe basic health policy as it applies to population aging;
Analyze the determinants of healthy aging;
Describe the challenges facing older people and their caregivers.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 247   Credit Hours   3

Course Title: Applied Legal and Policy Issues in Aging

Abbreviated Title: Applied Legal/Policy in Aging

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

AAS Gerontology Specialist, Technical Certificate End of Life Care and Support. Technical Certificate Behavioral and Cognitive Care

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Introduction to legal and policy issues affecting older adults and their families, as well as care providers. Focuses on how Medicare, Medicaid mental health, veteran's services and abuse protective services contribute and protect older adults as well as areas where services may be lacking.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

History and role of Medicare and Medicaid in the US
Overview of the mental health system for older adults in the US
Abuse prevention and protection and related services
Mental health, aging, disability, and other social services relevant to older adults and their families
Overview of various assistance and benefits that come together to form a web of services available to older adults

<u>Student Learning Outcomes:</u>

Demonstrate the ability to communicate and collaborate effectively with case managers, information and referral specialists, and other service or health care providers regarding legal issues that affect older adult clients or patients.
Explain the basic benefits and services provided by programs such as Medicare, Medicaid, Veteran's

Services, and Adult Protective Services to older adult clients, their families, or other stakeholders. Descibe plan to connect older adults and their families to benefits and services for which they may be eligible. Demonstrate how to participate in committees or work groups aimed at advocating for policy change within legislative systems.

Demonstrate the ability to advise older adults and their families about legal issues that may affect them, and refer them to providers who may be able to advise or assist in their decision making process.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy

Expected Implementation: Fall 2018

Course Additions

GRNS 250   Credit Hours   3

Course Title: Death: Cross-Cultural Prespectives

Abbreviated Title: Death Cross-Cltrl Perspectives

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

   Interdisciplinary study of the cross-cultural variations regarding human responses to death and the differing cosmological implications these suggest. Death, a cultural universal, is addressed in its diversity from both anthropological and sociological perspective.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

   1. The nature of death as a cultural universal
   2. The diversity within and between cultures regarding the experience and response to death.
   3. The nature of funerary ritual, its history and functions
   4. Discussion of world historical thinkers on the subject of death and the implication of their thought on our own sense of mortality
   5. Presentation of varying cosmologies and their implications for living and dying.
   6. Changing national and cultural patterns of response to death

Student Learning Outcomes:

   Demonstrate awareness of the diverse ways in which people experience and respond to the cultural universal of death.
   Demonstrate knowledge of crosscultural and crossdisciplinary study of this phenomenon will

invigorate and energize the student's learning experience.

Demonstrate knowledge of their own heritage regarding death, as well as that of others. create the conditions to elicit not only an interest in the rites and rituals of others, but will also

Create a forum to discuss the student's own perceptions regarding mortality.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy

Expected Implementation: Fall 2018

Course Additions

GRNS 260   Credit Hours   2

Course Title: Technology for Aging Services

Abbreviated Title: Technology for Aging Services

Contact hours per week: Lecture 2   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500   Student preparation minutes: 3000

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

   Role of technology in designing and developing devices and services for the aging population. This course
   explores ways of improving the quality of life, improving access to care, support for family and caregivers
   and reducing cost of care through technology.

Justification:

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of
   146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by
   2050. This opens doors to an immense number of career choices with the specialty of Gerontology.
   Courses were selected and designed based on research into similar programs and competencies
   expected in the field of gerontology studies.

Topical course outline:

   Information and communication technology for aging population
    Quality of life
    Health care cost-effectiveness
    Social Inclusion
   Services for disadvantage groups: older people
    Technology to enhance independence
   Products and services through technology
   At home healthcare

Student Learning Outcomes:

   Demonstrate how technology can increase connection to family and friends
   Describe benefits of access to e-service, commerce, personal finance, medicationa nd employment.
   Demonstrate knowledge of enhance health, safety and security through telecare services.

<u>Course Additions</u>

Describe technology programs or access that help improve health, wellness and preventative care.

<u>Discussions with affected departments:</u>

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 270   Credit Hours   2

Course Title: Neurology of Memory Loss

Abbreviated Title: Neurology of Memory Loss

Contact hours per week: Lecture 2   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500   Student preparation minutes: 3000

Intended semesters for offering this course: Fall ☑ J-Term ☐ Spring ☑ Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐ No ☑

Prerequisites: Yes ☐ No ☑

Prerequisite for other course(s):   Yes ☐ No ☑

Co-requisites: Yes ☐ No ☑

Requirement or listed choice for any program of study: Yes ☑ No ☐

Course is a requirement for a new program:

   AAS Gerontology Specialist

Overlapping content with present courses offered on campus: Yes ☐ No ☑

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

<u>Course description for catalog:</u>

   Introduction to basic human neuroscience, leading to a discussion of brain diseases classified as
   Dementia.

<u>Justification:</u>

   Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of
   146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by
   2050. This opens doors to an immense number of career choices with the specialty of Gerontology.
   Courses were selected and designed based on research into similar programs and competencies
   expected in the field of gerontology studies.

<u>Topical course outline:</u>

   The fundamentals of human brain structure and function.
    The changes underlying aging and brain diseases, dementia and Alzheimers along with others.
   The prevalence in an aging population is creating an increasingly difficult healthcare load.
   The social, political, ethical and legal impacts on our society.

<u>Student Learning Outcomes:</u>

   Describe Dementia, and it's symptoms.
   Explain the human brain celler components; Neurons and Glia: Circulation
   Describe Sneory and motor functions
   Describe the human brain: Major structors and functional imaging
   Explain the aging of the brain: Neurological Diseases: parts of the brain affected
   Demonstrate the knowledge of causes of Dementia and other Neurologiccal Dieseases
   Describe drug treatments and Clincial Trials

Course Additions

Compare dementia, Alzheimer and other neurological dieases.
Discuss the ethical issues in the Diagnosing and treatment of Dementia
Desribe the impact of funding a healthcare system with an increased Dementia population.

<u>Course Additions</u>

GRNS 280   Credit Hours   3

Course Title: Management of Senior Living Communities

Abbreviated Title: Mgmt Senior Living Communities

Contact hours per week: Lecture 3   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250   Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☐

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

   AAS Gerontoloty Speicalist

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Overview of senior housing and care, from congregate living to skilled nursing, from historical, philosophical and managerial perspectives. . A focus will be on the role of health care delivery within seniors housing, with attention devoted to the determinants of quality care, various models of care, and the critical role of quality management.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

Models of Long-Term Care Delivery Systems, An Historical Overview
The Competitive Environment
Customer Choice and the Marketplace
The Customer Focus of Quality Management
The Human Equation of Service Quality and the Critical Role of Strategy
Aging, Demography and Seniors' Needs
The Legal and Policy Environments

<u>Student Learning Outcomes:</u>

Discuss the role of customer as the primary determinant of long-term care, including the ability to:

Define the major physical, mental and psychosocial changes and health problems that accompany aging and   their applicability to program development.

Describe the impact of demographics and the changing nature of family relationships on the long-term care marketplace.

Distinguish among the various models of service delivery and demonstrate their relevance to current conditions.

Describe the relative advantages of different models of care deliver

Describe the evolution of the long-term care continuum, including the ability to:

Isolate the major historical trends in the development of long-term care and make plausible projections of future growth.

Describe the changing market for services as impacted by increasing choice, family involvement and disposable income.

Explain the relationships between financing/reimbursement and service delivery programs.

Demonstrate an understanding of the unique social and managerial dimensions of housing and care for the elderly and how the various models of service delivery must be structured so as to accommodate to those dimensions.

Apply a conceptual framework for planning, organizing, and delivering health care services to the elderly, including the ability to:

Describe the major organizational, governance and administrative issues facing long term care and demonstrate an ability to address them.

Demonstrate the applicability of the basic determinants of quality in long-term care settings (motivation, resources, and skills).

Describe the managerial aspects of various approaches to quality assurance in long-term care settings, including the role of regulatory systems.

Explain a customer satisfaction measurement and follow-up systems in seniors housing communities.

Demonstrate the knowledge of the competitive, political, legal and regulatory environments as well as major public policy issues relevant to seniors housing and care, including the ability to:

Apply data to an understanding of the demand for seniors housing and care.

Explain the essential components of project feasibility and the most critical elements of an effective marketing and sales program.

Describe the potential impact on facilities of regulatory demands, compliance issues and tort litigation and demonstrate an understanding of risk management programs.

Discuss the major public policy issues affecting seniors housing and care and their potential impacts on market structure and share.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

<u>Course Additions</u>

GRNS 294   Credit Hours   1

Course Title: Gerontology Professional Seminar

Abbreviated Title: Gerontology Prof Seminar

Contact hours per week: Lecture 1   Lab   Field   Studio   Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750   Student preparation minutes: 1500

Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes ☐   No ☑

Prerequisites: Yes ☐   No ☑

Prerequisite for other course(s):   Yes ☐   No ☑

Co-requisites: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐

Course is a requirement for a new program:

AAS: Gerontology Specialist, Technical Certificate: Gerontology Behavioral and Cognitive Care, Technical Certificate: End of life Care and Support

Overlapping content with present courses offered on campus: Yes ☐   No ☑

Additional faculty FTE required: Yes ☐   No ☑

Additional equipment required: Yes ☐   No ☑

Additional lab facilities required: Yes ☐   No ☑

<u>Course description for catalog:</u>

Practice reviewing and modifying career and educational/training goals; reassessing the occupational outlook and labor market; building a professional network; formulating mission and vision statements and other branding tools; developing master portfolios and job-specific resumes, websites, brochures, cards, and other job tools; preparing for behavioral job interviews; and creating Degree and Certificate presentations in ePortfolios that assess learning outcomes.

<u>Justification:</u>

Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

<u>Topical course outline:</u>

1. Options and paths in gerontology and its subfields
2. Projected developments and changes in demography and the field
3. Education, training and resources for ongoing professional development in the field
4. Professional gerontology organizations, standards and ethics.

<u>Student Learning Outcomes:</u>

Demonstrate ablitiy to develop professional plans to meet evolving career and educational/training goals, based on experience, interests, and trends in the field.
Demonstrate the ability to build a professional network, portfolio, and a range of appropriate tools for advancing career opportunities.

Demonstrate the ability to utilize learning outcomes assessment practices to guide ongoing professional development.

Discussions with affected departments:

N/A

Proposed by:	Christine Murphy	Expected Implementation:	Fall 2018

Course Additions

Demonstrate the ability to utilize learning outcomes assessment practices to guide ongoing professional development.

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Course Additions

GRNS 299   Credit Hours   3

  Course Title: Gerontology Internship

  Abbreviated Title: Gerontology Internship

  Contact hours per week: Lecture   Lab   Field   Studio   Other 3

  Type of Instructional Activity: Internship/Practicum

  Academic engagement minutes: 6750   Student preparation minutes: 0

  Intended semesters for offering this course: Fall ☑   J-Term ☐   Spring ☑   Summer ☑

  Intended semester to offer course 1st time: Fall 2018

  Number of times course may be taken for credit: 1

  Essential Learning Course: Yes ☐   No ☑

  Prerequisites: Yes ☐   No ☑

  Prerequisite for other course(s):   Yes ☐   No ☑

  Co-requisites: Yes ☐   No ☑

  Requirement or listed choice for any program of study: Yes ☑   No ☐

  Course is a requirement for a new program:

    AAS Gerontology Specialist, Technical Certificate Gerontology Activity Assistant, Technical Certificate Gerontology Behavioral and Cognitive Care and Technical Certificate End of Life Care and Support

  Overlapping content with present courses offered on campus: Yes ☐   No ☑

  Additional faculty FTE required: Yes ☐   No ☑

  Additional equipment required: Yes ☐   No ☑

  Additional lab facilities required: Yes ☐   No ☑

Course description for catalog:

  Development of practical experience, skills and professional direction in achieving their career goals, working under supervision in an approved worksite through an intentional internship.

Justification:

  Mesa County's census of those over the age of 60 in 2016-2017 is 58,095 with the overall census of 146,723. The expectation is that the number of people over the age of 65 will nearly double nationally by 2050. This opens doors to an immense number of career choices with the specialty of Gerontology. Courses were selected and designed based on research into similar programs and competencies expected in the field of gerontology studies.

Topical course outline:

  Experience at worksite,
  Reflective journals, summary and final report
  Supervised work evaluated by instructor and work supervisor

Student Learning Outcomes:

  Describe the knowledge of developing professional skills and direction by refining their learning outcomes, and negotiating and implementing a plan for achieving those outcomes in an intentional worksite under appropriate supervision.
  Demonstrate the ability toengage in reflection, self-assessment, and utilizing supervisory assessment of their work to advance and adapt their identified career pathway.
  Demonstrate the ability to Incorporate life-long, work-based learning and assessment strategies throughout their professional career.

Course Additions

N/A

Proposed by: Christine Murphy   Expected Implementation: Fall 2018

Department: WCCC - Gerontology

<u>Program Additions</u>

Gerontology: Activity Assistant

Degree Type: Technical Cert

Abbreviated Name: Gerontology: Activity Assist

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

2018-2019 PROGRAM REQUIREMENTS
Award: Technical Certificate
Program of Study: Gerontology
Specialization: Activity Assistant

About This Major . . .

The program is for individuals who wish to develop careers in the field of aging, those already employed or active in gerontology or related fields who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

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INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU technical certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- 100-200 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A grade lower than "C" will not be counted toward meeting the requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed twenty-five percent of the semester credit hours required for a technical certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- 19 total semester hours for the Technical Certificate in Gerontology, Activity Assistant.

TECHNICAL CERTIFICATE: GERONTOLOGY, ACTIVITY ASSISTANT REQUIREMENTS (19 semester hours)

- ☐ ENGL 111 English Composition (3)
- ☐ GRNS 110 - Introduction to Gerontology (3)
- ☐ GRNS 125 - Community Resources for Older Adults (3)
- ☐ GRNS 165 - Activity Directory Training (2)
- ☐ GRNS 176 - Cognitive Activity Design (2)
- ☐ GRNS 181 - Exploring the Field of Aging (2)
- ☐ GRNS 299 - Gerontology Internship (3)
- ☐ KINE 100 - Health and Wellness (1)

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 10 credits

- GRNS 110 - Introduction to Gerontology (3)
- GRNS 125 - Community Resources for Older Adults (3)
- GRNS 165 - Activity Directory Training (2)
- GRNS 181 - Exploring the Field of Aging (2)

Freshman Year, Spring Semester: 9 credits

- ENGL 111 - English Composition (3)
- GRNS 176 - Cognitive Activity Design (2)
- GRNS 299 - Gerontology Internship (3)
- KINE 100 - Health and Wellness (1)

Gerontology: Behavioral and Cognitive Care

Degree Type: Technical Cert

Abbreviated Name: GRNS Behavioral and Cognitive

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

2018-2019 PROGRAM REQUIREMENTS
Award: Technical Certificate
Program of Study: Gerontology
Specialization: Behavioral and Cognitive Care

About This Major . . .
The program is for individuals who wish to develop careers in the field of aging, those already employed or active in gerontology or related fields who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU technical certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- 100-200 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A grade lower than "C" will not be counted toward meeting the requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed twenty-five percent of the semester credit hours required for a technical certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- 24 total semester hours for the Technical Certificate in Gerontology, Behavioral and Cognitive Care.

TECHNICAL CERTIFICATE: GERNTOLOGY, BEHAVIORAL AND COGNITIVE CARE REQUIREMENTS (24 semester hours)

- ☐ GRNS 110 - Introduction to Gerontology (3)
- ☐ GRNS 175 - The Aging Mind (2)
- ☐ GRNS 176 - Cognitive Activity Design (2)
- ☐ GRNS 177 - Arts and Cognitive Activity Design (1)
- ☐ GRNS 181 - Exploring the Field of Aging (2)
- ☐ GRNS 235 - Introduction to Dementia Care (3)
- ☐ GRNS 236 - Dementia Care Practices (1)
- ☐ GRNS 240 - Care and Service Coordination (3)
- ☐ GRNS 247 - Applied Legal and Policy Issues in Aging (3)
- ☐ GRNS 294 - Gerontology Professional Seminar (1)
- ☐ GRNS 299 - Gerontology Internship (3)

Freshman Year, Fall Semester: 10 credits

- GRNS 110 - Introduction to Gerontology (3)
- GRNS 175 - The Aging Mind (2)
- GRNS 176 - Cognitive Activity Design (2)
- GRNS 177 - Arts and Cognitive Activity Design (1)
- GRNS 181 - Exploring the Field of Aging (2)

Freshman Year, Spring Semester: 14 credits

- GRNS 235 - Introduction to Dementia Care (3)
- GRNS 236 - Dementia Care Practices (1)
- GRNS 240 - Care and Service Coordination (3)
- GRNS 247 - Applied Legal and Policy Issues in Aging (3)
- GRNS 294 - Gerontology Professional Seminar (1)
- GRNS 299 - Gerontology Internship (3)

Gerontology: End of Life Care and Support

Degree Type: Technical Cert

Abbreviated Name: GRNS: End of Life Care Support

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

2018-2019 PROGRAM REQUIREMENTS
Award: Technical Certificate
Program of Study: Gerontology
Specialization: End of Life Care and Support

About This Major . . .
The program is for individuals who wish to develop careers in the field of aging, those already employed or active in gerontology or related fields who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):
- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL CERTIFICATE REQUIREMENTS

The following institutional requirements apply to all CMU technical certificates. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Consists of 5-59 semester hours.
- 100-200 level courses.
- At least fifty percent of the credit hours must be taken at CMU.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A grade lower than "C" will not be counted toward meeting the requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed twenty-five percent of the semester credit hours required for a technical certificate.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Certificate Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC CERTIFICATE REQUIREMENTS

- 21 total semester hours for the Technical Certificate in Gerontology, End of Life and Support.

TECHNICAL CERTIFICATE: GERONTOLOGY, END OF LIFE CARE AND SUPPORT REQUIREMENTS (21 semester hours)

- ☐ GRNS 110 - Introduction to Gerontology (3)
- ☐ GRNS 131 - Hospice Care (1)
- ☐ GRNS 207 - Ethics and Aging (3)
- ☐ GRNS 233 - Supporting End of Life (3)
- ☐ GRNS 237 - End of Life Therapies/Practices (1)
- ☐ GRNS 240 - Care and Service Coordination (3)
- ☐ GRNS 247 - Applied Legal and Policy Issues in Aging (3)
- ☐ GRNS 294 - Gerontology Professional Seminar (1)
- ☐ GRNS 299 - Gerontology Internship (3)

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 11 credits

- GRNS 110 - Introduction to Gerontology (3)
- GRNS 131 - Hospice Care (1)
- GRNS 207 - Ethics and Aging (3)
- GRNS 233 - Supporting End of Life (3)
- GRNS 237 - End of Life Therapies/Practices (1)

Freshman Year, Spring Semester: 10 credits

- GRNS 240 - Care and Service Coordination (3)
- GRNS 247 - Applied Legal and Policy Issues in Aging (3)
- GRNS 294 - Gerontology Professional Seminar (1)
- GRNS 299 - Gerontology Internship (3)

Note: The following revenue forms are for all proposed Gerontology certificates and an AAS that will be reviewed at the February UCC meeting.

Colorado Mesa University
New Programs: Projected Enrollment, Revenue and Expense Estimates
Undergraduate

Step 1. Enrollment Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal /Academic Year		**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
In-state Headcount	New	6	9	15	21	24
	Existing	0	0	0	0	0
Out-of-State Headcount	New	2	4	6	8	10
	Existing	0	0	0	0	6
Program Headcount		8	13	21	29	40
In-state FTE		12.40	18.60	43.40	43.40	49.60
Out-of-State FTE		4.13	8.27	12.40	16.53	33.07
Program FTE		16.53	26.87	55.80	59.93	82.67
Program Graduates				6	8	12

Step 1a. Anticipated Credit Hours taken based on recommended course sequencing:

Per Student	62				
In-State Total	372	558	1,302	1,302	1,488
Out-of-State Total	124	248	372	496	992
Total	496	806	1,674	1,798	2,480

Revenue Rates - Per Credit Hour

Undergraduate Tuition					
In-State	$ 278.10	$ 292.01	$ 306.61	$ 321.94	$ 338.03
Out-of-State (average)	$ 462.70	$ 490.46	$ 519.89	$ 551.09	$ 584.15

Step 2. Program Revenue Projections

Tuition - New	$ 160,828	$ 284,574	$ 478,543	$ 692,498	$ 865,165
Tuition- -Exisitng	$ -	$ -	$ 114,057	$ -	$ 217,304
Total Tuition	$ 160,828	$ 284,574	$ 592,600	$ 692,498	$ 1,082,469
Academic Fees - Exisiting					
Academic Fees - New					
State and Federal Grants - New					
Donations - New					
Other - New					
TOTAL PROGRAM REVENUES	$ 160,828	$ 284,574	$ 592,600	$ 692,498	$ 1,082,469

Colorado Mesa University
New Programs: Projected Enrollment, Revenue and Expense Estimates
Undergraduate

Step 3.   Program Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:					
Faculty Full-time					
FTE	1.00	1.00	1.00	1.00	1.00
Benefits	-	-	-	-	-
Faculty Part-time	1	1	1	1	1
FTE					
Benefits	0	0	0	0	0
Administrative and/or Support Staff	1	1	1	1	1
FTE					
Benefits	0	0	0	0	0
Financial Aid (program specific)					
Supplies					
Equipment	-				
Travel					
Telecommunications					
Other (copier, postage)					
Total Operating Expenses	$ 3	$ 3	$ 3	$ 3	$ 3
Program Start-Up Expenses:					
Capital Construction					
Equipment					
Library Acquisitions					
Other					
Total Start-Up Expenses	0	0	0	0	0
TOTAL PROGRAM EXPENSES	$ 3	$ 3	$ 3	$ 3	$ 3
Instituitional Reallocation					
Exisiting Funds in Dept's Budget					
Net New Expense Increase	$ 3	$ 3	$ 3	$ 3	$ 3

Program Revenue and Expense Summary*

	Year 1	Year 2	Year 3	Year 4	Year 5
Program Revenue and Expense					
Total Revenues	$ 160,828	$ 284,574	$ 592,600	$ 692,498	$ 1,082,469
Total Expenses	$ 3	$ 3	$ 3	$ 3	$ 3
Revenue less Expenses	$ 160,826	$ 284,571	$ 592,597	$ 692,496	$ 1,082,467
New Revenue and Expense Impact					
Tuition	$ 160,828	$ 284,574	$ 478,543	$ 692,498	$ 865,165
State and Federal Grants	0	0	0	0	0
Donations	0	0	0	0	0
Other	0	0	0	0	0
Total Revenues	$ 160,828	$ 284,574	$ 478,543	$ 692,498	$ 865,165
New Expenses	$ 3	$ 3	$ 3	$ 3	$ 3

*Excludes other indirect program suport serivces.

Department: WCCC - MGDA

Program Deletion

Department: WCCC - MGDA

Degree Type: AAS

Program: Visual Communications-3D Animation Technology: 1393

Justification:

The program is unable to sustain and grow student numbers to make it viable. Also, the program is not providing adequate employment opportunities for the local region.

Teach-out Plan:

The program will no longer accept first-year students. Students who are in their second-plus year will have the 2018-2019 academic year to complete their degree. New and potential students will be notified of the change before the beginning of the academic year and will be informed of their options. Any current student who has failed a first-year course will have to locate a suitable substitution course with the aid of their advisor.

Term and year in which all students will have completed: Spring 2019
Year to reexamine program's status: 2020

Recommended alternative program:

Art and Design   BFA,   Animation, Film, Photography and Motion Design: 3284

Proposed by: Daniel McClintock

Director of Teacher Education Signature: