COLORADO MESA UNIVERSITY

Undergraduate Curriculum Committee
Meeting Minutes
December 8, 2016
3:30 pm, UC 222

Members Present: Diana Bailey, Lisa Driskell, Eric Elliott, Sean Flanigan, Keith Fritz, Geoffrey Gurka, Jennifer Hancock, Glenn Hoff, Eliot Jennings, Scott Kessler, Jennifer LaBombard-Daniels, and Jill Van Brussel

Members Absent: Susan Longest

Ex-officio members present: Kurt Haas (AVPAA), Rose Petralia (Library), and Holly Teal (Registrar).

Guests: Maggie Bodyfelt (Registrar's Office); Daniel McClintock and Tyler Liff (Western Colorado Community College); Melissa Connor and John Reece (Social and Behavioral Sciences).

Recording Secretary: Jessie Barnett

Chair Kessler called the meeting to order at 3:31

I. Announcements

A) Meeting minutes from 10/27/16 on Faculty Senate's 11/17/16 Consent Agenda

Chair Kessler stated that the 10/27/16 minutes were approved at the 12/1/16 Faculty Senate meeting although the suggested policy manual change will not be going forward.

B) Meeting minutes from 11/10/2016 on Faculty Senate's 12/1/16 Consent Agenda

Chair Kessler stated that the 11/10/16 minutes were accepted on to the consent agenda without issues. He also informed the committee that Senate President Snyder inquired whether the Director of Assessment of Student Learning (DASL) is reviewing proposals prior to the main submission deadline. The committee was reminded that new or revised program-level SLOs should be submitted to Bette Schans, DASL one week prior to the main submission deadline.

Chair Kessler polled the committee regarding what business to expect at the January meeting (deadline for adding new programs for implementation summer/fall 2017): Responses were as follows:

- WCCC: additional program additions
- LLMC: addition of a Spanish Minor
- Business: small changes to the BBA degrees
- Music: small changes
- Health Sciences: closing the AAS, Radiological Technology program, adding a BS, Radiological Sciences, and possibly adding a MSN, Nursing Leadership program (which would go through the GCC, rather than the UCC)
- Education: 400 level courses in the elementary ITL that will be changed to 500 level so they will no longer be listed undergraduate.

- Theatre Arts: small changes to program sheets
- CSMS: addition of a new program and related modifications to existing programs

II. Curriculum Proposals

Summary of committee actions on curriculum proposals begins on pg. 3.
Further details of proposals begins on pg.13.

III. Information Items

A. New Program Sheet Format (Kurt Haas).

Kurt Haas introduced the sample revised program sheet format. Staff from Academic Affairs, the Registrar's Office, and an Academic Department head have been working over the last weeks on a program sheet format that would simplify the editing process and reflect implementation of Degree Works. There was discussion, to include the following suggestions, comments, and questions:

- Academic Department Heads have reviewed the sample format;
- The sample revised format comes across as "cleaner" and "crisp;"
- The proposed program sheet format is set-up similarly to Degree Works, which is expected to be less confusing to students;
- Some students use the printed program sheets as planning tools, so room to note the semester a course will be taken could be helpful;
- As accessing Degree Works during advising sessions is not always convenient, would a universal advising/planning sheet be helpful as an optional resource?
- Could there be a small line to left of the checkbox so that student could write in a semester?
- Could the credit hours appear before the course title instead of after?
- Keeping the formatting as simple as possible will help reduce frustration and errors;
- Staff will revise all program sheets to reflect new format beginning in January;
- Revised program sheets will be reviewed by the Department Heads prior to being posted for students; and
- Send any additional comments to Jessie Barnett by next week.

IV. New Business

Holly Teal informed the committee that the campus is looking at potential software to use to help track and implement curricular changes, including Catalog content and course scheduling. Chair Kessler and Vice Chair Driskell were present at recent demonstrations of two different options. Curriculum approval routing would be included. As part of the budget request process, it would be helpful to have an estimate of the current time it takes faculty members to prepare curriculum proposals. There was discussion. It was suggested that setting up a simple electronic survey to distribute to the faculty and department heads would be a good way to get that information.

With no additional new business, the meeting adjourned at 5:04.

Respectfully submitted,
Jessie Barnett
Recording Secretary

Summary of UCC Actions on Curriculum Proposals

12/8/2016

	Proposal	Committee Action	Members (motion/second)	Effective Date
1	Course Modification: BUGB 231 Survey of Business Law	Approved contingent upon corrections	Van Brussel, Flanigan	Fall 2017
	The last sentence of the proposed course description will be corrected to read "No credit allowed for degrees from the Department of Business if credit already established in BUGB 351."			
2	Course Modification: ACCT 331 Cost Accounting	Approved	Van Brussel, Flanigan	Fall 2017
	Change in prerequisites. No additional discussion.			
3	Course Modification: ACCT 392 Accounting Information Systems	Approved	Van Brussel, Flanigan	Fall 2017
	Change in prerequisites. No additional discussion.			
4	Program Modification: BS Accounting-General Accounting: 3104	Approved	Flanigan, Van Brussel	Fall 2017
	No additional discussion.			
5	Program Modification: BS Accounting-Public Accounting: 3108	Approved	Flanigan, Van Brussel	Fall 2017
	No additional discussion.			
6	Program Addition: Minor Forensic Investigation - Criminal Justice	Approved	Jennings, Gurka	Fall 2017
	Melissa Connor and John Reece explained the new program. This will be the fourth CMU minor related to the field of Forensic Science. The proposing faculty will verify that the assessment plan and student learning outcomes have been reviewed by the Director of Assessment of Student Learning.			
7	Program Modification: BA Psychology: 3724	Approved	Van Brussel, Bailey	Fall 2017
	Program sheet modification to move the Foreign Language requirement to a separate "Foundation Course" heading rather than listed under the Degree Requirements heading. No additional discussion.			
8	Program Modification: BA Psychology-Counseling Psychology: 3726	Approved	Van Brussel, Bailey	Fall 2017
	Program sheet modification to move the Foreign Language requirement to a separate "Foundation Course" heading rather than listed under the Degree Requirements heading. No additional discussion.			
9	Course Modification: EDUC 441 Methods of Teaching Lang. & Literacy: EL	Approved contingent upon corrections	LaBombard-Daniels, Elliott	Fall 2017
	Course changing from 6 to 3 credits. The proposed engagement minutes will be corrected to 2250 and the proposed prep minutes will be corrected to 4500. It was clarified that these numbers do get entered into Banner.			

Proposal		Committee Action	Members (motion/second)	Effective Date
10	Course Modification: EDUC 442 Integrating Literacy Across the Curriculum Secondary	Approved contingent upon corrections	LaBombard-Daniels, Elliott	Fall 2017
	Course changing from 4 to 3 credits.The contact hours for the course will be corrected to 3 Lecture hours with 0 Field hours (from 2 Lecture hours with 1 field hours). It was noted that the 60 field hours as noted in the course description will still be a requirement for the course as a certification requirement. The proposed engagement minutes will be changed to 2250 and proposed prep minutes will be corrected to 4500. It was clarified that these numbers do get entered into Banner.			
11	Program Modification: BA English-Secondary Education: 3213	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			
12	Program Modification: BA History-Secondary Education: 3704	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			
13	Program Modification: BA Liberal Arts-Elementary Education, English: 3251	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 6 to 3 for EDUC 441, the addition of EDUC 440 as a required course, and increase of the minimum grade for required MATH courses from C to B.No additional discussion.			
14	Program Modification: BA Liberal Arts-Elementary Education, Mathematics: 3251	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 6 to 3 for EDUC 441, the addition of EDUC 440 as a required course, the increase of the minimum grade for required MATH courses from C to B, and that the PLACE licensure exam will no longer be offered. No additional discussion.			
15	Program Modification: BA Liberal Arts-Elementary Education, Social Science: 3251	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 6 to 3 for EDUC 441, the addition of EDUC 440 as a required course, the increase of the minimum grade for required MATH courses from C to B, and that the PLACE licensure exam will no longer be offered. No additional discussion.			
16	Program Modification: BA Spanish-Secondary Education: 3248	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442 and that PLACE licensure exam will no longer be offered. No additional discussion.			
17	Program Modification: BFA Art-K-12 Education: 3270	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			

	Proposal	Committee Action	Members (motion/second)	Effective Date
18	Program Modification: BS Biological Sciences-Secondary Education: 3412	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			
19	Program Modification: BS Geosciences-Secondary Education: 3474	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			
20	Program Modification: BS Mathematics-Secondary Education: 3430	Approved	Bailey, Gurka	Fall 2017
	Program sheet updated to reflect credits decreasing from 4 to 3 for EDUC 442, the addition of EDUC 475 as a required course, and that PLACE licensure exam will no longer be offered. No additional discussion.			
21	Program Addition: AAS Applied Business: Administrative Support	Conditionally Approved and Approved Contingent upon corrections.	Hoff, Elliott	Fall 2017
	Tyler Liff, coordinator of Office Administration (OFAD) at WCCC, provided an overview of the proposed program additions in Applied Business. Conditional approval -- As these programs and related course additions are intended to replace the existng Office Administration programs, the deletion of the existing programs and courses must be submitted, ideally at the next meeting. Liff stated that the proposals to delete the existing OFAD programs and courses being replaced with the ABUS programs and courses is on the agenda for the WCCC meeting scheduled for 12/13/16. Corrections needed - update program sheet to reflect that 9 hours in Communication are required, which will bring the minimum required Essential Learning category total from 15 to 18. SLOs must be submitted to DASL for review.			
22	Program Addition: AAS Applied Business: Frontline Supervision	Conditionally Approved and Approved Contingent upon corrections.	Hoff, Elliott	Fall 2017
	Conditional Approval. See discussion for agenda item 21. Corrections needed - update program sheet to reflect that 9 hours in Communication are required, which will bring the minimum required Essential Learning category total from 15 to 18. SLOs must be submitted to DASL for review.			
23	Program Addition: AAS Applied Business: Marketing Communication	Conditionally Approved and Approved Contingent upon corrections.	Hoff, Elliott	Fall 2017
	Conditional Approval. See discussion for agenda item 21. Corrections needed - update program sheet to reflect that 9 hours in Communication are required, which will bring the minimum required Essential Learning category total from 15 to 18. SLOs must be submitted to DASL for review.			
24	Program Addition: Technical Cert Applied Business: Administrative Support	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21.			

	Proposal	Committee Action	Members (motion/second)	Effective Date
25	Program Addition: Technical Cert Applied Business: Business Foundations	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21.			
26	Program Addition: Technical Cert Applied Business: Frontline Supervision	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21. Program sheet will be corrected to state that 18 semester hours are required, and the program name will be added to the course sequencing.			
27	Program Addition: Technical Cert Applied Business: Graphics Technology	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21.			
28	Program Addition: Technical Cert Applied Business: Marketing Graphics Technology	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21.			
29	Program Addition: Technical Cert Applied Business: Office Technology	Acknowledged	LaBombard-Daniels, Hoff	Fall 2017
	See discussion for agenda item 21.			
30	Course Addition: ABUS 101 Budget Analysis	Conditionally Approved	Flanigan, Driskell	Fall 2017
	See discussion for agenda item 21.			
31	Course Addition: ABUS 106 Marketing Your Image	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
32	Course Addition: ABUS 114 Digital Layout	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
33	Course Addition: ABUS 116 Principles of Supervision	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
34	Course Addition: ABUS 128 Workplace Behavior	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
35	Course Addition: ABUS 145 Data Management	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
36	Course Addition: ABUS 155 Social Media for Business	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			

	Proposal	Committee Action	Members (motion/second)	Effective Date
37	Course Addition: ABUS 156 Problem Solving - Bus Environment	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
38	Course Addition: ABUS 160 Introduction to Customer Service	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
39	Course Addition: ABUS 200 Business Rules and Regulations	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
40	Course Addition: ABUS 257 Managing Office Technology I	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
41	Course Addition: ABUS 258 Managing Office Technology II	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
42	Course Addition: ABUS 289 Applied Business Capstone	Conditionally Approved	Flanigan, Driskell	Fall 2017
	Conditional Approval. See discussion for agenda item 21.			
43	Course Addition: MOAP 110 Medical Office Administration	Conditionally Approved	Hoff, Van Brussel	Fall 2017
	Full approval pending verification of review by catalog description reviewer.			
44	Course Addition: MOAP 130 Medical Office Administration Insurance Billing and Coding	Approved contingent upon corrections	Hoff, Van Brussel	Fall 2017
	Full approval pending verification of review by catalog description reviewer.			
45	Program Modification: AAS Medical Office Assistant: 1396	Tabled	Hancock, Bailey	Fall 2017
	Maggie Bodyfelf raised the issue that the proposed program sheet lists SPCH 101 as required course under Essential Learning and under the Degree Requirements categories, causing a potential issues of students not having the minimum number of credits. The current organization of the Communication Essential Learning category is unclear. The Mathematics Essential Learning category only shows 3 credits, but is required by policy to be a minimum of 6 credits. This proposed modification tabled to allow the WCCC curriculum committee to address these issues.			
46	Course Addition: MGDA 105 Creative Development	Approved	Hoff, Flanigan	Fall 2017

Daniel McClintock provided an overview of the proposed course additions, modifications, deletions, and related program modifications. These proposals incorporate student feedback to update the curriculum.

Proposal		Committee Action	Members (motion/second)	Effective Date
47	Course Addition: MGDA 120 Digital Design Tools	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
48	Course Addition: MGDA 150 Previsualization	Approved contingent upon corrections	Hoff, Flanigan	Fall 2017
	See discussion for item 46. The "Lecture 5" hours will be deleted from the "Contact hours per week" field so that it shows only "Other 4.5".			
49	Course Addition: MGDA 225 3D Character Design	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
50	Course Addition: MGDA 229 Animation History	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
51	Course Addition: MGDA 250 3D Character Rigging	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
52	Course Addition: MGDA 265 Digital Compositing	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
53	Course Addition: MGDA 268 Freelancing for Creatives	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
54	Course Addition: MGDA 285 3D Animation Capstone	Approved	Hoff, Flanigan	Fall 2017
	See discussion for item 46. No further discussion.			
55	Course Modification: MGDA 149 Animation Drawing/Design	Approved	Bailey, LaBombard-Daniels	Fall 2017
	See discussion for item 46. No further discussion.			
56	Course Modification: MGDA 153 Beginning 3D Animation	Approved	Bailey, LaBombard-Daniels	Fall 2017
	See discussion for item 46. No further discussion.			
57	Course Modification: MGDA 163 Sound Design I	Approved	Bailey, LaBombard-Daniels	Fall 2017
	See discussion for item 46. No further discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
58 Course Modification: MGDA 164 Digital Video Editing I	Approved	Bailey, LaBombard-Daniels	Fall 2017
See discussion for item 46. No further discussion.			
59 Course Modification: MGDA 270 Advanced 3D Animation	Approved	Bailey, LaBombard-Daniels	Fall 2017
See discussion for item 46. No further discussion.			
60 Course Deletion: MGDA 106 Creativity & Visual Thinking	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
61 Course Deletion: MGDA 111 Digital Image Editing	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
62 Course Deletion: MGDA 112 Adobe Illustrator I	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
63 Course Deletion: MGDA 129 History of Animation	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
64 Course Deletion: MGDA 152 Animatics and Storyboarding	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
65 Course Deletion: MGDA 165 Digital Compositing	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
66 Course Deletion: MGDA 220 3D Animation - Character Rigging	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
67 Course Deletion: MGDA 253 3D Animation - Character Design	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
68 Course Deletion: MGDA 257 Animation Production	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			
69 Course Deletion: MGDA 292 Capstone	Approved	Hoff, Gurka	Fall 2017
See discussion for item 46. No further discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
70 Program Modification: AAS Visual Communications-Animation Tech: 1359	Approved contingent upon corrections	Hoff, Hancock	Fall 2017
Bodyfelt raised questions regarding the proposed program modification: the deletion of language accounting for options should students elect to take a 3 credit instead of 4 credit MATH course, which could result in students being short 1 credit hour. Barnett will make corrections to program sheet and distribute to executive subcommittee, WCCC Curriculum Committee chair, proposing faculty member and Registrar's Office staff for verification for final approval. See discussion for item 46. No further discussion.			
71 Program Modification: Tech Cert (N-Z) Visual Communications-Animation Tech: 1358	Acknowledged	LaBombard-Daniels, Elliott	Fall 2017
See discussion for item 46. No further discussion.			
72 Program Addition: Technical Cert Water Quality Management Advanced Wastewater Treatment	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
73 Program Addition: Technical Cert Water Quality Management Advanced Water Treatment	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
74 Program Addition: Technical Cert Water Quality Management Introduction to Wastewater Treatment	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
75 Program Addition: Technical Cert Water Quality Management Mathematics in Water Quality	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
76 Program Addition: Technical Cert Water Quality Management Small Systems	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
77 Program Addition: Technical Cert Water Quality Management Wastewater Collection and Treatment	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
78 Program Addition: Technical Cert Water Quality Management Water Distribution and Collection	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
78 Program Addition: Technical Cert Water Quality Management Water Distrtibution and Treatment	Acknowledged	Hancock, Gurka	Fall 2017
No discussion.			
80 Course Addition: WQMS 124 Water Certification Review for Class C & D	Approved	LaBombard-Daniels, Fritz	Fall 2017
No discussion.			

Proposal	Committee Action	Members (motion/second)	Effective Date
81 Course Addition: WQMS 125 Wastewater Cert. Review for C & D No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
82 Course Addition: WQMS 126 Safety and Security Systems No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
83 Course Addition: WQMS 127 Water Quality Utility Management No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
84 Course Addition: WQMS 150 Troubleshooting in Water Quality No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
85 Course Addition: WQMS 202 Small Water Systems Operation and Maintenance No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
86 Course Addition: WQMS 203 Water Quality Small Wastewater Systems No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
87 Course Addition: WQMS 216 Biological and Bacteriological Water Quality Analyses No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
88 Course Addition: WQMS 224 Water Certification Review A and B No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
89 Course Addition: WQMS 225 Wastewater Cert Review for Class A and B No discussion.	Approved	LaBombard-Daniels, Fritz	Fall 2017
90 Course Deletion: PROS 110 Safety, Health and Environment No discussion.	Approved	Hoff, Bailey	Fall 2017
91 Course Deletion: PROS 130 Instrumentation No discussion.	Approved	Hoff, Bailey	Fall 2017
92 Course Deletion: PROS 210 Pros Tech II: Systems No discussion.	Approved	Hoff, Bailey	Fall 2017

Proposal		Committee Action	Members (motion/second)	Effective Date
93	Course Deletion: TECI 110 Applied Physics	Approved	Hoff, Bailey	Fall 2017

No discussion.

94	Course Deletion: WQMS 227 Utility Management	Approved	Hoff, Bailey	Fall 2017

No discussion.

95	Program Modification: AAS Water Quality Management: 1365	Tabled	Hoff, Hancock	Fall 2017

Driskell raised the issue that the description of the program modification does not address the full extent of what is changing on the program sheet, including moving the CHEM 121/121L from the Degree Requirement category to prescribing them in the Essential Learning category. The proposal was tabled to allow the WCCC Curriculum Committee address these concerns.

Approved Proposal Summary 12/8/2016
(Tabled proposals not included)

Department: Business

Course Modifications

BUGB 231

	Current	**Proposed**
Course Prefix:	BUGB	
Course No.:	231	
Credit Hours	3	
Course Title:	Survey of Business Law	

Description for catalog:

Current: Application of law as it applies to employees and individuals not dealing with legal matters of organizations. Topics include contracts, agency law, personal property, business organizations and form, and commercial paper. Especially suited for non-business majors. Students contemplating or enrolled in a four year degree program should take BUGB 349. No credit allowed if credit already established for BUGB 351.

Proposed: Application of law as it applies to individuals and businesses including foundations of the American legal system, legal entities and government regulations, property law, contracts and sales, negotiable instruments, agency and employment law, torts, labor law, international business law and the social environment of business. No credit allowed for degrees from Dept. of Business if credit already established in BUGB 351.

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

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

Business AAS, Hospitality Management: 1163

Business AA, Liberal Arts-Business Administration: 2141

Justification:

To update and correct errors in the current course description. SLOs were updated to be consistent with the new course description.

Topical course outline, current:

1. Introduction to Law, Courts and Court Procedures.
2. Business Torts and Crimes, Government Regulation of Businesses.
3. Contracts, Offer and Acceptance, Capacity to Contract.
4. Consideration, Defective and Illegal Agreements.
5. Written Contracts, Third Parties, and Termination of Contracts.
6. Sales of Personal Property.
7. Transfers of Title; Risk in Sales Contracts; Warranties, Product Liability, and Consumer Protection.
8. Nature of Negotiable Instruments, Essentials of Negotiability, and Promissory Notes & Drafts.
9. Negotiation and Discharge, Liabilities of Parties and Holders in Due Course.
10. Nature and Transfers of Real Property.
11. Real Estate Mortgages, Landlords and Tenants
12. Nature, Creation, Operation and Termination of Agency
13. Employer, Employee Relations; Employee Rights; and Labor Legislation.
14. Business Organizations; Creation, Operation, and Dissolution of a Partnership.
15. Corporations: Ownership, Management, and Dissolution.
16. Wills, Inheritances, and Trusts

Course Modifications

Topical course outline, proposed:

No change.

Student Learning Outcomes, current:

(1) Demonstrate a clear understanding of the American legal system;
(2) Develop an understanding of the courts and court procedures;
(3) Demonstrate a clear understanding of the elements of legal concepts and their relationship to occurrences in the overall operation of any organization;
(4) Develop the ability to read, understand, and analyze court opinions; and
(5) Develop the ability to sort out pertinent issues when faced with a variety of perplexing dilemmas in legal situations.

Student Learning Outcomes, proposed:

(1) Describe the American legal system (including the U.S. Constitution) and the process and forms of legal reasoning;
(2) Summarize the legislation, administrative regulations and judicial decisions affecting business (including employment and labor law);
(3) Describe the essential elements of contracts, sales, leases, crimes and torts;
(4) Describe the various forms of business entities and the methods of acquiring ownership in property; and,
(5) Describe the basic devices used in commercial transactions and estate planning.

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

The Head of the Business Department was consulted with and agreed to this change on 11/15/2016.

Proposed by: Geoffrey Gurka Expected Implemention: Fall 2017

Course Modifications

ACCT 331

	Current	Proposed
Course Prefix:	ACCT	
Course No.:	331	
Credit Hours	3	
Course Title:	Cost Accounting	

Prerequisites:

Current: ACCT 202, CISB 205

Proposed: ACCT 202, CISB 101

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

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

Business BS, Accounting-General Accounting: 3104

Business BS, Accounting-Public Accounting: 3108

Justification:

CISB 101 is a hidden prerequisite to CISB 205. Changing the prerequisite to CISB 101 will correct this issue. Revisions to assignments and classroom discussions in ACCT 331 to include material previously covered in CISB 205 will not impact the course topical outline. Subjects discussed in CISB 205 (i.e., database management) that are not of significant importance to newly developing accounting careers will be replaced with a greater emphasis on applied spreadsheet skills.

Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka Expected Implemention: Fall 2017

Course Modifications

ACCT 392

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

Prerequisites:

Current: ACCT 321, CISB 205

Proposed: ACCT 321, CISB 101

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

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

Business BS, Accounting-Public Accounting: 3108

Business BS, Accounting-General Accounting: 3104

Justification:

CISB 101 is a hidden prerequisite to CISB 205. Changing the prerequisite to CISB 101 will correct this issue. Revisions to classroom discussions and assignments in ACCT 392 to include material previously covered in CISB 205 will not impact the course topical outline. Subjects discussed in CISB 205 (i.e., database management) that are not of significant importance to newly developing accounting careers will be replaced with a greater emphasis on applied spreadsheet skills. Note: A change in prerequisites from ACCT 322 to ACCT 321 was approved by the UCC earlier in Fall, 2016.

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Discussions with affected departments:

NA

Proposed by: Geoffrey Gurka Expected Implemention: Fall 2017

Program Modification

Accounting-General Accounting: 3104

Degree Type: BS

Revision to program sheet: Yes ☑ No ☐

Description of modification:

1. Remove CISB 205 and replace it with CISB 101 (pg 2, Foundation Requirements). 2. Remove ACCT 311 Advanced Managerial from Concentration Courses - Accounting alternatives (page 3). 3. Add ACCT 470 Fraud and Forensic Accounting to Concentration Courses - Accounting alternatives (page 3). 4. Expand Business course prefixes (under Concentration Courses) to include ENTR, HMGT, & HRMA

Justification:

To remove a hidden course prerequisite (CISB 101 is a prerequisite to CISB 205), and update the program for changes in available Accounting courses and for changes in non-accounting business programs. Relevant advanced material previously covered in CISB 205 will be covered in other required Accounting Core courses (see related course modifications for ACCT 331 and ACCT 392).

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: Fall 2017

Program Modification

Accounting-Public Accounting: 3108

Degree Type: BS

Revision to program sheet: Yes ☑ No ☐

Description of modification:

Remove CISB 205 as an acceptable alternative to CISB 101.

Justification:

CISB 101 is a hidden prerequisite to CISB 205. Removing CISB 205 as an alternative to CISB 101 will correct this issue.

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: Fall 2017

Department: SBS-Forensic Investigation

Program Additions

Forensic Investigation - Criminal Justice

Degree Type: Minor

Abbreviated Name: Forensic Investigation - CJ

Proposed by: John Reece and Melissa Connor

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Department: SBS-Psychology

Program Modification

Psychology: 3724

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

Moving the foundation courses out from under the psychology major requirements. Foundation courses will be a separate requirement for the degree.

Justification:

Discussion occurred at the October undergraduate curriculum committee meeting noting that having the foundation courses included within the major requirements is inconsistent with other majors. Moving the foundation courses to a separate requirement for the degree will be consistent with other majors in the Social and Behavioral Sciences department.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

Discussed with Dr. Becker and Dr. Herrick via email on Oct. 27th.

Proposed by: Eliot Jennings

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Modification

Psychology-Counseling Psychology: 3726

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

Moving the foundation courses out from under the psychology major requirements. Foundation courses will be a separate requirement for the degree.

Justification:

Discussion occurred at the October undergraduate curriculum committee meeting noting that having the foundation courses included within the major requirements is inconsistent with other majors. Moving the foundation courses to a separate requirement for the degree will be consistent with other majors in the Social and Behavioral Sciences department.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

Discussed with Dr. Becker and Dr. Herrick via email on Oct. 27th.

Proposed by: Eliot Jennings

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Department: Teacher Education

Course Modifications

EDUC 441

	Current	Proposed
Course Prefix:	EDUC	
Course No.:	441	
Credit Hours	6	3
Course Title:	Methods of Teaching Lang. & Literacy: EL	Methods of Teaching Language and Literacy: Elementary
Engage Min.:	300	2250
Prep Min.:	600	4500

Description for catalog:

Current: Exploration of student literacy development in multiple literacies, with a focus in emergent and content area literacy. Study and application of instructional strategies for the reading/ writing process, phonemic awareness, vocabulary, comprehension strategies, reading and writing workshops, literacy assessment, and integration of literacy across the curriculum, particularly in the social sciences. Field placements will be in a lab school environment for three mornings of school per week. Includes a minimum of 120 hours field experience. Prerequisites: Admission to the Teacher Education Program, EDUC 340 and/or 341 and 343. Corequisite: EDUC 471.

Proposed: Exploration of student literacy development in multiple literacies, with a focus in fluency and comprehension. Study and application of instructional strategies for the reading/ writing processes, vocabulary development, spelling development, comprehension strategies, reading and writing workshops, literacy assessment, and integration across the content areas. Field placements will be in a lab school environment for two mornings of school per week. Includes a minimum of 80 hours field experience. Prerequisites: Admission to the Teacher Education Program, EDUC 340 and/or 341 and 343.

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

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

Justification:

We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development. By changing the course credits the Center for Teacher Education can accommodate both elementary baccalaureate program and early childhood baccalaureate program.

Topical course outline, current:

What is literacy?
Becoming an Effective Teacher of Reading
Teaching the Reading and Writing Process
Working with the Youngest Readers and Writers
Cracking the Alphabetic Code
Teaching Phonics, High-Frequency Words, and Syllabic Analysis
Developing Fluent Readers and Writers
Spelling Development and Assessment
Expanding Students' Knowledge of Words
Vocabulary - Word Learning Strategies
Assessing Students' Literacy Development
Facilitating Student's Comprehension: Reading Factors
Facilitating Student's Comprehension: Text Factors

Course Modifications

Organizing for Literacy Instruction
Differentiating Reading and Writing Instruction
Reading and Writing in the Content Areas
Compendium of Literacy Instructional Strategies

Topical course outline, proposed:

Becoming an Effective Teacher of Reading
Teaching the Reading and Writing Process
Cracking the Alphabetic Code
Learning to Spell Conventionally
Teaching Phonics, High-Frequency Words, and Syllabic Analysis
Developing Fluent Readers and Writers
Expanding the Students' Knowledge of Words
Building Vocabulary
Vocabulary - Word Learning Strategies
Personal Writing
Facilitating Students' Comprehension: Reading Factors
Facilitating Students' Comprehension: Text Factors
Organizing for Literacy Instruction
Differentiating Reading and Writing Instruction
Reading and Writing in the Content Areas
Investigating Nonfiction
Exploring Poetry
Comprehending and Composing Stories
Language Tools: Grammar and Handwriting

Student Learning Outcomes, current:

o Demonstrate knowledge of key literacy concepts, strategies, assessments, and terms by providing definitions, examples, responses on assessments and during presentations.
o Comprehend definitions and assessments of the phonemic awareness and phonic elements, comprehension strategies, fluency, vocabulary and developmental spelling stages by implementing developmentally appropriate literacy assessments (screening, diagnostic and progress monitoring) and by summarizing a review of the possible meaning of such assessment results in a written report format;
o Develop and implement appropriate lessons by submitting lesson plans which reflect the synthesis of literacy assessment results and other valid indicators of student achievement in relation to the Colorado Academic Standards;
o Conduct and analyze literacy assessments for writing, reading, and spelling at various grade levels and developmental stages.
o Develop, utilize, analyze and interpret assessments for reading instruction and instructional next steps.
o Synthesize literacy concepts embedded in the writing process, Six +1 writing traits evaluation model and higher-level thinking models by designing, leading and/or participating in writing projects and literature-study units; and
o Evaluate appropriate reading methods, writing and literacy issues by describing, interpreting, and analyzing appropriate instructional paradigm for the teaching of a child to read and to write (composition).

Student Learning Outcomes, proposed:

Develop and articulate literacy and language based instruction using a variety of assessment techniques and data (informal and formal), including rubrics, in order to improve instruction and student learning across the curriculum
2. Demonstrate an understanding of the cognitive and literacy developmental learning process in students as related to current theory and professional practice.
3. Explore and use comprehension strategies that active, thoughtful readers use when constructing meaningful text. (e.g. conventions of language needed to compose and comprehend oral and written texts)
4. Identify and develop appropriate responses to differences among language learners (e.g., linguistic,

sociocultural, intellectual, physical)
5. Develop and articulate literacy/language arts sequential learning experiences (i.e. lesson plan, grade level program) for students that include listening, oral language, reading, and writing which vary in form, subject, purpose, audience, point of view, tone, and style
6. Communicate with parents and families about the school language and literacy program and developmentally appropriate language experiences at home
7. Evaluate and share a range of appropriate childhood literature and a variety of meaningful literacy-rich strategies to promote creative thinking and expression (e.g. storytelling, drama, choral/oral reading, imaginative writing, etc)
8. Utilize local, state, and national standards to improve instruction and the total learning environment.

Discussions with affected departments:

English-Berry Laga
Mathematics- Lori Payne
Social sciences-Jessica Herrick

Proposed by: Jennifer C LaBombard-Daniels Expected Implemention: Fall 2017

Course Modifications

EDUC 442

	Current	Proposed
Course Prefix:	EDUC	
Course No.:	442	
Credit Hours	4	3
Course Title:	Integrating Literacy Across the Curriculum Secondary	
Contact	Lecture 540	Lecture 3
	Lab	Lab
	Field 60	Field 0
	Studio	Studio
	Other	Other
Engage Min.:	300	2250
Prep Min.:	600	4500

Description for catalog:

Current: Exploration of multiple forms of student literacies. Study and application of instructional strategies for various literary genres across the middle school and high school curriculum with a focus in philosophical and theoretical perspectives from multicultural texts. Candidates develop a fully integrated unit to implement in field study. Includes a minimum of 60 hours of field experience. Prerequisites: Admission to the Teacher Education Program, EDUC 342, and EDUC 343. Corequisite: EDUC 497.

Proposed: Exploration of multiple forms of student literacies. Study and application of instructional strategies for various literary genres across the middle school and high school curriculum with a focus in philosophical and theoretical perspectives from multicultural texts. Candidates develop a fully integrated unit to implement in field study. Includes a minimum of 60 hours of field experience. Prerequisites: Admission to the Teacher Education Program, EDUC 342, and EDUC 343. Corequisite: EDUC 497 and EDUC 475.

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

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

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Topical course outline, current:

No changes to course outline

Student Learning Outcomes, current:

No changes to student learning outcomes

Student Learning Outcomes, proposed:

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga

Course Modifications

History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker

Proposed by: Jennifer C LaBombard-Daniels Expected Implemention: Fall 2017

Program Modification

English-Secondary Education: 3213

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management required class. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced. EDUC 475 is being added as a requirement. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

History-Secondary Education: 3704

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary, and Art K-12 they would like to have a more focused option of the topic Classroom Management. This class is currently required for our elementary education students and we would like to expand this option to all of our teacher candidates. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Liberal Arts-Elementary Education, English: 3251

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are modifying the program sheet to reflect a B or better for MATH 105 and MATH 205 as well as removing the PLACE licensure exam. We are also adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development.

Justification:

Colorado Teacher Quality Standards adopted by the state in 2016 require all elementary teachers to be experts in mathematics, therefore it is important that teacher candidates are above average in their performance in Elements of Mathematics – a course specifically designed for prospective elementary teachers – building a foundation for understanding the math concepts they will be teaching to children. We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development. By changing the course credits the Center for Teacher Education can accommodate both elementary baccalaureate program and early childhood baccalaureate program.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

The Center for Teacher Education 8-29-16
English Department 8-29-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Liberal Arts-Elementary Education, Mathematics: 3251

Degree Type: BA

Revision to program sheet: Yes ☐ No ☑

Description of modification:

We are modifying the program sheet to reflect a B or better for MATH 105 and MATH 205 as well as removing the PLACE licensure exam.We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension literacy development.

Justification:

Colorado Teacher Quality Standards adopted by the state in 2016 require all elementary teachers to be experts in mathematics, therefore it is important that teacher candidates are above average in their performance in Elements of Mathematics – a course specifically designed for prospective elementary teachers – building a foundation for understanding the math concepts they will be teaching to children. We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development. By changing the course credits the Center for Teacher Education can accommodate both elementary baccalaureate programs and early childhood baccalaureate programs.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

The Center for Teacher Education 8-29-16
Math Department 8-29-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Liberal Arts-Elementary Education, Social Science: 3251

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are modifying the program sheet to reflect a B or better for MATH 105 and MATH 205 as well as removing the PLACE licensure exam. We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development.

Justification:

Colorado Teacher Quality Standards adopted by the state in 2016 require all elementary teachers to be experts in mathematics, therefore it is important that teacher candidates are above average in their performance in Elements of Mathematics – a course specifically designed for prospective elementary teachers – building a foundation for understanding the math concepts they will be teaching to children.We are adjusting this course to accommodate EDUC 440 which will have a focus on emergent and early fluency literacy development. EDUC 441 focus will be on fluency and comprehension litearcy development. By changing the course credits the Center for Teacher Education can accommodate both elementary baccalaureate program and early childhood baccalaureate program.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

The Center for Teacher Education 8-29-16
Social Science Department 8-29-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Spanish-Secondary Education: 3248

Degree Type: BA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Art-K-12 Education: 3270

Degree Type: BFA

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary, and Art K-12 they would like to have a more focused option of the topic Classroom Management. This class is currently required for our elementary education students and we would like to expand this option to all of our teacher candidates. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Biological Sciences-Secondary Education: 3412

Degree Type: BS

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Geosciences-Secondary Education: 3474

Degree Type: BS

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Program Modification

Mathematics-Secondary Education: 3430

Degree Type: BS

Revision to program sheet: Yes ☑ No ☐

Description of modification:

We are adjusting our credits for EDUC 442 Integrating Literacy Across the Curriculum to accommodate for the EDUC 475 Classroom Management class. The reduction in hours will not impact the EDUC 442's SLOs and however there may be a slight reduction in assignments to account for the hour reduced. We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Justification:

Based on feedback from our secondary students including; English, History, Spanish, Biology, Geosciences, Math, and Art, they would like to have a more focused option of the topic Classroom Management. EDUC 475 is being added as a requirement. This class is currently required for our elementary education students and we would like to expand this requirement to all of our teacher candidates based on student and mentor feedback from the field. The reduction in hours will not impact the EDUC 442's SLOs however there may be a slight reduction in assignments to account for the hour reduced.We are also taking the PLACE licensure exam out of the Program Sheets as this exam will no longer be offered for our students past May 2017.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☑ No ☐

We are adjusting EDUC 442 from 4 credits to 3 credits to accommodate the 1 credit EDUC 475 classroom management course

Discussions with affected departments:

Center for Teacher Education,Secondary, K-12 & ITL program- 9/21/16 Nancy Alex and Blake Bickham
K-12 Art- Suzie Garner
Biolgical Sciences- Carrie McVean Waring
English and Spanish-Barry Laga
History-Jessica Herrick
Mathematics-Lorie Payne
Geosciences-Russ Walker
Sent to Department Heads-11-14-16

Proposed by: Jennifer C LaBombard-Daniels

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2017

Department: WCCC-Applied Business

Program Additions

Applied Business: Administrative Support

Degree Type: AAS

Abbreviated Name: Admin Support

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Frontline Supervision

Degree Type: AAS

Abbreviated Name: Frontline Super

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Marketing Communication

Degree Type: AAS

Abbreviated Name: Mark Comm

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Administrative Support

Degree Type: Technical Cert

Abbreviated Name: Admin Support

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Business Foundations

Degree Type: Technical Cert

Abbreviated Name: Bus Foundations

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Frontline Supervision

Degree Type: Technical Cert

Abbreviated Name: Frontline Super

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Graphics Technology

Degree Type: Technical Cert

Abbreviated Name: Graphics Tech

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Marketing Graphics Technology

Degree Type: Technical Cert

Abbreviated Name: Marketing Graph

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Applied Business: Office Technology

Degree Type: Technical Cert

Abbreviated Name: Office Tech

Proposed by: S. Tyler Liff

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Course Additions

ABUS 101 Credit Hours 3

Course Title: Budget Analysis

Abbreviated Title: Budget Analysis

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 ☑

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 ☐

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 ☐

Computer Lab with Access

Course description for catalog:

Introduction to the basic elements and concepts of accounting, with emphasis on payroll, budgets, statements, and terms and accounting language

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Accounting Terminology
II. Accounting basics
III. Accounting and Payroll
IV. Accounting and Budgets
V. Accounting and Financial statements

Student Learning Outcomes:

1. Define and identify assets, liabilities, owner's equity, revenues, expenses, debit, credit and the accrual basis of accounting.
2. Analyze transactions in relationship to the accounting equation.
3. Identify and describe the payroll and personnel records required by federal and state laws.
4. Describe the concepts and principles of a budget.
5. Describe various methods of managing and tracking budget costs
6. Evaluate and create recommendations based off different financial statements

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Course Additions

Proposed by: S. Tyler LIff Expected Implementation: Fall 2017

Course Additions

ABUS 106 Credit Hours 1

Course Title: Marketing Your Image

Abbreviated Title: Mark Your Image

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 ☑

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 ☐

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 skills students can use to market themselves to prospective employers, clients, professional groups, and audiences of all types. Major emphasis will be placed on skills used to gain employment (resumes, interviewing, and professional appearance), and to achieve continued personal success (professional behavior and attitude). The course will include at least one simulated interview.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Developing Tools to Market Yourself
   - A. self assessment
   - B. research
   - C. informational interviews
   - D. networking
   - E. resumes
   - F. application letters
   - G. references
   - H. job interview
   - I. follow up

II. Looking Appropriate for the Job
III. Improving Communication Skills
IV. Business Etiquette Across Cultures
V. Managing Stress and Time
VI. Building Positive Working Relationships
VII. Dealing with Difficult People

Student Learning Outcomes:

I. Use a variety of tools to conduct a career/job search. (I)
II. Create a professional resume. (I)
III. Prepare and deliver appropriate responses to job interview questions. (I)

Course Additions

IV. Analyze the wardrobe expectations of his/her chosen career field. (II)

V. Formulate a plan for assembling an individual, affordable, flexible, and appropriate working wardrobe. (II)

VI. Develop heightened sensitivity to and awareness of behavioral standards in culturally diverse situations. (I

VII. Modify personal behavior to more successfully deal with problem situations and personality differences that impede working relationships.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 114 Credit Hours 3

Course Title: Digital Layout

Abbreviated Title: Digital Layout

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 ☐

Computer lab with InDesign program

Course description for catalog:

Introduction to InDesign, a page layout program which integrates seamlessly with other Adobe design programs. InDesign delivers creative freedom and productivity to DTP. Class discussions and independent projects supplement hands-on classroom work

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Introduction to DTP and Electronic Prepress basics
   A. Printing basics & Print Publication
II. InDesign Concept
   A. Compatibility features
   B. InDesign environment
III. Workflow and Production
   A. Developing publications
IV. Document Makeup
   A. Page components
   B. Master pages
   C. Layers
   D. Preferences
   E. Grids & Guides
V. Type
   A. Word processing
   B. Text manipulation
   C. Frames
   D. Linking
   E. Nested Text
VI. Graphics, Visual Elements and Principles

Course Additions

A. Importing
B. Graphics manipulation
C. Frames
D. Line
E. Shape
F. Value
G. Texture
H. Color
I. Space
J. Balance
K. Scale
L. Proportion
M. Movement
N. Dominance
O. Harmony-Rhythm and Repetition
P. Unity and Variety

VII. Art Tools
A. Lines
B. Paths
C. Points
D. Text Outlines

VIII. Page Management
IX. Color and Trapping
X InDesign Print Features
A. PDF
B. HTML
C. Output to postscript printers

Student Learning Outcomes:

I. Examine the InDesign application and determine relationship with other multimedia applications.
II. Demonstrate usage of design principles by applying them in their arrangement of graphic and text elements.
III. Combine application layout techniques.
IV. Demonstrate the meaning/usage of publishing.
V. Choose from several page layout applications by being able to compare advantages and disadvantages of each.
VI. Analyze design elements and principles.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 116 Credit Hours 3

Course Title: Principles of Supervision

Abbreviated Title: Prin Supervision

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 ☑

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 ☐

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 principles and techniques of supervising and motivating personnel. This course is designed for students who are interested in supervising others or for those currently in supervisory roles. Course content focuses on the human interaction in supervision

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. The Supervisor's Job
II. Supervisory Challenges
III. Establishing Goals
IV. Designing and Implementing Controls
V. Organizing an Effective Department
VI. Problem Solving and Decision Making
VII. Acquiring the Right People
VIII. Appraising Employee Performance
IX. Motivating Your Employees
X Providing Effective Leadership
XI. Communicating Effectively
XII. Conflict, Politics and Negotiation
XIII. Dealing with Change and Stress
XIV. Disciplining Employees
XV. Supervisor's Role in Labor Relations

Student Learning Outcomes:

1. Discuss the supervisor's function, place in the management team and role in the business environment.
2. Develop skills necessary to communicate properly with subordinates, supervisors and peers using both verbal and non-verbal techniques.
3. Analyze, interpret and determine relevant motivational techniques in dealing with individual and

group behavior.

4. Explain how to motivate and manage the problem worker.
5. Discuss the characteristics of leadership and apply various styles in the supervisory role.
6. Explain how to attract, select, orient and train the new employee.
7. Contrast supervision in a union and non-union environment.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 128 Credit Hours 3

Course Title: Workplace Behavior

Abbreviated Title: Workplace Behavior

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 ☑

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 ☐

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 importance of effective communication in our personal lives, as well as in the world of business. Practical business applications such as employee motivation, handling customer complaints, and effectively resolving conflict in the workplace will be a major part of the curriculum

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

TOPICAL OUTLINE:

I. Understanding behavior
II. Diversity in personality, learning and perception
III. Diversity in attitudes, self-concept, and values
IV. Interpersonal communication
V. Organizational structure and communication
VI. Motivation
VII. Leadership
VIII. Conflict resolution
IX. Power, politics and ethics
X Teams and creative problem solving
XI. Team dynamics and leadership
XII. Change in organizations
XIII. Productivity and participative management
XIV. Time management

Student Learning Outcomes:

I. Explain the impact of human perception of relationships
II. Define motivation
III. Explain how managers can affect motivation
IV. Discuss how empowerment relates to goals and motivation
V. Define the purpose of an organization

Course Additions

VI. Explain the role of employee development in organizations
VII. Discuss the benefits of mentoring within an organization
VIII. Define leadership
IX. Define management
X Explain the different leadership styles
XI. Discuss how to motivate employees
XII. Explain essentials in communication
XIII. Develop an understanding of the issues involved in group dynamics
XIV. Demonstrate the ability to deal with change, conflict, and creativity in the work place.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 145 Credit Hours 3

Course Title: Data Management

Abbreviated Title: Data Mang

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 ☐

Computer Lab

Course description for catalog:

Exploration of a complete array of database skills. Includes table, query, form, and report creation and modification. Other topics include application integration and automation of database tasks within the database.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Introduction to databases
II. Designing a database
III. Creating tables in a database
IV. Querying a database
V. Creating Forms and reports
VI. Maintaining a database
VII. Integrating a database with other application programs
VIII. Automating tasks using a programming language

Student Learning Outcomes:

I. Describe databases and database management systems.
II. Design a database to eliminate data redundancy
III. Create and modify database objects such as tables, queries, forms, and reports.
IV. Integrate Access with other application programs.
V. Use macros to automate database tasks

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Course Additions

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 155 Credit Hours 3

Course Title: Social Media for Business

Abbreviated Title: Social Media for Bus

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 ☑

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 ☐

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 ☐

Computer Lab

Course description for catalog:

Exploration of social media as a business strategy and how to match that strategy with the goals of the business. This course addresses current trends, ethics, regulations, legal challenges, strategy, content development, and change management. Students develop a better understanding of the similarities and differences between social media marketing and traditional marketing.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Introduction to social media and how it has changed marketing over the past 10 years.
II. Real-time social media and its impact on business.
III. Ethics and legal concerns for businesses using social media.
IV. Stages of developing a social media strategy.
V. Setting social media goals and metrics.
VI. Target market identification for socila media.
VII. Social media platforms.
VIII. Content development for social media.
IX. Content development for target audiences.
X. Best practices in social media marketing.
XI. Trends and future direcstions for socail media marketing strategy.
XII. Technology changes.
XIII. Personal branding and career development using social media.

Student Learning Outcomes:

1. Distinguish the role social media marketing plays in business.
2. Evaluate the importance of strategizing use and implementation of social media.
3. Define a target market and apply appropriate social media for that market.
4. Compare and use the top five most common social media platforms.
5. Assess the legal and ethical ramifications of using social media as a marketing tool and defend the

decision to use them.
6. Appraise the importance of content marketing.
7. Select different options and apply best practices for content development.
8. Develop a personal social media branding and content strategy and implement that strategy across the five most common social media platforms

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 156 Credit Hours 3

Course Title: Problem Solving - Bus Environment

Abbreviated Title: Prob Solving Bus Envir

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 ☑

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 ☐

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 problem-solving and decision-making processes. Those processes include: identifying decision elements, recognizing characteristics of good and bad decisions, practicing various approaches to decision making, utilizing a 9-step process for organizational decision making, exploring the nature of problems, understanding situation factors, identifying problems, considering the human side of problem solving, and utilizing a 6-step problem solving process.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Data collection
II. Evaluation and presentation of data
III. Decision processes
IV. Organizational Decision Making
V. Human factor of problem solving
VI. Report generation

Student Learning Outcomes:

I. Gather and analyze data and generate report/documentation.
II. Make decisions quickly while balancing customer and company requirements.
III. Provide options for problem solution.
IV. Generate recommendations of an appropriate course of action based on data.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 160 Credit Hours 3

Course Title: Introduction to Customer Service

Abbreviated Title: Intro to Customer Ser

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 ☑

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 ☐

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:

Principles of customer service, including learning the relationship of self to customers, problem solving, and understanding the importance of communicating with customers. Specific emphasis is given to managing customer expectations by building customer rapport and creating positive outcomes.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Overview of Customer Service
II. Purpose and elements of a service culture
III. The communication process
IV. Customer Service and technology
V. Customer Service and behavior
VI. Enhancing customer relationships/loyalty
VII. Service recovery
VIII. The future of Customer Service

Student Learning Outcomes:

I. Explain the importance of customer service.
II. Demonstrate effective communication skill face-to-face, via telephone, email, etc.
III. Evaluate the impact of effective customer relationships and customer loyalty.
IV. Develop interpersonal communication skills.
V. Analyze Customer Service and how it relates to consumer behavior.
VI. Discuss social and cultural traditions/perceptions of customer service.
VII. Assess the causes of service breakdown and the recovery process.
VIII. Analyze customer service from the consumer perspective.
IX. Demonstrate the ability to meet challenges and changes in customer service.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved

Course Additions

Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 200 Credit Hours 3

Course Title: Business Rules and Regulations

Abbreviated Title: Bus Rules and Regs

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 ☑

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 ☐

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 contemporary issues, theories, and principles used to effectively manage human resources. Topics include recruiting, hiring, compensation and benefits, training and development, employee relations, and legal issues.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Introduction
   A. Function
   B. Vocabulary
II. Hiring process
   A. Job analysis
   B. Job description
   C. Job specifications
   D. Recruitment
   E. Selection procedures
   F. Interviewing
III. Orientation and training
   A. Orientation process
   B. Training and development
IV. Compensation and benefits
   A. Wage and salary systems
   B. Benefit packages
V. Performance appraisal
   A. Methods of appraising
   B. Measurements
VI. Legal
   A. Affirmative action

Course Additions

B. Employee relations
C. Workplace safety

Student Learning Outcomes:

I. Explain the function of Human Resource Management.
II. Differentiate job analysis, job description and job specifications.
III. Explain the process of recruiting, selection and placement of personnel.
IV. Design an orientation and training program for personnel.
V. Demonstrate an interview process.
VI. Compare and contrast compensation and benefit packages.
VII. Explain legal implications of Human Resource decisions.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 257 Credit Hours 3

Course Title: Managing Office Technology I

Abbreviated Title: Mang Office Tech I

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 ☐

Need computer lab

Course description for catalog:

Introduction to basic computer terminology, file management, and PC system components. Provides an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. Includes the use of a web browser to access the internet

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Relationship between applications and productivity
II. Information systems hardware, software & peripherals
III. Mobile devices and applications
IV. Network and cloud computing
V. Evaluation of various information systems hardware and software, and peripherals
VI. Evaluation of productivity related to usage of modern technology

Student Learning Outcomes:

1. Demonstrate the ability to apply various software applications to real life situations
2. Perform evaluation of various information systems hardware, software and peripherals
3. Demonstrate efficient usage of mobile device applications
4. Demonstrate usage of network and cloud computing
5. Demonstrate the ability to create documentation and training materials for office technology
6. Evaluate how productivity relates to usage of modern technology

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Course Additions

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 258 Credit Hours 3

Course Title: Managing Office Technology II

Abbreviated Title: Mang Office Tech II

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 ☐

Computer Lab

Course description for catalog:

Introduction to a wide range of uses of the electronic spreadsheet with special emphasis on using it as a business tool. Includes fundamentals and terms, creating and saving workbooks, entering and using formulas, formatting, printing, multiple-page workbooks, creating charts, entering and using functions, managing lists, and simple macros..

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Working with cells
II. Edit, move, copy, delete cell contents
III. Work with AutoFill, AutoSum and AutoFormat features
IV. Locate and open existing workbooks, save, create folders, and use templates
V. Apply formatting to worksheets
VI. Insert and delete, hide and unhide, and freeze and unfreeze rows and columns
VII. Use Paste Function and formula palette
VIII. Use date and financial functions
IX. Hide, display, and customize toolbars
X Record, run, and edit macros

Student Learning Outcomes:

I. Preparing and formatting a worksheet
II. Moving data within and between workbooks
III. Writing and inserting formulas
IV. Creating, deleting, and changing charts
V. Inserting clip art images
VI. Using templates
VII. Displaying and formatting data
VIII. Using single and multi-level sorts

Course Additions

IX. Using analysis tools
X Entering functions and working with lists
XI. Exploring macros

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Course Additions

ABUS 289 Credit Hours 3

Course Title: Applied Business Capstone

Abbreviated Title: ABUS Capstone

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 ☑

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 ☐

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 presentation techniques, regarding both verbal and nonverbal skills. Demonstrate presentation techniques using supporting knowledge gained from current academic program.

Justification:

Updating an obsolete program (Office Administration), to stay current with todays needs.

Topical course outline:

I. Overview of communication fields
A. Speech communication
B. Interpersonal communication
II. Speech communication skills
A. Critical thinking
B. Listening
C. Ethics
D. Reasoning
E. Content analysis
F. Rhetorical criticism
III. Speaker-related factors
A. Source credibility
B. Communication apprehension
IV. Speech preparation
A. Topic selection
B. Audience analysis
C. Organization
D. Support/research materials
V. Vocal and physical delivery
B. Physical: body movement, gestures, eye contact, facial expression
VI. Appropriate use of technology
A. Audio

Course Additions

B. Visual

VI. Present final project

Student Learning Outcomes:

1. Compare and contrast communication fields including speech communication, interpersonal communication, group communication, organizational communication, mass communication, and intercultural communication.
2. Demonstrate essential factors in public speaking: speaker, message, audience, occasion, purpose, and the critical thinking processes related to each.
3. Evaluate through critical analysis selected speeches using the following skills: listening, reasoning, and rhetorical criticism.
4. Incorporate these factors into speech performance: source credibility, communication apprehension, and ethics.
5. Prepare and deliver a variety of speeches including informative and persuasive speeches before a live, synchronous audience giving feedback to the speaker that demonstrate: topic selection, audience analysis, organization, academic research strategies and language use.
6. Demonstrate the ability to select and apply appropriate audio-visual forms of technology.
7. Demonstrate how writing, conversation, and performance impact public speaking situations.

Discussions with affected departments:

Business Department -9/21/16 Approved
Math and Computer Science Department - 9/23/16 Approved
Mass Communications Department - 9/29/16 Approved
Visual Communications Department - 9/30/16 Approved
Office Administration Department - 8/1/16 Approved

Proposed by: S. Tyler Liff Expected Implementation: Fall 2017

Department: WCCC-Medical Office Assistant

Course Additions

MOAP 110 Credit Hours 4

Course Title: Medical Office Administration

Abbreviated Title: Medical Office Admin

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

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 ☐

WCCC AAS, Medical Office Assistant: 1396

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:

Learn to perform the administrative duties specifically used in medical offices.

Justification:

The justification for adding the course is updating the Associates of Applied Science degree in Medical Office Techology.

Topical course outline:

PROFESSIONAL AND CAREER RESPONSIBILITIES
- A. Career Opportunities
- B. Medical Practice Settings
- C. Legal and Ethical Responsibilities

II. INTERPERSONAL COMMUNICATIONS
- A. Front Office Requirements
- B. Telephone Procedures
- C. Appointment Scheduling

III. RECORDS MANAGEMENT
- A. Patient`s Medical Records
- B. Drug and Prescription Records
- C. Filing Procedures

IV. ADMINSTRATIVE RESPONSIBILITIES
- A. Office Maintenance and Management
- B. Written and transcribed Correspondence
- C. Processing Mail and Telecommunications
- D. Professional Reports and Travel Arrangements

V. COMMUNITY RESOURCES

Course Additions

Student Learning Outcomes:

Describe career possibilities and areas of specialization open to a medical administrative assistants, discuss how managed care affects the medical office, analyze health care settings and be able to compare and contrast their similarities and differences, define the different types of medical specialties (I)

Describe informed consent (I)

Explain the principle governing release, retention and subpoena of medical records (I)

Simulate the activities of a front desk medical administrative assistant such as greeting patients, managing a patient emergency, supervising the completion of written patient information, inspect and maintain orderliness in the reception room, and identify verbal and nonverbal communication in multicultural situations (II) Demonstrate the ability to coordinate answering service activities, role play incoming calls with courteously and knowledge, correctly write down messages, and explain the use of voice mail, conference calls and pagers (II)

Illustrate the ability to handle problem appointments and emergency situations diplomatically, enhance patient flow using proper scheduling techniques and manage referral appointments (II)

List the reasons for keeping a medical record, distinguish subjective from objective information, understand the contents of a history and physical examination report, and be able to describe the types of documents in the patients` record (III)

Demonstrate ability toread a prescription, explain the three types of drug names, and define the five schedules of controlled substances (III)

Determine the retention period for temporary and permanent record, understand the advantages of a numerical filing system, name the steps taken to control medical records, report how to transfer and dispose of records and confidential materials, and file patient records using standardized alphabetical rules (III)

Describe ways of increasing office productivity, set up a maintenance file for office equipment, correctly fill out a purchase order, list steps to minimize the incidence of fire, theft, and accidents, apply a routine for maintaining a running inventory of supplies, discuss reasons for staff meetings, show an understanding of the laws of medical waste disposal, and give examples of items in an office procedures manual and a employee handbook

Describe examples of the capabilities of word processing equipment and transcription machines, demonstrate proper proofreading techniques, identify types of memos and letters and use proper formats, use a transcription machine to prepare an office documents (IV)

Determine the most economical classification for mailing various communications, explain the rules and operating procedures for fax transmissions, and simulate the proper distribution of mail (IV)

Demonstrate the references available for further medical research and literature, summarize what a curriculum vitae is and how it is used, demonstrate the ability to set up all necessary travel arrangements for a business trip

Discussions with affected departments:

N/A

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

MOAP 130 Credit Hours 3

Course Title: Medical Office Administration Insurance Billing and Coding

Abbreviated Title: Ins. Billing & Coding

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 ☑

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 ☐

WCCC AAS, Medical Office Assistant: 1396

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:

Introduces the administrative duties specifically used in medical offices.

Justification:

The justification for adding the course is updating the Associates of Applied Science degree in Medical Office Techology.

Topical course outline:

I. ICD-9 Coding
II. CPT Coding
III. HCPCS Coding
IV. Billing and Collection
V. Filing a HCFA-1500 Claim Form
VI. Reimbursement, Auditing and Appeals

Student Learning Outcomes:

Identify the correct primary diagnoses; follow ICD-9 rules and regulations and code accurately by utilizing resources appropriately.
Describe the components of the evaluation and management codes, distinguish the different levels of service, and identify the specific categories and subcategories. Identify when modifiers are needed and use the appropriate code.
Describe through accurately and completely classify procedures applicable to:
Anesthesia, Integument system, Orthopedics, Cardiology ,OB/GYN , Radiology, Pathology,Lab
Define and distinguish what codes are HCPCS. Accurately and completely code supplies using HCPCS.
Prepare a ledger card showing charges, payments and adjustments and how the patient balance is affected. Identify the types of bookkeeping systems and billing cycles and know their advantages and disadvantages. Explain account aging and the purpose of the aging analysis.
Define information from the patient medical record to complete the HCFA 1500 form correctly.
Differentiate between a participating and non- participating provider. Define and explain the two types of Medicare coverage. Define and explain the functions of managed care organizations and other third

party payers and how they affect health care and reimbursement.
Describe the need for insurance claim follow-up. Identify problem claims and know how to request a review or pursue an appeal. Pinpoint discrepancies in billing and documentation. Recognize and identify audit flags, compliance concepts, and evaluation and management code guidelines.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Department: WCCC-Visual Communications

Course Additions

MGDA 105 Credit Hours 3

Course Title: Creative Development

Abbreviated Title: Creative Development

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 ☐

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 ☐

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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:

Hands-on strategies for developing, stimulating, and maintaining creativity to accomplish professional and personal goals.

Justification:

Students are lacking in the skills required to tie together critical and creative thinking. This course allows students to understand creative risks and rewards, as well fostering the creative process.

Topical course outline:

Discovering Types of Creativity
Investigating Myths of Creativity
Differentiate Creativity, Copyright and Fair Use
Use Strategies to Open the Mind Through Play
Discover How Randomness Works in the Creative Process
Use Limitations Creatively
Building Creative Networks
Investigate Creativity and Collaboration
Integrate Creativity Into Your Life

Student Learning Outcomes:

Define Creativity
Differentiate Between "Big C" and "Little c" Creativity
Define Dominate Creative Myths
Define Contemporary Understandings of Creativity
Identify "Inspired Classical Creativity"
Differentiate Between Remixing, Reinterpreting, and Recycling in the Creative Process

Course Additions

Evaluate US Copyright "Fair Use" Guidelines
Formulate Procedures to Avoid "The Simpsons Did It" Trap
Apply Strategies for Creative Remixing
Use Randomness in the Creative Process
Develop Personal Oblique Strategies
Use Limitations to Increase Creativity
Differentiate Between Simple, Absurd, and Complex Limitations
Explain Why Play Increases Creativity
Interpret Eureka! Moments
Use Collaboration to Increase Creativity
Describe the Faces of Creativity
Employ Strategies to Smooth Out Collaborations
Build Creative Networks
Integrate Creativity Into Daily Life

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 120 Credit Hours 3

Course Title: Digital Design Tools

Abbreviated Title: Digital Design Tools

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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

There is slight overlap with MASS 142 - Media Software Application. In that course they offer Photoshop, Illustrator, iMovie, GarageBand and InDesign training on Macintosh computers only. The course is geared toward Journalism and Mass Communications requirements. Our proposed MGDA 120 is software agnostic and covers image manipulation and vector artwork creation software only. For our program, we are transitioning to Windows only and cannot use iMovie or GarageBand; and there is no need for page layout in a 3D animation program. Also, proposed MGDA 120 has curriculum geared toward 3D animation only, including using a camera to create textures, and manipulating textures and 3D software UV maps. The Mass Comm course does not cover these requirements.

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

Explores the capabilities of digital cameras, raster photo-editing software, vector drawing software, and digital painting software for use in 3D animation. Explores how these image tools, combined with basic techniques, can be applied to create digital images, graphics and videos

Justification:

This new course combines two current Visual Communications courses -- MGDA 111 - Digital Image Editing, and MGDA 112 - Illustrator 1. This addition includes camera use instruction, and also helps fulfill vector image creation requirements for 3D animation, game design, and VR production while not increasing course load for the student.

Topical course outline:

Research, Problem Solving, and Comprehension
Computer Setup/File Management
Basics of Photography
Importing Imagery
Raster vs. Vector Files
Layers and Palettes
Transformations
Color Space

Course Additions

Text and Type Effects
Visual Elements
Principles of Design
Pen Tool and Paths
Brushes
Textures
Creating Images for 3D Programs
Output

Student Learning Outcomes:

Demonstrate Research Techniques, and Explain Research Results
Demonstrate Camera Lens Use, ISO, and Shutter Speed
Practice Importing Images from a camera, a scanner, and online.
Compare Image Size versus Image Resolution for Print, VIdeo, Web and Digital Cinema
Define Copyright and Chain of Title
Compare Raster Image Files and Vector Image Files
Explain Image Codecs (Raster, Vector)
Demonstrate Layers, Toolbar, and Palettes (Raster, Vector)
Plan Destructive/Non-Destructive Transformations
Demonstrate Fill and Stroke Color (Raster, Vector)
Explain Image Bit Depth and Color Space
Demonstrate Using Text and Applying Type Effects (Raster, Vector)
Demonstrate Masking Techniques (Raster, Vector)
Appraise Work Using the Elements of Art
Analyze Work Using the Principles of Art
Demonstrate How to Create Paths (Raster, Vector)
Perform Image Restoration
Demonstrate Digital Painting using Different Brush Choices
Modify Images for Use in 3D Animation and Video Software Programs (Raster, Vector)
Complete Projects by Outputting Media for Print, Web, Video, and Digital Cinema

Discussions with affected departments:

Informed Mass Comm program lead Adam Cochran on November 9, 2016, of our intent to add the course. He believed that it would not interfere with his department's course because of differing department needs.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 150 Credit Hours 3

Course Title: Previsualization

Abbreviated Title: Previsualization

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity:

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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:

Introduces steps followed by professional media content producers and 3D animators/VR designers for producing preproduction material in a digital environment. Previsualization techniques include scriptwriting for 3D and VR experiences; plus traditional storyboarding, and virtual reality camera/actor layout blocking methods.

Justification:

With expansion of the 3D animation industry creating more than just traditional 3D animation, there is a need to teach the previsualization skills required for 3D gaming and VR experiences. Teaching standard narrative script writing and storyboarding doesn't cover what is required for game layout and VR camera/actor blocking. Changes in this course allows students to get exposed to the various mediums 3D animation is now becoming a part of.

Topical course outline:

Understand how to write a story visually.
Compare and contrast animation techniques.
Analyze storyboarding techniques used in animated environments.
Experiment with camera view techniques.
Explore timing movements of objects for an animation sequence.
Articulate image and sound synchronization
Compose and design characters and scenes using visual design techniques.
Arrange 3D game layout
Prepare a Camera/Acting Blocking Sheet for VR
Understanding copyright.

Student Learning Outcomes:

Produce Short-Form Scripts for Traditional and Immersive Animation
Develop Standard Storyboard Drawing Techniques Through the Computer
Develop Alternate Techniques Such as Layout for Gaming and Camera/Actor Blocking for VR

Course Additions

Prepare Scene Designs
Design Perspective
Differentiate Between Various Camera Aspect Ratios
Identify Standard Camera Shots
Develop Using the Principles of Animation
Demonstrate Character Poses
Explain Continuity Principles
Apply Lighting Techniques to Create Mood
Identify Basic Aspects of US Copyright Law

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 225 Credit Hours 3

Course Title: 3D Character Design

Abbreviated Title: 3D Character Design

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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:

Explores advanced aspects of creating 3D characters on the computer, with an emphasis on digital sculpture techniques. Also examine facial animation, lip synchronization, scene design and lighting setups.

Justification:

Students could not understand why they had to take a higher numbered course before taking a lower numbered course. By deleting MGDA 253, and adding MGDA 225-3D Character Design, this confusion will be eliminated. Also, 3D animation industry standards have changed dramatically since the original course was created in 2008 with the rise of 3D scupturing in the last three years. That change in the 3D industry is now reflected with the creation of this course.

Topical course outline:

Create Character Using Box Modeling
Create Character Using Sculpting Software
Design Body Torsos, Arms, and Legs
Design Heads and Facial Features
Demonstrate Texturing and Fine Details
Create Clothing
Create Props
Design Non-Humans

Student Learning Outcomes:

Design Human Characters with Different Modeling Approaches
Demonstrate How to Box Model
Demonstrate How to Use Sculpting Software
Create Body Torsos, Arms, Legs, Hands, and Feet
Create Head and Facial Features
Demonstrate Refined Details through Texturing

Course Additions

Dramatize Acting Techniques Used in Character Animations
Practice Adding Clothes and Props to Character
Demonstrate Rendering the Character
Design Non-Human Characters

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 229 Credit Hours 3

Course Title: Animation History

Abbreviated Title: Animation History

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 ☐

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 ☐

WCCC AAS, Visual Communications-Animation Tech: 1359

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 advent and evolution of animation from its earliest origins through the 1990s. Examine important individuals and studios in the animation field. View, analyze and peer critique animation examples. Social, cultural, artistic movements, and influences on contemporary animation styles and animation techniques are analyzed.

Justification:

Renumbering MGDA 129 to a second-year course because increased rigor and workload for course was too intensive for many of our students who were either taking ENGL 090 or ENGL 111 classes at the same time.

Topical course outline:

Demonstrate Research Skills
Demonstrate Presentation Skills
List Important Milestones in Early Animation
Identify Aspects Regarding the Birth of the Industry
Identify the Significance of the Introduction of Sound and Color
List Disney's Influence Over the 1930s and 1940s
List Animation Advances During the War Years
Analyze Post War Politics and Animation
Investigate Violence and Television's Influence with Children
Recognize Modern Technology's Influence with Current Animation Styles

Student Learning Outcomes:

Conduct Deep Academic Research
Use Source Attribution
Demonstrate How to Write in the MLA Style
Develop Presentation Skills
Produce Visual Aids
Describe the Origins of Animation

Course Additions

Create Projects using Early Animation Experimentation
Describe how the Animation Industry Started
Describe Fleisher Studios' Love of Technology
Describe Disney's Golden Era
Produce Basic Stop Motion Animation
Identify Model & Clay Animators
List Major Directors from Warner Bros.
Explain How Jazz and Modern Art Influenced Animation Studios
Analyze Influence of the Hays Production Code
Describe How the House Un-American Activities Commission Influenced Animation
Differentiate between Full and Limited Animation
Analyze Modern Technology's Place in Animation History
Appraise Cable and the Internet Influence on Modern Animation
Apply Research Skills to Create a Report and Presentation About Animation's Influence on Society

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 250 Credit Hours 3

Course Title: 3D Character Rigging

Abbreviated Title: 3D Character Rigging

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC AAS, Visual Communications-Animation Tech: 1359

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:

Explores advanced character rigging features for 3D models. Topics include adding controls to work with joints, forward kinematic (FK) and inverse kinematic (IK) blending, facial control using phonemes, eye movement muscle systems, and skinning.

Justification:

Previously MGDA 220. Students could not understand why they had to take this lower numbered animation course after they completed a higher numbered animation course.

Topical course outline:

Rigging Fundementals
Torso Rigging
Pelvis Rigging
Arms
Legs and Feet
Hand Rigging
Head Rigging
Muscle Systems
Animation and Testing

Student Learning Outcomes:

Know the Importance of Topology
Demonstrate Modelling Using Advanced Polygonal Techniques
Demonstrate How to Create Pivot Points
Differentiate between FK and IK Chains
Determine Constraints and Broken Rigs
Use FK/IK controls
Demonstrate Torso Rigging Techniques
Recognize When to Use Either a Basic Spline or an Isner Spine
Create a Spine IK Curve

Course Additions

Know How to Solve Rotation Dilemnas (Spine Wave Setup)
Demonstrate Pelvis Rigging Techniques
Demonstrate Arm Rigging Techniques
Demonstrate Legs & Feet Rigging Techniques
Demonstrate Hand Rigging Techniques
Demonstrate Eye and Jaw Rigging Techniques
Demonstrate Morph Open-Mouth Poses
Demonstrate Eye Connection & Rotation Techniques
Create Realistic Eyes with Lacrimal In-Out and Lacrimal Out-In
Create & Use Viseme References
Create Facial Expressions
Demonstrate Stretchy IK
Demonstrate How to Influence Objects for the Brow, Eye Lid, and Mouth

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 265 Credit Hours 3

Course Title: Digital Compositing

Abbreviated Title: Digital Compositing

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC AAS, Visual Communications-Animation Tech: 1359

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

There is some overlap with ARTA 324 Two-Dimensional Animation and Motion Design, however that course is geared more to the Art & Design Department requirements of a 2D animation student. That course is also not available to MGDA students because of its prerequisites. Additionally, ARTA 324 covering storytelling, storyboarding, and preproduction is redundant for our students because these topics are covered in other MGDA courses. Plus, our course focuses on other requirements which are geared toward 3D animation, such as adjusting render passes, modifying stereoscopic 3D animation, and integrating advanced image tracking data into and out of 3D software. ARTA 324 does not cover these topics.

Additional faculty FTE required: Yes ☐ No ☑

Additional equipment required: Yes ☐ No ☑

Additional lab facilities required: Yes ☐ No ☑

Course description for catalog:

Explores fundamental techniques for creating motion graphics, green screen composites, advanced motion tracking data, modifying 3D animation multipass renders, and integration with 3D software.

Justification:

For the past several years, instructors have been adding to the course curriculum with topics specific to 3D animation. Some of these topics fall out of a 100-level course and should be applied to a more advanced 200-level course. Animation-specific topics include: Adjusting render passes, importing and exporting advanced image tracking data, and integration into 3D programs. Additionally, basic motion graphic design is covered in MGDA 164 Digital Video Editing.

Topical course outline:

Apply Compositing Concepts
Create Pipeline/Workflow
Create Media Management and Set Preferences
Use Standard Tools
Design Compositions
Apply Video Concepts
Demonstrate Bins, Sequences, and Canvas
Use the Viewer, TImeline for Edit Management
Using Layers

Course Additions

Create Masking
Use Keyframes
Demonstrate Playback and Previews
Apply Color Correction
Demonstrate Green Screen Processing
Image 3D Tracking
Explore Effects Fundamentals
Use Standard Effects
Adjust Render Passes
Integrate 3D Objects into Video
Process Composition for Output

Student Learning Outcomes:

Develop a Project Pipeline
Design Basic Shape and Text Elements
Demonstrate methods to Import Digital Assets
Create and Modify Compositions
Demonstrate Layers and Nested Composition
Conduct Basic Audio Mixing
Demonstrate Keyframe Use
Demonstrate Basic Masking
Demonstrate How to Apply Standard Video Effects
Demonstrate Basic Color Correction
Demonstrate Green Screen Processing
Use 3D Tracking
Differentiate Between 2D and 3D Space
Integrate 3D Software into Workflow
Adjust 3D Multipass Render Layers
Determine Render and Compression Settings

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 268 Credit Hours 3

Course Title: Freelancing for Creatives

Abbreviated Title: Freelance for Creatives

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 ☐

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 ☐

WCCC AAS, Visual Communications-Animation Tech: 1359

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 freelancing opportunities for people in creative fields. Provides an overview about getting started, networking, financing, law, insurance, intellectual property rights, government regulations, time management, record keeping, taxes, self-promotion, and work-life balance.

Justification:

Previously a Topics Course for two years. Like many creative fields, finding employment no longer means being hired by a company. Students must understand that their employment will center around subcontracting and being in business for themselves In the current "gig" economy

Topical course outline:

Analyze Current State of the Creative Industry and List Potential Career Directions
Differentiate Between Copyright, Trademark, and Creative Commons
List Business Structures and Licensing Requirements
Working with Clients
Create Contracts and SOWs
Use Release Forms and Chain of Title
List Methods of Getting Paid
Use Basic Record Keeping
List Tax Laws and Deductions
Create Self-Promotion and Marketing Plans
Set up Networking
Use Time Management
Produce a Work/Life Balance
Prepare a Portfolio and Resume

Student Learning Outcomes:

List Advantages/Disadvantages of the "Gig" Economy
Describe Your Goals
Describe Your Key Strengths

Course Additions

List Local, Regional, National and International Opportunities
Create an Online Portfolio
Analyze Methods of Landing a Client
Create a Presentation
Apply Presentation Skills
Analyze How to Set Your Prices
List Negotiating Tactics
Create Contracts and SOWs
Develop Procedures to Getting Paid
List the Steps to Legally Create a Colorado Business
Appraise Laws and Regulations Affecting Freelancers
List Basic Intellectual Property Law
Use Release Forms
Create a Chain of Title
Apply Basic Record Keeping Skills
Differentiate Between Providing Products and Providing Services
List Freelance Tax Deductions
Describe Basic Business Tax Laws
List How to Avoid an Audit
List Steps to Growing Your Business
Differentiate Between Freelance and Entrepreneurship
Describe Steps to Break Out of a Rut
Describe how to Create a Work-Life Balance
Apply Time Management Skills
Differentiate Between Personal and Business Insurance
Develop a Plan for Retirement

Discussions with affected departments:

Notified Dr. Steven Norman by Email November 10, 2016. He responded with a thank you for the notification and wished to be kept informed of the status of the course through the approval process.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Additions

MGDA 285 Credit Hours 3

Course Title: 3D Animation Capstone

Abbreviated Title: 3D Animation Capstone

Contact hours per week: Lecture Lab Field Studio Other 4.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

WCCC AAS, Visual Communications-Animation Tech: 1359

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:

Develop and produce a short-form 3D animated movie using a production workflow and producing techniques. Explore the production process from conceptualization through finalization.

Justification:

Creation of a course number that reflects the advanced and final nature of this course.

Topical course outline:

Create a Shooting Script
Prepare Previsualization
Organize an Investor Pitch
Plan a Project Pipeline/Workflow
Produce 3D Characters, Clothing and Props
Produce Location Settings
Create Realistic Lighting
Create Realistic Textures
Use Dynamics
Use Particles
Demonstrate Post Production Techniques
Create a Soundtrack
Output Final Project

Student Learning Outcomes:

Participate in a Team Environment
Plan and Prepare a Shooting Script
Develop a Storyboard
Create an Animatic
Organize a Pitch to Investors
Demonstrate Presentation Skills
Create a Project Pipeline/Workflow

Course Additions

Apply Time Management Skills
Create Rough 3D Modeling
Produce Detailed Models
Produce Detailed Textures
Construct Advanced Scene Layouts
Demonstrate Advanced Camera and Object Movement
Produce Soft Body and Hard Body Dynamics
Produce Particle Effects
Demonstrate Advanced Compositing
Modify Render Passes
Demonstrate Video Editing
Demonstrate Audio Mixing
Produced Desired Renders and Outputs

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Modifications

MGDA 149

	Current	Proposed
Course Prefix:	MGDA	
Course No.:	149	
Credit Hours	3	
Course Title:	Animation Drawing/Design	Digital Drawing
Abbreviated	Animation Drawing/Design	Digital Drawing
Contact	Lecture 3	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other	Other 4.5
Instr. Activity:	Lecture	Lecture/Laboratory: Vocational/Technical
Engage Min.:	2250	3375
Prep Min.:	4500	3375

Description for catalog:

Current: Students learn the foundational skills necessary to create characters for use in computer based animation courses. Students learn to draw human and animal forms using pencil and paper. Character development, anatomy, dynamic movement and action, and scenery are emphasized.

Proposed: Explore foundational skills necessary to create characters for use in computer-based 3D animation courses. Learn to draw human and non-human forms first using pencil and paper, then apply those skills with computer graphic design software. Character development, anatomy, dynamic movement and action, and scenery emphasized.

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

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

Justification:

Practically all previsualizations created for the 3D industry today combines fine art skills with computer-based output. This course modification brings instruction in line with industry demands.

Topical course outline, current:

Drawing human forms
Structure
Surfaces, features, details
Drawing animal forms
Structure
Surfaces, features, details
Movement
Types of movement
Direction
Point of view
Characterization
Historic and Literature
Archetypes

Course Modifications

Movement, structure
Clothing
Model Sheet
Location and background
Perspective/Architecture
Natural Settings
Lighting and mood

Topical course outline, proposed:

Demonstrate digital drawing techniques
Digitally draw human and animal forms
Analyze and develop character movement
Research and develop a character
Create a digiital model sheet for a character
Design a scene with a character

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

Produce Human Forms
Produce Non-Human Forms
Analyze and Develop Character Movement
Design Perspective
Research Historic and Literary Archetypes
Develop Character Personalities
Produce Clothing and Accessories
Define and Develop a Character Model Sheet
Design Character Locations
Demonstrate Shadowing
Apply Fine Arts Skills while Creating Artwork on a Computer

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implemention: Fall 2017

Course Modifications

MGDA 153

	Current	Proposed
Course Prefix:	MGDA	
Course No.:	153	
Credit Hours	3	
Course Title:	Beginning 3D Animation	
Contact	Lecture	Lecture
	Lab 6	Lab
	Field	Field
	Studio	Studio
	Other	Other 4.5
Instr. Activity:	Laboratory: Academic/Clinical	Lecture/Laboratory: Vocational/Technical
Engage Min.:	1500	3375
Prep Min.:	750	3375

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

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

Justification:

Instructor changes through the years do not reflect the original approved course. This modification will codify those changes. Many of the original requirements are now covered in MGDA 253 3D Animation - Character Design and are redundant under the original Beginning 3D Animation course. Also changing Type of Educational Activity to better reflect how the class is currently being taught. Plus updating with Course Outline and Student SLOs to reflect current CMU/WCCC administrative requirements.

Topical course outline, current:

Preproduction basics
Modeling for character animation
Project management
Texture mapping
Lighting skills
Animation skills
Process of animation
Use of bones
Rendering and final output

Topical course outline, proposed:

3D Animation Theory
Project Management
Creative Collaboratiion
Model Sketches
Basic Modeling Techniques
Keyframe Animation
Digital Lighting
Applying Textures
Using Render Engines to Output

Student Learning Outcomes, current:

Debate the basics of animation theory and how it applies to the production process

Course Modifications

Explain and discuss character animation techniques
Create traditional animation using light tables
Determine and import source materials from various software applications
Apply the concept of keyframe-based animation within the software
Assess real-world lighting techniques to create a realistic environment for animation within the software
Construct realistic movement controls within the software
Create realistic surface properties within the software to enhancde the final animation
Appraise final output destined for multiple mediums
Editorialize the creation process in such a way that he/she can work as part of a larger team to expand overall creative possibilities
Create a character model from sketches or other related source material to create a mesh model using the software

Student Learning Outcomes, proposed:

Explain 3D and Animation Theory
Explain 3D Design Theory
Manage Teams
Organize Project Files and Storage
Create Model Sketches
Explain the use of the 3D Software User Interface
Demonstrate Polygon Subdivision Modeling (Box Modeling)
Demonstrate Spline Modeling (NURBS)
Demonstrate using the 3D Camera
Demonstrate Setting Key Frames
Demonstrate how to Modify Keyframes
Demonstrate How to Use Actions
Identify the Types of Lights and Their Uses
Know the Difference between Shadow Mapping and Raytraced Shadows
Describe Lighting Falloff
Differentiate Between Real World and Digital Lighting
Demonstrate Procedural Texture Mapping
Demonstrate Basic UV Texture Mapping
Use the Software Rendering Engine

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implemention: Fall 2017

Course Modifications

MGDA 163

	Current	Proposed
Course Prefix:	MGDA	
Course No.:	163	
Credit Hours	3	
Course Title:	Sound Design I	Audio Design
Abbreviated	Sound Design I	Audio Design
Contact	Lecture	Lecture
	Lab 6	Lab
	Field	Field
	Studio	Studio
	Other	Other 4.5
Instr. Activity:	Laboratory: Academic/Clinical	Lecture/Laboratory: Vocational/Technical
Engage Min.:	1500	3375
Prep Min.:	750	3375

Description for catalog:

Current: Use of sound in multimedia production and audio storytelling. Examination of the principles of recording. Focus on enhanced interactive productions and improved computer presentations. Using a computer for full audio editing studio.

Proposed: Explores how audio recording principles enhance multimedia and 3D animated productions.

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

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

Justification:

Reactivates course back to program requirements. For the past two years sound was part of the video editing course, but after student and instructor input, it has been determined that sound needs to be a separate course. Also, renaming course to accurately differentiate between "sound" and "audio." Plus, changing Type of Educational Activity to better represent how the class will be taught. Plus updating with Course Outline and Student SLOs to reflect current CMU/WCCC administrative course requirements.

Topical course outline, current:

Generalize theories associated with audio and its use in multimedia
Create effective audio productions for multimedia applications
Scrutinize principles and theories of MIDI and be ablt to use them effectively
Organize, manage, and develop effective productions through the use of preplanning techniques and applications
Illustrate proper use of software and hardware as used in a sound studio
Create a final audio production to be used with other multimedia applications

Topical course outline, proposed:

Define Sampling and Modern Copyright Issues
Identify Audio Waveform Features
Explain Audio Bit Depth
Explain Audio Amplitude, Key, Pitch, and Phase
Demonstrate Studio Techniques
Demonstrate Mixing Techniques
Differentiate between Location Recording and Studio Recording

Course Modifications

Produce Foley Sounds
Demonstrate Output for Various Media

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

Explain Basic Intellectual Property Law
Define Audio Fundamentals
Develop a Project Pipeline/Workflow
Differentiate Between Amplitude, Key, Pitch and Phase
Describe the Basics of How Microphones Work
Use a Mixing Board.
Apply Studio Recording Techniques
Practice Working with Voice Talent
Apply Location Recording Techniques
Create Foley Sounds for Animation
Perform Audio Mixing Fundamentals
Demonstrate How to Bounce Tracks
Demonstrate How to Apply Compression.
Demonstrate How to Apply Effects
Determine Export and Compression Settings

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implemention: Fall 2017

Course Modifications

MGDA 164

	Current	Proposed
Course Prefix:	MGDA	
Course No.:	164	
Credit Hours	3	
Course Title:	Digital Video Editing I	Digital Video Editing
Abbreviated	Digital Video Editing I	Digital Video Editing
Contact	Lecture	Lecture
	Lab 6	Lab
	Field	Field
	Studio	Studio
	Other	Other 4.5
Instr. Activity:	Laboratory: Academic/Clinical	Lecture/Laboratory: Vocational/Technical
Engage Min.:	4500	3375
Prep Min.:	2250	3375

Description for catalog:

Current: Introduction to digital editing. Capturing, compressing, editing, and manipulating video images. Techniques including media management, editing tools, titles, and motion control, transitions and filters, and special effects explored.

Proposed: Introduction to digital non-linear video editing as a 3D Animation tool. Edit, manipulate and compress/export video. Assembly techniques including media management, editing tools, titles, and motion control; transitions and filters, and special effects are explored

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

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

Justification:

Simplify course title because there is no other video editing course in the concentration. Change Instructional Activity to better represent how the course is currently taught. Plus updating with Course Outline and Student SLOs to reflect current CMU/WCCC administrative course requirements.

Topical course outline, current:

Create and combine storyboarding and scriptwriting
Compose video content through input of digital video
Produce video output to various formats
Configure computer for DV editing
Create a digital video
Apply filters, mattes, composite, and overlay modes
Develop and produce digital video assets for multimedia

Topical course outline, proposed:

Develop Project Workflow
Analyze Scripts for Editing
Define Principles of Visual Storytelling
Define Various Video Formats
Demonstrate Editing Techniques
Apply Video and Audio Techniques
Integrate Graphics

Course Modifications

Demonstrate Color Correction
Output Compressed Video

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

Develop a Project Pipeline
Analyze Scripts to Prepare for Editing (Lined Script)
Define Principles of Visual Storytelling
Differentiate Video Input/Output between ATSC, NTSC, PAL, and Digital Cinema
Determine Video Color Depth
Develop Standard Editing Cut Techniques
Apply Audio and Video Transitions
Develop Basic Audio Mixing
Demonstrate Keyframe Use
Use Timecode
Design Graphics and Text Elements
Demonstrate How to Apply Common Video Effects
Differentiate Primary and Secondary Color Correction
Determine Render and Compression Settings

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implemention: Fall 2017

Course Modifications

MGDA 270

	Current	Proposed
Course Prefix:	MGDA	
Course No.:	270	
Credit Hours	3	
Course Title:	Advanced 3D Animation	

Description for catalog:

Current: Addresses advanced concepts of 3D animation including: workflow, lighting, cameras, keyframing, textures, and rendering. Focusing on elaborate scene design, texturing, and lighting set-up. In-depth concepts on curve editor, dope sheet, rendering techniques, and advanced material development and usage.

Proposed: Investigate advanced 3D animation concepts that include workflow, advanced scene design, lighting, cameras, keyframing, textures, and rendering.

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

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

WCCC AAS, Visual Communications-Animation Tech: 1359

Justification:

Establish student SLOs.

Topical course outline, current:

Advanced 3D Animation Theory
Work Flow
Project Management
Preproduction Basics
Advanced Modeling Skills
Modifiers
Particle Effects
Bringing Life to Inanimate Objects
Simulations
Curve Editor
Texture Mapping and Materials
Lighting Skills
Camera Skills
Animation Skills
Process of Animation
Rendering and Final Output

Topical course outline, proposed:

None

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

Design a Project Workflow
Organize Project Files and Storage
Demonstrate how to Import and Export Assets
Create Model Sketches
Create Storyboards
Demonstrate Advanced Spline Modeling
Demonstrate Advanced Polygonal Modeling

Course Modifications

Demonstrate Patch Modeling
Demonstrate Advanced NURM Modeling
Practice Using Modifiers
Demonstrate Basic Particle Effects
Demonstrate Fluid Dynamics
Illustrate the Principles of Animation
Demonstrate Rigid Body Dynamics
Demonstrate Soft Body Dynamics
Demonstrate Cloth Dynamics
Practice Using the Curve Editor
Demonstrate Advanced Procedural Texture Mapping
Demonstrate Advanced UV Texture Mapping
Create Photorealistic Scenes
Demonstrate Advanced Camera and Object Movement

Discussions with affected departments:

N/A

Proposed by: Daniel McClintock Expected Implemention: Fall 2017

Course Deletions

MGDA 106 Credit Hours 3

Course Title: Creativity & Visual Thinking

Essential Learning Course: Yes ☐ No ☑

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

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

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

Justification:

Course is no longer being offered as is. The science, business, and pyschological aspects are outdated and needs to be removed from the course catalog. Deleting this course will also eliminate any confusion with the addition of a new creativity course, MGDA 105-Creative Development.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 111 Credit Hours 3

Course Title: Digital Image Editing

Essential Learning Course: Yes ☐ No ☑

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

Course is being consolidated with MGDA 112-Adobe Illustrator I as a way to reintroduce vector imaging and computer painting demands for 3D Animation without additional courseload.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 112 Credit Hours 3

Course Title: Adobe Illustrator I

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Admin Office Tech-Administrative Professional: 1395

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

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

Justification:

Course is being consolidated with MGDA 111-Digital Image Editing as a way to reintroduce vector imaging and computer painting demands for 3D Animation without additional courseload.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 129 Credit Hours 3

Course Title: History of Animation

Essential Learning Course: Yes ☐ No ☑

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

Because of increased standards and the switch to MLA-formated essays, this course has proven to be too difficult for students who are taking 090 classes. We are creating a 2nd-year course with a prerequisite of ENGL 111.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 152 Credit Hours 3

Course Title: Animatics and Storyboarding

Essential Learning Course: Yes ☐ No ☑

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

Creating a new course which adds material that is outside the requirements for a course modification.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 165 Credit Hours 3

Course Title: Digital Compositing

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

For several years, instructors have been adding to the course curriculum topics specific to 3D animation. Some of these topics fall out of a 100-level course and should be applied to a more advanced 200-level course. Animation-specific topics include: Adjusting render passes, modifying stereoscopic animation, rotoscoping, and exporting advanced image tracking data into 3D programs.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 220 Credit Hours 3

Course Title: 3D Animation - Character Rigging

Essential Learning Course: Yes ☐ No ☑

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

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

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

Justification:

Renumbering courses to make student understanding of course significance easier. Currently this course looks as if it is out of sequence. Students could not understand why they had to take a higher numbered course before taking a lower numbered course.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 253 Credit Hours 3

Course Title: 3D Animation - Character Design

Essential Learning Course: Yes ☐ No ☑

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

WCCC Tech Cert (N-Z), Visual Communications-Animation Tech: 1358

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

Renumbering courses to make student understanding of course significance easier. Currently this course looks as if it is out of sequence. Students could not understand why they had to take a higher numbered course before taking a lower numbered course.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 257 Credit Hours 3

Course Title: Animation Production

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

This course is intended to be the final capstone class for the entire concentration. Because its course number is lower than other courses in the same concentration, there is student confusion as to its complexity and level of importance.

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Course Deletions

MGDA 292 Credit Hours 3

Course Title: Capstone

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Visual Communications-Animation Tech: 1359

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

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

Justification:

Removal of a redundant course

Proposed by: Daniel McClintock Expected Implementation: Fall 2017

Program Modification

Visual Communications-Animation Tech: 1359

Degree Type: AAS

Modified Program Name: Visual Communications: 3D Animation Technology

Modified Program Name: Visual Comm: 3D Animation Tech

Revision to program sheet: Yes ☑ No ☐

Description of modification:

Consolidating MGDA 111-Digital Image Editing and MGDA 112-Adobe Illustrator I into one course called MGDA 120-Digital Design Tools; Renaming MGDA 149-Animation Drawing/Design to Digital Drawing; Adding MGDA 105-Creative Development; Adding MGDA 150-Previsualization and Deleting MGDA 152-Animatics and Storyboarding; Adding back and renaming MGDA 163-Sound Design I to Audio Design; Deleting MGDA 253-3D Animation-Character Design and MGDA 220-3D Animation-Character Rigging. Adding MGDA 220-3D Character Design and MGDA 250-3D Character Rigging; Adding MGDA 268-Freelancing for Creatives; Deleting MGDA 257-Animation Production and MGDA 292-Capstone; Creating MGDA 285-3D Animation Capstone; plus deleting two elective requirements. Also, creating or updating SLOs on all courses and updating all syllabi.

Justification:

The consolidation of MGDA 111-Digital Image Editing and MGDA 112-Adobe Illustrator I into MGDA 220 comes after increased demand of vector imaging needed for texturing in 3D animation. The consolidation streamlines the need for increased graphics support without increasing class load. The addition of the two animation classes -- MGDA 225-3D Character Design and MGDA 250-3D Character Rigging -- came when students could not understand why they were signing up for a higher numbered course before taking a lowered number course (deleted MGDA 253-3D Animation-Character Design and MGDA 220-3D Animation-Character Rigging). Added MGDA 150-Previsualization because of additional 3D animation industry standards that have been created since the course was first approved. The addition of MGDA 150-Previsualization, MGDA 152-Animatics and Storyboarding will be dropped because the course will be redundant. Added back MGDA 163-Sound Design 1 and renamed it Audio Design because of increased demands on students to create more complete soundtracks for their capstone production. MGDA 105-Creativity Development has been added because of a need for management-oriented classes that focused on real world creative problem-solving. This class also joins added course MGDA 268-Freelancing for Creatives which was highly successful as a topics course for two years. And finally, added MGDA 285-3D Animation Capstone with a MGDA number that indicates that it is a culmination class. MGDA 157-Animation Production has a lower number than an advanced animation class. MGDA 157-Animation Production will be deleted along with MGDA 292-Capstone. MGDA 292 falls within the range of reserved numbers used by CMU curriculum such as Topics, Independent Study, etc. And finally, a few courses have been brought up to academic standards with the addition of SLOs.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

NA

Proposed by: Daniel McClintock

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Modification

Visual Communications-Animation Tech: 1358

Degree Type: Tech Cert (N-Z)

Modified Program Name: Visual Communications: 3D Animation Technology

Modified Program Name: Visual Comm: 3D Animation Tech

Revision to program sheet: Yes ☑ No ☐

Description of modification:

Adding MGDA 105-Creative Development; Consolidating MGDA 111-Digital Image Editing and MGDA 112-Adobe Illustrator I into one course called MGDA 120-Digital Design Tools; Renaming MGDA 149-Animation Drawing/Design to Digital Drawing; Adding MGDA 150- Previsualization and Deleting MGDA 152-Animatics and Storyboarding; Adding back and renaming MGDA 163-Sound Design I to Audio Design; Deleting MGDA 253-3D Animation-Character Design and adding MGDA 225-3D Character Design; Plus, updating all syllabi.

Justification:

The consolidation of MGDA 111-Digital Image Editing and MGDA 112-Adobe Illustrator I into MGDA 120-Digital Design Tools, comes after increased demand of vector imaging needed for texturing in 3D animation. The consolidation streamlines the need for increased graphics support without increasing class load. Added MGDA 150-Previsualization because of additional 3D Animation industry standards that have been created since the course was first approved. Because of the addition of MGDA 150-Previsualization, MGDA 152-Animatics and Storyboarding will be dropped because the course will be redundant. The addition of MGDA 225-3D Character Design came when students could not understand why they were signing up for a higher numbered course before taking a lowered number course (deleted MGDA 253-3D Animation-Character Design). Added MGDA 163-Audio Design because of increased demands on students to create more complete soundtracks for their capstone productions. Added MGDA 106-Creativity Development because of a need for management-oriented classes that focused on creative problem-solving.

Revision to SLOs: Yes ☐ No ☑

Other changes: Yes ☐ No ☑

Discussions with affected departments:

NA

Proposed by: Daniel McClintock

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Department: WCCC-Water Quality

Program Additions

Water Quality Management Advanced Wastewater Treatment

Degree Type: Technical Cert

Abbreviated Name: Advanced Wastewater Treatment

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Advanced Water Treatment

Degree Type: Technical Cert

Abbreviated Name: Advanced Water Treatment

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Introduction to Wastewater Treatment

Degree Type: Technical Cert

Abbreviated Name: Intro to Wastewater Treatment

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Mathematics in Water Quality

Degree Type: Technical Cert

Abbreviated Name: Mathematics in Water Quality

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Small Systems

Degree Type: Technical Cert

Abbreviated Name: Water Quality Small Systems

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Wastewater Collection and Treatment

Degree Type: Technical Cert

Abbreviated Name: Wastewater Collection & Treat

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Water Distribution and Collection

Degree Type: Technical Cert

Abbreviated Name: Water Distribution & Collectio

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Program Additions

Water Quality Management Water Distrtibution and Treatment

Degree Type: Technical Cert

Abbreviated Name: Water Distribution & Treatment

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Expected Implementation: Fall 2017

Course Additions

WQMS 124 Credit Hours 3.0

Course Title: Water Certification Review for Class C & D

Abbreviated Title: Water Cert. Review

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

Essential Learning Course: Yes ☐ No ☑

EL SLO: 1. Demonstrate the knowledge to operate a water treatment facility under supervision. 2. Demonstrate an understanding of basic treatment operations. 3. Demonstrate the ability to operate a small C or D class facility. 4. Describe the knowledge to changes in operations. 5. Illustrate reports and assistance to regulatory authorities for small systems. 6. Demonstrate the ability to fully operate a D classified facility. 7. Provide the working knowledge of well-water equipment. 8. Prepare an Operational Compliance Manual for a small system. 9. Demonstrate the ability to use mathematical principles for operations. 10. Demonstrate reporting and management on all record keeping requirements. 11. Utilize proper equipment for working with and repairing systems. 12. Describe how to acquire proper testing equipment to maintain equipment. 13. Demonstrate how to apply testing results to determine operating efficiencies or needed repairs. 14. Demonstrate the knowledge of OSHA and safety equipment requirements.

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 ☐

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 of students for the operator's certification test in water at the C and D level. Topics include water principles, mathematics, hydraulics, water filtration, chemical treatment, source control, basic operations, Colorado Primary Drinking Water Regulations, housekeeping, and laboratory analysis.

Justification:

Students would be able to pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Water Treatment Plant Operator
   A. Requirements
      1. Responsibilities
II. Reservoir Management and Intake Structures
   A. Operations
   B. Design
   C. Maintenance
   D. Safety Practices
III. Well Water Systems

Course Additions

A. Source
B. Drilling
C. Testing
D. Treatment
E. Operating
F. Maintenance

IV. Coagulation
A. Chemicals
B. Flocculation
C. Chemical Hazards
D. Chemical Jar Testing
E. Safety Practices
F. Clarification Equipment
G. Sedimentation Equipment
H. Flow Calculations
I. Equipment Maintenance

V. Filtration Equipment
A. Sand Filters
B. Dual Media / Mixed Bed Filters
C. Pressure Filters
D. Bag Filters
E. Filtration Calculations
F. Filter Backwashing
G. Filter Maintenance
H. Filter Operational Requirements
I. Filter Testing

VI. Disinfection
A. Chlorine Equipment
B. Chlorine Handling and Safety Requirements
C. Chemical Dosages
D. Ultra Violet Systems
E. Ozone
F. Chlorine Dioxide

VII. Primary Drinking Water Regulations
A. Analysis Schedule
B. Reporting and Record Keeping
C. Process Control and Quality Control

VIII. Sampling and Laboratory Procedures

IX. Basic Water Property Analysis
A. Chlorine Residuals
B. Turbidity
C. Hardness
D. pH
E. Alkalinity
F. Temperature

X Operation and Process Control Systems

Student Learning Outcomes:

Demonstrate the knowledge to operate a water treatment facility under supervision.
Demonstrate an understanding of basic treatment operations.
Demonstrate the ability to operate a small C or D class facility.
Describe the knowledge to changes in operations.
Illustrate reports and assistance to regulatory authorities for small systems.
Demonstrate the ability to fully operate a D classified facility.

Course Additions

Provide the working knowledge of well-water equipment.
Prepare an Operational Compliance Manual for a small system.
Demonstrate the ability to use mathematical principles for operations.
Demonstrate reporting and management on all record keeping requirements.
Utilize proper equipment for working with and repairing systems.
Describe how to acquire proper testing equipment to maintain equipment.
Demonstrate how to apply testing results to determine operating efficiencies or needed repairs.
Demonstrate the knowledge of OSHA and safety equipment requirements.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 125 Credit Hours 3.0

Course Title: Wastewater Cert. Review for C & D

Abbreviated Title: Wastewater Cert Rev. C&D

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 of students for the operator's certification test in wastewater at the C and D level. Topics include wastewater principles, mathematics, hydraulics, conventional treatment of wastewater, wastewater sedimentation, Colorado Water Quality Control Act, biological treatment of wastewater, effluent standards for wastewater, sludge handling and disposal, disinfection, pumps, safety, housekeeping, and laboratory analysis.

Justification:

Students would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Wastewater Treatment Plant Operator
  a. Requirements
  b. Responsibilities
II. Wastewater Treatment Facilities
  a. Lagoons
  b. Conventional Treatment
  c. Activated Sludge Systems
III. Pretreatment
  a. Bars, racks, and Screens
  b. Flow Measurement
  c. Commutation
  d. Grit removal
IV. Sedimentation and Floatation
  a. Primary Clarifiers
  b. Scum Removal
V. Trickling Filters
  a. Operation
  b. Maintenance
VI. Rotating Biological Contactors

Course Additions

a. Operation
b. Maintenance

VII. Activated Sludge
a. Package Plants
b. Organic Loading
c. Waste Activated Sludge
d. Return Activated Sludge

VIII. Disinfection and De-chlorination Systems
a. Operation and Maintenance
b. Safety Procedures and Practices

IX. Operation and Process Control Systems

X. Safety Procedures

Student Learning Outcomes:

Demonstrate how to apply knowledge to operate under supervision, a wastewater treatment facility.
Demonstrate an understanding of basic treatment operations.
Demonstrate the ability to operate a small C or D class facility.
Describe knowledge to changes in operations.
Illustrate reports and assistance to regulatory authorities for small systems.
Demonstrate the ability to fully operate a D classified facility.
Demonstrate working knowledge of treatment equipment.
Describe Operational Compliance Manual for a small system.
Demonstrate the ability to use mathematical principles for operations.
Describe how to work with reporting and management on all record keeping requirements.
Demonstrate how to utilize proper equipment for working with and repairing systems.
Demonstrate how to use proper testing equipment to maintain equipment.
Demonstrate how to apply testing results to determine operating efficiencies or needed repairs.
Demonstrate the knowledge of OSHA and safety equipment requirements

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 126 Credit Hours 3

Course Title: Safety and Security Systems

Abbreviated Title: Safety & Security

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 all applied safety aspects in the water and wastewater industry. Topics include development of safety policies and programs, job safety orientation, driving practices, CPR/First Aid, Permit Required Confined Spaces (PRCS), air monitoring and displacement requirements, treatment equipment, construction vehicles/equipment, chlorine and other chemical handling, and security and safety standards as determined by the Bioterrorism Preparedness Act of 2002.

Justification:

Student would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management

Topical course outline:

Basic safety requirements in the water industry
Hazardous communication
Lock Out / Tag-Out
Defensive driving, basic first aid
Lab safety
Plant design safety and security systems
Fall protection systems
Permit Required Confined Space Procedures
Water treatment plant / distribution security
Wastewater treatment plant / collection system security
Contamination safety and security Requirements
Safety and security systems and inspection scheduling

Student Learning Outcomes:

Construct a hazardous communication program for stored, received and shipped chemicals.
Model the ability to identify and label chemicals using the National Fire Protection Association (NFPA) identification system.
Demonstrate the ability to recognize and create a slip-and-fall protection prevention system.
Develop a hazard enclosure system that meets OSHA standards.

Course Additions

Identify all confined spaces by definition.
Identify all hazards associated with a PRCS.
Apply knowledge gained to create a PRCS safety program including a permit management system.
Demonstrate the ability to create an internal safety program to include a committee, proper personnel and recordkeeping system.
Illustrate the ability to identify accidents and hazards, to react properly to protect the system or other personnel from additional injuries, and the Check, Call and Care system.
Demonstrate the ability to establish and manage a proper Lock-Out/Tag-Out system.
Demonstrate the ability to create a defensive driving program and roadway construction safety program.
Construct a lab safety program and include all established safety equipment, and spill and containment procedures.
Apply knowledge of system vulnerabilities and create a safety inspection schedule.
Summarize the ability to adopt proper security systems and respond to a terrorist emergency using established procedures and emergency response personnel.
Demonstrate the ability to educate others with safety programs and systems.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 127 Credit Hours 3.0

Course Title: Water Quality Utility Management

Abbreviated Title: WQMS Utility Management

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 fundamental business practices that are utilized in managing a water or wastewater utility. Topics include the functions of a manager, planning, organizing, staffing, public relations, financial management, regulatory compliance, safety, and operations and maintenance from a management perspective.

Justification:

Students would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Need for Utility Management
II. Functions of a Manager
III. Planning
IV. Organizing
V. Staffing
VI. Communications
VII. Conducting Meetings
VIII. Public Relations
IX. Financial Management
X Operations and Maintenance
XI. Safety Program
XII. Recordkeeping
XIII. Regulations, Policies and Procedures
XIV. Long-Range Planning and Funding

Discussions with affected departments:

Apply knowledge to effectively manage a water or wastewater utility.
Demonstrate an understanding of basic financial aspects of utility management.
Apply knowledge of long-range planning and capital improvement funding.
Demonstrate an understanding of staffing and employment issues.

Course Additions

Show ability to effectively communicate with staff, boards, and the public.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 150 Credit Hours 3

Course Title: Troubleshooting in Water Quality

Abbreviated Title: Troubleshooting in Water

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 troubleshooting practices and procedures for chemical adjustments, equipment failures (electrical, mechanical, pneumatic and hydraulic), source contamination, system control procedures, and redundancies.

Justification:

Student would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Chemical Failures
a. Chemical feed control systems
b. Chemical feed equipment
c. Reactions
d. Pilot testing
e. Solutions
f. Analysis data interpretation
g. Chemical Safety practices
II. Electrical Failures
a. Instrumentation
b. Electrical Control
c. Power Controls
d. Electrical control equipment
e. Electrical Safety Practices
f. Electrical Safety Equipment
g. Safety procedures
h. Troubleshooting Techniques
i. Electrical Service and Testing Equipment
III. Mechanical Failures
a. Mechanical Equipment
b. Power source

Course Additions

c. Basic Corrective Maintenance
d. Safety Procedures
e. Testing Procedures
f. Redundancies - back up systems
IV. Hydraulic Failures
a. Hydraulic Equipment
b. Equipment isolation
c. Testing procedures
d. Mathematics
e. Redundancies - back-up systems
V. Pneumatic System Failures
a. Blower failures
b. Pneumatic power systems
c. Troubleshooting
d. Maintenance and Corrective Action Procedures
e. Safety Procedures
VI. Water Quality Data Management
a. Data Interpretation
b. Analysis Procedures
c. Bench Testing Procedures and Reporting

Student Learning Outcomes:

Apply knowledge to troubleshoot failures of water and wastewater treatment operations
Describe electrical wiring and control to provide continuous operations.
Demonstrate safe working skills during troubleshooting operations.
Apply basic regulatory requirements to any troubleshooting and corrective action procedures.
Organize maintenance assistance for troubleshooting and repair functions.
Demonstrate the ability to read system drawings and create corrective drawings as needed as well as establish procedures for modifications.
Describe the working knowledge of plant equipment and develop alternative operations for system.
Illustrate a wiring diagram for system development.
Demonstrate the ability to communicate ideas and plans.
Plan with engineers to prepare detailed prints for approval.
Utilize proper equipment for working with electrical devices.
Collect proper testing equipment to maintain electrical devices.
Apply testing results to determine operating efficiencies or needed repairs.
Demonstrate the knowledge of OSHA and regulatory safety and control procedures to continue operations.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 202 Credit Hours 3.0

Course Title: Small Water Systems Operation and Maintenance

Abbreviated Title: Small Water Sytems

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 practical, hands-on aspects of the safe and effective operation and maintenance of small water system collection, treatment, and disposal. Topics include the safe operation and maintenance of small water treatment plants, lift stations, and other facilities.

Justification:

Student would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. The Small Water System Operator
II. Protecting drinking water from Contaminations
III. Prepare and Respond to Emergencies
IV. Collection Systems
V. Maintenance and Troubleshooting
VI. Comply with Regulations
VII.Conserve water
VIII.Manage Assets

Student Learning Outcomes:

Apply knowledge to operate, under supervision, a small water system.
Demonstrate an understanding of basic water treatment processes.
Demonstrate knowledge of small water system operation and maintenance.
Demonstrate an understanding of basic hydraulics in the operation and maintenance of a water collection facility.
Show competency in basic troubleshooting and repair of electrical and mechanical equipment used in small water systems.
Apply knowledge to changes in operations.
Utilize proper equipment for working with and repairing systems.
Demonstrate ability to develop a maintenance program for a small water system.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 203 Credit Hours 3.0

Course Title: Water Quality Small Wastewater Systems

Abbreviated Title: Small Wastewater System

Contact hours per week: Lecture 3.0 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 ☑

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 ☐

WCCC AAS, Water Quality Management: 1365

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 ☐

Assignments

Course description for catalog:

Introduction to the practical, hands-on aspects of the safe and effective operation and maintenance of small wastewater collection, treatment, and disposal systems. Topics include the safe operation and maintenance of small water treatment plants, lift stations and other facilities, and maintenance and rehabilitation of collection facilities for the small wastewater system operator.

Justification:

The Water Quality Management program an opportunity to learn about small wastewater systems which would include topics of safe operation, wastewater collection and treatment.

Topical course outline:

The Small Wastewater System Operator
Small Collection, Treatment, and Disposal Systems
Safety
Septic Tanks and Pumping Systems
Wastewater Treatment and Effluent Disposal Methods
Collection Systems
Maintenance and Troubleshooting
Electrical Equipment
Recordkeeping

Student Learning Outcomes:

Apply knowledge to operate, under supervision, a small wastewater system.
Demonstrate an understanding of basic wastewater treatment processes.
Demonstrate an understanding of basic hydraulics in the operation and maintenance of a wastewater collection facility.
Show competency in basic troubleshooting and repair of electrical and mechanical equipment used in small wastewater systems.
Apply knowledge to changes in operations.

Course Additions

Utilize proper equipment for working with and repairing systems.
Demonstrate ability to develop a maintenance program for a small wastewater system.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 216 Credit Hours 4

Course Title: Biological and Bacteriological Water Quality Analyses

Abbreviated Title: Bio/Bacteriological Wate

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

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

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 ☐

WCCC AAS, Water Quality Management: 1365

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 ☐

Assignments

Course description for catalog:

Exploration of microorganisms associated with all phases and concerns of water and wastewater treatment including bacteria, protozoa, and algae. Topics include: microorganisms used in treatment, pathogenic indicators, regulations, health hazards and laboratory safety. Laboratory work involves media preparation, coliform testing, standard plate count, algae identification, activated sludge examination, volatile acids/alkalinity and biomonitoring.

Justification:

The course allows students to study and experiment with testing and identification of the health hazards and laboratory safety.

Topical course outline:

I. Introduction to Microorganism
Sanitary Engineering
Development of Microbiology
Sample Collection and Preservation
Classification of Microorganisms
Basic Cell Structure
Bacteria Standard Plate Count
Viruses and Algae Count
Protozoa
Cell Structure
Enzymes

II. Total Coliforms
Cell Structure
DNA

III. Algae Lab
Growth Curves
Tropic Curves

Course Additions

Disinfection
IV. Fecal Coliforms
Pathogens and Disease
Giardia and Cryptosporidum
Regulations
Liquid Wastes and Collection Systems
Nitrogen Cycle and Nitrification
Activated Sludge
Microbes Associated with activated Sludge
Trickling Filters
Lagoons
Anaerobic Digesters

Student Learning Outcomes:

Demonstrate the ability to work safely in a laboratory.
Demonstrate the ability to operate laboratory equipment.
Demonstrate ability to collect representative samples of influents and effluents from a treatment process, sample the process, and preserve and transport the samples.
Prepare samples for analyses.
Describe the limitations of lab tests.
Recognize precautions to be taken for lab tests.
Perform the following field or laboratory tests: Bacteria Standard Plate Count, Viruses and Algae Count, Protozoa, Total Coliforms, Growth Curves, Tropic Curves, Fecal Coliforms, Giardia and Cryptosporidum, Particulate Analyses.
Interpret and develop growth curves and tropic curves.
Introduction Record laboratory test results develop and keep accurate log sheets.
Analyze laboratory data to determine compliance with NPDES permit.
Recognize shortcomings or precautions for the plant control and NPDES tests.

Discussions with affected departments:

N/A

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 224 Credit Hours 3.0

Course Title: Water Certification Review A and B

Abbreviated Title: Water Cert. Rev. A&B

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 topics found on the state levels A and B certification exams. Topics include complex treatment techniques, administration and management, which include: recarbonation systems, lime and soda ash chemical softening, ion exchange, reverse osmosis systems, membrane filtration, corrosion control systems using sequestering agents, fluoridation techniques, and chemical taste and odor control techniques, as well as advanced operational mathematics.

Justification:

Students would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Review of examination techniques
II. Advanced chemical treatment applications, chemical blending techniques, re-carbonation
III. Softening systems, lime/soda ash treatment, ion exchange and reverse osmosis systems
IV. Filtration systems and operations which includes greensand, diatomaceous media, membrane filtration, micro and Nano Filtration
V. Corrosion control using sequestering agents
VI. Emergency treatment techniques for hydrocarbons, arsenic and cyanide contamination
VII.Fluoridation techniques and dosing calculations
VIII.Customer complaint management, taste and odor control
IX. Disinfection and Disinfection By-Product Rule, HAA5 and TOC Regulations
X. Operational compliance and ORC (Operator in Responsible Charge) responsibilities per the state Regulation 100
XI. Personnel management, scheduling, discipline and advancement
XII.Budgeting and operational efficiencies
XIII.Managing maintenance, preventive and corrective
XIV.Security planning to comply with the Bioterrorism Preparedness Act of 2002

Student Learning Outcomes:

Demonstrate the ability to diagnose and respond to specific treatment emergencies.

Course Additions

Demonstrate the ability to schedule and manage personnel as required by senior operators and/or supervisors.
Illustrate the knowledge and perform advanced mathematical applications to establish compliant operations.
Describe the operational strategies that will apply to all regulatory requirements.
Demonstrate the ability to establish budgets and prioritize operations and maintenance needs that best meets the utility's obligations.
Demonstrate the ability to read and interpret regulations and apply them into an operational compliance strategy.
Demonstrate evidence to manage system efficiencies, and create alternative treatment concepts to maximize any treatment system's ability while operating as economically as possible.
Demonstrate an ability to coordinate and work with other organizations to handle emergencies which comply with all federal, state, county and local security requirements.
Describe the ability to work with the public while responding to customer complaints and be effective with public awareness programs.
Demonstrate complete knowledge of all forms of advanced treatment techniques for both operations and management control.
Describe specific hazard concerns related to advanced treatment techniques into a safety program to protect the staff and the facility.
Illustrate good organizational skills to manage all required record keeping that comply with the Federal and State regulations.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Additions

WQMS 225 Credit Hours 3.0

Course Title: Wastewater Cert Review for Class A and B

Abbreviated Title: Wastewater Review A&B

Contact hours per week: Lecture Lab Field Studio Other 3.0

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

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 ☐

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 topics found on the state levels A and B certification exams. Topics include complex treatment techniques, administration and management, which include: activated sludge processes, trickling filters, rotating biological contactors, digesters and Advanced Waste Treatment (AWT) systems. The student will learn advanced mathematical calculations to perform waste flow, solids volume percent concentrations, and Mean Cell Residence Times (MCRT).

Justification:

Student would be able pair this course with another for a certification that could link to another degree or the AAS in Water Quality Management.

Topical course outline:

I. Review of examination techniques
II. Advanced wastewater treatment applications, specific microorganism identification and treatment requirements
III. Advanced mathematical calculations, MCRT (Mean Cell Residence Time), sludge volume index and volatile solids concentrations
IV. Microorganism identification and corrective actions based on volumes
V. Emergency treatment techniques for industrial waste contamination
VI. Plant upset conditions and control
VII.System odor control
VIII.Disinfection techniques using chlorine and UV (Ultra Violet), including exposure calculations
IX. Operational compliance and ORC (Operator in Responsible Charge) responsibilities per the state Regulation 100
X. Personnel management, scheduling, discipline and advancement
XI. Budgeting and operational efficiencies
XII.Managing maintenance, preventive and corrective
XIII.Security planning to comply with the Bioterrorism Preparedness Act of 2002

Student Learning Outcomes:

Demonstrate the ability to diagnose and respond to specific treatment emergencies.

Course Additions

Demonstrate the ability to schedule and manage personnel as required by senior operators and/or supervisors.
Describe the ability to apply knowledge and perform advanced mathematical applications to establish compliant operations.
Illustrate operational strategies that will apply to all regulatory requirements.
Demonstrate the ability to establish budgets and prioritize operations and maintenance needs that best meet the utility's obligations.
Demonstrate the ability to read and interpret regulations and apply them into an operational compliance strategy.
Demonstrate evidence to manage system efficiencies and create alternative treatment concepts to maximize any treatment system's ability while operating as economically as possible.
Demonstrate an ability to coordinate and work with other organizations to handle emergencies which comply with all federal, state, county and local security requirements.
Demonstrate the ability to work with the public while responding to customer complaints and be effective with public awareness programs.
Demonstrate complete knowledge of all forms of advanced treatment techniques for both operations and management control.
Demonstrate how to apply specific hazard concerns related to advanced treatment techniques into a safety program to protect the staff and the facility.
Illustrate good organizational skills to manage all required record keeping that comply with federal and state regulations.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Deletions

PROS 110 Credit Hours 3

Course Title: Safety, Health and Environment

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Water Quality Management: 1365

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

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

Justification:

Updating the program to meet the current standards in Colorado Community College numbering System.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Deletions

PROS 130 Credit Hours 3

Course Title: Instrumentation

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Water Quality Management: 1365

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

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

Justification:

Updating the program to meet the current standards in Colorado Community College numbering System.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Deletions

PROS 210 Credit Hours 4

Course Title: Pros Tech II: Systems

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Water Quality Management: 1365

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

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

Justification:

Updating the program to meet the current standards in Colorado Community College numbering System.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Deletions

TECI 110 Credit Hours 3

Course Title: Applied Physics

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Water Quality Management: 1365

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

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

Justification:

Updating the program to meet the current standards in Colorado Community College numbering System.

Proposed by: Christine Murphy Expected Implementation: Fall 2017

Course Deletions

WQMS 227 Credit Hours 3.0

Course Title: Utility Management

Essential Learning Course: Yes ☐ No ☑

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

WCCC AAS, Water Quality Management: 1365

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

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

Justification:

The course is now WQMS 127 instead 227 as stated per Water Quality Management in the Colorado Community College Course numbering System.

Proposed by: Christine Murphy Expected Implementation: Fall 2017