

**Undergraduate Curriculum Committee
Meeting Minutes
September 27, 2018
UCC 222**

Members Present: Lisa Driskell, Eric Elliott, Sean Flanigan, Keith Fritz, Ann Gillies, Lucy Graham, Geoffrey Gurka, Jennifer Hancock, Glen Hoff, Sarah Lanci, Sam Lohse, Denise McKenney, and John Seebach.

Members Absent: Jill Van Brussel.

Ex-officio members present: Maggie Bodyfelt, Morgan Bridge, Janel Davis, Rose Petralia, Johanna Varner, and Haley Wiedeman.

Guests: Brigitte Sundermann, Whitney Sutton, and Joseph Quesenberry.

Recording Secretary: Emily Dodson

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

I. Announcements

Chair Driskell introduced the new UCC Student Representative, Haley Wiedeman.

II. Revenue Form Overview

Whitney Sutton provided an overview of how to complete the new Projected Enrollment, Revenue, and Expense Estimates form. This form must be completed and submitted for all program addition proposals.

III. Ex-Officio Reports

- A. Assistant Vice President of Academic Affairs for Assessment and Accreditation
 - i. Chair Driskell reminded the committee that there are new Student Learning Outcomes, and Bridge noted these can be found on the [Assessment of Student Learning](#) site.
- B. Registrar's Office
 - i. No updates.
- C. Financial Aid
 - i. No updates.
- D. Library
 - i. No updates.
- E. Catalog Description Reviewer
 - i. No updates.
- F. Essential Learning
 - i. No updates.

IV. Curriculum Proposals

Summary of committee actions on curriculum proposals begins on page 3.
Further details of proposals begin on page 4.

V. New Business

A. WCCC CC Process Change Proposal

Sundermann presented the proposed process changes to the committee. **Motion: To approve the WCCC CC process changes.** Lanci noted that an arrow is missing on the flow chart, and it was agreed that this would be added. **Motion to approve WCCC CC process changes carried unanimously.** The proposal for the changes is presented beginning on page 17.

VI. Information Items

Chair Driskell reminded the committee of their responsibility assignments in the review of proposals. Especially as the number of proposals increases, these targeted reviews will streamline the process.

Adjournment:

With no objections from the committee, Chair Driskell adjourned the meeting at 4:05.

Respectfully submitted by Emily Dodson, September 28, 2018.

Summary of UCC Actions on Curriculum Proposals

9/27/2018

Proposal	Committee Action	Members (motion/second)	Effective Date
1 Course Modification: ARTS 387 Bronze Commissions: Workshop I No discussion.	Approved	Seebach, Lanci	Spring 2019
3 Course Modification: ENGR 445 MET Design Project 1 No discussion.	Approved	Flanigan, Graham	Fall 2019
2 Program Modification: BA Early Childhood Education- Special Education: 3204 Chair Driskell noted that a correction is needed for the Sophomore Year, Spring Semester course sequencing. The General Electives were accidentally deleted from this semester when edits were made, and they need added back.	Approved	Gurka, Lohsi	Fall 2019
5 Course Deletion: WQMS 124 Water Certification Review for Class C & D No discussion	Approved	Hoff, Flanigan	Spring 2019
6 Course Deletion: WQMS 224 Water Certification Review for Class A & B No discussion	Approved	Hoff, Flanigan	Spring 2019
7 Course Deletion: WQMS 225 Wastewater Certification Review for Class A & B No discussion	Approved	Hoff, Flanigan	Spring 2019
4 Program Deletion: Tech Cert (Med-Z) Public Safety Diving: 1362 Deletion No discussion	Acknowledged	Elliot, Hoff	Spring 2019

Curriculum Committee Proposal Summary

9/27/2018

Department: Art and Design

Course Modifications

ARTS 387

Intended semester to offer modified course for the 1st time: Spring 2019

Current

Proposed

Course Prefix: ARTS

Course No.: 387

Credit Hours: 3

Course Title: Bronze Commissions: Workshop I

Times for Credit: 1

1

Prerequisites:

Current: ARTS281

Proposed: ARTT270

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

Change affects program sheet or grad requirements: Yes No

Justification:

ARTS 281, the prerequisite for ARTS 387, no longer exists as a class, deleted as of Fall 2010, and therefore needs to be changed. In the past, most sculpture classes were changed to the prefix ARTT, and ARTS 281 was changed to ARTT 270. ARTS387 is not offered regularly, as it is a class that only happens when the Sculpture department is asked to do a commissioned piece, so the need to change the prerequisite slipped through the cracks and was not caught until now.

Topical course outline, current:

N/A

Topical course outline, proposed:

N/A

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

N/A

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

N/A

Proposed by: Araan Schmidt

Expected Implementation: Spring 2019

Department: Teacher Ed

Program Modification

Early Childhood Education-Special Education: 3204

Degree Type: BA

Revision to program sheet: Yes No

Description of modification:

1. The addition of a new course, EDEC 256 Working with Parents, Family, and Community Systems (3)
2. Removal of duplicate course ECSE 410 Building Family and Community Partnerships (1)

Justification:

The EDEC 256 course is part of the Colorado State articulation agreement with the Colorado Community College system. The ECE 256 (EDEC 256) course is accepted for transfer within the state for certificates, AA, and BA degrees available at individual colleges. CMU signed this state agreement last year. The ECSE 410 course becomes a duplicate of the EDEC 256. This change demonstrates our alignment with the state agreement.

Revision to SLOs: Yes No

Other changes: Yes No

Discussions with affected departments:

This has been discussed with the Early Childhood Education Department Program Director. Vail has agreed that this is a logical change to the program sheet.

Proposed by: Dr. Ann Gillies

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

PTO Curricular Exception Petition, 2018-19

This form is for use by programs already approved for Professional, Technical, or Other (PTO) designation or active programs proposing a modification that would require application for PTO status. It must be completed for any program modification that includes changes in requirements that deviate from those outlined for the relevant program category¹ in the [CMU Catalog](#) or the [Curriculum Policies and Procedures Manual](#).

1. Degree/Award: Bachelor of Arts Degree
2. Program: Early Childhood Special Education (ECSE)
3. Requested exception: Adding 2 more hours above the current credit hours in the primary discipline.
4. Rationale for exception:

Must include:

- (1) Rationale for the move to the PTO category, if the program is not already approved for PTO status.
- (2) Statement as to why exception is necessary as the program cannot otherwise meet the requirements or recommendations of the associated nationally recognized accrediting, licensing, certifying, or professional within 60 credit hours. This must describe how the change aligns with the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

This program leads to a Colorado Department of Education dual endorsement in PreK-2nd grade Initial Teaching License, and the Early Childhood Special Education Endorsement License. In order to meet all of the state's requirements for 2 endorsements, more hours are required in the primary discipline. This course change aligns better with the Colorado state articulation agreement signed by CMU between the Community College System and the 4-year institutions who are offering Early Childhood Bachelor's degree programs.

- (3) Rationale for the program or program-specific requirements to exceed 60 credit hours or further increase above 60 credit hours, if applicable.'
- (4) Rationale for prescribing Essential Learning courses, if applicable.
- (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

This new course, EDEC 256, even though it is a 200-level, will sit in the "Required Courses" section as opposed to the "Foundations Courses" section. This particular course is offered at other 2-year colleges and is already part of their certificate or Associate Degree programs, which will make the path to a Bachelor's Degree program more accessible to these students.

¹ Category refers to the degree/award type, such as Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, etc.



2019-2020 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Early Childhood Education
Concentration: Early Childhood Special Education

About This Major . . .

The Center for Teacher Education offers a comprehensive program of study that leads to licensure in Colorado. Our professors are experienced, knowledgeable, accessible, and dedicated to the improvement of public education. At Colorado Mesa, we pride ourselves on the personal touch. Faculty offer one-on-one guidance for course selection, field placements, student teaching and employment. Our mission is to develop *Educators as Innovators*; we are always looking to improve the quality of learning in our programs, and early childhood programs, and K-12 schools.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

The Early Childhood Special Education program provides teacher education candidates with a broad content knowledge and prepares them as teachers for early childhood including birth/preschool through second/third grade (birth to age 8) in an inclusive setting. A minimum of 760 credit hours of essential learning and foundation coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education program. Please see the Teacher Education Admission Packet for further information on admissions criteria.

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

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

1. Demonstrate understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive (Specialized Knowledge).
2. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (Specialized Knowledge)
3. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication to advance learning of individuals with exceptionalities. (Critical Thinking/Communication Fluency)
4. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)
5. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (Specialized Knowledge/Applied Learning).
6. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (Specialized Knowledge/Communication).
7. Use multiple methods of assessment and data-sources in making educational decisions. (Critical Thinking/Quantitative Fluency).

Advising Process and DegreeWorks

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

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

2019-20 BA, Early Childhood Special Education (3204). Posted:

Graduation Process

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

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

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

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

INSTITUTIONAL DEGREE REQUIREMENTS

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

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

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 123 semester hours total for the BA in Early Childhood Education, Early Childhood Special Education.
- 2.80 cumulative GPA or higher in all CMU coursework.
- 2.80 cumulative GPA or higher in coursework toward the major content area.
- All ECSE/EDUC prefix courses must be completed with a grade of B or better.
- All other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "B" or better, must be taken after MATH 105, must be completed by the time the student has 60 semester hours.)

- MATH 205 - Elements of Mathematics II (3)

Humanities (3 semester hours)

- Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- PSYC 150 - General Psychology (3)
(must earn a "B" or higher)
- Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- Select one Natural Sciences course with a lab (4)
- Select one Natural Sciences course (3)

History (3 semester hours)

- Select one History course (3)

Fine Arts (3 semester hours)

- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (30~~30~~ semester hours)

- EDEC 101 - Introduction to Early Childhood (3)
- EDEC 103 - Guidance Strategies (3)
- MATH 105 - Elements of Mathematics I (3)
- EDEC 113 - Infant and Toddler Theory and Practice (3)
- EDEC 122 - Ethics in Early Childhood Education (1)
- EDEC 205 - Nutrition, Health, and Safety (3)
- EDEC 238 - Early Childhood Development, 0-8 Years (3)
- EDEC 240 - Curriculum and Development: Early Childhood (3)
- EDEC 241 - Early Childhood Administration: Human Relations (3)
- EDEC 250 - Exceptionalities in Early Education (3)
- EDEC 290 - Early Literacy for the Young Child (2)
- ~~EDEC 256 - Working with Parents, Family, and Community Systems(3)~~

BA, EARLY CHILDHOOD SPECIAL EDUCATION REQUIREMENTS (524950 semester hours)

Required Core Courses (524950 semester hours - 8090 field experience hours)

- EDUC 311 - Creative and Physical Expression for Children (3)
- EDUC 340 - Pedagogical and Assessment Knowledge for Teachers: Birth-8 Years (3) (20 field experience hours)
- EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- EDUC 378 - Technology for K-12 Educators (1)
- EDUC 301 - Emergent Literacy for Early Childhood (3) (20 field experience hours)
- ECSE 320 - Learner Development and Individual Differences (3)
- ECSE 435 - Assessment and Evaluation of the Young Child: Birth-8 Years (3) (20 field experience hours)
- ~~ECSE 410 - Building Family and Community Partnerships (1)~~
- ~~EDEC 256 - Working with Parents, Family, and Community Systems (3)~~
- ECSE 430 - Instructional Strategies for Inclusion and Intervention (3) (20 field experience hours)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3) (40 field experience hours)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3) (60 field experience hours)
- EDUC 461 - Methods of Teaching Science and Social Studies: Early Childhood/Elementary (3)
- ECSE 450 - Individual Behavior Support and Guidance with Young Learners (3)
- EDUC 499A - Teaching Internship and Colloquia for K-2 (6) (300 field experience hours)
- ECSE 499 - Teaching Internship and Colloquia for ages 3-5 (6) (300 field experience hours)

All ECSE/EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence. Students must PASS the PRAXIS II exam in the content area prior to commencing the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 123 hours. 46 semester hours.)

- _____
- _____
- _____
- _____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- ENGL 111 - English Composition (3)
- PSYC 150 - General Psychology (3)
- Essential Learning - History (3)
- EDEC 101 - Introduction to Early Childhood (3)
- EDEC 103 - Guidance Strategies (3)
- KINE 100 - Health and Wellness (1)

Freshman Year, Spring Semester: 16 credits

- ENGL 112 - English Composition (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Social/Behavioral Science (3)
- EDEC 122 - Ethics in Early Childhood Education (1)
- EDEC 238 - Early Childhood Development, 0-8 Years (3)
- Essential Learning - Natural Science (3)

Sophomore Year, Fall Semester: 17 credits

- Essential Learning - Natural Science with Lab (4)
- MATH 105 - Elements of Mathematics I (3)
- EDEC 205 - Nutrition, Health, and Safety (3)
- EDEC 240 - Curriculum and Development: Early Childhood (3)
- EDEC 241 - Early Childhood Administration: Human Relations (3)
- KINA Activity (1)

Sophomore Year, Spring Semester: 17 credits

- MATH 205 - Elements of Mathematics II (3)
- Essential Learning - Humanities (3)
- EDEC 113 - Infant and Toddler Theory and Practice (3)
- EDEC 250 - Exceptionalities in Early Education (3)
- EDEC 290 - Early Literacy for the Young Child (2)
- [General Elective \(3\)](#)
- ~~EDEC 256 - Working with Parents, Family, and Community Systems (3)~~

Junior Year, Fall Semester: 16 credits

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- EDUC 340 - Pedagogical and Assessment Knowledge for Teachers: Birth-8 Years (3)
- EDUC 343 - Teaching to Diversity (3)
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- ECSE 320 - Learner Development and Individual Differences (3)

Junior Year, Spring Semester: 16 credits

- EDUC 311 - Creative and Physical Expression for Children (3)
- EDUC 301 - Emergent Literacy for Early Childhood (3)
- ECSE 435 - Assessment and Evaluation of the Young Child: Birth-8 Years (3)
- ~~ECSE 410 - Building Family and Community Partnerships (1)~~
- ~~EDEC 256 - Working with Parents, Family, and Community Systems (3)~~
- ECSE 430 - Instructional Strategies for Inclusion and Intervention (3)
- General Elective (1)

Senior Year, Fall Semester: 13 credits

- EDUC 378 - Technology for K-12 Educators (1)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3)
- EDUC 461 - Methods of Teaching Science and Social Studies: Early Childhood/Elementary (3)
- ECSE 450 - Individual Behavior Support and Guidance with Young Learners (3)

Senior Year, Spring Semester: 12 credits

2019-20 BA, Early Childhood Special Education (3204). Posted:

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Department: Engineering

Course Modifications

ENGR 445

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	ENGR	
Course No.:	445	
Credit Hours:	3	
Course Title:	MET Design Project 1	
Times for Credit:	1	1
Prerequisites:		

Current: ENGR 140, ENGR 312, ENGR 321, ENGR 325, MAMT 115, and ENGL 325.

Proposed: ENGR 140, ENGR 225, ENGR 312, ENGR 325, ENGR 385, MAMT 102, and ENGL 325.

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

Change affects program sheet or grad requirements: Yes No

Justification:

A program reorganization during 2013-14 resulted in a missed prereq change for ENGR 445 (MAMT 115 should have been changed to MAMT 102 to capture the need for machining skills in the curriculum while focusing credits on other technical content). While reviewing the prereqs for this course, we realized ENGR 321 (Fluid Mechanics) wasn't critical to list as a prereq for the senior design course, but that ENGR 225 (Introduction to Manufacturing) and ENGR 385 (Engineering Integration II) were pertinent and previously excluded from the prereq list.

Topical course outline, current:

N/A

Topical course outline, proposed:

N/A

Student Learning Outcomes, current:

N/A

Student Learning Outcomes, proposed:

N/A

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

N/A

Proposed by: Sarah Lanci

Expected Implementation: Fall 2019

Program Deletion

Department: WCCC

Degree Type: Tech Cert (Med-Z)

Program: Public Safety Diving: 1362

Justification:

Program has been deactivated due to low enrollment and lack of available instructor(s).

Teach-out Plan:

No students are currently enrolled in the certificate program. No courses have been offered for the past two academic years.

Term and year in which all students will have completed: Fall 2016

Year to reexamine program's status: N/A

Recommended alternative program:

SBS BA, Criminal Justice: 3706

Proposed by: Jane A. Quimby

Director of Teacher Education Signature:

Department: WCCC

Course Deletions

WQMS 124

Credit Hours 3

Course Title: Water Certification Review for Class C & D

Essential Learning Course: Yes No

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

WCCC Tech Cert (Med-Z), WQM-Advanced Water Treatment: 1132

Prerequisite for other course(s): Yes No

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

Justification:

Deleting the Technical Certificate for Advanced Water Treatment as the information is covered within other programs offered already. The course has never been offered so a teachout plan is not required

Proposed by: Christine Murphy

Expected Implementation: Spring 2019

Course Deletions

WQMS 224

Credit Hours 3

Course Title: Water Certification Review for Class A & B

Essential Learning Course: Yes No

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

WCCC Tech Cert (Med-Z), WQM-Advanced Water Treatment: 1132

Prerequisite for other course(s): Yes No

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

Justification:

Deleting the Technical Certificate for Advanced Water Treatment as the information is covered within other programs offered already. The course has never been offered so a teachout plan is not required.

Proposed by: Christine Murphy

Expected Implementation: Spring 2019

Course Deletions

WQMS 225

Credit Hours 3

Course Title: Wastewater Certification Review for Class A & B

Essential Learning Course: Yes No

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

WCCC Tech Cert (Med-Z), WQM-Advanced Wastewater Treatment: 1131

Prerequisite for other course(s): Yes No

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

Justification:

Deleting the Technical Certificate for Advanced WasteWater Treatment as the information is covered within other programs offered already. The course has never been offered so a teachout plan is not required.

Proposed by: Christine Murphy

Expected Implementation: Spring 2019

Proposal to request changes for WCCC Curriculum Committee:

The requested changes are being proposed to streamline the program/course creation and revision process for the WCCC Curriculum Committee. We feel strongly that it will allow us to move more quickly and efficiently in response to the changing landscape of vocations, community need, and the marketplace.

Why are these changes needed and requested?

As mentioned above, we would like to increase our ability to be more nimble and responsive to student and community needs than we are now under the current processes and procedures. This is due in a large part because WCCC CC goes through its own process, prior to going to UCC, which adds to the timeline of completion. WCCC Curriculum Committee's process is extensive and seeks to perform many of the same tasks performed by the UCC to address the same issues and concerns that the UCC process addresses. It is our feeling that this duplication of the process may not be needed.

What is our plan to make sure that documents are clean and correct?

We will carefully examine each and every one of our processes for the WCCC Curriculum Committee to make sure that all are followed and refined to ensure the comprehensive vetting of all changes. Suggested curricular changes are brought forward by faculty in conjunction with the WCCC Director of Instruction. The Director of Instruction is charged with comprehensive vetting of all changes as the documents are prepared. The proposed changes are then forwarded to the VP of Community College Affairs, along with the Vice Chair of the WCCC Curriculum Committee. Any errors, questions, or concerns will then be returned to the Director of Instruction to address. The corrected proposal will again be reviewed by the VP of Community College Affairs and the Vice Chair of the WCCC Curriculum Committee. This process will be repeated until the proposal is deemed ready to move forward in the process.

After all initial WCCC reviews are completed, the proposal will be sent to the UCC Chair, Academic Affairs, and the Registrar's Office to review the proposal and provide feedback to the WCCC Director of Instruction. We will insure that all documents are received in a timely manner to facilitate that review.

Upon completion of the above review, all corrections will be made by the WCCC DOI and faculty, and the proposal will be submitted to the WCCC Curriculum Committee for consideration, one week prior to their monthly meeting. If approved, the WCCC CC Chair will submit the proposal to the Faculty Senate for approval.

Below are the approvals required prior to submission to the Director of instruction by proposal type:

Approvals/Checks Required Prior to Submission to Curriculum Committee					
All Proposals	New Programs	New courses	Modification of courses	Modification of Programs (if SLOs change)	Deletion of Courses
Proposing faculty member (preps proposal)	Financial Aid	Library	Essential Learning Subcommittee, if applicable	AVPAA of Assessment and Accreditation	Search PDF of entire current catalog to see if it affects other programs or courses*
Department Head	Library	Essential Learning Subcommittee, if applicable	Catalog Description Evaluator, if modifying description		
Department approval according to department-specific procedures	AVPAA of Assessment and Accreditation	Catalog Description Evaluator	If credit hours are changing, search PDF of entire current catalog to see if it affects any other programs*		
Committee Representative		Registrar's Office, to see if course number has been used and for approval of any new course prefixes			
Department Heads of affected departments					

* In addition to course information (including prerequisites and co-requisites), program requirements are now available in the catalog. To search the catalog; Open PDF saved in committee toolbox folder. Type Ctrl F, enter course prefix and number in the search field, and check each instance to see what courses or programs the proposal affects. Contact Emily Dodson if you need assistance.

See the timeline (attached) for additional details on the proposal review and approval process.

How we assure the courses and or programs are not duplicates of courses or programs offered on CMU campus?

We will follow the same procedures carefully articulated in the Faculty Senate’s Curriculum and Procedures Manual and review all changes with the appropriate department heads for degrees, or courses of study at CMU to eliminate any possibility of duplication. Currently and going forward, the Vice Chair of the UCC serves on the WCCC CC to maintain no duplication or crossover. Finally, the WCCC CC will provide the UCC with its meeting minutes so that the UCC is aware of the courses and programs being proposed.

Changes Proposed by WCCC to the Curriculum Adoption Manuals and Process:

Current wording in manual	Proposed Changes	Reason for proposed change
<p>We propose that Page 6, Section II.A.1.a of the Faculty Senate’s Curriculum Policies and Procedures Manual, worded:</p> <p>“The Undergraduate Curriculum Committee approves all undergraduate catalogued courses and degree programs, including certificates, associates degrees, bachelor degrees, majors, concentrations, emphases, cognates, and minors, but excluding WCCC technical certificates and courses that appear only in WCCC technical certificates programming.”</p>	<p>“The Undergraduate Curriculum Committee approves all undergraduate catalogued courses and degree programs, including certificates, associates degrees, bachelor degrees, majors, concentrations, emphases, cognates, and minors, but excluding those technical certificates, Associate of Applied Science (AAS), Associate of Arts (AA), and Associate of Science (AS) degrees and courses that appear only in that are offered solely through WCCC technical cer WCCC programming.”</p>	<p>We believe we can provide the same due diligence through the WCCC Curriculum Committee in examining needed changes and additions, without the additional step of taking changes and additions to the CMU Undergraduate Curriculum Committee.</p>
<p>We propose that Page 6, Section II.A.1.b of the Faculty Senate’s Curriculum Policies and Procedures Manual, worded:</p> <p>The WCCC Curriculum Committee approves all technical certificates and courses solely within technical certificates offered by WCCC and forwards these proposals to the Undergraduate Curriculum Committee’s Executive Committee, for acknowledgement by the Undergraduate Curriculum Committee, and to the Faculty Senate for approval. The WCCC Curriculum Committee reviews and forwards curricular proposals related to associate degrees and courses to the</p>	<p>The WCCC Curriculum Committee approves all technical certificates, and those AAS, AA, and AS degrees, and courses that are offered solely within technical certificates offered by through WCCC programming and forwards these proposals to the Undergraduate Curriculum Committee’s Executive Committee, for acknowledgement by the Undergraduate Curriculum Committee, and to the Faculty Senate for approval. The WCCC Curriculum Committee reviews and forwards curricular proposals related to associate degrees and courses to the Undergraduate Curriculum Committee for review and</p>	<p>We believe we can provide the same due diligence through the WCCC Curriculum Committee in examining needed changes and additions, without the additional step of taking changes and additions to the CMU Undergraduate Curriculum Committee.</p>

Undergraduate Curriculum Committee for review and approval.	approval.	
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New WCCC Curriculum Process

