Undergraduate Curriculum Committee
Agenda
February 26, 2015
University Center Room 222
3:30 PM

I. Announcements

a. New Course Description Evaluator

b. Work-sessions to review program sheets with EL modifications
LHH 302 3:30-4:30
i. March 5
ii. March 19

II. New Business

a. Approval of Essential Learning Committee Minutes 12/3/14
b. Approval of Essential Learning Committee Minutes 2/11/15

III. Old Business

a. All items pending items from 1/22/15 have been completed

i. Technology Integration

1. Final approval given for TECI 245 Security Fundamentals
a. SLO verb was updated
b. Lori Payne, CSMS Department Head, confirmed that the overlap between the proposed course and existing course is minimal.
c. All related program modification granted final approval.

ii. Culinary Arts

1. Final approval given to CUAR 163,
a. Approval of CUAR 163 was subject to a completed course modification form for CUAR 145. Further investigation revealed that no modification to 145 was required.

IV. Curriculum Proposals

a. WCCC-Manufacturing and Industrial Services

i. Course Additions
1. MAMT 230 Machine Technology III
2. MAMT 240 Job Shop Machining II

3. MAMT 251 CNC Machining I
4. MAMT 255 CNC Machining II
5. MAMT 260 Properties of Materials

ii. Course Deletions
1. MAMT 130 Machine Technology III
2. MAMT 140 Job Shop Machining II
3. MAMT 151 Numerical Control Machining I
4. MAMT 155 Numerical Control Machining II
5. MAMT 160 Properties of Materials

iii. Course Modifications
1. MAMT 106 Geometric Tolerancing

iv. Program Modifications
1. AAS, Mechanical Engineering Technology - Mechanical Engineering Technology
2. AAS, Manufacturing Technology - Machining Technology
3. AAS, Manufacturing Technology - Welding Technology
4. AAS, Manufacturing Technology - Computer-Aided Design Technology

v. Program Modifications
1. CERT, Manufacturing Technology - Welding Technology
2. CERT, Welding Technology - Basic Welder
3. CERT, Manufacturing Technology - Machine and Manufacturing Trades
4. CERT, Manufacturing Technology -- CAD/CAM
5. CERT, Manufacturing Technology – Computer-Aided Design Technology

vi. Program Deactivation
1. CERT, Manufacturing Supervision

b. Physical and Environmental Sciences

i. Program Modification
1. BS, Applied Mechanical Engineering

ii. Intra-departmental Change: Modify a course prerequisite within the same department
1. ENVS 455 Restoration Ecology
2. ENVS 455L Restoration Ecology Lab

c. Biology

i. New Programs

1. BS, Biological Sciences – Cellular, Molecular, and Developmental Biology
2. BS, Biological Sciences – Ecology, Evolution, and Organismal Biology

d. Languages, Literature and Mass Communication

i. Intra-departmental Change: Modify a course catalog description
   1. ENGL 471 British Romanticism

e. Computer Science, Mathematics and Statistics

i. Course Additions
   1. MATH 101 Review in Mathematics
   2. CSCI 405 Mobile Application Development

ii. Course Addition
   1. STAT 241 Introduction to Business Analysis

f. Business

i. Course Modifications
   1. CISB 241 Introduction to Business Analysis

ii. Intra-departmental Change: Modify a course pre-requisite within the same department
   1. CISB 341 Quantitative Decision Making
   2. MANG 341 Quantitative Decision Making
   3. MARK 350 Marketing Research
   4. FINA 301 Managerial Finance
   5. ACCT 411 Auditing I
   6. ECON 415 Econometrics
   7. BUGB 435 Emerging Markets

iii. Course Modification
   1. BUGB 105 Freshman Business Seminar

iv. Request to Change Course Prefixes
   1. Create two new prefixes: ENTR and HRMA
   2. Change the prefixes of the following courses
      a. MANG 300 to ENTR 300 Small Business Management
      b. MANG 343 to ENTR 343 Evaluating Entrepreneurship Opportunities
      c. MANG 450 to ENTR 450 Entrepreneurship
      d. BUGB 340 to ENTR 340 Applied Financial Management for Emerging Businesses
      e. FINA 401 to ENTR 401 Entrepreneurial Finance

f. MANG 371 to HRMA 371 Human Resource Management
g. MANG 372 to HRMA 372 Employee Assessment
h. MANG 373 to HRMA 373 Human Resource Management, Leadership, Ethics, and Social Responsibility
i. MANG 475 to HRMA 475 Compensation and Rewards Systems
j. MANG 478 to HRMA 478 Advanced Human Resource Management

v. Intra-departmental Changes

1. Modify a course prerequisite within the same department
   a. ENTR (MANG) 300 Small Business Management
   b. ENTR (MANG) 343 Evaluating Entrepreneur Opportunities

2. Modify a course title
   a. ENTR (MANG) 300 Small Business Management
   b. ENTR (MANG) 343 Evaluating Entrepreneur Opportunities
   c. MANG 401 Small Business Consulting

3. Modify a course catalog description
   a. ENTR (MANG) 343 Evaluating Entrepreneur Opportunities

vi. Course Additions
1. EMGT 355 Landman Geo-Petro-Engineering
2. ENTR 350 The Entrepreneurial Mindset

vii. Course Modification
1. CISB 206 Business Database Application Programming

viii. Program Modifications
1. BBA, Business Administration – Business Economics
2. BBA, Business Administration – Emerging Markets
3. BBA, Business Administration – Energy Management-Landman
4. BBA, Business Administration – Entrepreneurship
5. BBA, Business Administration – Finance
6. BBA, Business Administration – Hospitality Management
7. BBA, Business Administration – Human Resource Management
8. BBA, Business Administration – Information Systems
9. BBA, Business Administration – Insurance
10. BBA, Business Administration – Management
11. BBA, Business Administration – Managerial Informatics
12. BBA, Business Administration – Marketing
13. BAS, Business Administration
14. BAS, Computer Information Systems
15. BAS, Hospitality Management
16. BS, Accounting – General

17. BS, Accounting – Public
18. BS, Computer Information Systems
19. AA, Liberal Arts - Business Computer Information Systems
20. AAS, Hospitality Management
21. Minor, Business Administration
22. Minor, Entrepreneurship
23. Minor, Managerial Informatics
24. CERT, Energy Management/Landman

ix. Course Addition
    1. MANG 442 Experiential Management: Student Run Business

x. Intra-departmental Change: Modify a course co-requisite within the same department
    1. ACCT 350 Ethics for Accounting Professionals

xi. Course Modifications
    1. BUGB 351 Business Law I
    2. BUGB 352 Business Law II

Construction Management

xii. Intra-departmental Changes

    1. Modify a course prerequisite within the same department
        a. CONM 181 Principles of Construction Management
        b. CONM 316 Construction Materials and Methods
        c. CONM 340 Construction Estimating
        d. CONM 362 Structure Analysis - Statics/Material Strength
        e. CONM 370 Managing Safety and the Regulatory Environment
        f. CONM 472 Planning and Scheduling
        g. CONM 485 Construction Management Issues
        h. CONM 499 Construction Internship

    2. Modify a course title
        a. CONM 340 Construction Estimating
        b. CONM 361 Advanced Building Systems
        c. CONM 472 Planning and Scheduling

xiii. Course Additions
    1. CONM 234 Graphic Communication for Construction Management
    2. CONM 380 Construction Project Management
    3. CONM 475 Construction Company and Financial Management

xiv. Course Deletions
    1. CONM 401 Construction Financial Management
    2. CONM 480 Project Management

xv. Program Modification
    1. BS, Construction Management

g. Kinesiology

i. Course Addition
    1. KINA 118A Karate II

h. **Teacher Education Course Changes and Related Teaching Program Changes**
[Note: Teaching programs with discipline-specific changes in addition to the teaching-specific changes are grouped with that department.]

i. Course Additions
    1. EDUC 115 What it means to be an Educator
    2. EDUC 215 Teaching as a Profession

ii. Course Deletion
    1. EDUC 211 Foundations of Education

iii. Intra-departmental Change: Modify a course prerequisite within the same department
    1. EDUC 340 Pedagogical and Assessment Knowledge for Teachers: Early Childhood Birth – 8 years
    2. EDUC 341 Pedagogy and Assessment: K-6/Elementary
    3. EDUC 342 Pedagogy and Assessment: Secondary and K-12
    4. EDUC 343 Teaching to Diversity
    5. EDUC 374 Exceptional and English Language Learners in the Inclusive Classroom
    6. EDUC 378 Technology for K-12 Educators
    7. EDUC 440 Methods of Teaching Language and Literacy: EC
    8. EDUC 441 Methods of Teaching Language and Literacy: Elementary
    9. EDUC 442 Integrating Literacy Across the Curriculum: Secondary and K-12 Art
    10. EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary
    11. EDUC 461 Methods of Teaching Science and Social Studies: Early Childhood/Elementary
    12. EDUC 471 Educational Assessment for the K-12 Educator
    13. EDUC 475 Classroom Management for K-12 Educators
    14. EDUC 497 Content Methodology Practicum
    15. EDUC 497A Methods of Teaching Secondary English
    16. EDUC 497B Methods of Teaching Secondary Social Sciences
    17. EDUC 497C Methods of Teaching Secondary Mathematics
    18. EDUC 497D Methods of Teaching Secondary Science
    19. EDUC 497E Methods of Teaching Secondary Spanish
    20. EDUC 499A Teaching Internship and Colloquia: K-2

21. EDUC 499B Teaching Internship and Colloquia: 3-6
22. EDUC 499C Teaching Internship and Colloquia: Elementary
23. EDUC 499D Teaching Internship and Colloquia: Elementary for K-12
24. EDUC 499G Teaching Internship and Colloquia: Secondary
25. EDUC 499H Teaching Internship and Colloquia: Secondary for K-12

iv. Program Modifications

1. BA, Liberal Arts, Elementary Teaching – English
2. BA, Liberal Arts, Elementary Teaching – Mathematics
3. BA, Music – K-12 Teaching
4. BA, Kinesiology – K-12 Teaching
5. BA, English – Secondary Teaching
6. BA, Spanish – Secondary Teaching
7. BS, Biological Sciences – Biology, Secondary Teaching
8. BS, Geosciences – Secondary Teaching
9. BS, Mathematics – Secondary Teaching

i. Art

i. Course Additions

1. ARTA 123 Lights! Camera! Action!
2. ARTA 223 Image And Motion
3. ARTA 224 Principles of Film and Motion Design
4. ARTA 225 Principles of Animation
5. ARTA 323 Character Design & Story Concepts
6. ARTA 324 2D Animation & Motion Design
7. ARTA 325 3D Digital Modeling
8. ARTA 326 Digital Filmmaking
9. ARTA 327 Sound Principles & Production
10. ARTA 424 Animation, Film & Motion Design Studio I
11. ARTA 425 Animation, Film & Motion Design Studio II
12. ARTA 426 Advanced Motion Studio
13. ARTA 427 Portfolio and Demo Reel
14. ARTG 122 Design It!
15. ARTG 222 Illustration I
16. ARTG 333 Illustration II
17. ARTG 401 Digital Painting
18. ARTS 110 Digital Photography

ii. Course Modifications

1. ARTE 101 Two-Dimensional Design
2. ARTE 102 Three-Dimensional Design
3. ARTG 215 Graphic Design I
4. ARTG 221 Graphic Design II
5. ARTG 301 Computer Illustration
6. ARTG 337 Illustration and Storyboard

7. ARTS 151 Foundation Drawing I

iii. Course Deletions
1. ARTG 224 Introduction to Motion Graphics
2. ARTG 225 Introduction to Animation
3. ARTG 324 Animation I Two-Dimensional Animation
4. ARTG 325 Animation II Three-Dimensional Animation
5. ARTG 326 Motion Graphics
6. ARTG 424 Animation Studio I Motion Graphics
7. ARTG 425 Animation Studio II Advanced Animation
8. ARTS 497 Senior Exhibition

iv. Program Deletion
1. BFA, Graphic Design, Animation and Motion Graphics

v. New Program
1. BFA, Animation, Film and Motion Design

vi. Program Modifications
1. BFA, Graphic Design - Visual Design
2. BFA, Art – K-12 Teaching
3. Minor, Graphic Design

j. Social and Behavioral Sciences

Criminal Justice

i. Intra-departmental Change: Modify a course prerequisite within the same department
1. CRMJ 302 Ethics in Criminal Justice
2. CRMJ 311 Victimology
3. CRMJ 315 Research Methods in Criminal Justice
4. CRMJ 325 Juvenile Justice and Delinquency
5. CRMJ 330 Domestic Violence
6. CRMJ 335 Community Policing
7. CRMJ 340 Community Corrections
8. CRMJ 360 Crime and Deviance
9. CRMJ 370 Criminology
10. CRMJ 375 Women and Crime
11. CRMJ 387 Crime and Inequality
12. CRMJ 395 Independent Study
13. CRMJ 396 Topics
14. CRMJ 405 Civil Liability for Law Enforcement and Corrections
15. CRMJ 410 Criminal Investigations
16. CRMJ 412 Constitutional Law
17. CRMJ 415 Counter-Terrorism and Law Enforcement
18. CRMJ 420 Criminal Law

19. CRMJ 425 Trial, Evidence and Legal Advocacy
20. CRMJ 465 Contemporary Issues in Criminal Justice
21. CRMJ 485 Research Methods II
22. CRMJ 490 Comparative Criminal Justice
23. CRMJ 495 Independent Study
24. CRMJ 496 Topics
25. CRMJ 499 Internship

ii. Course Addition
1. CRMJ 210 Emergency Dispatching

iii. Program Modification
1. BA, Criminal Justice
2. BAS, Criminal Justice

Emergency Management, Public Administration/Safety

iv. Intra-departmental Change: Modify a course prerequisite within the same department
1. EMDP 211 Introduction to Emergency Management

v. Course Additions
1. EMDP 321 Hazard Preparedness and Mitigation
2. EMDP 331 Disaster Response and Recovery

vi. Program Deactivation
1. BAS, Public Administration/Public Safety

vii. New Program
1. Professional Certificate, Emergency Management and Disaster Planning

History

viii. Course Addition
1. HIST 345 The History of Immigration, Race, and Ethnicity in America

ix. Program Modifications
1. BA, History
2. BA, History - Secondary Education
3. BA, Liberal Arts, Elementary Teaching – Social Science
4. Minor, History

Psychology

x. Intra-departmental Change: Modify a course prerequisite within the same department

1. PSYC 410 Drugs and Human Behavior
2. PSYC 425 Forensic Psychology

Social Work

xi. Course Modifications
1. SOWK 210 Social Work for Diverse Populations
2. SOWK 311 Ethical Issues in Social Work
3. SOWK 320 Social Work Practices in Mental Health
4. SOWK 385 Intervention Methods III
5. SOWK 387 Social Work Research Methods
6. SOWK 460 Social Welfare Policy

xii. Course De-activation
1. SOWK 499 Internship

xiii. Program Modifications
1. BSW, Social Work
2. Minor, Social Work

Sociology

xiv. Program Modifications
1. BA, Sociology
2. Minor, Sociology

Women's and Gender Studies

xv. Program Modifications
1. Minor, Women's and Gender Studies

k. Theatre

i. Program Modifications
1. BFA, Acting/Directing
2. BFA, Music/Theatre

l. Health Sciences

i. Intra-departmental Change: Modify course prerequisites within the same department
1. NURS 410 Public and Population Health
2. NURS 410L Public and Population Health Lab
3. NURS 422 Nursing Roles in the Community
4. NURS 422L Nursing Roles in the Community Lab

ii. Course Additions

1. NURS 320 Health Assessment and Promotion for the Nurse
2. NURS 320L Health Assessment and Promotion for the Nurse Lab
3. NURS 428 Evidenced Based Nursing and Research II
4. NURS 430 Leadership for the RN
5. NURS 430L Leadership for the RN Lab
6. NURS 432 Capstone Leadership for the RN

iii. Course Deletions

1. NURS 220 Health Assessment for the RN
2. NURS 220L Health Assessment for the RN Lab
3. NURS 424 Leadership for the RN
4. NURS 424L Leadership for the RN Lab

iv. Course Modifications

1. NURS 410 Public and Population Health\
2. NURS 418 Gerontological Nursing & Chronic Illness

v. Program Modification

1. BSN, Nursing, RN-BSN Concentration

V. Other

Essential Learning Committee Minutes
December 3, 2014
EH 207

Announcements:
ELC web page is under construction.

Teacher2Teacher Milestone session on February 17.

Approved a motion to move CSCI 100 from Applied Studies into the SBS category of the Essential Learning curriculum.

Essential Learning Committee Minutes
February 11, 2015
EH 207

Announcements:
ELC web page is up and running.

Teacher2Teacher Milestone session on February 17.

ASG to be briefed on the Essential Learning curriculum this evening (February 11).

Approved a motion to approve new course BIOL 108/108L as a Natural Sciences category Essential learning course.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Course prefix: **MAMT** Course number: **230** Credit hours: **4**

Course name: **Machine Technology III**

Course abbreviated schedule name (24 characters maximum): **Machine Technology III**

Contact hours per week: Lecture Lab Field Studio Other **6**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture/Laboratory: Vocational/Technical

Academic engagement minutes for a term: 4500 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of advanced machine operations including O.D. grinding, cutter tool grinding, gear cutting, indexing, and rotary table work with an emphasis on workmanship, accuracy, and inspection.

Justification for the proposed new course (enter below):

Course will replace the current MAMT 130, Machine Technology III. Course number and credit hour change to align with Community College Common Course Numbering system nationwide.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Define advanced machining operations.

2. Manufacture a product to industry specifications.

Topical course outline: (List of topics only. Do not attach syllabus.)

Introduction to O.D. grinding Advanced Lathe Operations Advanced Milling Machine Operations Tool Cutter Geometries Process Plans Inspection Sheets Professionalism Final Exam

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

None

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____**16 February 2015**_____

Collection under review: ____**MAMT 230: Machine Technology III**_____

Program level: **Certificate** **Associates** Bachelors Masters

Delivery mode: _____**Lecture/Laboratory: Vocational/Technical**_____

Library Liaison: ____**Cantwell, Laureen**_____

1. Current Collection Review

    a. Reference Sources:

    b. Monographic Sources:

    c. Periodicals (online and paper):

    d. Electronic Resources:

2. Recommendations for additions to the collection:

3. Analysis of library's collection:
    - ☐ This program requires no new library resources.
    - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
    - **X No Library Assessment needed. The MAMT program is being reconfigured and this course is slated to change from a 100-level to a 200-level. Library resources adequately meet the informational needs of both course levels.**

Library Director: _ Sylvia L. Rael _ **Date:** _ February 16, 2015 _

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Course prefix: **MAMT** Course number: **240** Credit hours: **3**

Course name: **Job Shop Machining II**

Course abbreviated schedule name (24 characters maximum): **Job Shop Machining II**

Contact hours per week: Lecture Lab Field Studio Other **4.5**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture/Laboratory: Vocational/Technical

Academic engagement minutes for a term: 3375 Student preparation minutes for a term: 3375

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.		
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8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Comprehensive capstone course utilizing all the machine tools in the machining laboratory. Further development of writing process sheets, estimating machine time, and performing final inspections on finished projects. Development of prototypes and reverse-engineering concepts using CNC machine tools and 3D printers. Final design presentation and written report

Justification for the proposed new course (enter below):

Course will replace the current MAMT 140, Job Shop Machining II. Course number change to align with Community College Common Course Numbering system nationwide.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Define the process of new product design.

2. Manufacture a product to industry specifications.

Topical course outline: (List of topics only. Do not attach syllabus.)

Team Dynamics
3D Printing Operation
New Product Development
Manual Machining Operations
CNC Machine Tool Operation
Weekly Progress Reports
Professionalism
Final Presentation

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

None

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

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Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____**16 February 2015**_____

Collection under review: ____**MAMT 240: Job Shop Machining II**_____

Program level: **Certificate** **Associates** Bachelors Masters

Delivery mode: _____**Lecture/Laboratory: Vocational/Technical**_____

Library Liaison: ____**Cantwell, Laureen**_____

1. Current Collection Review

    a. Reference Sources:

    b. Monographic Sources:

    c. Periodicals (online and paper):

    d. Electronic Resources:

2. Recommendations for additions to the collection:

3. Analysis of library's collection:
    - ☐ This program requires no new library resources.
    - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
    - **X No Library Assessment needed. The MAMT program is being reconfigured and this course is slated to change from a 100-level to a 200-level. Library resources adequately meet the informational needs of both course levels.**

Library Director: _ Sylvia L. Rael _ **Date:** _ February 16, 2015 _

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Course prefix: **MAMT** Course number: **251** Credit hours: **3**

Course name: **CNC Machining I**

Course abbreviated schedule name (24 characters maximum): **CNC Machining I**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**Manufacturing Technology-CAD/CAM**
4.	**AAS**	**Mechanical Engineering Technology**
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of computerized numerical control machining operations, including control of functions, programming format, cnc machine setup and operation.

Justification for the proposed new course (enter below):

Course will replace the current MAMT 151, Numerical Control Machining I. Course name and number change to align with Community College Common Course Numbering system nationwide.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Define basic computer-aided manufacturing and design concepts.

2. Define basic operations of CNC machine tools, including machine selection, tooling, speeds and feeds.

Topical course outline: (List of topics only. Do not attach syllabus.)

Introduction to CAD/CAM systems
Introduction to Snapping and Geometry
Introduction to Curve Creation
Creation of basic 2.5 dimensional features
2.5 dimensional advanced milling
Multiple fixture documentation
Machine configuration and attributes
Basic CNC machining center setup
Tool selection

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Discussed and approved by Mechanical Engineering faculty and approval from Dr. Tim Brower 9/24/2014.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____**16 February 2015**_____

Collection under review: ____**MAMT 251: CNC Machining I**_____

Program level: **Certificate** **Associates** Bachelors Masters

Delivery mode: _____**Lecture**_____

Library Liaison: ____**Cantwell, Laureen**_____

1. Current Collection Review

    a. Reference Sources:

    b. Monographic Sources:

    c. Periodicals (online and paper):

    d. Electronic Resources:

2. Recommendations for additions to the collection:

3. Analysis of library's collection:
    - ☐ This program requires no new library resources.
    - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
    - **X No Library Assessment needed. The MAMT program is being reconfigured and this course is slated to change from a 100-level to a 200-level. Library resources adequately meet the informational needs of both course levels.**

Library Director: _ Sylvia L. Rael _ **Date:** _ February 16, 2015 _

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Course prefix: **MAMT** Course number: **255** Credit hours: **3**

Course name: **CNC Machining II**

Course abbreviated schedule name (24 characters maximum): **CNC Machining II**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**Manufacturing Technology-CAD/CAM**
4.	**AAS**	**Mechanical Engineering Technology**
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Further development of concepts introduced in MAMT 251. Emphasis of advanced operations of CNC machine tools.

Justification for the proposed new course (enter below):

Course will replace the current MAMT 155, Numerical Control Machining II. Course name and number change to align with Community College Common Course Numbering system nationwide.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Define advanced computer-aided manufacturing and design concepts.

2. Setup advanced operations of CNC machine tools, including machine selection, tooling, speeds and feeds.

Topical course outline: (List of topics only. Do not attach syllabus.)

Introduction to advanced CAD/CAM design
Process plan creation
Inspection Techniques
Advanced CNC machining center setup
Work holding and locating principles
Identification of tooling used in advanced CNC operations
Creation of multiple part work offsets

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Discussed and approved by Mechanical Engineering faculty and approval from Dr. Tim Brower 9/24/2014.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____**16 February 2015**_____

Collection under review: ____**MAMT 255: CNC Machining II**_____

Program level: **Certificate** **Associates** Bachelors Masters

Delivery mode: _____**Lecture**_____

Library Liaison: ____**Cantwell, Laureen**_____

1. Current Collection Review

    a. Reference Sources:

    b. Monographic Sources:

    c. Periodicals (online and paper):

    d. Electronic Resources:

2. Recommendations for additions to the collection:

3. Analysis of library's collection:
    - ☐ This program requires no new library resources.
    - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
    - **X No Library Assessment needed. The MAMT program is being reconfigured and this course is slated to change from a 100-level to a 200-level. Library resources adequately meet the informational needs of both course levels.**

Library Director: _ Sylvia L. Rael _ **Date:** _ February 16, 2015 _

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Course prefix: **MAMT** Course number: **260** Credit hours: **3**

Course name: **Properties of Materials**

Course abbreviated schedule name (24 characters maximum): **Properties of Materials**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**Manufacturing Technology-Basic Welder**
4.	**AAS**	**Manufacturing Technology-Welding Technology**
5.	**CERT**	**Manufacturing Technology-Welding Technology**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the processes of smelting and refining various types of metals. Discussions and demonstrations on heat-treatment, hardness testing and molecular manipulation of metals.

Justification for the proposed new course (enter below):

Course will replace the current MAMT 160, Properties of Materials. Course name and credit hour change to align with Community College Common Course Numbering system nationwide.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Define metallurgical concepts.

2. Document the identification of materials, metals, their properties and uses.

Topical course outline: (List of topics only. Do not attach syllabus.)

Practical Applications of Metallurgy
Metallurgical and Chemical Terminology
Hardness
Material Properties
Properties of Steel
Manufacture of Iron and Steel
Crystal Structure
Failure and Deformation of Metals
Iron-carbon Diagrams
Microstructural Analysis
Heat Treating and Quenching
Annealing and Normalizing
Isothermal Transformation Diagrams
Tempering
Surface Hardening
Processing Non-ferrous Metals

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Discussed change with WCCC Welding Department and received approval from faculty. 9/3/2014

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____**16 February 2015**_____

Collection under review: ____**MAMT 260: Properties of Materials**_____

Program level: **Certificate** **Associates** Bachelors Masters

Delivery mode: _____**Lecture**_____

Library Liaison: ____**Cantwell, Laureen**_____

1. Current Collection Review

    a. Reference Sources:

    b. Monographic Sources:

    c. Periodicals (online and paper):

    d. Electronic Resources:

2. Recommendations for additions to the collection:

3. Analysis of library's collection:
    - ☐ This program requires no new library resources.
    - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
    - **X No Library Assessment needed. The MAMT program is being reconfigured and this course is slated to change from a 100-level to a 200-level. Library resources adequately meet the informational needs of both course levels.**

Library Director: _ Sylvia L. Rael _ **Date:** _ February 16, 2015 _

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Insustrial Services** Type of course change: Deletion

Course prefix: **MAMT** Course number: **130** Credit hours: **4**

Course name: **Machine Technology III**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

Number change to align with Community College Common Course Numbering system nationwide.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Insustrial Services** Type of course change: Deletion

Course prefix: **MAMT** Course number: **140** Credit hours: **3**

Course name: **Job Shop Machining II**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

Number change to align with Community College Common Course Numbering system nationwide.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Insustrial Services** Type of course change: Deletion

Course prefix: **MAMT** Course number: **151** Credit hours: **3**

Course name: **Numerical Control Machining I**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**CAD/CAM**
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

Name and number change to align with Community College Common Course Numbering system nationwide.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Insustrial Services** Type of course change: Deletion

Course prefix: **MAMT** Course number: **155** Credit hours: **3**

Course name: **Numerical Control Machining II**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**CAD/CAM**
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

Name and number change to align with Community College Common Course Numbering system nationwide.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Insustrial Services** Type of course change: Deletion

Course prefix: **MAMT** Course number: **160** Credit hours: **2**

Course name: **Properties of Materials**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**AAS**	**Manufacturing Technology-Machining Technology**
2.	**CERT**	**Manufacturing Technology-Machining and Manufacturing Trades**
3.	**CERT**	**Manufacturing Technology-Basic Welder**
4.	**CERT**	**Manufacturing Technology-Welding Technology**
5.	**AAS**	**Manufacturing Technology-Welding Technology**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

Credit hour and number change to align with Community College Common Course Numbering system nationwide.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **9/3/2014**
Email: wimccrac@coloradomesa.edu Phone: 970.248.1666

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **WCCC: Manufacturing and Industrial Services**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	MAMT	
Course Number This can NOT be modified.	106	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Geometric Tolerancing	
Short title for schedule (max 24 char.)	Geometric Tolerancing	
Credit Hours	1	2
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: Field: Studio: Other:	Lecture: **2** Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	750	1500
Student preparation minutes for a term	1500	3000
Prerequisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒

Co-requisites	Course Cr Hr 1. MAMT 105 2 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here:☒
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Identification, interpretation, and application of the blueprint symbols (referred to as Geometric Tolerancing symbols) in machining and inspection operations. Corequisite: MAMT 105 or consent of instructor.	Identification, interpretation, and application of the blueprint symbols (referred to as Geometric Tolerancing symbols) in machining and inspection operations.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**CERT**	**Machine and Manufacturing Trades**
2.	**AAS**	**Machining Technology**
3.	**BS**	**Applied Mechanical Engineering**
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

Manufacturing advisory committee requested a more in-depth study of geometric tolerancing and dimensioning.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Identify and interpret geometric symbols found on engineering drawings.

2. Apply geometric symbols to manufacturing processes.

Student Learning Outcomes, proposed:

Upon completion of this course, a student should be able to:

1. Identify and interpret geometric symbols found on engineering drawings.

2. Apply geometric symbols to manufacturing processes.

3. Explain the utilization of a coordinate measuring machine.

4. Demonstrate the operation of a coordinate measuring machine.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

a. Interpreting Engineering Drawings
b. Geometric Tolerancing Fundamentals
c. Form
d. Data Systems
e. Orientation
f. Position
g. Runout, Concentricity and Symmetry
h. Profile

Topical course outline, proposed:

a. Interpreting Engineering Drawings
b. Geometric Tolerancing Fundamentals
c. Form
d. Data Systems
e. Orientation
f. Position
g. Runout, Concentricity and Symmetry
h. Profile
i. Coordinate Measuring Machine Operation

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

Discussed with Dr. Tim Brower on 10/13/2014 and received approval.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Micahel Carsten** Date: **1/15/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **1/15/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Curriculum Proposal from:

1. Manufacturing Technology
2. WCCC: Manufacturing and Industrial Services
3. Bill McCracken - 248-1666, wimccrac@coloradomesa.edu

Program Modification: Changes to the 2015-2016 programs in:

- AAS Mechanical Engineering Technology
- AAS Manufacturing Technology – Welding Technology
- AAS Manufacturing Technology – Machining Technology
- AAS Manufacturing Technology – Computer-Aided Design
- CERT Manufacturing Technology – Basic Welder
- CERT Manufacturing Technology – Welding Technology
- CERT Manufacturing Technology – Machine and Manufacturing Trades
- CERT Manufacturing Technology – CAD/CAM
- CERT Manufacturing Technology – Computer-Aided Design Technology

WCCC AAS and Certification programs modifications to the AAS Manufacturing Technology/ Machining Technology program were requested and approved by the Manufacturing Advisory Committee in November 2014. The course and program modifications reflect the needs of current manufacturing industries and help prepare students to be successful in the manufacturing trades. The program sheets for the programs listed above have been changed to reflect these updates.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AAS** Program/degree Name: **Mechanical Engineering Technology**
Concentration/Emphasis: **Mechanical Engineering Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Mechanical Engineering Technology

About This Major . . .

The objective of the Associate of Applied Science (AAS) in Mechanical Engineering Technology (MET) is to provide the knowledge necessary to design and build products and systems to meet the current and future needs of society. The mission of this applied engineering technology program is to provide graduates the skills and knowledge for a successful transition to either a career as a mechanical engineering technician or to continue in the Bachelor of Science (BS) program in MET.

The AAS in MET is designed for a student who is a doer or implementer - one who is able to apply mathematics, the natural and engineering sciences, engineering principals, and current engineering practices to the solution of design problems and to the operation and testing of mechanical systems. Laboratory courses are an integral component of the MET program and are designed to develop student competence to apply experimental design methods, as well as provide a "hands-on" approach to designing and building products and systems.

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

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

1. Apply the knowledge, techniques, skills, and modern tools of engineering to engineering problems. (Critical Thinking/Applied Learning)
2. Apply knowledge of mathematics, science, and technology to engineering problems. (Quantitative Fluency)
3. Effectively use oral, written, and graphical communication skills to address both technical and non-technical audiences. (Communication Fluency)
4. Apply the ethical standards of the discipline to engineering problems. (~~Specialized Knowledge~~~~Ethics~~Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 62 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters).
- 2.00 cumulative GPA or higher in all CMU coursework
- A grade of "C" or higher must be achieved in achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term
Communication (6 semester hours)					
ENGL	111	English Composition	3		
ENGL	112	English Composition	3		
***Math: MATH 119** (Minimum 3 semester hours)					
MATH	119	Pre-Calculus	~~5~~3		

*3 credits apply to the General Ed requirements and 2 credits appl~~ies~~y to ~~Course Requirements~~Electives

Social and Behavioral Sciences (3 semester hours)					
SOCI	120	Technology and Society	3		
History (3 semester hours)					
			3		

Course	No	Title	Sem.hrs	Grade	Term
OTHER LOWER DIVISION REQUIREMENTS					
Wellness (2 semester hours)					
KINE	100	Health and Wellness	1		
KINA	1		1		
ASSOCIATE OF APPLIED SCIENCE: COURSE REQUIREMENTS					
(~~43~~ 45 semester hours)					
CHEM	121	General Chemistry	4		
CHEM	121L	General Chemistry Lab	1		
Or					
CHEM	131	General Chemistry	4		
CHEM	131L	General Chemistry Lab	1		
CSCI	130	Intro to Engr. Computing	3		
PHYS	111	Fundamental Mechanics	4		
PHYS	111L	Fundamental Mechanics Lab	1		
Or					
PHYS	131	Fundamental Mechanics	4		
PHYS	131L	Fundamental Mechanics Lab	1		
ENGR	101	Introduction to Engineering	1		
ENGR	125	Computer-Aided Design & Fab.	3		
ENGR	140	First-Year Engr. Projects	3		
ENGR	261	Statics and Structures	3		
MAMT	115	Intro to Machine Shop	3		
MAMT	~~151~~251	~~Numerical Control~~CNC Machining ~~Mach~~ I	3		
MAMT	~~155~~255	~~Numerical Control Mach~~CNC Machining II	3		
MATH	135	Engineering Calculus I	4		
MATH	136	Engineering Calculus II	4		
WELD	151	~~Industrial~~ Intro to Welding	3		
Elective					
*MATH	119	Pre-Calculus	2		

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN MECHANICAL ENGINEERING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGR 101	Intro to Engineering	1
MATH 119	Pre-Calculus	5~~5~~
ENGL 111	English Composition	3
ENGR 125	Computer-Aided Design and Fabrication	3
KINE 100	Health and Wellness	1
General Education History		3
		16

Spring Semester		Hours
MATH 135	Engineering Calculus I	4
ENGL 112	English Composition	3
ENGR 140	First-Year Engr. Projects	3
MAMT 115	Intro to Machine Shop	3
WELD 151	~~Industrial~~ Intro to Welding	3
		16

SOPHOMORE YEAR

Fall Semester		Hours
MATH 136	Engineering Calculus II	4
PHYS 131or 111	Fundamental Mechanics	4
PHYS 131L or 111L	Fundamental Mech Lab	1
CHEM 121 or 131	General Chemistry	4
CHEM 121L or 131L	General Chemistry Lab	1
		14
CSCI 130	Intro to Engr Computing	3

Spring Semester		Hours
MAMT ~~151~~251	CNC Machining ~~Numerical Controls Mach~~ I ~~(1st mod)~~	3
MAMT ~~155~~255	CNC Machining ~~Numerical Controls Mach~~ II ~~(2nd mod)~~	3
ENGR 261	Statics and Structures	3
KINA 1**	Activity	1
SOCI 120	Technology and Society	3
		16

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.

3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the department head for signature.
5. Finally, the department head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AAS** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Machining Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Manufacturing Technology
Emphasis: Machining Technology

About This Degree . . .

The Associate of Applied Science with the Manufacturing Technology major offers classroom instruction and related lab work with hands-on activities in the use of tools and the operation of equipment found in manufacturing. In the Machining Technology emphasis students learn to apply industrial knowledge and skills to plan and implement designs, operate manual mills and lathes, operate computer-aided machinery with CAD/CAM software, and computer-numerical controlled (CNC) machines. Students also develop the skills that enable them to read blueprints, apply appropriate mathematical concepts, and understand the properties of metal and polymers. This course of study is designed to meet competency-based standards set by the manufacturing industry. With this degree, students will be qualified for the following employment opportunities: entry-level machinist, computer-numerical control operator, numerical tool and process technician, manufacturing engineering technician, and manufacturing inspection technician.

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

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

1. Use written and oral communication skills needed for entry level employment in the manufacturing industry. (Communication Fluency)
2. Apply mathematical concepts to perform machining tasks. (Quantitative Fluency)
3. Distinguish between tolerances and dimensions, as used in the machining industry. (Critical Thinking)
4. Summarize business practices, principles and application of associated technical skill in the machining in industry. (Specialized Knowledge)
5. Apply the necessary machining skill sets to perform specified manufacturing processes. (Applied Learning)
6. Determine ethical and civil responsibility necessary for employees in the machining industry. (~~Specialized Knowledge~~~~Ethics~~ Specialized Knowledge)

NAME:_____**STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____**( )**_____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____20_____
Signature of Advisor Date

_____20_____
Signature of Department Head Date

_____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- ~~69~~ 61 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No Title	Sem.hrs	Grade	Term/Trns
Communication (6 semester hours)			
ENGL 111 English Composition	3	_____	_____
ENGL 112 English Composition	3	_____	_____
-OR-			
ENGL 111 English Composition **and**	3	_____	_____
SPCH 101 Interpersonal Communication **or**	3	_____	_____
SPCH 102 Speechmaking	3	_____	_____

Mathematics: Minimum Math 107 Career Mathematics (Minimum 3 semester hours)

_____ ____ _____	3	_____	_____

Social Sciences, Natural Science, Fine Arts or Humanities or Selected Applied Studies Courses* (Minimum 6 semester hours)

_____ ____ _____	3	_____	_____

Course No Title	Sem.hrs	Grade	Term/Trns
_____ ____ _____	3	_____	_____

OTHER LOWER DIVISION REQUIREMENTS

Wellness (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____

ASSOCIATE OF APPLIED SCIENCE: MANUFACTURING TECHNOLOGY MACHINING TECHNOLOGY COURSE REUQUIREMENTS

(~~52~~ 4144 semester hours)

Core Classes

~~CADT101~~	~~Introduction to Computers~~	~~1~~	_____	_____
~~CADT 108~~	~~CAD Mechanical~~	~~3~~	_____	_____
ENGR125	Computer-aided Design & Fab.	3	_____	_____
OR				
CADT 109	CAD- Mechanical Advanced	3	_____	_____
MAMT101	Introduction to Manufacturing	2	_____	_____
MAMT105	Print Reading/Sketching	2	_____	_____
MAMT106	Geometric Tolerancing	~~1~~2	_____	_____
MAMT115	Introduction to Machine Shop	3	_____	_____
MAMT120	Machine Technology I	~~4~~4	_____	_____
MAMT125	Machine Technology II	~~4~~4	_____	_____
~~MAMT130~~	MAMT230	~~4~~4	_____	Machine Technology III _____
~~MAMT140~~	MAMT240	3	_____	Job Shop Machining II _____
OR				
MAMT170	Practical Applications	3	_____	_____
MAMT148	CNC Applications	3	_____	_____
~~MAMT151~~	MAMT251	~~Numerical Control~~	CNC Machining I	3 _____ _____
~~MAMT155~~	MAMT255	~~Numerical Control~~	CNC Machining II	3 _____ _____
~~MAMT160~~	MAMT260	~~2~~3	_____	Properties of Materials _____
MAMT207	Intro to Statistical Processes	2	_____	_____
~~TSTG 220~~	~~Industry Employment Practices~~	~~3~~	_____	_____
~~WELD151~~	~~Introduction to Welding~~	~~3~~	_____	_____
~~PHYS100~~	~~Concepts of Physics~~	~~3~~	_____	_____
~~(or higher)~~				

Restrictive **Electives:** (3 semester hours)

– WELD151	Introduction to Welding	3	_____	_____
TSTG 220	Industr~~yrial~~ Employment Practices	3		
CADT 108	CAD- Mechanical	3	_____	_____
ENGR 105	Basic Engin. Drawing	3	_____	
_____	_____	3	_____	_____

*Please see your advisor for requirements specific to this program.

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SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN MANUFACTURING TECHNOLOGY, EMPHASIS IN MACHINING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		**Hours**
MAMT 105	Print Reading/Sketching	2
MAMT 106	Geometric Tolerancing	2
~~MATH 107~~	~~Math for Technology **or**~~	
~~MATH 113~~	~~College Algebra~~	~~3~~
MAMT 115	Introduction to Machine Shop	3
MAMT 120	Machine Technology I	~~4~~4
MAMT 125	Machine Technology II	~~4~~4
MAMT 148	CNC Applications	3
		~~18~~18

Second Semester		**Hours**
MATH 107	~~Math for~~Career Math~~Technology or~~	
~~MATH 113~~	~~College Algebra~~	3
MAMT ~~130~~230	Machine Technology II~~I~~	~~4~~4
MAMT ~~151~~251	~~Numerical Control~~CNC Machining I	3
MAMT ~~155~~255	~~Numerical Control~~CNC Machining II	3
MAMT ~~140~~240	Job Shop Machining II **or**	
MAMT 170	Practical Application	3
~~MAMT 160~~	~~Properties of Materials~~	~~2~~
~~MAMT 105~~	~~Print Reading/Sketching~~	~~2~~
~~MAMT 106~~	~~Geometric Tolerancing~~	~~1~~
		~~18~~16

Third Semester		**Hours**
ENGL 111	English Composition	3
General Education Soc/Beh Sci., Humanities, Speech		6
~~CADT 101~~	~~Introduction to Computers~~	~~1~~
KINE 100	Health & Wellness	1
MAMT 101	Introduction to Manufacturing	2
~~General Education Soc/Beh Sci., Humanities, Speech~~		~~6~~
~~ENGL 111~~	~~English Composition~~	~~3~~
MAMT 207	Intro to Statistical Process Control	2
~~PHYS 100~~	~~Concepts of Physics~~	~~3~~
~~(or higher)~~		
~~KINE 100~~	~~Health & Wellness~~	~~1~~
		~~18~~14

Fourth Semester		**Hours**
~~CADT 108~~ENGR125	~~CAD Mechanical~~Computer-aided Drafting & Fabrication or	
CADT 109	CAD- Mechanical Advanced	3
ENGL 112	English Composition	3
MAMT 260	Properties of Materials	3
KINA 1__	Activity	1
~~TSTG 220~~	~~Industry Employment Practices~~	~~3~~
~~WELD 151~~	~~Introduction to Welding~~	~~3~~
~~KINA 1__~~	~~Activity~~	~~1~~
Restrictive Electives		3
		~~16~~13

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)

6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AAS** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Welding Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET

Degree: Associate of Applied Science
Major: Manufacturing Technology
Emphasis: Welding Technology

About This Emphasis . . .

The Welding Technology Degree program is designed to provide training and the opportunity to become proficient at SMAW, ~~GWAW~~GMAW, GTAW, FCAW, OAW, OAC, PAC, CAC-A on plate and SMAW on pipe. Students study welding, cutting, layout, fabrication, fluid power, pneumatics and technical math. Safety, attitude and quality of workmanship are stressed throughout this course. The welding AAS degree prepares students for advanced level placement in a wide range of jobs in the welding industry and is designed to meet competency based standards set by the American Welding Society.

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

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

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts for the Welding industry to meet entry level employment requirements.(Quantitative Fluency
3. Research, evaluate, synthesize and apply information/data relevant to the w~~W~~elding industry. (Critical Thinking)
4. Demonstrate knowledge of terminology, symbols, business practices, principles and application of associated technical skills in the industry. (Specialized Knowledge)
5. Perform the necessary applied ~~Welding~~ welding skill sets to fulfill the needs of entry level employment. (Applied Learning)
6. Demonstrate ethical and civic responsibility necessary for employees in the welding industry. (~~Specialized Knowledge~~~~Ethics~~Specialized Knowledge)

NAME:_____**STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____**( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____20_____
Signature of Advisor Date

_____20_____
Signature of WCCC Director Date

_____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- ~~64~~ 65 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
Communication(6 semester hours)				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____
-OR-				
ENGL 111	English Composition **and**	3	_____	_____
SPCH 101	Interpersonal Communication **or**	3	_____	_____
SPCH 102	Speechmaking	3	_____	_____
Math: Minimum Math 107 Career Mathematics (Minimum 3 semester hours)				
_____	____ _____	3	_____	_____
Social Sciences, Natural Science, Fine Arts, or Humanities or Selected Applied Studies Courses* (Minimum 6 semester hours)				
_____	____ _____	3	_____	_____
_____	____ _____	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUREMENTS				
Wellness (2 semester hours)				
KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
ASSOCIATE OF APPLIED SCIENCE: MANUFACTURING TECHNOLOGY – WELDING TECHNOLOGY COURSE REQUIREMENTS				
(~~47~~ 4~~5~~58 semester hours)				
Core Classes				
CADT101	Introduction to Computers	1	_____	_____
CADT108	Computer Aided Design	3	_____	_____
MAMT105	Print Reading/Sketching	2	_____	_____
MAMT101	Intro to Manufacturing	2	_____	_____
MAMT115	Intro to Machine Shop	3	_____	_____
MAMT150	Intro to Numerical Control	1	_____	_____
~~MAMT160~~MAMT260	Properties of Materials	~~2~~3	_____	_____
TSTG 150	Fluid Power	3	_____	_____
TSTG 220	Industry Employment Practices	3	_____	_____
OR				
TSTG 120	Industrial Safety Practices	3	_____	_____
WELD110	Shielded Metal Arc Welding	3	_____	_____
WELD117	Oxy/Fuel & Plasma Cutting	3	_____	_____
WELD133	Metal Fabrication Methods	3	_____	_____
WELD144	Welding Business Operations	3	_____	_____
WELD211	GMAW/FCAW	3	_____	_____
WELD230	Gas Tungsten Arc Welding	3	_____	_____
WELD 240	PIPE Welding	3	_____	_____
WELD 270	Practical Applications	3	____	_____
Electives: (3 semester hours)				
_____	____ _____	____	_____	_____
_____	____ _____	____	_____	_____

TOTAL:~~64~~ 65 Semester Hours

*Please see your advisor for requirements specific to this program.

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Students in Welding may be required to purchase approximately $500.00 in tools and personal safety welding equipment. This does not include required textbooks. These costs may vary with student need and brand or

quality of tools or equipment purchased. All safety glasses must meet the minimum industry safety standard of Z-87 with side shields. CMU / WCCC has lockers with required tools available for rent at $ 50.00 per semester.

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN MANUFACTURING TECHNOLOGY – EMPHASIS IN WELDING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		**Hours**
CADT101	Introduction to Computers	1
MAMT 101	Intro to Manufacturing	2
MAMT 105	Print Reading/Sketching	2
WELD 110	Shielded Metal Arc Welding	3
WELD 117	Oxy/Fuel and Plasma Arc Cutting	3
WELD 133	Metal Fabrication Methods	3
WELD 144	Welding Business Operations	3
		17

Second Semester		**Hours**
CADT 108	Computer Aided Design- Mechanical	3
MAMT ~~160~~260	Properties of Materials	~~2~~3
MATH 107	Career Mathematics **~~OR~~**	
~~MATH 113~~	~~College Algebra~~	3
WELD 211	GMAW/FCAW	3
WELD 230	Gas TungstenArcWelding	3
WELD 240	~~PIPE~~ Pipe Welding	3
		~~17~~18

Third Semester		**Hours**
ENGL 111	English Composition	3
KINE 100	Health and Wellness	1~~1~~
KINA 1xx	Activity	1
MAMT 115	Intro to Machine Shop	3
MAMT 150	Introduction to Numerical Control	1
TSTG150	Fluid Power	3
General Education Soc/Beh Sci., Humanities, Speech		3
		15

Fourth Semester		**Hours**
ENGL 112	English Composition or	
SPCH 101/102		3
TSTG 220	Industry Employment Practices **OR**	
TSTG120	Industrial Safety Practice	3
WELD 270	Practical Applications	3
General Education Soc/Beh Sci., Humanities, Speech		3
Electives		3
		15

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~~64~~65

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.

3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the WCCC Director or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AAS** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Computer Aided Design Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **2/12/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **2/12/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015~~4~~-2016~~5~~ PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Manufacturing Technology
Emphasis: Computer Aided Design Technology

About This Emphasis . . .
Through the use of freehand sketching and Computer Aided Drafting (CAD), the student will learn the techniques of basic drafting principles and methods used in today's engineering fields. Drafting concepts and the processes of orthographic projection, pictorial drawing, dimensioning, and geometric construction will be explored by hand and with CAD software and equipment. The majority of the student's work will be completed on the computer. A project in the area of the student's interest will tie the course to real world concepts.

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

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

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a CAD technician (interviewing clients and communicating with constituents. (Communication Fluency)
2. Apply mathematical concepts and practices that are required to properly perform calculation for design. (Quantitative Fluency)
3. Interview clients, to help decide on materials, size and design, based on client's needs and students' knowledge of the industry.
4. Demonstrate mastery of terminology in the Engineering, Architectural, Civil and Technical drafting industry. (Specialized Knowledge)
5. Generate substantially error-free plans that define the duties of a CAD technician. Produce industry standard drawings in various platforms (engineering, Architectural, Civil and Technical). (Applied Learning)
6. Demonstrate personal and professional ethical behavior as applied to the Computer Aided Design industry. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- ~~70~~ 71 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters).
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
Communication (6 semester hours)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
OR					
ENGL 111		English Composition **and**	3	_____	_____
SPCH 101		Interpersonal Communication **or**	3	_____	_____
SPCH 102		Speechmaking	3	_____	_____

Mathematics: Minimum Math 107 Career Mathematics (Minimum 3 semester hours)

MATH 113		College Algebra**	4*	_____	_____

*3 credits apply to the General Education requirements and 1 credit applies to elective credit

Social Sciences, Natural Science, Fine Arts or Humanities or Selected Applied Studies Courses* (Minimum 6 semester hours)

_____	____	_____	3	_____	_____
_____	____	_____	3	_____	_____

**Required for this degree.
***Please see your advisor for requirements specific to this program.

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS					
Wellness (2 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1____		_____	1	_____	_____

ASSOCIATE OF APPLIED SCIENCE: MANUFACTURING TECHNOLOGY COURSE REQUIREMENTS

(54~~3~~ semester hours)

Core Classes					
CADT 101		Introduction to Computers	1	_____	_____
CONC 104		Architectural/Civil Print Reading	2	_____	_____
CADT 106		Computer Aided Design	3	_____	_____
CADT 107		Advanced Computer Aided Design	3	_____	_____
CADT 108		CAD – Mechanical	3	_____	_____
CADT 109		CAD – Mechanical Advanced	3	_____	_____
CADT 110		CAD Application	4	_____	_____
CADT 210		Project	3	_____	_____
CADT 130		CAD – Civil	3	_____	_____
CADT 135		CAD – Civil II	3	_____	_____
CADT 140		CAD – Architectural Theory	2	_____	_____
CADT 141		Structural Materials	3	_____	_____
CADT 142		CAD – Residential Architecture	3	_____	_____
CADT 143		CAD – Commercial Architecture	3	_____	_____
MAMT 101		Introduction to Manufacturing	2	_____	_____
MAMT 105		Print Reading/Sketching	2	_____	_____
MAMT 106		Geometric Tolerancing	2~~1~~	_____	_____
MAMT 115		Introduction to Machine Shop	3	_____	_____
OR					
WELD 151		Introduction to Welding	3	_____	_____

Electives (6 semester hours-may need advisors approval)

*MATH 113		College Algebra	1	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN MANUFACTURING TECHNOLOGY, EMPHASIS IN COMPUTER AIDED DESIGN TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

First Semester		Hours
MATH 113	College Algebra	4
CADT 101	Introduction to Computers	1
CONC 104	Architectural/Civil Print Reading	2
CADT 106	Computer Aided Design	3
CADT 108	CAD – Mechanical	3
MAMT 101	Introduction to Manufacturing	2
MAMT 105	Print Reading/Sketching	2
MAMT 106	Geometric Tolerancing	2~~1~~
		19~~8~~

Second Semester		Hours
ENGL 111	English Composition	3
CADT 107	Advanced Computer Aided Design	3
CADT 109	CAD – Mechanical Advanced	3
MAMT 115	Introduction to Machine Shop **or**	
WELD 151	Introduction to Welding	3
Social Sciences, Natural Science, Fine Arts or Humanities or Selected Applied Studies Courses		3
Elective (with advisor's approval)		3
		18

SOPHOMORE YEAR

Third Semester		Hours
ENGL 112	or SPCH 101 or SPCH 102	3
CADT 140	CAD – Architectural Theory	2
CADT 141	Structural Materials	3
CADT 142	CAD – Residential Architecture	3
CADT 130	CAD – Civil	3
Elective (with advisor's approval)		3
		17

Fourth Semester		Hours
CADT 110	CAD Application	4
CADT 210	Project	3
CADT 135	CADT	Civil
II	3	CADT
210	Project	
3	CADT 135 CAD	Civil
II	3	
CADT 143	CAD Commercial Architecture	3
Social Sciences, Natural Science, Fine Arts or Humanities or Selected Applied Studies Courses		3
KINA	Activity	1
KINE 100	Health and Wellness	1
		18

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the CMU Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.

5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Welding Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Mike Carsten** Date: **1/12/15**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **1/13/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Manufacturing Technology
Specialization: Welding Technology

About This Certificate . . .

This Welding Technology program is designed to provide training and opportunity to become proficient at SMAW, ~~GWAW~~GMAW, GTAW, FCAW, OAW, OAC, PAC, CAC-A on plate and SMAW on pipe. This program offers classroom lecture and related lab work. Students study welding, cutting, layout, fabrication and technical math. Safety, attitude and quality of workmanship are stressed throughout this course. The welding certificate prepares students for entry level placement in a wide range of jobs in the welding industry and is designed to meet competency based standards set by the American Welding Society. This program trains students to become certified AWS, API, ASME welders in the welding industry.

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

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

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts to meet entry level employment requirements. (Quantitative Fluency)
3. Research, evaluate, synthesize and apply information/data relevant to the industry. (Critical Thinking)
4. Demonstrate knowledge of welding terminology, symbols, business practices, principles and application of associated technical Skills (Specialized Knowledge/Applied Learning)
5. Perform the necessary applied welding skill sets to fulfill the needs of entry level employment. (Applied Learning)
6. Demonstrate ethical and civic responsibility necessary for employees in the industry. (Specialized Knowledge)

NAME:_____**STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ 20_____
Signature of Advisor Date

_____ 20_____
Signature of Department Head Date

_____ 20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Degree Requirements:

- 2.00 cumulative GPA or higher in all CMU coursework
- "C" or better in each course which comprises the area of emphasis or specialization.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Students in Welding may be required to purchase approximately $500.00 in tools and personal safety welding equipment. This does not include required textbooks. These costs may vary with student need and brand or quality of tools or equipment purchased. All safety glasses must meet the minimum industry safety standard of Z-87 with side shields.MSC / WCCC has lockers with required tools available for rent at $ 50.00 per semester.

Technical Certificate: Manufacturing Technology – Welding Technology (~~29~~ 30 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement. Need a "C" or higher in all WELD courses.

Course	No	Title	Sem.hrs	Grade	Term/Trns
CADT	101	Introduction to Computers	1		
MAMT	105	Print Reading/Sketching	2		
MAMT	~~160~~ 260	Properties of Materials	~~2~~ 3		
MATH	107	Career Mathematics(minimum)	3		
WELD	110	Shielded Metal Arc Welding	3		
WELD	117	Oxy/Fuel & PAC	3		
WELD	133	Metal Fabrication Methods	3		
WELD	144	Welding Business Operations	3		
WELD	211	GMAW / FCAW	3		
WELD	230	Gas Tungsten Arc Welding	3		
WELD	240	PIPE Welding	3		
			29		

SUGGESTED COURSE SEQUENCING FOR THE TECHNICAL CERTIFICATE WITH A PROGRAM OF STUDY IN MANUFACTURING TECHNOLOGY, SPECIALIZATION IN WELDING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		Hours
CADT 101	Introduction to Computers	1
MAMT 105	Print Reading/Sketching	2
WELD 110	Shielded Metal Arc Welding	3
WELD 117	Oxy/Fuel& Plasma Arc Cutting	3
WELD 133	Metal Fabrication Methods	3
WELD 144	Welding Business Operations	3
		15

Second Semester		Hours
		2
MAMT ~~160~~ 260	Properties of Materials	~~2~~ 3
MATH 107	Career Mathematics	3 ~~OR~~
	~~MATH 113 College Algebra~~	~~3-4~~
WELD 211	GMAW/FCAW	3
WELD 230	Gas Tungsten Arc Welding	3
WELD 240	PIPE Welding	3
		~~14~~ 15 ~~-15~~

Formatted: German (Germany)

329-30

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Welding Technology**
Concentration/Emphasis: **Basic Welder**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Manufacturing Technology Cluster
Specialization: Basic Welder

About This Certificate . . .

This Basic Welder program is designed to provide training and opportunity to become proficient at SMAW, ~~GWAW~~GMAW, FCAW, OAW, OAC, PAC, on plate and SMAW on pipe. This program offers classroom lecture and related lab work. Welding, cutting, layout, safety, attitude and quality of workmanship are stressed throughout this program. The Basic Welding certificate prepares students for welding helper-apprentice position in the welding industry and is designed to meet competency based standards set by the American Welding Society. This program prepares students to become certified AWS, API, ASME certified welders in the welding industry upon successful completion of the appropriate test standard.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/wccc/programs **.**
All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts to meet entry level employment requirements. (Quantitative Fluency)
3. Research, evaluate, synthesize and apply information/data relevant to the industry. (Critical Thinking)
4. Demonstrate knowledge of welding terminology, symbols, business practices, principles and application of associated technical Skills (Specialized Knowledge/Applied Learning)
5. Perform the necessary applied welding skill sets to fulfill the needs of entry level employment. (Applied Learning)
6. Demonstrate ethical and civic responsibility necessary for employees in the industry. (~~Specialized Knowledge~~Specialized Knowledge~~Ethics~~)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of the Department Head Date

_____ _____20_____
Signature of Registrar Date

Formatted: Left, Tab stops: Not at 5" + 6.75" + 7.5"

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- ~~16~~ 17 semester hours total .
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

TECHNICAL CERTIFICATE: Basic Welder

(~~16~~ 17 semester hours)

Course No	Title	Sem.hrs	Grade	Term
Core Classes				
MAMT 105	Print Reading/Sketching	2	_____	_____
WELD 110	Shielded Metal Arc Welding	3	_____	_____
WELD 117	Oxy/Fuel & Plasma Cutting	3	_____	_____
WELD 211	GMAW-FCAW	3	_____	_____
WELD 240	Pipe Welding	3	_____	_____
MAMT ~~160~~ 260	Properties of Materials		_____	_____
~~2~~ 3				
		~~16~~ 17		

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Machine and Manufacturing Trades**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Manufacturing Technology
Specialization: Machine and Manufacturing Trades

About This Certificate . . .

This program offers classroom instruction and related lab work with hands-on activities in the use of tools and the operation of equipment found in manufacturing. Students will work in the areas of _blueprint reading, computer numerical control (CNC) machining, general machining and maintenance, computer-aided drafting (CAD), and related mathematics. This course is designed to meet competency-based standards set by the industry. Attitude and quality of workmanship is stressed. Career options include entry level machinist, computer-numerical control operator, numerical tool and process technician, manufacturing engineering technician, and manufacturing inspection technician.

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

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

1. Use written and oral communication skills needed for entry level employment in the manufacturing industry. (Communication Fluency)
2. Apply mathematical concepts to perform machining tasks. (Quantitative Fluency)
3. Distinguish between tolerances and dimensions, as used in the machining industry. (Critical Thinking)
4. Summarize business practices, principles and application of associated technical skill in the machining in industry. (Specialized Knowledge)
5. Apply the necessary machining skill sets to perform specified manufacturing processes. (Applied Learning)
6. Determine ethical and civil responsibility necessary for employees in the machining industry. (~~Specialized Knowledge~~Specialized Knowledge~~Ethics~~)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 2.00 cumulative GPA or higher in all CMU coursework
- "C" or better in each course which comprises the area of emphasis or specialization.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Under graduate Graduation Requirements" in the catalog for additional graduation information.

Technical Certificate: Manufacturing Technology – Machine and Manufacturing Trades (~~35~~ 37 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
MAMT 105	Print Reading/Sketching	2	_____	_____
MAMT 106	Geometric Tolerance	~~1~~2	_____	_____
MAMT 115	Introduction to Machine Shop	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
MAMT 120	Machine Technology I	~~4~~4	_____	_____
MAMT 125	Machine Technology II	~~4~~4	_____	_____
MAMT ~~130~~230	Machine Technology III	~~4~~4	_____	_____
MAMT ~~140~~240	Job Shop Machining II	3	_____	_____
OR				
MAMT 170	Practical Applications	3	_____	_____
MAMT 148	CNC Applications	3	_____	_____
MAMT ~~151~~251	~~Num Control~~CNC Machining I	3	_____	_____
MAMT ~~155~~255	~~Num Control~~CNC Machining II	3	_____	_____
MAMT ~~160~~260	Properties of Materials	~~2~~3	_____	_____
MATH 107	Career Mathematics	3	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE TECHNICAL CERTIFICATE WITH A PROGRAM OF STUDY IN MANUFACTURING TECHNOLOGY, SPECIALIZATION IN MACHINE AND MANUFACTURING TRADES

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		Hours
MATH 107	Career Mathematics	3
MAMT 105	Print Reading/Sketching	2
MAMT 115	Introduction to Machine Shop	3
MAMT 120	Machine Technology I	~~4~~4
MAMT 125	Machine Technology II	~~4~~4
MAMT 148	CNC Applications	3
		~~17~~19

Second Semester		Hours
MAMT ~~130~~230	Machine Technology III	~~4~~4
MAMT ~~151~~251	~~Numerical Control~~CNC Machining I	3
MAMT ~~155~~255	~~Numerical Control~~CNC Machining II	3
MAMT ~~140~~240	Job Shop Machining II **or**	
MAMT 170	Practical Application	3
MAMT ~~160~~260	Properties of Materials	~~2~~3
~~MAMT 105~~	~~Print Reading/Sketching~~	~~2~~
MAMT 106	Geometric Tolerancing	~~1~~2
		~~18~~18

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the WCCC Director of Instruction or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **CAD/CAM**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **12/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **12/18/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Manufacturing Technology Cluster
Specialization: CAD/CAM

About This Certificate . . .

Through the use of Computer-aided Manufacturing (CAM) and Computer-aided Design (CAD), the student will learn the techniques of basic drafting principles and methods used in today's m~~M~~anufacturing i~~I~~ndustry. Dimensioning, and geometric construction will be explored with CAD/CAM software and transferred to Computer Numerical Controlled (CNC) machines to operate machine tools and related machinery in the manufacturing and design of work pieces.

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

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

1. Use written and oral communication skills needed for entry level employment in the manufacturing industry. (Communication Fluency)
2. Apply mathematical concepts to perform machining tasks. (Quantitative Fluency)
3. Distinguish between tolerances and dimensions, as used in the machining industry. (Critical Thinking)
4. Summarize business practices, principles and application of associated technical skill in the machining in industry. (Specialized Knowledge)
5. Apply the necessary machining skill sets to perform specified manufacturing processes. (Applied Learning)
6. Determine ethical and civil responsibility necessary for employees in the machining industry. (~~Specialized Knowledge~~Specialized Knowledge~~Ethics~~)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of the Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- ~~18~~ 19 semester hours total
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

TECHNICAL CERTIFICATE: CAD/CAM (~~18~~ 19 semester hours)

Course No	Title	Sem.hrs	Grade	Term
Core Classes				
MAMT 105	Print Reading/Sketching	2	_____	_____
MAMT 106	Geometric Tolerancing	~~1~~2	_____	_____
~~CADT 108~~	~~CAD-Mechanical~~	~~3~~		
MAMT 115	Intro to Machine Shop	3	_____	_____
~~MAMT 151~~	~~Numeric Control~~	~~3~~		
MAMT 251	CNC Machining I	3	_____	_____
CADT 109	CAD-Mechanical Adv.			
Or				
ENGR 125	Computer-Aided Design & Fab.	3	_____	_____
MAMT 148	CNC Applications	3	_____	_____
~~MAMT 155~~	~~Numeric Control~~	~~3~~		
MAMT 255	CNC Machining II	3	_____	_____
		~~18~~19		

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Manufacturing Technology**
Concentration/Emphasis: **Computer Aided Design Technology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Mike Carsten** Date: **2/12/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **2/12/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015~~4~~-2016~~5~~ PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Manufacturing Technology
Specialization: Computer Aided Design Technology

About This Certificate . . .

Through the use of freehand sketching and Computer Aided Drafting (CAD), the student will learn the techniques of basic drafting principles and methods used in today's engineering fields. Drafting concepts and the processes of orthographic projection, pictorial drawing, dimensioning, and geometric construction will be explored by hand and with CAD software and equipment. The majority of the student's work will be completed on the computer. A project in the area of the student's interest will tie the course to real world concepts.

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

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

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a CAD technician. (Communication Fluency)
2. Apply mathematical concepts and practices that are required to properly perform calculation for design. (Quantitative Fluency)
3. Interview clients, to help decide on materials, size and design, based on client's needs and students' knowledge of the industry. (Applied Learning)
4. Demonstrate mastery of terminology in the Engineering, Architectural, Civil and Technical drafting industry. (Specialized Knowledge)
5. Generate substantially error-free plans that define the duties of a CAD technician. Produce industry standard drawings in various platforms. (Critical Thinking)
6. Demonstrate personal and professional ethical behavior as applied to the Computer Aided Design industry. (Specialized Knowledge)

.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 2.00 cumulative GPA or higher in all MSC coursework
- "C" or better in each course which comprises the area of emphasis or specialization.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the Colorado Mesa University catalog for additional graduation information.

Technical Certificate: Manufacturing Technology – Computer Aided Design Technology (35~~4~~-36~~5~~ Semester Hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
CADT	101	Introduction to Computers	1	_____	_____
CONC	104	Architect/Civil Print Reading	2	_____	_____
CADT	106	Computer Aided Design	3	_____	_____
CADT	107	Advanced Comp Aided Design	3	_____	_____
CADT	108	CAD – Mechanical	3	_____	_____
CADT	109	CAD – Mechanical Advanced	3	_____	_____
CADT	110	CAD – Application	4	_____	_____
CADT	210	Project	3	_____	_____
ENGL	111	English Composition	3	_____	_____
MAMT	105	Print Reading/Sketching	2	_____	_____
MAMT	106	Geometric Tolerancing	2~~1~~	_____	_____
MATH	107	Career Mathematics (minimum)	3-4	_____	_____
or MATH	113	College Algebra			
Electives (with advisor's approval, 3 semester hours)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE TECHNICAL CERTIFICATE WITH A PROGRAM OF STUDY IN MANUFACTURING TECHNOLOGY, SPECIALIZATION IN COMPUTER AIDED DESIGN TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		**Hours**
CADT 101	Introduction to Computers	1
CONC 104	Architectural/Civil Print Reading	2
CADT 106	Computer Aided Design	3
CADT 108	CAD – Mechanical	3
ENGL 111	English Composition	3
MAMT 105	Print Reading/Sketching	2
MATH 107	Career Mathematics **or**	
MATH 113	College Algebra	3-4
		17-18

Second Semester		**Hours**
CADT 107	Adv. Computer Aided Design	3
CADT 109	CAD – Mechanical Advanced	3
CADT 110	CAD Application	4
CADT 210	Project	3
Electives (with advisor's approval)		3
MAMT 106	Geometric Tolerancing	2~~1~~
		18~~7~~

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the CMU Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM DELETION, DEACTIVATION, OR REACTIVATION
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **WCCC: Manufacturing and Industrial Services**

Proposal Type: **Deactivation**

PROGRAM: Degree type: **CERT** Program/degree Name: **Manufacturing Supervision**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

Justification for the proposed program deletion, deactivation, or reactivation (enter below):

This program has had one graduate in 2011, 4 in 2009, and 5 in 2007. The Manufacturing and Industrial Service department would like to deactivate at this time. We will reevaluate over the next two years and determine if this certificate will be reactivated or deleted.

For proposals to delete or deactivate a program, include a detailed “teach-out” plan for students currently enrolled in the program.

The courses taught in this certificate are still being taught, and students can complete the degree. At present there are no students enrolled.

Discuss the proposal with all departments that might be affected by the proposal. List the departments and the date and outcome of the discussion below.

Colorado Mesa University, Montrose campus Joey Montoya Boese, Director had no objections to deactivating the certificate.
Morgan Bridge, Department Head, School of Business had no objections to deactivating the certificate.

Note: Proposals to reactivate a program must include a program sheet updated for the term in which the reactivation will take effect. If a program to be reactivated requires modification, submit a modification form as well.

PROPOSED AND PREPARED BY:
Name: **William McCracken** Date: **12/19/14**
Email: **wmccracken@coloradomesa.edu** Phone: **2481666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Michael Carsten** Date: **1/10/15**

APPROVED BY DEPARTMENT HEAD:
Name: **Gary Looft** Date: **1/8/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Physical and Environmental Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Applied Mechanical Engineering**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Justification for this Modification:
The manufacturing program at WCCC has determined that their MAMT 106 course, Geometric Dimensioning and Tolerancing, should increase from one to two credit hours to cover the appropriate amount of material. Our department supports this modification. The Applied Mechanical Engineering program requires this course and as such must modify our program sheet accordingly. This change increases the BS AME degree from 125 to 126 total credit hours which is permitted as we are already a PTO program. As a point of reference, the CU-Boulder ME partnership program requires 128 credit hours for graduation.

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **William J. McCracken Jr.** Date: **10/1/2014**
Email: **wimccrac@coloradomesa.edu** Phone: **970.248.1666**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Scott Kessler** Date: **1/23/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Russ Walker** Date: **1/28/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Physical and Environmental Sciences

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. ENVS 455/455L, Restoration Ecology and Restoration Ecology Lab. Old prereqs: ENVS 312 and ENVS 350 or ENVS 360; or consent of instructor. New prereqs: ENVS 204 and ENVS 312; or consent of instructor
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND			

c. does not affect any other department, AND
d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Tamera Minnick** Date: **1/21/2015**
Email: tminnick@coloradomesa.edu Phone: X1663

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Scott Kessler** Date: **1/23/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Russ Walker** Date: **1/22/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

COLORADO MESA UNIVERSITY

Department of Biological Sciences
1100 North Avenue • Grand Junction, CO 81501-3122
970.248.1993 (o) • 970.248.1700 (f) • 1.800.982.6372

Date: January 28, 2015
To: Undergraduate Curriculum Committee
From: Denise McKenney, Department Head of Biological Science
Re: Summary of proposals submitted for the February 26, 2015 meeting

The Bachelor of Science degree with a Major in Biological Sciences currently has two concentrations, Biology and Biology, Secondary Teaching. We are proposing adding two new concentrations to meet the specialized needs of students currently in the Biology concentration.

The Biology concentration currently serves students with very diverse career goals and with specific course requirements suited to those goals. Students preparing for medical school or graduate school, especially in an area of molecular biology, are advised to take CHEM 131/131L and CHEM 132/ 132L as part of their general education requirements (soon to be Essential Learning) because they need to take advanced coursework in organic chemistry and biochemistry. In contrast, students interested in fish and wildlife biology need specific advanced ecology coursework and are encouraged to pursue internships with the local agencies, such as Parks and Wildlife. In the past, we have relied on individualized advising to direct students to the correct coursework selections. However, we currently have 658 majors across all degrees in Biology (2013-2014 numbers), with nothing formal to guide their advising.

As further support of the need to clarify advising, comments on our exit survey for graduates of our program indicate that at least some students exceeded their 120 total credit hours because they required additional coursework for their career goals. While all other indicators on our exit survey indicate high satisfaction levels with the Biology program, advising has been the one area of some dissatisfaction on the part of students.

We propose to keep the Biology concentration but add a concentration in Cellular, Molecular, and Developmental Biology (CMDB), as well as a concentration in Ecology, Evolution, and Organismal Biology (EEOB). All will share the same core courses. The goal is to clarify advising for our Majors. We do not anticipate any increase in enrollment (Biology is already a popular major), nor will there be any requirements for increases in faculty, facilities or resources. Our expectation is that roughly one-third of our majors in the Biology concentration will opt for the CMDB concentration, one-third will opt for the EEOB concentration, and one-third will stay with the Biology concentration. That expectation is based on survey information from our entry-level course related to career goals.

The program additions paperwork, as well as the program sheets for each new concentration, is submitted for your consideration.

Colorado Mesa University Majors by Department

Department: Biology

Majors

			2009-10		2010-11		2011-12		2012-13		2013-14	
Degree	**Code**	**Major**	**1st Major**	**All**	**1st Major**	**All**	**1st Major**	**All**	**1st Major**	**All**	**1st Major**	**All**
AS	2411	Liberal Arts, Biology	100	110	112	132	100	129	93	120	87	108
PB	2955	Biology Prov Bacc			8	8	8	8	15	15	28	28
BS	3400	Biology, Pre-Teacher Ed					3	3	11	11	12	13
	3410	Biological Sciences-Biology	304	339	327	362	384	422	457	494	475	500
	3412	Biology, Teacher Certification	20	24	17	22	9	20	6	11	6	9
			424	473	464	524	504	582	582	651	608	658

Declared Minors

Code	**Minor**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
M400	Biology	10	13	21	15	23
M480	Forensics	9	6	6	17	17
Grand Total		19	19	27	32	40

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Biological Sciences**
If new department, please enter name:

Proposal Type: **New Program**

PROGRAM: Degree type: **BS** Program/degree Name: **Biological Sciences**
Concentration/Emphasis: **Cellular, Molecular, and Developmental Biology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

---

1) & 2) Program SLOs and linkage to institutional SLOs:

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge, particularly in the key areas of cell and molecular biology, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

3) Relationship of SLOs to proposed curriculum:

The new concentration will have a special emphasis in cellular, molecular and developmental biology, but will share the same core courses as those in both the Biology concentration and the proposed Ecology, Evolution and Organismal Biology concentration. The SLOs will be the same.

4) Planned assessments for the program SLOs:

The same assessment currently used for the Biology concentration will also be utilized for the new concentration: embedded assessment questions, rubrics for grading lab reports, and assignments related to understanding primary literature in the field.

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

The new concentration fits in well with Colorado Mesa University's goals and objectives, as does the existing Biology concentration. Specifically, the concentration "fosters the development of skills and abilities that prepare students for the global economy." In addition, the concentration will ensure proper preparation for graduate education or post graduate professional training for students wishing to expand research opportunities in molecular biology or complete a professional degree in the medical field.

d. Program strengths, special features, innovations, and/or unique elements.

For students interested in medical school or graduate school in the areas of cellular, molecular or developmental biology, the CMDB concentration will give students the foundation they need to be successful. The additional chemistry and math requirement necessary for those career goals are clearly identified.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

No.

f. Program admissions requirements (if any beyond admission to institution).

None.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

Student surveys, particularly the exit survey completed by students graduating from our program, indicate a need for additional concentrations. There is increasing evidence that students feel advising could be improved by specific concentrations related to their fields of interest. Overall satisfaction with the program, faculty, and facilities is high, but on the issue of adequate advising, more students lean toward dissatisfaction.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

The Biology department wishes to formalize what we already advise on an individual basis. Our existing concentration is too broad to meet the specific needs of students interested in cellular, molecular or developmental biolgy without frequent contact with their advisors. Students often do not consult their advisors and, with only the Biology concentration program sheet as a guide, may complete a Biology degree, but without the coursework or experiences that would be beneficial for their careers. There is no overlap with other existing programs.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The math requirement is increased to MATH 151 Calculus I with a choice of STAT 200 or MATH 152 for further math. Courses in cellular biology, developmental biology, and advanced chemistry, as well as molecular genetics will be required. These are the same courses that students are currently advised to take as part of the Biology concentration.

One new course will be required of this concentration, BIOL 108/108L Diversity of Organisms. It is important for students to have a basic understanding of organisms, but a full botany (BIOL 107 Principles of Plant Biology) course and a full zoology (BIOL 106/106L Principles of Animal Biology) course are not required, as they are in the Biology concentration.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

No additional faculty are needed.

Full-Time Faculty in Biological Sciences

Bruce Bauerle, DA (Ecology and Vertebrate Zoology)

Margot Becktell, PhD (Botany and Horticulture)

Kelly Jean Thomas Craig, PhD (Mitochondrial Biology)

Shay West, PhD (Neuroscience and Genetics)

Paul Hampton, PhD (Physiological Ecology and Comparative Morphology)

Eriek Hansen, PhD (Fisheries and Aquatic Ecology)

Susan Longest, PhD (Animal Behavior and Physiology)

Stephanie Matlock, MS (Vertebrate Ecology and Wildlife Management)

Denise McKenney, PhD (Microbiology and Molecular Genetics)

Carrie McVean Waring, DVM (Anatomy and Physiology)

Kyle McQuade, PhD (Cellular and Molecular Biology)

Zeynep Ozsoy, PhD (Molecular Biology)

Aparna D.N. Palmer, PhD (Marine Invertebrate Zoology and Population Genetics)

Judith Sirota, MS (Human Anatomy and Physiology)

Matthew Stansbury (Developmental Genetics and EvoDevo)

Stephen Stern, PhD (Plant Molecular Systematics)

Thomas Walla, PhD (Tropical Ecology and Insect Biology)

Steve D. Werman, PhD (Molecular Systematics and Herpetology)

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

All existing laboratories, library holdings, and technological support are adequate.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

Intended delivery is site-based. There will be no outsourcing.

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

The proposed concentration is not a professional or technical program.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet?

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Denise McKenney** Date: **1/28/2015**
Email: **dmckenne@coloradomesa.edu** Phone: **1015**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Susan Longest** Date: **1/28/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Denise McKenney** Date: **1/28/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _____Cellular, Molecular, and Developmental Biology_____

Degree Title _____ Bachelor of Science _____

Name of Institution: _____ Colorado Mesa University_____

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	131	134	136	139	141	141
1-b	Out-of-State Headcount	27	27	28	28	29	29
2	Program Headcount	158	161	164	167	170	170
3-a	In-state FTE	148.4	152.1	155.9	159.6	163.3	163.3
3-b	Out-of-State FTE	30.4	31.2	31.9	32.7	33.5	33.5
4	Program FTE	178.8	183.3	187.8	192.3	196.8	196.8
5	Program Graduates	13	14	15	16	17	17

Please note that enrollment projections are based on our 2013-2014 number of students that declared Biology as their first major, which as 475. Further, we are projecting 2% enrollment growth each year. The same calculation applies to projected graduates based on the current number of ~40 graduates per year.
Similarly, the FTE projection is based on the Biology FTE of 536.5 for 2013-14. Based on freshman course surveys, approximately 1/3 of our majors would be interested in the EEOB concentration. We are also projecting 2% growth.
In-state/out-of-state ratio is assumed to be the 83% to 17% of the general incoming student population.

_____ _____

Signature of Governing Board Officer Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: ___Cellular, Molecular, and Developmental Biology _____

Name of Institution: _____ Colorado Mesa University_____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL	**Current capacity sufficient**							

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

No new physical capacity is required for this concentration.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		Current expense estimate sufficient				

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer Title Date

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Biological Sciences
Concentration: Cellular, Molecular, and Developmental Biology

About This Major . . .

The Bachelor of Science degree with a Biological Sciences major provides a broad background in the biological sciences. Students choose biology courses from four categories: cellular, molecular, and developmental biology; anatomical and physiological biology; organismal biology; and ecology, evolution, and systematics. The Cellular, Molecular, and Developmental Biology Concentration will provide a solid background in cell and molecular biology, genetics, and biochemistry. The concentration prepares graduates of this program for careers in the medical field, cell biology, and biotechnology, which are just a few of the career options available.

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

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

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of cell and molecular biology, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: (3 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

MATH 151	Calculus I	5*	_____	_____

*3 credits apply to the General Ed requirements and 2 credits apply to electives

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Natural Sciences (7 semester hours, one course must include a lab.)
CHEM 131/131L and CHEM 132/132L are recommended. Both are prerequisites for upper level chemistry. If chosen, 7 credits apply to the General Ed requirement and 3 credits apply to electives.

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)
Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (17-19 semester hours) Must receive a grade of "C" or better and should be completed by the end of the sophomore year.

BIOL 105	Attributes of Living Systems	3	_____	_____
BIOL 105L	Attributes of Living Systems Lab	1	_____	_____
PHYS 111*	General Physics I	4	_____	_____
PHYS 111L*	General Physics I Lab	1	_____	_____
PHYS 112*	General Physics II	4	_____	_____
PHYS 112L*	General Physics II Lab	1	_____	_____
STAT 200	Probability and Statistics	3	_____	_____
OR				
MATH 152	Calculus II	5	_____	_____

*A higher level subject can be taken in the same category with advisor approval.

BIOLOGICAL SCIENCES MAJOR REQUIREMENTS
(53 semester hours) A 2.5 GPA is required in the major courses. A "C" or better is required in all major courses.

Required Core Courses (10 semester hours)

BIOL 208	Fundamentals of Ecology and Evolution	3	_____	_____
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1	_____	_____
BIOL 301	Principles of Genetics	3	_____	_____
BIOL 301L	Principles of Genetics Lab	1	_____	_____
BIOL 483	Senior Thesis	2	_____	_____

Required Related Study Area (31 semester hours)

BIOL 102	Plant & Animal Biodiversity	3	_____	_____
BIOL 102L	Plant & Animal Biodiversity Lab	1	_____	_____
OR				
BIOL 108	Diversity of Organisms	3	_____	_____
BIOL 108L	Diversity of Organisms Lab	1	_____	_____
BIOL 302	Cellular Biology	3	_____	_____
BIOL 310	Developmental Biology	3	_____	_____
BIOL 310L	Developmental Biology Lab	2	_____	_____
BIOL 371L	Laboratory Investigations in Cellular & Molecular Biology I	3	_____	_____
CHEM 315	Biochemistry I	3	_____	_____
BIOL 425	Molecular Genetics	3	_____	_____
CHEM 311†	Organic Chemistry I	4	_____	_____
CHEM 311L†	Organic Chemistry I Lab	1	_____	_____
CHEM 312†	Organic Chemistry II	4	_____	_____
CHEM 312L†	Organic Chemistry II Lab	1	_____	_____

† CHEM 311/311L and 312/312 require CHEM 131/131L and 132/132L as prerequisites. Students should take CHEM 131/131L and 132/132L for the General Education Natural Sciences.

Course	No	Title	Sem.hrs	Grade	Term/Trns

Additional Biology Courses (12 semester hours chosen from the lists below)

Course	No	Title	Sem.hrs	Grade	Term/Trns

Electives (11-13 semester hours) (All college level courses appearing on your final transcript, **not listed above,** that will bring your total semester hours to 120 hours, including 40 upper division hours.) Up to 7 upper division hours may be needed. Research courses are recommended.

MATH	151	Calculus I	2*		
CHEM	131/131L/132/132L		3*		

Category1: Cellular, Molecular, and Developmental
BIOL 343 Immunology (3)
BIOL 344/344L Forensic Molecular Biology and Lab (3) / (1)
BIOL 442 Pharmacology (3)
CHEM 315L Biochemistry I Lab (1)
CHEM 316 Biochemistry II (3)

Category 2: Organismal
BIOL 250/250L Intro to Microbiology and Lab (3) / (2)
BIOL 316/316L Animal Behavior and Lab (3) / (1)
BIOL 322/322L Plant Identification and Lab (2) / (2)
BIOL 331/331L Insect Biology and Lab (3) / (2)
BIOL 333 Marine Biology (3)
BIOL 335/335L Invertebrate Zoology and Lab (3) / (1)
BIOL 336 Fish Biology (3)
BIOL 350/350L Microbiology and Lab (3) / (1)
BIOL 411/411L Mammalogy and Lab (3) / (1)
BIOL 412/412L Ornithology and Lab (3) / (1)
BIOL 413/413L Herpetology and Lab (3) / (1)
BIOL 421 Plant Physiology and Lab (3) / (1)
BIOL 431/431L Animal Parasitology and Lab (3) / (1)
BIOL 433 Marine Invertebrate Communities (3)
BIOL 450/450L Mycology and Lab (3) / (2)

Category 3: Anatomical and Physiological
BIOL 209/209L Human Anatomy & Physiology I and Lab (3) / (1)
BIOL 210/210L Human Anatomy & Physiology II and Lab (3) / (1)
BIOL 241 Pathophysiology (4)
BIOL 341/341L General Physiology and Lab (3) / (1)
BIOL 342/342L Histology and Lab (2) / (2)
BIOL 409/409L Gross and Developmental Human Anatomy (2) / (2)
BIOL 410/410L Human Osteology and Lab (3) / (1)
†BIOL 421/421L Plant Physiology and Lab (3) / (1)
BIOL 423/423L Plant Anatomy and Lab (3) / (2)
BIOL 426/426L Intro to Electron Microscopy and Lab (2) / (2)
BIOL 441 Endocrinology (3)

Category 4: Ecology, Evolution, and Systematics
BIOL 211/211L Ecosystem Biology and Lab (4) / (1)
BIOL 315 Epidemiology (3)
BIOL 320 Plant Systematics (3)
BIOL 321/321L Taxonomy of Grasses and Lab (2) / (2)
BIOL 403 Evolution (3)
BIOL 405/405L Adv. Ecological Methods and Lab (3) / (2)
BIOL 406 Plant-Animal Interactions (3)
BIOL 407 Tropical Field Biology (5)
BIOL 408 Desert Ecology (3)
BIOL 414/414L Aquatic Biology and Lab (3) / (1)
BIOL 415 Tropical Ecosystems (2)
BIOL 418/418L Wildlife Management and Lab (3) / (2)

NOTE: Topics courses (BIOL 196/296/396/496) as well as research courses (BIOL 387/487), internships (BIOL 499), teaching practicum (BIOL 493), and independent study (BIOL 495) may not be used as Additional Biology Courses but must be used for elective credit.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGICAL SCIENCES – CELLULAR, MOLECULAR, AND DEVELOPMENTAL BIOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are offered only during the fall or spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2-year course planning matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
BIOL 105	Attributes of Living Systems	3
BIOL 105L	Attributes of Living Systems Lab	1
General Education Natural Science with Lab		
(CHEM 131	General Chemistry I)	4
(CHEM 131L	General Chemistry I Lab)	1
MATH 151*	Calculus I	5
KINE 100	Health and Wellness	1
		15

*Professional schools (medical, veterinary, dental) may require one or two semesters of calculus. Math 151 and 152 will fulfill the MATH requirement.

Spring Semester		Hours
BIOL 102	Plant and Animal Biodiversity **or**	
BIOL 108	Diversity of Organisms	3
BIOL 102L	Plant and Animal Biodiversity Lab **or**	
BIOL 108L	Diversity of Organisms Lab	1
General Education Natural Science		
(CHEM 132	General Chemistry II)	4
(CHEM 132L	General Chemistry II Lab)	1
STAT 200	Probability and Statistics (3) **or**	
MATH 152	Calculus II (5)	3-5
ENGL 111	English Composition	3
		15-17

SOPHOMORE YEAR

Fall Semester		Hours
BIOL 208	Fundamentals of Ecology and Evolution	3
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1
CHEM 311	Organic Chemistry I	4
CHEM 311L	Organic Chemistry I Lab	1
ENGL 112	English Composition	3
General Education Social/Behavioral Science		3
		15

Spring Semester		Hours
BIOL 301	Principles of Genetics	3
BIOL 301L	Principles of Genetics Lab	1
CHEM 312	Organic Chemistry II	4
CHEM 312L	Organic Chemistry II Lab	1
General Education Humanities		3
General Education History		3
		15

JUNIOR YEAR

Fall Semester		Hours
BIOL 302	Cellular Biology	3
PHYS 111	General Physics I	4
PHYS 111L	General Physics I Lab	1
CHEM 315	Biochemistry I	3
General Education Applied Studies		3
KINA Activity		1
		15

Spring Semester		Hours
BIOL 310	Developmental Biology	3
BIOL 310L	Developmental Biology Lab	2
PHYS 112	General Physics II	4
PHYS 112L	General Physics II Lab	1
General Education Social/Behavioral Science		3
KINA Activity		1
		14

Take MCAT in spring or early fall of senior year for following fall admission for medical school.

SENIOR YEAR

Fall Semester		Hours
BIOL 371L	Lab Investigations in Cell & Molecular Biology	3
General Education Fine Arts		3
BIOL XXX (selected from list)		4
Electives*		5
		15

Spring Semester		Hours
BIOL 425	Molecular Genetics	3
BIOL 483	Senior Thesis	2
BIOL XXX (selected from list)		8
Electives*		1-3
		14-16

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

Library Assessment for Support of the Biology Program
Tomlinson Library
Colorado Mesa University

Date of assessment: **February 2015**

Collection under review: **Biological Sciences: Cellular, Molecular & Developmental Biology Concentration**

Program level: Certificate Associates Bachelors Masters

Librarian: **Jay Ballenberger**

1. **Current Collection Review**

   a. **Reference Sources:**

The library's print and online reference collections provide both range and depth of information for Biological Science students and practitioners in the field.

Dictionaries

Dictionary of Word Roots and Combining Forms: Compiled from the Greek, Latin, and other Languages, with Special Reference to Biological Terms and Scientific Names (1960)
Dictionary of Biochemistry and Molecular Biology (1989)
Dictionary of the Environment (1989)
Elsevier's Dictionary of Biology (1998)
A Dictionary of Ecology, Evolution, and Systematics (1998)
Glossary of Biotechnology Terms (1998)
A Dictionary of Ecology (1998) (online)
Dictionary of Ecology and the Environment (2001)
Animal Behavior Desk Reference: A Dictionary of Animal Behavior, Ecology, and Evolution (2001)
The Facts on File Dictionary of Biotechnology and Genetic Engineering (2001)
Dictionary of Medical Acronyms & Abbreviations (2005)
A Dictionary of Genetics (2006) (online)
Oxford Dictionary of Biochemistry and Molecular Biology (2006) (online)
A Dictionary of Biology (2008) (online)
The New Oxford Dictionary for Scientific Writers and Editors (2009) (online)
A Dictionary of Biomedicine (2010) (online)
A Dictionary of Ecology (2010) (online)
Dictionary of Developmental Biology and Embryology (2012) (online)
Gaither's Dictionary of Scientific Quotations: A Collection of Approximately 27,000 Quotations Pertaining to Archaeology, Architecture, Astronomy, Biology, Botany, Chemistry,…(2012) (online)
A Dictionary of Genetics (2013) (online)
Dictionary of Zoo Biology and Animal Management (2013) (online)

Encyclopedias

Grzimek's Encyclopedia of Ecology (1976)
The Encyclopedia of Evolution: Humanity's Search for its Origins (1990)
Encyclopedia of Environmental Biology (1995)
Blackwell's Concise Encyclopedia of Ecology (1999) (online)
The Encyclopedia of Genetic Disorders and Birth Defects (2000)
Encyclopedia of Human Evolution and Prehistory (2000)
Encyclopedia of Environmental Studies (2001)
Grzimek's Animal Life Encyclopedia (2003) (online)
The Merck Index: An Encyclopedia of Chemicals, Drugs, and Biologicals (2006)
Encyclopedia of Molecular Pharmacology (2008) (online)
Encyclopedia of Genetics, Genomics, Proteomics, and Informatics (2008) (online)
Encyclopedia of Biotechnology in Agriculture and Food (2011) (online)
Encyclopedia of Theoretical Ecology (2012) (online)
Encyclopedia of Cultivated Plants (2013) (online)
Concise Encyclopaedia of Bioinformatics and Computational Biology 2e (2014) (online)

Handbooks

Handbook of Biochemistry; Selected Data for Molecular Biology. (1968)
Handbook of Normal Physical Measurements (1989)
Molecular Biology and Biotechnology: A Comprehensive Desk Reference (1995)
Flavoprotein Protocols (1999) (online)
Carbohydrate Biotechnology Protocols (1999) (online)
Genetic Engineering: A Reference Handbook (1999) (online)
Medical Biomethods Handbook (2005) (online)
Basic Methods for the Biochemical Lab (2006) (online)
Handbook of Clinical Pediatric Endocrinology (2012) (online)
Handbook of Industrial Chemistry and Biotechnology (2012) (online)
Professional Guide to Diseases (2013)
Marine Microbiology: Bioactive Compounds and Biotechnological Applications (2013) (online)
Springer Handbook of Bio-/Neuroinformatics (2014) (online)
How to do Ecology: A Concise Handbook (2014) (online)
The Handbook of Plant Biosecurity: Principles and Practices for the Identification, Containment and Control of Organisms that Threaten Agriculture and the Environment Globally (2014) (online)

Professional Reference Sources

Molecular Biology and Biotechnology: A Comprehensive Desk Reference (1995)
Animal Behavior Desk Reference: A Dictionary of Animal Behavior, Ecology, and Evolution (2001)
Ecology and Classification of North American Freshwater Invertebrates (2010)
Biochemical Pathways: An Atlas of Biochemistry and Molecular Biology (2012)

b. **Monographic Sources**:

The library's book collection offers generally strong support for the Biological Science's program concentration of Cellular, Molecular, & Developmental Biology. Library holdings for specific curricular areas are indicated below.

Subject	CMU Print Titles	CMU Print Titles since 2005	ebooks	ebooks since 2005
Biology	664	67	629	568
Anatomy	237	68	136	130
Molecular Biology	75	7	100	90
Biochemistry	116	2	90	89
Toxicology	130	13	173	142
Aging	184	55	110	98
Biometry	21	1	44	43
Genetics	282	29	249	229
Cell Biology	6	2	11	11
Cytology	59	1	58	56
Developmental Biology	17	0	96	93
Metabolism	67	5	142	137
Totals	1,858	250	1,838	1,686

The current collection within the above listed subject areas is quite strong. Although only 13% of the print collection has been published since 2005, this is significantly augmented by the ebook collection, **92%** of which have been published since 2005. The total combined number of print and ebook titles is **3,696**. The total combined number of print and ebooks published since 2005 is **1,936**, or **52%** of the collection.

Electronic Resources

Databases that have articles and/or indexed content covering topics within the Biological Science's concentration of Cellular, Molecular, & Developmental Biology include**:** Biological Abstracts, BioOne, JSTOR, Agricola, BioMed Central, Highwire, Science Direct, Science Reference Center, Academic Search Complete, Wiley Online Library, The Directory of Open Access Journals, and more. These databases will have a wealth of full-text articles available for student consideration and use in research and other assignments.

c. Periodicals (online and print)

Current Subscriptions:
The following is a sample of journals currently subscribed to by CMU's Tomlinson Library. This list includes the database name and dates of holdings currently available, including online full-text and, if applicable, journals available in print.

Age (PubMedCentral Journals, 01/01/2005 to current)
Aging (Academic Search Complete, 01/01/1990 to 01/01/1994, some print)
American Journal of Anatomy (Wiley Online Library, 01/01/1901 to 12/31/1991)
Anatomy Research International (Academic Search Complete, 01/01/2011 to current)
Biology of the Cell (Paris) (Wiley Online Library, 01/01/1984 to current)
Biometrics (Wiley Online Library, 01/01/1999 to current, some print)

Cell Biochemistry & Function (Wiley Online Library, 01/01/1983 to current)
Cell Biology & Toxicology (Medline, 02/01/2000 to current)
Cell Proliferation (Wiley Online Library, 01/01/1968 to current)
Cell Structure & Function (J-STAGE Open Access Journals, 01/01/1975 to 12/31/2014)
Development (Cambridge) (PubMedCentral Journals, 01/01/2009 to current)
Developmental Dynamics (Wiley Online Library, 01/01/1992 to current)
Electronic Journal of Biotechnology (Directory of Open Access Journals, 01/01/1998 to current)
Experimental Cell Research (Science Direct, 01/01/1993 to current)
Fundamental & Applied Toxicology (Science Direct, 01/01/1993 to 12/01/1997)
Human Development (New York) (PubMedCentral Journals, 01/01/2009 to 01/01/2011)
Human Heredity (PubMedCentral Journals, 01/01/2007 to 04/01/2013)
Journal of Anatomy (PubMedCentral Journals, 01/01/1916 to current)
Journal of Biochemistry (Medline, 01/01/1996 to current)
Journal of Cellular Biochemistry (Wiley Online Library, 01/01/1982 to current)
Metabolic Engineering (Science Direct, 01/01/1999 to current)
Plant & Cell Physiology (Medline, 01/01/1996 to current)
Research on Aging: an international bimonthly journal (Sage Premier Collection, 01/01/1999 to current)

Hundreds of other journals of interest to the Biological Science program concentration of Cellular, Molecular, & Developmental Biology are available in full text through the library article databases.

Biological Science-appropriate databases can be located through the following steps: Library homepage >> Click search tab for Articles >> Click Browse Databases by Subject >> Use the dropdown list to select **Biology** (default: All Subjects).

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as possible.

d. Media

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

Films on Demand streaming videos can be searched by keyword or, alternately, one can browse discipline specific collections. The browseable **Biology Video Collection** returns 1,630 titles within the 7 sub-collections of **Animal Biology, Ecology, General Biology, Human Anatomy and Physiology, Marine Biology, Microbiology, and Plant Biology.**

2. Library Research Support Statement:

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as/or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research/course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities and collaborative efforts with faculty.

3. Recommendations for additions to the collection:

As mentioned above, the collection is quite strong. Although only 13% of the print collection has been published since 2005, this is significantly augmented by the ebook collection, **92%** of which have been published since 2005. The total combined number of print and ebook titles is **3,696**. The total combined number of print and ebooks published since 2005 is **1,936**, or **52%** of the collection.

In collaboration with department faculty, the library has developed core print and online collections to support coursework within the Biological Science program and in particular for the newly created concentration of Cellular, Molecular, & Developmental Biology. Selecting new materials in support of the Cellular, Molecular, & Developmental Biology concentration should be ongoing. Presently library resources for this concentration are quite strong.

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources. A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this program.

Library Director: ___Sylvia L. Rael_ ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Biological Sciences**
If new department, please enter name:

Proposal Type: **New Program**

PROGRAM: Degree type: **BS** Program/degree Name: **Biological Sciences**
Concentration/Emphasis: **Ecology, Evolution, and Organismal Biology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

---

1) & 2) Program SLOs and linkage to institutional SLOs:

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of organismal diversity, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

3) Relationship of SLOs to proposed curriculum:

The new concentration will have a special emphasis in ecology, evolution and organismal biology but will share the same core courses as those in both the Biology concentration and the proposed Cellular, Molecular and Developmental Biology concentration. The SLOs will be the same.

4) Planned assessments for the program SLOs:

The same assessment currently used for the Biology concentration will also be utilized for the new concentration: embedded assessment questions, rubrics for grading lab reports, and assignments related to understanding primary literature in the field.

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

The new concentration fits in well with Colorado Mesa University's goals and objectives, as does the existing Biology concentration. Specifically, the concentration "fosters the development of skills and abilities that prepare students for the global economy." In addition, the concentration will ensure proper preparation for graduate education for students wishing to expand research opportunities in ecology or evolution or the further study of specific organisms.

d. Program strengths, special features, innovations, and/or unique elements.

While the EEOB concentration has similarities to the Biology concentration, two courses will be required of students in this concentration: BIOL 403 Evolution and BIOL 405/405L Advanced Ecological Methods. Those two courses are currently choices in the Biology concentration. In addition, students who define themselves as EEOB majors will have heightened awareness on the part of their advisors to ensure proper course selections.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

No.

f. Program admissions requirements (if any beyond admission to institution).

None.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

Student surveys, particularly the exit surveys completed by students graduating from our program, indicate a need for a new concentration. There is increasing evidence that students feel advising could be improved by specific concentrations related to their fields of interest. Overall satisfaction with the program, faculty, and facilities is high, but on the issue of adequate advising, more students lean toward dissatisfaction.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

The Biology department wishes to formalize what we already advise on an individual basis. Our existing concentration is too broad to meet the specific needs of students interested in ecology, evolution, and the study of specific organisms without frequent contact with their advisors. Students often do not consult their advisor and, with only the Biology concentration program sheet as a guide, may complete a Biology degree, but without the coursework or experiences that would be beneficial for their careers. There is no overlap with other existing programs.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

No new courses are part of this concentration. All required courses for EEOB majors are currently choices for the Biology concentration. Our current course offering sequence is not expected to change.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

No additional faculty are needed.

Full-Time Faculty in Biological Sciences

Bruce Bauerle, DA (Ecology and Vertebrate Zoology)

Margot Becktell, PhD (Botany and Horticulture)

Kelly Jean Thomas Craig, PhD (Mitochondrial Biology)

Shay West, PhD (Neuroscience and Genetics)

Paul Hampton, PhD (Physiological Ecology and Comparative Morphology)

Eriek Hansen, PhD (Fisheries and Aquatic Ecology)

Susan Longest, PhD (Animal Behavior and Physiology)

Stephanie Matlock, MS (Vertebrate Ecology and Wildlife Management)

Denise McKenney, PhD (Microbiology and Molecular Genetics)

Carrie McVean Waring, DVM (Anatomy and Physiology)

Kyle McQuade, PhD (Cellular and Molecular Biology)

Zeynep Ozsoy, PhD (Molecular Biology)

Aparna D.N. Palmer, PhD (Marine Invertebrate Zoology and Population Genetics)

Judith Sirota, MS (Human Anatomy and Physiology)

Matthew Stansbury (Developmental Genetics and EvoDevo)

Stephen Stern, PhD (Plant Molecular Systematics)

Thomas Walla, PhD (Tropical Ecology and Insect Biology)

Steve D. Werman, PhD (Molecular Systematics and Herpetology)

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

All existing laboratories, library holdings, and technological support are adequate.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

Intended delivery is site-based. There will be no outsourcing.

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

The proposed concentration is not a professional or technical program.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:

If change to the concentration/emphasis, enter:

Is there a revision to the program sheet?

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Denise McKenney** Date: **1/28/2015**
Email: **dmckenne@coloradomesa.edu** Phone: **1015**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Susan Longest** Date: **1/28/15**

APPROVED BY DEPARTMENT HEAD:
Name: **Denise McKenney** Date: **1/28/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: ___Ecology, Evolution and Organismal Biology concentration ___

Degree Title _____Bachelor of Science_____

Name of Institution: _____Colorado Mesa University_____ _____

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	131	134	136	139	141	141
1-b	Out-of-State Headcount	27	27	28	28	29	29
2	Program Headcount	158	161	164	167	170	170
3-a	In-state FTE	148.4	152.1	155.9	159.6	163.3	163.3
3-b	Out-of-State FTE	30.4	31.2	31.9	32.7	33.5	33.5
4	Program FTE	178.8	183.3	187.8	192.3	196.8	196.8
5	Program Graduates	13	14	15	16	17	17

Please note that enrollment projections are based on our 2013-2014 number of students that declared Biology as their first major, which as 475. Further, we are projecting 2% enrollment growth each year. The same calculation applies to projected graduates based on the current number of ~40 graduates per year.
Similarly, the FTE projection is based on the Biology FTE of 536.5 for 2013-14. Based on freshman course surveys, approximately 1/3 of our majors would be interested in the EEOB concentration. We are also projection 2% growth.
In-state/out-of-state ratio is assumed to be the 83% to 17% of the general incoming student population.

_____ _____

Signature of Governing Board Officer Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: _____Ecology, Evolution, and Organismal Concentration ___

Name of Institution: _____Colorado Mesa University_____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL	Current capacity sufficient							

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

No new physical capacity is required for this concentration.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		Current expense estimate sufficient				

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer Title Date

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Biological Sciences
Concentration: Ecology, Evolution, and Organismal Biology

About This Major . . .

The Bachelor of Science degree with a Biological Sciences major provides a broad background in the biological sciences. Students choose biology courses from four categories: cellular, molecular, and developmental biology; anatomical and physiological biology; organismal biology; and ecology, evolution, and systematics. The Ecology, Evolution, and Organismal Biology Concentration will provide a solid background in ecology and evolution, and offers field courses in a variety of areas, in addition to internships and research opportunities. Graduates of this program may pursue careers in ecology, plant biology, fish and wildlife biology, and evolutionary biology, which are just a few of the career options available.

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

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

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of organismal diversity, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3		
ENGL 112		English Composition	3		
Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
MATH 113		College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
Natural Sciences (7 semester hours, one course must include a lab.) PHYS 112/112L* is typically required for admission to graduate schools. If chosen, 4 credits apply to the General Ed requirement and 1 credit applies to elective credit.					
	L				
History (3 semester hours)					
HIST					

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)				
KINE 100	Health and Wellness	1		
KINA 1____		1		
KINA 1____		1		
Applied Studies		3		

FOUNDATION COURSES (17-19 semester hours) Must receive a grade of "C" or better and should be completed by the end of the sophomore year.

BIOL 105	Attributes of Living Systems	3		
BIOL 105L	Attributes of Living Systems Lab	1		
CHEM 131*	General Chemistry I	4		
CHEM 131L*	General Chemistry I Lab	1		
CHEM 132*	General Chemistry	4		
CHEM 132L*	General Chemistry Lab	1		
STAT 200†	Probability and Statistics	3		
OR				
MATH 151†	Calculus I	5		

*A higher level subject may be taken in the same category with advisor approval. Organic Chemistry may be required for admission to some graduate programs.

†Statistics **and** Calculus may be required for admission to some graduate programs.

BIOLOGICAL SCIENCES MAJOR REQUIREMENTS
(51 semester hours) A 2.5 GPA is required in the major courses. A "C" or better is required in all major courses.

Required Core Courses (10 semester hours)				
BIOL 208	Fundamentals of Ecology and Evolution	3		
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1		
BIOL 301	Principles of Genetics	3		
BIOL 301L	Principles of Genetics Lab	1		
BIOL 483	Senior Thesis	2		
Required Related Study Area (21 semester hours)				
PHYS 111	General Physics I	4		
PHYS 111L	General Physics I Lab	1		
BIOL 106	Principles of Animal Biology	3		
BIOL 106L	Principles of Animal Biology Lab	1		
BIOL 107	Principles of Plant Biology	3		
BIOL 107L	Principles of Plant Biology Lab	1		
BIOL 403	Evolution	3		
BIOL 405	Advanced Ecological Methods	3		
BIOL 405L	Advanced Ecological Methods Lab	2		

Course	No	Title	Sem.hrs	Grade	Term/Trns

Additional Biology Courses (20 semester hours, chosen from the lists below) At least 16 of the credit hours must be 300 level or above.

Course	No	Title	Sem.hrs	Grade	Term/Trns

Electives (13-15 credit hours) (All college level courses, **not listed above,** that will bring your total semester hours to 120 hours, including 40 upper division hours.) Up to 10 upper division hours may be needed. BIOL 499 Internship or research courses are recommended.

MATH	113	College Algebra	1*		
PHYS	112/112L	General Physics	1*		

Category 1: Cellular, Molecular, and Developmental
BIOL 302 Cellular Biology (3)
BIOL 310/310L Developmental Biology and Lab (3) / (2)
BIOL 343 Immunology (3)
BIOL 344/344L Forensic Molecular Biology and Lab (3) / (1)
BIOL 371L Lab Investigations in Cellular and Molecular Biology (3)
BIOL 425 Molecular Genetics (3)
BIOL 442 Pharmacology (3)
CHEM 315/315L Biochemistry I and Lab (3) / (1)
CHEM 316 Biochemistry II (3)

Category 2: Organismal
BIOL 250/250L Intro to Microbiology and Lab (3) / (2)
BIOL 316/316L Animal Behavior and Lab (3) / (1)
BIOL 322/322L Plant Identification and Lab (2) / (2)
BIOL 331/331L Insect Biology and Lab (3) / (2)
BIOL 333 Marine Biology (3)
BIOL 335/335L Invertebrate Zoology and Lab (3) / (1)
BIOL 336 Fish Biology (3)
BIOL 350/350L Microbiology and Lab (3) / (1)
BIOL 411/411L Mammalogy and Lab (3) / (1)
BIOL 412/412L Ornithology and Lab (3) / (1)
BIOL 413/413L Herpetology and Lab (3) / (1)
BIOL 431/431L Animal Parasitology and Lab (3) / (1)
BIOL 433 Marine Invertebrate Communities (3)
BIOL 450/450L Mycology and Lab (3) / (2)

Category 3: Anatomical and Physiological
BIOL 209/209L Human Anatomy & Physiology I and Lab (3) / (1)
BIOL 210/210L Human Anatomy & Physiology II and Lab (3) / (1)
BIOL 241 Pathophysiology (4)
BIOL 341/341L General Physiology and Lab (3) / (1)
BIOL 342/342L Histology and Lab (2) / (2)
BIOL 409/409L Gross and Developmental Human Anatomy (2) / (2)
BIOL 410/410L Human Osteology and Lab (3) / (1)
BIOL 421/421L Plant Physiology and Lab (3) / (1)
BIOL 423/423L Plant Anatomy and Lab (3) / (2)
BIOL 426/426L Intro to Electron Microscopy and Lab (2) / (2)
BIOL 441 Endocrinology (3)

Category 4: Ecology, Evolution, and Systematics
BIOL 211/211L Ecosystem Biology and Lab (4) / (1)
BIOL 315 Epidemiology (3)
BIOL 320 Plant Systematics (3)
BIOL 321/321L Taxonomy of Grasses and Lab (2) / (2)
BIOL 332/332L Introduction to GIS (2) / (1)
BIOL 406 Plant-Animal Interactions (3)
BIOL 407 Tropical Field Biology (5)
BIOL 408 Desert Ecology (3)
BIOL 414/414L Aquatic Biology and Lab (3) / (1)
BIOL 415 Tropical Ecosystems (2)
BIOL 418/418L Wildlife Management and Lab (3) / (2)
GEOL 305 Cartography for GIS (1)
GEOG 131 Introduction to Cartography (3)

NOTE: Topics courses (BIOL 196/296/396/496) as well as research courses (BIOL 387/487), internships (BIOL 499), teaching practicum (BIOL 493), and independent study (BIOL 495) may not be used as Additional Biology Courses but must be used for elective credit.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGICAL SCIENCES – ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are offered only during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
BIOL 105	Attributes of Living Systems	3
BIOL 105L	Attributes of Living Systems Lab	1
CHEM 131	General Chemistry	4
CHEM 131L	General Chemistry Lab	1
MATH 113	College Algebra	4
KINE 100	Health and Wellness	1
KINA	Activity	1
		15

Spring Semester		Hours
BIOL 106	Principles of Animal Biology	3
BIOL 106L	Principles of Animal Biology Lab	1
CHEM 132	General Chemistry	4
CHEM 132L	General Chemistry Lab	1
STAT 200	Probability and Statistics (3) **or**	3-5
MATH 151	Calculus I (5)	
ENGL 111	English Composition	3
		15-17

SOPHOMORE YEAR

Fall Semester		Hours
BIOL 107	Principles of Plant Biology	3
BIOL 107L	Principles of Plant Biology Lab	1
PHYS 111	General Physics I	4
PHYS 111L	General Physics I Lab	1
ENGL 112	English Composition	3
General Education Social/Behavioral Science		3
		15

Spring Semester		Hours
BIOL 208	Fundamentals of Ecology and Evolution	3
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1
BIOL 301	Principles of Genetics	3
BIOL 301L	Principles of Genetics Lab	1
General Education Natural Science with Lab		5
(PHYS 112/112L recommended)		
KINA	Activity	1
		14

JUNIOR YEAR

Fall Semester		Hours
BIOL 403	Evolution	3
BIOL XXX (selected from list)		7
General Education History		3
General Education Applied Studies		3
		16

Spring Semester		Hours
BIOL 405	Ecological Methods	3
BIOL 405L	Ecological Methods Lab	2
General Education Humanities		3
General Education Social/Behavioral Science		3
Electives		4
		15

SENIOR YEAR

Fall Semester	Hours
BIOL XXX (selected from list)	6
Electives	3
General Education Natural Science	3
General Education Fine Arts	3
	15

Spring Semester		
BIOL 483	Senior Thesis	2
BIOL XXX (selected from list)		7
Electives		4-6
		13-15

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

Library Assessment for Support of the Biology Program
Tomlinson Library
Colorado Mesa University

Date of assessment: **February 2015**

Collection under review: **Biological Sciences: Ecology, Evolution, and Organismal Biology Concentration**

Program level: Certificate Associates Bachelors Masters

Librarian: **Jay Ballenberger**

1. **Current Collection Review**

   a. **Reference Sources:**

The library's print and online reference collections provide both range and depth of information for Biological Science students and practitioners in the field.

Dictionaries

Dictionary of Word Roots and Combining Forms: Compiled from the Greek, Latin, and other Languages, with Special Reference to Biological Terms and Scientific Names (1960)
Dictionary of Biochemistry and Molecular Biology (1989)
Dictionary of the Environment (1989)
Elsevier's Dictionary of Biology (1998)
A Dictionary of Ecology, Evolution, and Systematics (1998)
Glossary of Biotechnology Terms (1998)
A Dictionary of Ecology (1998) (online)
Dictionary of Ecology and the Environment (2001)
Animal Behavior Desk Reference: A Dictionary of Animal Behavior, Ecology, and Evolution (2001)
The Facts on File Dictionary of Biotechnology and Genetic Engineering (2001)
Dictionary of Medical Acronyms & Abbreviations (2005)
A Dictionary of Genetics (2006) (online)
Oxford Dictionary of Biochemistry and Molecular Biology (2006) (online)
A Dictionary of Biology (2008) (online)
The New Oxford Dictionary for Scientific Writers and Editors (2009) (online)
A Dictionary of Biomedicine (2010) (online)
A Dictionary of Ecology (2010) (online)
Dictionary of Developmental Biology and Embryology (2012) (online)
Gaither's Dictionary of Scientific Quotations: A Collection of Approximately 27,000 Quotations Pertaining to Archaeology, Architecture, Astronomy, Biology, Botany, Chemistry,…(2012) (online)
A Dictionary of Genetics (2013) (online)
Dictionary of Zoo Biology and Animal Management (2013) (online)

Encyclopedias

Grzimek's Encyclopedia of Ecology (1976)
The Encyclopedia of Evolution: Humanity's Search for its Origins (1990)
Encyclopedia of Environmental Biology (1995)
Blackwell's Concise Encyclopedia of Ecology (1999) (online)
The Encyclopedia of Genetic Disorders and Birth Defects (2000)
Encyclopedia of Human Evolution and Prehistory (2000)
Encyclopedia of Environmental Studies (2001)
Grzimek's Animal Life Encyclopedia (2003) (online)
The Merck Index: An Encyclopedia of Chemicals, Drugs, and Biologicals (2006)
Encyclopedia of Molecular Pharmacology (2008) (online)
Encyclopedia of Genetics, Genomics, Proteomics, and Informatics (2008) (online)
Encyclopedia of Biotechnology in Agriculture and Food (2011) (online)
Encyclopedia of Theoretical Ecology (2012) (online)
Encyclopedia of Cultivated Plants (2013) (online)
Concise Encyclopaedia of Bioinformatics and Computational Biology 2e (2014) (online)

Handbooks

Handbook of Biochemistry; Selected Data for Molecular Biology. (1968)
Handbook of Normal Physical Measurements (1989)
Molecular Biology and Biotechnology: A Comprehensive Desk Reference (1995)
Flavoprotein Protocols (1999) (online)
Carbohydrate Biotechnology Protocols (1999) (online)
Genetic Engineering: A Reference Handbook (1999) (online)
Medical Biomethods Handbook (2005) (online)
Basic Methods for the Biochemical Lab (2006) (online)
Handbook of Clinical Pediatric Endocrinology (2012) (online)
Handbook of Industrial Chemistry and Biotechnology (2012) (online)
Professional Guide to Diseases (2013)
Marine Microbiology: Bioactive Compounds and Biotechnological Applications (2013) (online)
Springer Handbook of Bio-/Neuroinformatics (2014) (online)
How to do Ecology: A Concise Handbook (2014) (online)
The Handbook of Plant Biosecurity: Principles and Practices for the Identification, Containment and Control of Organisms that Threaten Agriculture and the Environment Globally (2014) (online)

Professional Reference Sources

Molecular Biology and Biotechnology: A Comprehensive Desk Reference (1995)
Animal Behavior Desk Reference: A Dictionary of Animal Behavior, Ecology, and Evolution (2001)
Ecology and Classification of North American Freshwater Invertebrates (2010)
Biochemical Pathways: An Atlas of Biochemistry and Molecular Biology (2012)

b. **Monographic Sources**:

The library's book collection offers generally strong support for the Biological Science's program concentration of Ecology, Evolution, and Organismal Biology. Library holdings for specific curricular areas are indicated below.

Subject	CMU Print Titles	CMU Print Titles since 2005	ebooks	ebooks since 2005
Biology	664	67	629	568
Evolution (Biology)	136	20	99	82
Ecology	973	156	590	532
Biochemistry	116	2	90	89
Population Biology	27	2	13	11
Natural Selection	32	4	8	4
Animal Behavior	86	6	33	27
Genetics	282	29	249	229
Marine Biology	39	5	13	11
Zoology	67	1	8	5
Totals	2,422	292	1,732	1,558

The collection could be strengthened by the purchase of more recent materials concerning **Natural Selection** (40 total titles, 8 of which have been published since 2005, representing only 20% of books within that subject area) and **Zoology** (76 total titles, 6 of which have been published since 2005, representing only 8% of the books within that subject area).

Electronic Resources

As detailed in the table above, the library provides online access to 1,732 ebooks relevant for courses within the Biological Science's program concentration of Ecology, Evolution, and Organismal Biology. Almost 90% of these available ebook titles were published since 2005, supplementing the rather low number of print holdings from that same time period.

Databases that have articles and/or indexed content covering topics within the Biological Science's concentration of Ecology, Evolution, and Organismal Biology include**:** Biological Abstracts, BioOne, JSTOR, Agricola, BioMed Central, Highwire, Science Direct, Science Reference Center, Academic Search Complete, Wiley Online Library, The Directory of Open Access Journals, and more. These databases will have a wealth of full-text articles available for student consideration and use in research and other assignments.

c. Periodicals (online and print)

Current Subscriptions:
The following is a sample of journals currently subscribed to by CMU's Tomlinson Library. This list includes the database name and dates of holdings currently available, including online full-text and, if applicable, journals available in print.

American Naturalist (Full Text from Publisher, 03/01/1867 to current, some print holdings)
Animal Behavior (Science Direct, 01/01/1993 to current, some print holdings)

Biochemical and Biophysical Research Communications (Science Direct, 01/15/1993 to current)
Biochemistry (American Chemical Society Journals, 1/1/62 to present)
Biological Journal of the Linnean Society (Wiley Online Library, 01/01/1969 to current)
Ecological Research (Academic Search Complete, 03/01/1998 to 02/19/2014)
Ecology (JSTOR-Biological Sciences Collection, 01/01/1920 to 12/01/2012, some print)
Evolution & Development (Wiley Online Library, 01/01/1999 to current)
Functional Ecology (Wiley Online Library, 01/01/1997 to current)
Genome Biology (PubMedCentral Journals, 01/01/2000 to current)
Human Molecular Genetics (Medline, 01/01/1996 to current)
Insects (Academic Search Complete, 12/01/2011 to current)
Journal of Evolutionary Biology (Wiley Online Library, 01/01/1988 to current)
Journal of Immunology (Highwire Press OA Journals, 02/01/1916 to 02/19/2014, some print)
Journal of Zoology (Wiley Online Library, 01/01/1966 to current)
Limnology & Oceanography (JSTOR Current Scholarship, 01/01/1956 to 11/01/2008)
Marine Biology (Berlin) (Academic Search Complete, 01/01/2003 to 02/19/2014)
Molecular Biology and Evolution (Medline, 01/01/1996 to current)
Native Plants Journal (Academic Search Complete, 04/01/2000 to 02/19/2014)
Nature (Medline, 06/01/1997 to current, some print and microfiche holdings dating from 1965)
Nature Biotechnology (Medline, 11/01/1998 to current)
The Plant Cell (PubMedCentral Journals, 01/01/1989 to current)
Trends in Plant Science (Science Direct, 1996-current)

Hundreds of other journals of interest to the Biological Science program concentration of Ecology, Evolution, and Organismal Biology are available in full text through the library article databases.

Biological Science-appropriate databases can be located through the following steps: Library homepage >> Click search tab for Articles >> Click Browse Databases by Subject >> Use the dropdown list to select **Biology** (default: All Subjects).

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as possible.

d. Media

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

Films on Demand streaming videos can be searched by keyword or, alternately, one can browse discipline specific collections. The browseable **Biology Video Collection** returns 1,630 titles within the 7 sub-collections of **Animal Biology, Ecology, General Biology, Human Anatomy and Physiology, Marine Biology, Microbiology, and Plant Biology.**

2. **Library Research Support Statement:**

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as/or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research/course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities and collaborative efforts with faculty.

3. **Recommendations for additions to the collection:**

As mentioned above, the collection could be strengthened by the purchase of more recent materials concerning Natural Selection (40 total titles, 8 of which have been published since 2005, representing only 20% of the collection) and Zoology (76 total titles, 6 of which have been published since 2005, representing only 8% of the collection).

In collaboration with department faculty, the library has developed core print and online collections to support coursework within the Biological Science program and in particular for the newly created concentration of Ecology, Evolution, and Organismal Biology. Selecting new materials in support of the Ecology, Evolution, and Organismal Biology concentration should be ongoing. Presently the library resources for this concentration are quite strong.

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources. A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this program.

Library Director: ___Sylvia L. Rael_____ **Date:** __February 23, 2015___

Intra-Departmental Curriculum Change Memo

Department Name: Languages, Literature and Mass Communication

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☒	☐	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.) ENGL 471 British Romanticism Old Description: Representative works of writers attempting to discover a higher reality than that offerered by materialism or rationalism. New Description: Exploration of the poetry, prose, and drama of the Romantic period in Britain. Texts and authors are chosen by the instructor to provide a thorough study of selected historical, philosophical and literary aspects of the period.
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.

Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Colin Carman** Date: **1/30/2015**
Email: ccarman@coloradomesa.edu Phone: 248-1206

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer Hancock** Date: **1/30/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Barry Laga** Date: **1/30/15**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Computer Science, Mathematics and Statistics**
If new department, please enter name:

Course prefix: **MATH** Course number: **101** Credit hours: **1**

Course name: **Review in Mathematics**

Course abbreviated schedule name (24 characters maximum): **Review**

Contact hours per week: Lecture **1** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 750 Student preparation minutes for a term: 1500

Earliest term course can be offered: **Summer** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Permission of instructor**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **Yes**
If yes, explain: **The course is intended to be a review of prerequisite material for particular courses in order to prepare students for that course. For example Review: Algebra Prep, or Review: Calculus Prep. As such, this one-credit course may overlap the material taught in other math courses.**

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Review of mathematical concepts and computations. Content will vary and topics will be chosen to prepare students for a specific subsequent course.

Justification for the proposed new course (enter below):

Because mathematics is a classic “use it lose it” subject, the CSMS department sees a need for review courses that will help students refresh their knowledge of prerequisite material before enrolling in a course. This idea was tested as a one credit topics course MATH 096 Topics: Algebra Review. There has been a positive response to the course and we’d like continue to offer it as well as other versions in an effort to improve retention at the lower levels. Leaving the course name and description open will allow us to offer similar review courses for other topics such as Review for Algebra, Review for Calculus, Review: Trig Basics, Review: Calculus II Prep, etc. The course abbreviation would indicate the type of review being offered and the course would act similar to a topics course. Students would be able to earn credit in more than one MATH 101 course as long as they were different topics/course names.

The test course, MATH 096 Topics: Algebra Review was offered in the Fall 2014 and Fall Spring 2015 semesters. This was a three-week course in conjunction with a late start MATH 113 College Algebra course and a late start MATC 091 Intermediate Algebra. The Review course was intended for students who needed a quick refresher of topics from MATC 091 before beginning MATH 113. In addition, the course acted as a placement guide – those who passed MATH 096 went on to MATH 113 and those who did not pass registered for MATC 091. Students who took and passed the MATH

096 review course in Fall 2014 were tracked as they continued to MATH 113 and the results were positive. Those students who took MATH 096 and went on to MATH 113 performed better than their MATH 113 classmates early in the semester and then fell in line with the class average as the semester continued.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. develop independent learning skills, in particular, reading skills
2. develop problem-solving skills
3. develop mathematical language skills
4. develop logical and critical thinking skills

Topical course outline: (List of topics only. Do not attach syllabus.)

Topics will vary based on the theme of the review, but will focus on the concepts and quick computations needed to be successful in the follow up course. For example, in Review: for Algebra, students will review Intermediate Algebra topics such as simplifying rational expressions. In Review: A Primer for Calculus II, topics from Calculus I including the product, quotient, and chain rules for differentiation will be included.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Developmental Mathematics, 2/03/2015

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Lisa Driskell** Date: **1/26/2015**
Email: ldriskel@coloradomesa.edu Phone: x1824

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell** Date: **2/2/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne** Date: **2/3/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: ___February 2015___

Course Number: __MATH 101 ___

Catalog Description: Review in Mathematics

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: ____Jay Ballenberger ____

1. **Current Collection Review**

    a. **Reference Sources:**

    b. **Monographic Sources:**

    c. **Periodicals (online and print):**

    d. **Electronic Resources:**

2. **Recommendations for additions to the collection:**

    As the curricular content of this course is already contained in existing courses, the library collection is already sufficient and has been previously assessed. No assessment will be conducted on this course. Faculty are encouraged to work with library staff to assure that materials are available to assist students needing to boost their math skills.

3. **Library Research Support Statement:**
    The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can

also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____ Date: ____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Computer Science, Mathematics and Statistics**
If new department, please enter name:

Course prefix: **CSCI** Course number: **405** Credit hours: **3**

Course name: **Mobile Application Development**

Course abbreviated schedule name (24 characters maximum): **Mobile Apps**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **CSCI 250 CS3 Intro to Algorithms**		2. **CSCI 337 User Interface Design**	
3. **or CSCI 206 Web Page Design 2**		4. **or Permission of Instructor**	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Application development on mobile platforms, such as smartphones and tablets. Topics include understanding hardware, application API's, marketplaces, and programming languages for these platforms.

Justification for the proposed new course (enter below):

Developing mobile applications is significantly different from traditional applications, and a significant part of the kind of software development our students would be expected to have experience in. We must provide an opportunity for our students to learn about this style of software development.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Identify the major differences between traditional applications and mobile applications from the point of view of system constraints, system resources, application lifecycle, user interfaces, deployment, and embedded development.
2. Differentiate where and how to design an application that would meet the needs of different target audiences based on the mobile application marketplace and revenue models.

3. Defend a set of choices and constraints when developing a mobile application; including popular platforms and how those platforms define how and application is developed.
4. Construct a working application for at least one mobile platform.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. **Platforms – the major hardware/software platforms in the mobile marketplace**
2. **Infrastructure – resources related to deployment of applications**
3. **Markets – application marketplaces and their infrastructure related to application development**
4. **Application lifecycle – how applications run on resource-constrained mobile devices**
5. **Mobile hardware – typical devices available on mobile platform and design trade-offs on their use**
6. **User interface – design principles and guidelines for mobile platforms**
7. **Persistence API – mechanisms for storage and sharing of persistent data**
8. **3rd party options – cross platform and application specific development options**

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Warren MacEvoy** Date: **1/21/2015**
Email: wmacevoy@coloradomesa.edu Phone: 970-260-1793

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell** Date: **1/26/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions (if appropriate).

Date of assessment: 1/28/2015

Collection under review: CSCI 405 Mobile Application Development

Program level (circle): Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Jamie Walker

1. Current Collection Review
   This assessment was prepared drawing selected subject matter from the course addition worksheet provided by the department. Subject headings used below are based upon Library of Congress Subject Headings.

   a. Reference Sources: A subject search of the online catalog with the broad term "Computer Science" retrieved 5 titles in the Reference collection, all of which were published in the early 2000s. Some prominent titles in the reference collection are:
      Encyclopedia of Computer Science, 2000
      Dictionary of Computer Science, Engineering, and Technology, 2001
      The New Penguin Dictionary of Computing, 2001

      The library also subscribes to online reference databases that provide access to current encyclopedias and dictionaries that cover computer science.

   b. Monographic Sources: The Tomlinson Library Online Catalog (CMU) was searched for locally available books including e-books. Searches were done for all materials and then limited to those published from 2005 forward. The Prospector catalog was searched to determine what might be readily available from other libraries without regard to date.

Subject Heading	CMU All	CMU 2005-	Prospector
Application Software -- Development	334	316	4721
Smartphones -- Programming	26	26	331
Mobile Computing	223	219	1451

c. Electronic Resources: E-Books were searched within the Tomlinson Library Online Catalog. Most of CMU's e-book holdings have been published since 2001. CMU's e-book holdings are expected to continue to expand over time

Subject Heading	E-Books LSCH
Application Software -- Development	323
Smartphones -- Programming	26
Mobile Computing	212

d. Periodicals (online and paper): The EBSCO Discovery Service (EDS), which searches across many databases to which we subscribe was searched for academic journal articles. The results are shown in the table below. Many of the articles contained in EDS are available as online full-text. The library also subscribes to the print computing titles "AI Magazine" and "Communications of the ACM", the articles of which may be discovered though a database such as EDS, or by browsing individual issues. In summary, there is a large quantity of material available in periodical resources with a significant amount available in full-text. Journal literature not available through Colorado Mesa University can be provided by the Interlibrary Loan Department. Article requests are provided through 2 programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to 245 academic library journal collections. The average amount of time it takes to fill an article request is 12 hours. Most requests are filled through this program. Beyond that, OCLC Resource Sharing gives access to 72,000 library collections world-wide. Both of these programs also provide book chapters as scanned documents.

Subject Heading	EDS
Application Software -- Development	3004
Smartphones -- Programming	30
Mobile Computing	2680

Available Periodicals (from survey of relevant titles in Academic Search Complete):

Australian Journal of Multi-Disciplinary Engineering
British Journal of Educational Technology
Communications of the ACM
Comunicar
EE: Evaluation Engineering
Electronics & Communications in Japan
Engineering & Technology
IET Communications
International Journal of Bio-Science & Bio-Technology
International Journal of Control & Automation
International Journal of Human-Computer Interaction
International Journal of Telemedicine & Applications
International Journal of U- & E-Service, Science & Technology
Issues in Informing Science & Information Technology

Journal of Applied Quantitative Methods
Journal of Cheminformatics
Journal of Electrical & Electronics Engineering
Journal of Medical Systems
Journal of Research on Technology in Education
Journal of Supercomputing
Journal of Telemedicine & Telecare
Journal of Visual Languages & Computing
Library Technology Reports
New Media & Society
On-Line Papers in Economics & Informatics
Plos One
TechTrends: Linking Research & Practice to Improve Learning
Telkomnika

2. Recommendations for additions to the collection: It is anticipated that current library resources will be adequate for this course. Existing funds should be sufficient to purchase new materials as required. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

3. Analysis of library's collection:

   Existing library resources should be adequate for this course.

   ☒ This program requires no new library resources.
   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael Date: February 23, 2015

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Computer Science, Mathematics and Statistics**
If new department, please enter name:

Course prefix: **STAT** Course number: **241** Credit hours: **3**

Course name: **Introduction to Business Analysis**

Course abbreviated schedule name (24 characters maximum): **Intro Business Analysis**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **MATH 113 or higher**	**3**	2. **and CISB 101**	**3**
3. **or CISB 205**	**3**	4. **or CISB 305**	**3**
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BBA**	**all concentrations**
2.	**BS**	**CIS**
3.	**BAS**	**Business Administration**
4.	**BAS**	**Computer Information Systems**
5.	**BAS**	**Hospitality Management**
6.	**Minor**	**Managerial Informatics**
7.	**AAS**	**Hospitality Management**
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **CISB 341**	2. **MANG 341**
3. **MARK 350**	4. **CONM 362**
5. **ECON 415**	6. **ECON 505**
7. **FINA 301**	8. **BUGB 435**
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **Yes**
If yes, explain: **This course will be cross-listed with CISB 241.**

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Introduction to descriptive, predictive, and inferential analysis techniques, data interpretation, business research skills, and techniques for analysis and modeling of business problems in the workplace using appropriate software.

Justification for the proposed new course (enter below):

This course will replace the STAT 200 requirement in all concentrations in the BBA and in other business majors, and thereby will preserve headcount in the department of Computer Science, Mathematics, and Statistics.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Demonstrate use of descriptive analysis in the workplace.
2. Demonstrate use of predictive and inferential analysis in the workplace.
3. Demonstrate use of descriptive analysis software in the workplace.
4. Demonstrate use of predictive and inferential software in the workplace.
5. Demonstrate use of business research techniques in the workplace.
6. Demonstrate use of basic data interpretation in the workplace.

Topical course outline: (List of topics only. Do not attach syllabus.)

- Data collection
- Graphs, charts, and tables
- Describing data using numerical measures
- Introduction to probability
- Introduction to discrete probability distributions
- Introduction to continuous probability distributions.
- Sampling distributions
- Estimating single population parameters
- Introduction to hypothesis testing
- Hypothesis testing for two population parameters
- Hypothesis tests and estimation of population variance
- Analysis of variance
- Goodness-of-fit tests and contingency analysis
- Intro to linear regression and correlation analysis

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

The Business Department initiated this request and is therefore okay with this proposal.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Rick Ott** Date: **1/22/2015**
Email: rott@coloradomesa.edu Phone: x1725

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell** Date: **1/28/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne** Date: **1/22/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions (if appropriate).

Date of assessment: 1/28/2015

Collection under review: STAT 241 Introduction to Business Analysis

Program level (circle): Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Jamie Walker

1. Current Collection Review
   This assessment was prepared drawing selected subject matter from the course addition worksheet provided by the department. Subject headings used below are based upon Library of Congress Subject Headings.

   a. Reference Sources: A subject search of the online catalog with the term "Statistics" retrieved 13 titles in the Reference collection, the majority of which were published in the 1990s. Some prominent titles in the reference collection are:
      The Cambridge Dictionary of Statistics, 1998
      Dictionary of Statistics & Methodology: a nontechnical guide for the social sciences, 2005
      Encyclopedia of Statistical Sciences, 1982
      The Oxford Dictionary of Statistical Terms, 2003

      The library also subscribes to online reference databases that provide access to current encyclopedias and dictionaries that cover statistics.

   b. Monographic Sources: The Tomlinson Library Online Catalog (CMU) was searched for locally available books including e-books. Searches were done for all materials and then limited to those published from 2005 forward. The Prospector catalog was searched to determine what might be readily available from other libraries without regard to date.

Subject Heading	CMU All	CMU 2005-	Prospector
Commercial Statistics	12	2	506
Statistics	544	80	5322
Statistics -- Data Processing	17	5	294

Business -- Research	20	10	61
Social Sciences -- Methodology	59	11	1204
Automatic Data Collection Systems	2	0	205
Graphic Methods	21	6	258
Probability	10	1	37
Sampling (Statistics)	22	11	1005
Statistical Hypothesis Testing	19	9	219
Population -- Statistics	17	5	402
Analysis of Variance	6	1	387
Goodness-of-Fit Tests	1	0	20
Regression analysis	13	3	922
Correlation (Statistics)	3	0	209

c. Electronic Resources: E-Books were searched within the Tomlinson Library Online Catalog. Most of CMU's e-book holdings have been published since 2001. CMU's e-book holdings are expected to continue to expand over time

Subject Heading	E-Books LCSH
Commercial Statistics	15
Statistics	690
Statistics -- Data Processing	85
Business -- Research	35
Social Sciences -- Methodology	34
Automatic Data Collection Systems	5
Graphic Methods	36
Probability	37
Sampling (Statistics)	17
Statistical Hypothesis Testing	8
Population -- Statistics	14
Analysis of Variance	10
Goodness-of-Fit Tests	1
Regression analysis	42
Correlation (Statistics)	5

d. Periodicals (online and paper): The EBSCO Discovery Service (EDS), which searches across many databases to which we subscribe was searched for academic journal articles. The results are shown in the table below. Many of the articles contained in EDS are available as online full-text. The library also subscribes to American Statistician online (older issues in print), the articles of which may be discovered though a database such as EDS, or by browsing individual issues. In summary, there is a large quantity of material available in periodical resources with a significant amount available in full-text. Journal literature not available through Colorado Mesa University can be provided by the Interlibrary Loan Department. Article requests are provided through 2 programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to 245 academic library journal collections. The average amount of time it takes

to fill an article request is 12 hours. Most requests are filled through this program. Beyond that, OCLC Resource Sharing gives access to 72,000 library collections world-wide. Both of these programs also provide book chapters as scanned documents.

Subject Heading	EDS
Commercial Statistics	6,086
Statistics	1,669,825
Statistics -- Data Processing	4,684
Business -- Research	94,135
Social Sciences -- Methodology	16,654
Automatic Data Collection Systems	7,169
Graphic Methods	22,346
Probability	224,433
Sampling (Statistics)	78,781
Statistical Hypothesis Testing	19,609
Population -- Statistics	44,354
Analysis of Variance	347,763
Goodness-of-Fit Tests	8,590
Regression analysis	332,514
Correlation (Statistics)	158,919

Available periodicals (from survey of relevant titles in Business Source Complete):

Annals of the University of Oradea, Economic Science Series
Applied Stochastic Models in Business & Industry
Bulletin of the Transilvania University of Brasov. Series V: Economic Sciences
Business: Theory & Practice
California Management Review
Economic Quality Control
Educational & Psychological Measurement
Electronic Journal of Business Research Methods
Global Journal of Business Research
Human Resource Management
IIE Transactions
Intelligent Data Analysis
International Journal of Market Research
International Journal of Organizational Innovation
International Journal of Production Research
Istanbul University Econometrics & Statistics e-Journal
Journal of Advertising Research
Journal of Applied Statistics
Journal of Economic and Social Measurement
Journal of Marketing
Journal of Operations Management
Journal of the Royal Statistical Society

MIS Quarterly
Problems of Economy
Quarterly Review of Economics & Finance
Serbian Journal of Management
Statistical Methods & Applications
Statistical Modelling: An International Journal

2. Recommendations for additions to the collection: Current library resources are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Faculty and librarians should review some reference material given the age of the material. Assistance from faculty in the selection of library materials is essential and appreciated.

3. Analysis of library's collection:

   Existing library resources are sufficient for this course.
   - ☒ This program requires no new library resources.
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ____Sylvia L. Rael_____ Date: __February 23, 2015 ___

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Business**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.		
	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	CISB	
Course Number This can NOT be modified.	241	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Introduction to Business Analysis	
Short title for schedule (max 24 char.)	Intro Bus Analysis	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. MATH 113 or higher 3 2. and CISB 101 3 3. or CISB 205 3 4. or CISB 305 3 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Introduction to descriptive, predictive, and inferential analysis techniques, data interpretation, business research skills, and techniques for analysis and modeling of business problems in the workplace.	Introduction to descriptive, predictive, and inferential analysis techniques, data interpretation, business research skills, and techniques for analysis and modeling of business problems in the workplace, using appropriate software.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BBA**	**all concentrations**
2.	**BS**	**CIS**
3.	**BAS**	**Business Administration**
4.	**BAS**	**Hospitality Management**
5.	**BAS**	**Computer Information Systems**
6.	**Minor**	**Managerial Informatics**
7.	**AAS**	**Hospitality Management**
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

Clarifying inclusion of use of appropriate business-oriented statistical software in the course and cleansing SLOs.

(These changes do not alter the named program sheets.)

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Demonstrate understanding of descriptive analysis in the workplace.
2. Demonstrate understanding of predictive and inferential analysis in the workplace.
3. Demonstrate understanding of descriptive analysis software in the workplace.
4. Demonstrate understanding of predictive and inferential software in the workplace.
5. Demonstrate understanding of business research techniques in the workplace.
6. Demonstrate understanding of basic data interpretation in the workplace.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

1. Demonstrate use of descriptive analysis in the workplace.
2. Demonstrate use of predictive and inferential analysis in the workplace.
3. Demonstrate use of descriptive analysis software in the workplace.
4. Demonstrate use of predictive and inferential software in the workplace.
5. Demonstrate use of business research techniques in the workplace.
6. Demonstrate use of basic data interpretation in the workplace.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

- Data collection
- Graphs, charts, and tables
- Describing data using numerical measures
- Introduction to probability
- Introduction to discrete probability distributions
- Introduction to continuous probability distributions.
- Sampling distributions
- Estimating single population parameters
- Introduction to hypothesis testing
- Hypothesis testing for two population parameters
- Hypothesis tests and estimation of population variance
- Analysis of variance
- Goodness-of-fit tests and contingency analysis
- Intro to linear regression and correlation analysis

Topical course outline, proposed:

Same.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **1/20/2015**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/20/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/20/15**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. CISB 341 Quantitative Decision Making MANG 341 Quantitative Decision Making Old: MATH 113 or higher and CISB 241 or STAT 200 New: MATH 113 or higher and CISB 241 or STAT 241 MARK 350 Marketing Research Old: CISB 241 or STAT 200 New: CISB 241 or STAT 241 FINA 301 Managerial Finance Old: ACCT 201 and CISB 241 or STAT 200 New: ACCT 201 and CISB 241 or STAT 241 ACCT 411 Auditing I Old: ACCT 322 and CISB 241 or STAT 200 and senior standing New: ACCT 332 and CISB 241 or STAT 241 and senior standing ECON 415 Econometrics Old: CISB 241 or STAT 200 and CISB 341 or MANG 341 and ECON 201 New: CISB 341 or MANG 341 and ECON 201

			BUGB 435 Emerging Markets Old: ACCT 201, ACCT 202, BUGB 105, BUGB 211, CISB 101 or CISB 205, CISB 241 or STAT 200, ECON 201, and ECON 202 New: Business Foundation Courses
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **1/31/2015**
Email: dcarpent@coloradomesa.edu Phone: x 1580

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Business**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.		
	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	BUGB	
Course Number This can NOT be modified.	105	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Freshman Business Seminar	
Short title for schedule (max 24 char.)	Freshman Busines Seminar	
Credit Hours	2	3
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Overview of the Colorado Mesa University Business Department for prospective majors. Operational strategies and teamwork are developed via cases and projects. Students will gain exposure to all functional business areas through readings, discussions, and presentations.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BBA**	**All 12 BBA concentrations**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

BUGB 105 has always been a three-credit-hour course listed as a two-credit-hour course. It meets for 75 minutes twice a week and the faculty and student preparation work has always been equivalent to other three-credit-hour classes. Formerly, the intention was to find a way to reduce the engagement and preparation hours to fit a two-credit-hour format. However, the evolvement on modern business principles allows neither the breadth nor the depth of the coverage to be reduced. Consequently, it is only fair to students and faculty to increase the credit hours to recognize their workloads. No other aspect of the course is being changed.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. State the major functional areas of business and key components in each functional area.
2. Describe strategies needed to successfully complete a business degree at CMU.
3. Discuss the importance of business communications skills.
4. Produce a basic business plan.
5. Present a basic business plan.

6. Demonstrate appropriate business attire during presentations.
7. Demonstrate appropriate professional behavior.
8. Locate key business reference resources available in the CMU library and on-line.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No change.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

- Exploring the world of business.
- Being ethical and socially responsible.
- Motivating and satisfying employees and teams.
- Exploring global business.
- Choosing a form of business ownership.
- Small business, entrepreneurship, and franchises.
- Building customer relationships through effective marketing.
- Creating and pricing products.
- Understanding the management process.
- Creating a flexible organization.
- Producing quality goods and services.
- Attracting and retaining the best employees.
- Exploring social media and e-business.
- Using management and accounting information.
- Mastering financial information.

Topical course outline, proposed:

No change.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **11/16/2014**

Email: **mbridge@coloradomesa.edu** Phone: **1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **11/16/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **11/16/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

December 13, 2014

To: Undergraduate Curriculum Committee

From: Morgan Bridge, Business Department

Subject: Course prefix changes

Please accept this as a proposal from the Department of Business to change the prefix for several of our courses. We propose to create two new prefixes:

ENTR to more uniquely identify those courses in the Entrepreneurship program

HRMA to more uniquely identify those courses in the Human Resource Management program.

Specifically, the prefixes will change for the following courses:

MANG 300 to ENTR 300 Small Business and Entrepreneurship

MANG 343 to ENTR 343 Exploring Entrepreneurship Opportunities

MANG 450 to ENTR 450 Entrepreneurship

BUGB 340 to ENTR 340 Applied Financial Management for Emerging Businesses

FINA 401 to ENTR 401 Entrepreneurial Finance

MANG 371 to HRMA 371 Human Resource Management

MANG 372 to HRMA 372 Employee Assessment

MANG 373 to HRMA 373 Human Resource Management, Leadership, Ethics, and Social Responsibility

MANG 475 to HRMA 475 Compensation and Rewards Systems

MANG 478 to HRMA 478 Advanced Human Resource Management

These changes affect most Business Department Program sheets, which also are being submitted for your consideration.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. ENTR 300 Small Business and Entrepreneurship (a.k.a. Small Business Management) Old: MANG 201 or consent of instructor New: None ENTR 343 Evaluating Entrepreneur Opportunites (a.k.a. Exploring Entrepreneurial Opportunites) Old: BUGB 340 New: Instructor approval
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.

Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

As the first course in the Entrepreneurship program, a prerequisite is not needed for MANG 300.

MANG 343 is taken by students from many disciplines, many who have not taken BUGB 340.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Tim Hatten** Date: **12/6/2014**
Email: thatten@coloradomesa.edu Phone: x 1731

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☒	☐	Course prefix, number, old title and new title. MANG 300 Small Business Management to ENTR 300 Small Business and Entrepreneurship MANG 343 Evaluating Entrepreneur Opportunities to ENTR 343 Exploring Entrepreneurial Opportunities MANG 401 Small Business Consulting to MANG 401 Strategic Consulting
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes

a. does not alter faculty, space, library, lab or other resource requirements, AND
b. does not alter any program student learning outcomes, AND
c. does not affect any other department, AND
d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

MANG 300 is first course the Entrepreneurship concentration and needs "Entrepreneurship" in the title.

The change to MANG 343 is part of the modernization of the Entrepreneurship program.

Clients for MANG 401 include non-profits organizations and businesses that are not classified as "small."

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Tim Hatten** Date: **12/6/2014**
Email: thatten@coloradomesa.edu Phone: x 1731

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/2014**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☒	☐	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.) ENTR 343 Exploring Entrepreneurial Opportunities (a.k.a. MANG 343 Evaluating Entrepreneur Opportunities) Old: Introduction to entrepreneurship and opportunity recognition, including development of business ideas, business model validation and business feasibility analysis. New: Introduction to innovation and opportunity recognition, including development of business ideas, business model validation and business feasibility analysis.
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.

Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

This change is part of the modernization of the Entrepreneurship program.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Georgann Jouflas** Date: **12/6/2014**
Email: gjouflas@coloradomesa.edu Phone: x 1925

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **EMGT** Course number: **355** Credit hours: **3**

Course name: **Landman Geo-Petro-Engineering**

Course abbreviated schedule name (24 characters maximum): **Landman Geo-Petro-Eng**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **EMGT 101**	**3**	2. **EMGT 201**	**3**
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BBA**	**Landman/Energy Management concentration**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Petroleum engineering fundamentals. Properties of reservoir rock, single phase fluid flow through porous media, surface forces, fluid saturation, and completion technology. Evaluation of petroleum reservoir field data..

Justification for the proposed new course (enter below):

This course will replace EMGT 340 in the Landman/Energy Management concentration in the BBA, which will align that program with similar programs that have been accredited by American Association of Professional Landmen, which is a desired status by CMU.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Describe the basics concepts of petroleum engineering.

2. Explain the physical properties of reservoir rock, single phase fluid flow through porous media, surface forces, fluid saturation, and completion technology.

3. Evaluate petroleum reservoir field data.

Topical course outline: (List of topics only. Do not attach syllabus.)

- Basics of petroleum engineering.
- Physical properties of reservoir rock
- Single phase fluid flow through porous media
- Surface forces
- Fluid saturation
- Completion technology
- Evaluation of petroleum reservoir field data.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/6/2014**
Email: mbridge@coloradomesa.edu Phone: x1169

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____13 January 2015_____

Collection under review: **__EMGT 355: Landman Geo-Petro-Engineering_____**

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for →engineering AND (geology OR petroleum) → produces 11 reference results; a second search, for → petroleum mining → produces 3 reference results (all pre-1990); a third search, for → "land management" → produced 3 reference results, one of which may be useful. The results include:

   University of Texas at Austin & University of Texas at Austin Petroleum Extension Service. (2005). ***A dictionary for the oil and gas industry.*** Austin, Tex.: Petroleum Extension Service, Continuing & Extended Education, University of Texas at Austin.

   Martin, P. H., & Kramer, B. M. (2013). ***Williams & Meyers oil and gas law.*** Abridged 5th ed. New Providence, NJ: LexisNexis.

   Grossman, M., & Bryner, G. C. (2012). ***U.S. land and natural resources policy: history, debates, state data, maps, primary documents.*** 2nd ed. Amenia, NY: Grey House Pub.

   …None of which may not be ideal matches for this course.

   We do not own many highly relevant, highly current reference titles for this specific subject area. **See recommendations section at the end for suggestions from the library.**

   a. **Monographic & Government Document Sources:**

To catch a broad swath of landman/geo-petro-engineering-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
Petroleum engineering (keyword) AND petroleum (subject)	34 (11 since 2000; add'l 25 gov'pubs)	4
Land management (keyword) AND management (subject) AND natural resources	10 (5 since 2000; not all relevant to course; 162 add'l gov'pubs)	3
geology AND engineering (keywords) AND petroleum (subject)	27 (11 since 2000; add'l 13 gov'pubs)	1

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well.

Selection of print and electronic titles sustainability of possible interest (titles in bold):

- Kaufman, M. M., Rogers, D. T., & Murray, K. S. (2011). ***Urban watersheds: geology, contamination, and sustainable development.*** Boca Raton: CRC Press.
- Brown, L. R. (. R., Brown, L. R., & Earth Policy Institute. (2009). ***Plan B 4.0: mobilizing to save civilization.*** New York: W.W. Norton.
- Skillen, J. (2009). ***The nation's largest landlord: the Bureau of Land Management in the American West.*** Lawrence, Kan.: University Press of Kansas.
- Nie, M. A. (2008). ***The governance of Western public lands: mapping its present and future.*** Lawrence, Kan.: University Press of Kansas.
- Wu, J., Barkley, P. W., & Weber, B. A. (2008). ***Frontiers in resource and rural economics: human-nature, rural-urban interdependencies.*** Washington, DC: Resources for the Future.
- Larmer, P. (2004). ***Give and take: how the Clinton administration's public lands offensive transformed the American West.*** Paonia, Colo.: High Country News Books.
- Kapur, S., Eswaran, H., & Blum, W. E. H. (2011**). *Sustainable land management: learning from the past for the future.*** Springer.
- Lun, Y. H. V. (2013). ***Oil transport management.*** Springer.
- Johnston, D. H., & Cooper, M. R. (2010). ***Methods and applications in reservoir geophysics.*** Tulsa, OK: Society of Exploration Geophysicists.
- Shepherd, M., & American Association of Petroleum Geologists. (2009). ***Oil field production geology.*** Tulsa, Okla.: American Association of Petroleum Geologists.
- Society of Exploration Geophysicists, Abriel, W. L., & European Association of Geoscientists and Engineers. (2008). ***Reservoir geophysics: Applications: 2008 Distinguished Instructor Short Course.*** Tulsa, OK: [Houten, the Netherlands?]: Society of Exploration Geophysicists.
- Ikelle, L. & Amundsen, L. (2005). ***Introduction to petroleum seismology.*** Tulsa, Okla.: Society of Exploration Geophysicists.

- American Association of Petroleum Geologists, Ma, Y. Z., La Pointe, P. R., & American Association of Petroleum Geologists Foundation. (2011). ***Uncertainty analysis and reservoir modeling.*** Tulsa, OK: American Association of Petroleum Geologists.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship, as these Milestone students will be. **Interlibrary loan** of books and other non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for Milestone course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

A selection of government documents of potential interest to this course include:

- National Research Council (U.S.), National Research Council Marine Board, National Research Council Transportation Research Board, & National Research Council Division on Earth and Life Studies. (2002). ***Spills of emulsified fuels: risks and response.*** National Academy Press.
- American Association of Petroleum Geologists, Knight, C. N., Cuzella, J. J., Cress, L. D., & Rocky Mountain Association of Geologists. (2013). ***Application of structural methods to Rocky Mountains hydrocarbon exploration and development.*** Tulsa, Okla.: co-published by the American Association of Petroleum Geologists.
- American Association of Petroleum Geologists & Australian Cooperative Research Centre for Renewable Energy and Greenhouse Gas Abatement Technologies. (2012). ***Anatomy of a giant carbonate reservoir: Fullerton Clear Fork (lower permian) field, Permian Basin, Texas.*** Tulsa, Okla.: American Association of Petroleum Geologists.
- American Association of Petroleum Geologists & Wood, L. J. (2010). ***Shale tectonics.*** Tulsa, OK: American Association of Petroleum Geologists.

b. Periodicals (online and print):

We carry several subscriptions that may hold relevance to this course, including (but not limited to):

- *Petroleum and Coal* (DOAJ, 2001-current)
- *Petroleum Economist* (LexisNexis, 1998-current)
- *World Oil* (Business Source Complete, Aug. 1993 – current, 1 month embargo; LexisNexis, 2001-current)
- *Oil & Gas Journal* (LexisNexis 1978-current)
- *Chemical and Petroleum Engineering* (Academic Search Complete, May 2003-current, 12 month embargo)
- *E&MJ: Engineering & Mining Journal* (Business Source Complete, 1997-current)
- *Pipeline & Gas Journal* (Business Source Complete, 1993-current)
- *The Energy Journal / International Assn. of Energy Economists* (Business Source Complete, 1990-current)

- *Offshore* (LexisNexis, 1990-current)
- *MEED: Middle East Economic Digest* (Business Source Complete, 2003-current)
- *Engineering News Record* (LexisNexis, 1981-current)
- *Fuel Oil News* (Business Source Complete, Sept. 2011-current)
- *Business Horizons* (Business Source Complete, 1965-Nov. 2001)

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

c. Electronic Resources:

Databases that have articles and/or indexed content on land management and geo-petro-engineering include:

- **Business Source Complete**
  - **[searched: "petroleum engineering"]** – 3400+ results, over 2500+ of which are available full-text and have been published since 2000. Over 700 are from scholarly (peer reviewed) journals. Publications returning many results from this search include: *World Oil, Offshore, MEED: Middle East Economic Digest, Pipeline & Gas Journal,* and *E&P*.
  - **[searched: engineering AND petroleum]** – 19,000+ search results, over 13,000 of which are available full-text and have been published since 2000. Over 4000 are from scholarly (peer reviewed) journals. Publications returning many results from this search include: *MEED: Middle East Economic Digest, Offshore, Chemical & Engineering News, World Oil, Pipeline & Gas Journal,* and *ERN: Engineering News Record.*

- **Lexis-Nexis** [searched: engineering AND petroleum AND business] – over 1000 results**, including results that qualify as company directories and profiles. Many results are from newspapers. The "Get Company Info" section on LexisNexis's main search page is also a great information source for business planning, entrepreneurship, and related coursework.

- **Science Direct** [searched: business AND petroleum] – displays over 32,000 search results, about 27,000 of which are from journals. Not all of this content is available full-text – but any item can be requested in full-text from interlibrary loan. Popular publication titles from this search include: *Fuel & Energy Abstracts, Energy Policy, Energy Economics, Business Horizons, Technological Forecasting & Social Change, Ecological Economics, Fuel,* and *World Development.*

***** NOTE:*** *LexisNexis will only display the first 1,000 search results of any search. There are likely far more than 1,000 search results. Adding additional restrictions to the search parameters (publication title;*

dates; more specific terms; etc.) would provide both more relevant results for a true search and a more accurate sense of content available.

Additional Business-/Management-appropriate databases can be located through the following steps: Library homepage >> Click search tab for Articles >> Click Browse Databases by Subject >> Use the dropdown list to select Business (default: All Subjects).

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

d. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → engineering AND petroleum → results in 6 eVideos from this collection. Titles in the results include (titles in bold):

- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011). ***Modern Marvels: Oil.*** Films Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011). ***Modern Marvels: Industrialism.*** Films Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011). ***Modern Marvels: Oil, Greed, and the Environment.*** Films Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2014). ***Fracking: The New Energy Rush.*** Films Media Group.

A search for → engineering AND business → and limited to our eVideos produces 93 results, some of which may be of interest for this course, including:

- Films for the Humanities & Sciences (Firm) & Films Media Group. (2012*).* ***Modern Marvels: Gasoline.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Visual Education Centre. (2007). ***Oil and gas technologies.*** Films Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2012). ***TEDTalks: Bill Gross - Great Ideas for Finding New Energy.*** Films Media Group.
- Ethical Markets Media, Films for the Humanities & Sciences (Firm), & Films Media Group. (2007). ***Renewable energy.*** Films Media Group.

2. Recommendations for additions to the collection:

It would be worth seeking <u>very current, highly relevant</u> titles which fit this subject matter. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources. **Given the amount of Business-related acquisitions remaining for 2014-2015, costs for titles suitable for this course should be absorbed by existing budget allocations for this department.**

A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this course.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - **X This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program.
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ **Date:** __16 January 2015__

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **ENTR** Course number: **350** Credit hours: **3**

Course name: **The Entrepreneurial Mindset**

Course abbreviated schedule name (24 characters maximum): **Entrepreneurial Mindset**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **MANG 300**	**3**	2.	
3. **or permission of instructor**		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BBA**	**Entrepreneurship concentration**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Application of entrepreneurial perspectives in diverse business environments and roles. New perspectives and latest devleopments in entrepreneurship. Social and institutional entrepreneurship, ethnic and immigrant ventures, entrepreneurial leadership, innovation, and self-awareness. Entrepreneurship as a source of socio-economic and institutional change in a global setting.

Justification for the proposed new course (enter below):

As the entrepreneurship curriculum is revised, a gap has been identified in the evolving theoretical underpinnings within the field. MANG 350 addresses this gap by bringing in the latest developments in entrepreneurship, both theory and practice.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. apply entrepreneurial qualities to diverse business settings – institutional and social entrepreneurship.

2. describe specific entrepreneurial paradigms such as ethnic and immigrant ventures, and entrepreneurial leadership.

3. identify and analyze the process of entrepreneurial innovation within a global socio-economic context.

4. develop in-depth arguments on social, spiritual and ethical issues as related to entrepreneurship.

Topical course outline: (List of topics only. Do not attach syllabus.)

1) Creation of a new organization (overview)
    a. This does not have to be a commercial setup, but can include other forms such as
        i. Social
        ii. Institutional
        iii. Spiritual

2) Focus on Institutional Entrepreneurship and Corporate Entrepreneurship
    a. Institutional Theory and Entrepreneurship
    b. Being entrepreneurial at work

3) Focus on Social Entrepreneurship (SE), Ethics and Spirituality
    a. Entrepreneurial Ethics – Ethical standards, norms, theories, perspectives
    b. The role of SEs and Bottom of the Pyramid strategies
    c. The SE community world-wide, funding sources, finding and addressing problems

4) The *Born Global* entrepreneurship – Culture and Leadership
        i. The immigrant mindset
            1. Creating/finding opportunities where they are hard to see
            2. Ethnic entrepreneurships – Case studies
        ii. A global mindset
            1. The born global entrepreneurship and nuances thereof
        iii. The role of leadership and culture in entrepreneurship

5) Innovation and creativity in entrepreneurship
    a. Latest breakthroughs in innovation as applicable to entrepreneurs
        i. The self-aware entrepreneur
        ii. The mindful enterprise

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Not applicable.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Uday Shinde** Date: **12/6/2014**
Email: ushinde@coloradomesa.edu Phone: x1944

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____12 January 2015_____

Collection under review: __**ENTR 350: The Entrepreneurial Mindset**_____

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → entrepreneurship → displayed 2 reference results, 1 of which may be of use to the course:

   Riggs, T., & Bonk, M. (2008). **Everyday finance: economics, personal money management, and entrepreneurship**. Detroit: Gale Cengage Learning.

   …which may not be particularly helpful for this course.

   We do not seem to own many highly relevant reference titles for this specific subject area, other than business planning reference titles. **See recommendations section at the end for suggestions from the library.**

   If the course and/or its assignments could make use of particular reference items located in the storage facility (during the renovation)

   b. **Monographic Sources:**

   To catch a broad swath of entrepreneurship-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
Corporate entrepreneurship (keyword) OR Institutional entrepreneurship (keyword)	2 (ALL since 2000)	4
Social entrepreneurship (keyword) OR [entrepreneurship AND ethics](keyword) OR Entrepreneurial ethics (keyword)	10 (ALL since 2000)	25
Entrepreneurship AND [innovation OR creativity] (keyword)	19 (15 since 2000)	92
"business enterprises" (subject)	704 (246 since 2000)	356
"new business enterprises (subject)	136 (47 since 2000)	85
Business theory (subject)	3 (2 since 2000)	74

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well. Print items may include government documents.

Selection of print and electronic titles of possible interest for ENTR 350 (titles in bold):

- Blundel, R., & Lockett, N. (2011). ***Exploring entrepreneurship: practices and perspectives.*** Oxford; New York: Oxford University Press.
- (2011). ***Harvard business review on thriving in emerging markets.*** Boston, Mass.: Harvard Business Review Press.
- Hewlett, S. A., & Rashid, R. (2011). ***Winning the war for talent in emerging markets: why women are the solution.*** Boston, Mass.: Harvard Business Review Press.
- Steers, R. M., Sánchez-Runde, C., & Nardon, L. (2010). ***Management across cultures: challenges and strategies.*** Cambridge New York: Cambridge University Press.
- Droms, W. G., & Wright, J. O. (2010). ***Finance and accounting for nonfinancial managers: all the basics you need to know.*** 6th ed. New York: Basic Books.
- Center for Responsive Politics (Washington, D., & Crouse, A. (2010). ***The blue pages: a directory of companies rated by their politics and practices.*** 2nd ed. Sausalito, CA: [Redlands, CA]: PoliPointPress.
- Mullins, J. W. (. W. (2010). ***The new business road test: what entrepreneurs and executives should do before writing a business plan.*** 3rd ed. Harlow, England; New York: Financial Times Prentice Hall.
- Entrepreneur Press, Markman, M., & Lesonsky, R. (2010). ***Start your own business: the only startup book you'll ever need.*** 5th ed. [Irvine, Calif.]: Entrepreneur Press.
- Solie-Johnson, K., & American Institute of Small Business. (2009). ***How to set up your own small business.*** 2009 ed. Shorewood, MN: American Institute of Small Business.
- Rogers, S., & Makonnen, R. (2009). ***Entrepreneurial finance: finance and business strategies for the serious entrepreneur.*** 2nd ed. New York; London: McGraw-Hill.

- Shane, S. A. (2008). ***The illusions of entrepreneurship: the costly myths that entrepreneurs, investors, and policy makers live by.*** New Haven: Yale University Press.
- Fairlie, R. W., & Robb, A. M. (2008). ***Race and entrepreneurial success: Black-, Asian-, and white-owned businesses in the United States.*** Cambridge, Mass.: MIT Press.
- NetLibrary, Inc. (1997). ***Women's studies and business ethics: towards a new conversation.*** Oxford University Press.
- Core, A. (2014). ***Change your day, not Your Li: a realistic guide to sustained motivation, more productivity and the art of working well.*** John Wiley & Sons Inc.
- Ganesh, K. (2014). ***Enterprise resource planning: fundamentals of design and implementation.*** Springer.
- Mikołajek-Gocejna, M. (2014). ***Investor expectations in value based management.*** Springer.
- Emrouznejad, A. & Cabanda, E. (2014). ***Managing service productivity: using frontier efficiency methodologies and multicriteria decision making for improving service performance.*** Springer.
- Birks, S. (2014). ***Rethinking economics: from analogies to the real world.*** Springer.
- Gerber, J. (2014). ***Leveraging flexibility: win the race with dynamic decision management.*** Springer.
- Keohane, G. L. (2013). ***Social entrepreneurship for the 21st century: innovation across the nonprofit, private, and public sectors.*** New York: McGraw-Hill.
- Leonard, J. (2013). ***Innovation in the schoolhouse: entrepreneurial leadership in education.*** Lanham, Maryland: Rowman & Littlefield Education.
- Ciletti, D., & Chadwick, S. (2012). ***Sports entrepreneurship: theory and practice.*** Morgantown, WV: Fitness Information Technology.
- Bornstein, D., & Davis, S. (2010). ***Social entrepreneurship: what everyone needs to know.*** New York: Oxford University Press.
- McKenzie, R. B., & Lee, D. R. (2008). ***In defense of monopoly: how market power fosters creative production.*** Ann Arbor: University of Michigan Press.
- Bornstein, D. (2004). ***How to change the world: social entrepreneurs and the power of new ideas.*** Oxford; New York: Oxford University Press.
- Yunus, M., & Weber, K. (2010). ***Building social business: the new kind of capitalism that serves humanity's most pressing needs.*** New York: Public Affairs.
- Crutchfield, L. R. & Grant, H. M. (2008). ***Forces for good: the six practices of high-impact nonprofits.*** San Francisco: Jossey-Bass.
- Elkington, J., & Hartigan, P. (2008). ***The power of unreasonable people: how social entrepreneurs create markets that change the world.*** Boston, Mass.: Harvard Business School Press.
- Epstein, M. J., & Hanson, K. O. (2006). ***The accountable corporation.*** Westport, Conn.: Praeger Publishers.
- Spector, R., & McCarthy, P. D. (2005). ***The Nordstrom way to customer service excellence: a handbook for implementing great service in your organization.*** Hoboken, N.J.: John Wiley & Sons.
- Hafrey, L. (2005). ***The story of success: five steps to mastering ethics in business.*** New York: Other Press.
- Rogers, S., & Makonnen, R. (2009). ***Entrepreneurial finance: finance and business strategies for the serious entrepreneur.*** 2nd ed. New York; London: McGraw-Hill.
- Elfring, T. (2005). ***Corporate entrepreneurship and venturing.*** Springer.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship, as these Milestone students will be. **Interlibrary loan** of books and other

non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for Milestone course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

c. Periodicals (online and print):

We carry many periodical subscriptions that should hold relevance for this course and its coursework. A selection of periodical titles can be found below but, due to the large number of potential periodicals applicable to this course, it's by no means exhaustive.

- *Corporate Governance* (Wiley Online Library, 1993 – current)
- *Corporate Legal Times* (LexisNexis, 1991 – current)
- *Corporate Philanthropy Report* (Wiley Online Library, 2009 – current)
- *Corporate Social Responsibility and Environmental Management* (Wiley Online Library, 2002-current)
- *Crain's New York Business* (LexisNexis, 1986-current)
- *Entrepreneur* (Business Source Complete, 2003-current)
- *Entrepreneurship Theory & Practice* (Business Source Complete, 1988-current)
- *Financial World* (Business Source Complete, 1995-1997)
- *Forbes* (Business Source Complete, 1990-current)
- *Fortune* (Business Source Complete, 1992-current)
- *Innovation: Management, Policy, & Practice* (Business Source Complete, 2006-curent)
- *International Journal of Business & Management* (DOAJ, 2008-current)
- *International Journal of Management & Innovation* (Business Source Complete, 2009-current)
- *International Small Business Journal* (Sage Premier Collection, 1999-current)
- *Journal of Business & Psychology* (Business Source Complete, 1986-current, 12 month embargo)
- *Journal of Business Finance & Accounting* (Wiley Online Library, 1974-current; Business Source Complete, 1974-current, 12 month embargo)
- *Journal of Developmental Entrepreneurship* (Business Source Complete, 2000-current, 12 month embargo)
- *Restaurant Business* (Business Source Complete, 1995-current)

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

d. Electronic Resources:

We have quite a few databases that will be useful for this course, several of which are noted and described below. Databases strong for content (articles/indexed citations) highly relevant to this course include:

- **Business Source Complete** [searched: "social entrepreneurship" OR "corporate responsibility" OR "corporate entrepreneurship" OR "institutional entrepreneurship" OR "entrepreneurial ethics"] – 20,000+ results, over 17,000 of

which are available full-text and have been published since 2000. Nearly 10,000 are from scholarly (peer reviewed) journals. Publications returning many results from this search include: *Journal of Business Ethics, Harvard Business Review, Business Ethics Quarterly, Journal of Corporate Citizenship*, *Corporate Social Responsibility and Environmental Management*, and *Stanford Social Innovation Review*.

- **Lexis-Nexis** [searched: "social entrepreneurship" OR "corporate responsibility" OR "corporate entrepreneurship" OR "institutional entrepreneurship" OR "entrepreneurial ethics"] – over 1000 results**, including results that qualify as company directories and profiles. The "Get Company Info" section on LexisNexis's main search page is also a great information source for business planning, entrepreneurship, and related coursework.

- **Wiley Online Library** [searched (in article abstracts): "social entrepreneurship" OR "corporate responsibility" OR "corporate entrepreneurship" OR "institutional entrepreneurship" OR "entrepreneurial ethics"] – displays over 1500 search results, about 1400 of which are from journals (the rest are from books). Not all of this content is available full-text – accessible content is denoted by a small "unlocked lock" icon to the left of the result on the result screen. (Unavailable items have no lock.)

*** LexisNexis will only display the first 1,000 search results of any search. There are likely far more than 1,000 search results. Adding additional restrictions to the search parameters (publication title; dates; more specific terms; etc.) would provide both more relevant results for a true search and a more accurate sense of content available.*

Additional Business-/Management-appropriate databases can be located through the following steps: Library homepage >> Click search tab for Articles >> Click Browse Databases by Subject >> Use the dropdown list to select Business (default: All Subjects).

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

e. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → "social entrepreneurship" OR "corporate responsibility" OR "corporate entrepreneurship" OR "institutional entrepreneurship" OR

"entrepreneurial ethics" → results in about 20 eVideos from this collection, a number of which would be of high relevance to this course. A search for → entrepreneurship → resulted in over 200 results. Relevant titles, over 30 minutes long, in the results include (titles in bold):

- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2009). ***Ethics and responsibility in management.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.). (2005). **Challenges of the 21st-century CEO.** Films Media Group.
- Ethical Markets Media, Films for the Humanities & Sciences (Firm), & Films Media Group. (2007). ***Global corporate citizenship.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Fred Friendly Seminars (Firm). (2009). ***Reinventing the corporation.*** Films Media Group.
- CBS Broadcasting Inc., Films for the Humanities & Sciences (Firm), & Films Media Group. (2005). ***Ethics in the marketplace: business challenge.*** Films Media Group.
- Electric Sky (Firm). Films for the Humanities & Sciences (Firm), & Films Media Group. (2010). ***International Development Enterprises: India.*** Films Media Group.
- Connell Creations (Firm), Films for the Humanities & Sciences (Firm), & Films Media Group. (2013). ***Toyland: Case Studies in Creative Entrepreneurship.*** Films Media Group.
- Canadian Broadcasting Corporation, Films for the Humanities & Sciences (Firm), & Films Media Group. (2009). ***Organic entrepreneurs: competing with corporate giants.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.). (2005). ***Major league entrepreneurs.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Information Television Network. (2012). ***Starting a Restaurant.*** Films Media Group.
- Business2Learn, Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***Starting a Bed and Breakfast: The StartUp Experience.*** Films Media Group.

2. Recommendations for additions to the collection:

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources, as needed.

It would be worth seeking <u>newer</u> reference titles which accommodate this subject matter, particularly in e-format, and especially for topics such as entrepreneurship and business theory. Additional print / e-books focused on some of the sections of this course – global entrepreneurship, social entrepreneurship, entrepreneurial ethics, and spirituality in entrepreneurship, for example. Innovation in entrepreneurship would be another area for potential growth.

A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this course, which would benefit greatly from inspiring images and industry content.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - **X This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ **Date:**___12 January 2015___

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Business**

Earliest term course can be offered: **Fall** Earliest academic year: **2014-15**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	CISB	
Course Number This can NOT be modified.	206	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Business Database Application Programming	Introduction to Business Application Programming
Short title for schedule (max 24 char.)	Bus DB App Programming	IntroBus App Programming
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. CISB 205 / 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Continuation of CISB 205. Emphasis on solving problems through application programming in a relational database environment management system.	Beginning programming with emphasis on solving problems in the context of business applications.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Computer Information Systems**
2.	**BAS**	**Computer Information Systems**
3.	**BBA**	**Information Systems**
4.	**AA**	**Business Computer Information Systems**
5.	**Minor**	**Computer Information Systems**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

This proposal removes that database aspects from CISB 206 as those are more appropriate in CISB 331 Advanced Business Programming.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Develop algorithms and structured code through the design of data types in a relational database.
2. Explain the differences between procedural, event-driven and object oriented programming paradigms.
3. Explain and implement modular structures; showing relation of data flow and object representations to produce code.
4. Explain the verification and validation process.
5. Compare and contrast computer programming languages. Discuss the relative capabilities and limitations of most common programming languages.
6. Demonstrate an ability to evaluate and use existing GUI components in construction of an effective user interface for an application.

7. Solve business problems through implementing simple algorithms and event driven applications within database applications.
8. Solve business problems through top-down and object implementations.
9. Demonstrate use of predefined objects in a programming environment.
10. Define ADT (abstract data types) and classes.
11. Experiment with advanced database applications.
12. Demonstrate use of SQL in a relational database.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

1. Develop algorithms and structured code through the use of primitive and advanced data types.
2. Explain the differences between procedural, event-driven and object oriented programming paradigms.
3. Explain and implement modular structures; showing relation of data flow and object representations to produce code.
4. Explain the verification and validation process.
5. Compare and contrast computer programming languages. Discuss the relative capabilities and limitations of most common programming languages.
6. Demonstrate an ability to evaluate and use existing GUI components in construction of an effective user interface for an application.
7. Solve business problems through implementing simple algorithms and event driven applications within business applications.
8. Solve business problems through top-down and object implementations.
9. Demonstrate use of predefined objects in a programming environment.
10. Define ADT (abstract data types) and classes.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

- Introduction to programming in the business context
- Business programming languages
- Console Input & Output
- File I/O
- Working with Variables, Operators, & Expressions
- Writing methods and applying scope
- Using decision statements
- Using compound assignment and iteration statements (looping)
- Using arrays
- Managing errors & exceptions
- Creating and managing classes and business objects
- Working with inheritance
- Interfacing a program with a database.

Topical course outline, proposed:

- Introduction to programming in the business context
- Business programming languages
- Console Input & Output
- File I/O
- Working with Variables, Operators, & Expressions
- Writing methods and applying scope
- Using decision statements
- Using compound assignment and iteration statements (looping)
- Using arrays
- Managing errors & exceptions
- Creating and managing classes and business objects
- Working with inheritance

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **David Pumphrey** Date: **1/20/2015**
Email: **dpumphey@coloradomesa.edu** Phone: **x1425**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/20/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/20/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Business Economics**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- Correct an error in the Suggested Course Sequencing regarding MATH 121.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Business Economics

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply key economic concepts in business decision making. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL	111	English Composition	3		
ENGL	112	English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	121		3		

History (3 semester hours)

HIST					

Social and Behavioral Sciences (6 semester hours)

ECON	201	Principles of Macroeconomics	3		
ECON	202	Principles of Microeconomics	3		

Humanities (3 semester hours)

Fine Arts (3 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE	100	Health and Wellness	1		
KINA	1		1		
KINA	1		1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT	201	Principles of Financial Acctg	3		
ACCT	202	Principles of Managerial Acctg	3		
BUGB	105	Freshman Business Seminar	~~2~~3		
BUGB	211	Business Communications	3		
CISB	101	Business Inform. Technology			
or CISB	205	Advanced Business Software	3		
CISB	241	Intro to Business Analysis			
~~or STAT 200 Probability and Statistics~~					
or STAT 241 Intro to Business Analysis			3		

BACHELOR OF BUSINESS ADMINISTRATION: BUSINESS ECONOMICS CONCENTRATION REQUIREMENTS (63 hours)

Business Administration Core (33 semester hours)

BUGB	349	Legal Environment of Business	3		
BUGB	401	International Business	3		
CISB	210	Fundamentals of Information Technology	3		
FINA	301	Managerial Finance	3		
MANG	201	Principles of Management	3		
MANG	301	Organizational Behavior	3		
~~MANG~~ HRMA	371	Human Resource Management	3		
MANG	471	Operations Management	3		
MANG	491	Business Strategy	3		
MARK	231	Principles of Marketing	3		
CISB	341	Quantitative Decision Making	3		
or MANG	341	Quantitative Decision Making	3		
or MARK	350	Marketing Research	3		

Business Economics Concentration Courses (30 semester hours)

Business Economics Nucleus (15 semester hours)

ECON	310	Money and Banking	3		
ECON	342	Intermediate Macro Theory	3		
ECON	343	Intermediate Micro Theory	3		
ECON	420	International Economics	3		
ECON	301	Labor Management Relations			
or ECON	320	History of Economic Ideas			
or ECON	410	Public Sector Economics	3		

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of a second concentration. **At least 1 hour must be upper division**

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)					

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the department head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN BUSINESS ECONOMICS

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
MATH ~~113~~121	~~College Algebra~~Calculus for Business	~~4~~3
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
General Education Fine Arts		3
~~KINA Activity~~		~~1~~
		15~~16~~

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241	Intro to Business Analysis	3
CISB 210	Fundamentals of Information Technology	3
General Education Natural Science with Lab		4
KINE 100	Health and Wellness	1
KINA Activity		1
		15

SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
MARK 231	Principles of Marketing	3
BUGB 211	Business Communications	3
General Education History		3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
General Education Applied Studies		3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
ECON 342	Intermediate Macroeconomics Theory	3
~~MANG~~ HRMA 371	Human Resource Management	
Concentration Elective		3
BUGB 349	Legal Environment of Business	3
CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	
or MARK 350	Marketing Research	3
		15

Spring Semester		Hours
ECON 343	Intermediate Microeconomics Theory	3
Concentration Elective		3
FINA 301	Managerial Finance	3
General Education Natural Science		3
MANG 301	Organizational Behavior	3
		15

SENIOR YEAR

Fall Semester		Hours
ECON 310	Money and Banking	3
MANG 471	Operations Management	3
ECON 420	International Economics	3
Concentration Electives (2 courses)		6
		15

Spring Semester		Hours
MANG 491	Business Strategy	3
Concentration Elective		3
ECON elective	(ECON 301 or ECON 310 or ECON 410)	3
BUGB 401	International Business	3
KINA Activity		1
Elective		2
		~~14~~15

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
3. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
5. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)

7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Emerging Markets**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Emerging Markets

About This Major . . .

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

The BBA degree can be applied in various fields such as medicine, the arts, sports, and education. In addition to positions in corporate America, nonprofit organizations like hospitals, schools systems, and theatres also require people with business training and skills. Graduates of BBA programs hold positions in organizations from entry level manager to chief executive officer.

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Recognize and evaluate viable business opportunities in newly developing economies. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 20 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No Title Sem.hrs Grade Term/Trns

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

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 113 College Algebra 4* _____ _____
*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

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

History (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____
Course No Title Sem.hrs Grade Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)
Kinesiology (3 semester hours)
KINE 100 Health and Wellness 1 _____ _____
KINA 1____ _____ 1 _____ _____
KINA 1____ _____ 1 _____ _____

Applied Studies (3 semester hours)
_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.
ACCT 201 Principles of Financial Acctg 3 _____ _____
ACCT 202 Principles of Managerial Acctg 3 _____ _____
BUGB 105 Freshman Business Seminar ~~2~~3 _____ _____
BUGB 211 Business Communications 3 _____ _____
CISB 101Business Inform. Technology
or CISB 205 Advanced Business Software 3 _____ _____
CISB 241 Intro to Business Analysis
~~or STAT 200 Probability and Statistics~~
or or STAT 241 Intro to Business Analysis
_____3 _____ _____

BACHELOR OF BUSINESS ADMINISTRATION: EMERGING MARKETS CONCENTRATION (63 semester hours)

Business Administration Core (33 semester hours)
BUGB 349 Legal Environment of Business 3 _____ _____
BUGB 401 International Business 3 _____ _____
CISB 210 Fundamentals of Info Systems 3 _____ _____
FINA 301 Managerial Finance 3 _____ _____
MANG 201 Principles of Management 3 _____ _____
MANG 301 Organizational Behavior 3 _____ _____
~~MANG~~ HRMA 371 Human Resource Management 3 _____ _____
MANG 471 Operations Management 3 _____ _____
MANG 491 Business Strategy 3 _____ _____
MARK 231 Principles of Marketing
CISB 341Quantitative Decision Making 3
or MANG 341 Quantitative Decision Making 3
or MARK 350 Marketing Research 3 _____ _____

Emerging Markets Concentration Courses (30 semester hours)

Emerging Markets Nucleus (15 semester hours)
BUGB 435 Emerging Markets 3 _____ _____
CISB 460 Electronic Commerce Systems~~t~~ 3 _____ _____
ECON 420 International Economics 3 _____ _____
FINA 431 International Financial Mgmt 3 _____ _____
HMGT 211 Travel Destinations 3 _____ _____

Concentration Electives (15 semester hours)** In consultation with a Business advisor, choose 15 hours that complement the nucleus or choose a nucleus of a second concentration. At least 4 hour must be upper division. Foreign Language courses are strongly recommended.
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Course No	Title	Sem.hrs	Grade	Term/Trns

Course No	Title	Sem.hrs	Grade	Term/Trns

Electives (~~3~~ 2 semester hours** of college level courses appearing on final transcript, not listed above to bring total semester hours to 120.)

*MATH 113	College Algebra	1		
		~~2~~ 1		

**At least 4 hours in Concentration Electives or in General Electives must be upper division.

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN EMERGING MARKETS

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
MATH 113	College Algebra	4
General Education Fine Arts		3
~~KINA Activity~~		~~1~~
		16

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241	Intro to Business Analysis	3
CISB 210	Fundamentals of Information Technology	3
General Education Natural Science with Lab		4
KINE 100	Health and Wellness	1
KINA Activity		1
		15

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SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
BUGB 211	Business Communications	3
MARK 231	Principles of Marketing	3
General Education History		3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
General Education Applied Studies		3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
BUGB 349	Legal Environment of Business	3
CISB 460	Electronic Commerce Systems	3
CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	
or MARK 350	Marketing Research	3
Upper Division Business Elective		3
General Education Natural Science		3
		15

Spring Semester		Hours
~~MANG~~ HRMA 371	Human Resource Management	3
FINA 301	Managerial Finance	3
MANG 301	Organizational Behavior	3
Upper Division Business Elective (2 courses)		6
		15

SENIOR YEAR

Fall Semester		Hours
MANG 471	Operations Management	3
FINA 431	International Financial Management	3
BUGB 401	International Business	3
Concentration Electives (2 courses)		6
		15

Spring Semester		**Hours**
MANG 491	Business Policy	3
ECON 420	International Economics	3
BUGB 415	Emerging Markets	3
HMGT 211	Travel Destinations (or in summer)	3
KINA Activity		1
Elective		~~2~~1
		14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your Catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet, , and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Energy Management-Landman**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- Replace EMGT 340 with EMGT 355

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Energy Management/Landman

About This Major . . .
The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills and abilities to compete in both the local and global business environments. Additionally, the program offers many concentrations to choose from: Business Economics; Entrepreneurship; Finance; Hospitality Management, Human Resource Management; Information Systems; Insurance; Energy Management/Landman; Managerial Informatics; Management; and Marketing.
The BBA is a very versatile, flexible and valuable degree. Many of Colorado Mesa's BBA graduates have gone on to succeed in the business world as well as earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply landman and energy management tools to identify and manage energy resources in a global market. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3		
ENGL 112		English Composition	3		
Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 113		College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit apply to elective credit

Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
ECON 201		Principles of Macroeconomics	3		
ECON 202		Principles of Microeconomics	3		
Natural Sciences (7 semester hours, one course must include a lab)					
GEOL 111		Principles of Physical Geology	3		
GEOL 111L		Principles of Physical Geology Lab	1		
			3		
History (3 semester hours)					
HIST					
Fine Arts (3 semester hours)					

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1		
KINA 1			1		
KINA 1			1		
Applied Studies (3 semester hours)					
SPCH 101		Interpersonal Communications	3		
FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.					
ACCT 201		Principles of Financial Acctg	3		
ACCT 202		Principles of Managerial Acctg	3		
BUGB 105		Freshman Business Seminar	~~2~~3		
BUGB 211		Business Communications	3		
CISB 101 or CISB 205		Business Inform. Technology Advanced Business Software	3		
CISB 241 ~~or STAT 200~~		Intro to Business Analysis ~~Probability and Statistics~~ or or STAT 241 Intro to Business Analysis	3		
BACHELOR OF BUSINESS ADMINISTRATION: ENERGY MANAGEMENT/LANDMAN CONCENTRATION REQUIREMENTS (63 semester hours)					
Business Administration Core (33 semester hours)					
BUGB 349		Legal Environment of Business	3		
BUGB 401		International Business	3		
CISB 210		Fundamentals of Info Systems	3		
FINA 301		Managerial Finance	3		
MANG 201		Principles of Management	3		
MANG 301		Organizational Behavior	3		
~~MANG~~ HRMA 371		Human Resource Management	3		
MANG 471		Operations Management	3		
MANG 491		Business Strategy	3		
MARK 231		Principles of Marketing	3		
CISB 341 or MANG 341 or MARK 350		Quantitative Decision Making Quantitative Decision Making Marketing Research	3 3 3		
Required Concentration Courses (30 Semester Hours)					
MANG 410		Effective Workplace Communication	3		
**EMGT 101		Energy Management Fundamentals	3		
**EMGT 201		Land Management Fundamentals	3		
EMGT 360		Real Property, Oil and Gas Law	3		
~~EMGT 340~~ EMGT 355		~~Energy Industry Fundamentals~~ Landman Geo-Petrol-Engineering	3		
EMGT 350		Energy Development, Transportation and Markets	3		
EMGT 440		Energy Land Practices I	3		
EMGT 450		Energy Land Practices II	3		
EMGT 410		Energy Regulation and Compliance	3		
EMGT 494		Energy Senior Seminar	3		

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

ELECTIVES (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hrs to 120.)

*MATH 113	College Algebra	1	____	_____
_____ ___	_____ _____	~~2~~1		____

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN ENERGY MANAGEMENT/LANDMAN

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
ENGL 111	English Composition	3	CISB 210	Fundamentals of Information Systems	3
MATH 113	College Algebra	4	GEOL 111+111L	Principles of Physical Geology + Lab	4
CISB 101	Business Information Technology		Elective		~~2~~1
or CISB 205	Advanced Business Software	3	KINE 100	Health and Wellness	1
EMGT 101	Energy Management Fundamentals	3	KINA Activity	two courses	2
		~~15~~16			~~15~~14

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
MARK 231	Principles of Marketing	3	MANG 201	Principles of Management	3
BUGB 211	Business Communications	3	SPCH 101	Interpersonal Communications	3
EMGT 201	Land Management Fundamentals	3	CISB 241	Intro to Business Analysis	
		15	~~or STAT 200 Probability and Statistics~~		
			or or STAT 241 Intro to Business Analysis		3
					15

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JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Fine Arts		3	EMGT 350	Energy Development, Transportation and Markets	3
~~EMGT 340~~	~~Energy Industry Fundamentals~~		EMGT 360	Real Property, Oil and Gas Law	3
EMGT 355 Landman Geo-Petrol-Engineering		3	General Education History		3
BUGB 349	Legal Environment of Business	3	FINA 301	Managerial Finance	3
CISB 341	Quantitative Decision Making		MANG 301	Organizational Behavior	3
or MANG 341	Quantitative Decision Making				15
or MARK 350	Marketing Research	3			
General Education Natural Science		3			
		15			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
EMGT 440	Energy Land Practices I	3	MANG 491	Business Strategy	3
EMGT 410	Energy Regulation and Compliance	3	EMGT 450	Energy Land Practices II	3
General Education Humanities		3	MANG 410	Effective Workplace Communication	3
~~MANG~~ HRMA 371	Human Resource Management		BUGB 401	International Business	3
MANG 471	Operations Management	3	EMGT 494	Energy Senior Seminar	3
		15			15

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your Catalog for a complete list of graduation requirements.

3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet,, and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Entrepreneurship**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- Plus modernizing the Entrepreneurship nucleus as explained below:

Rationale for Changes to Entrepreneurship Nucleus – The primary reason for the changes to the BBA-Entrepreneurship concentration is to improve the sequencing of content as students progress through the entrepreneurship curriculum. The current Nucleus has been a source of some confusion that should now be eliminated. The existing ENTR 300 course will be broadened slightly to serve as more of an Introduction to Small Business and Entrepreneurship. The new ENTR 355 Entrepreneurial Mindset course will address “content holes” in the curriculum that the committee identified from reviewing current literature. The existing ENTR 343 course fills the need for students to analyze opportunities. The updated list is a leaner approach to teaching entrepreneurship than the current list of more general Business Administration courses.

Current Entrepreneurship Nucleus –

MANG 300 Small Business Management
MANG 401 Small Business Consulting
MANG 450 Entrepreneurship
FINA 401 Entrepreneurial Finance, and
Pick one of the following:

ACCT 311 Advanced Managerial Accounting
CISB 305 Solving Problems w/Spreadsheets

CISB 460 Electronic Commerce Systems
MANG 372 Employee Assessment
MARK 332 Promotion

Updated Entrepreneurship Nucleus –
ENTR 300 Small Business and Entrepreneurship
ENTR 350 The Entrepreneurial Mindset
ENTR 450 Entrepreneurship
ENTR 401 Entrepreneurial Finance
Pick one of the following:
MANG 401 Strategic Consulting
ENTR 343 Exploring Entrepreneur Opportunities

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:
(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:
If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Entrepreneurship

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Recognize and evaluate entrepreneurial opportunities and create viable, innovative business models. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Alegbra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3		
ECON 202	Principles of Microeconomics	3		

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

L

History (3 semester hours)
HIST

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1		
KINA 1____		1		
KINA 1____		1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT 201	Principles of Financial Acctg	3		
ACCT 202	Principles of Managerial Acctg	3		
BUGB 105	Freshman Business Seminar	~~2~~3		
BUGB 211	Business Communications	3		
CISB 101	Business Inform. Technology			
or CISB 205	Advanced Business Software	3		
CISB 241	Intro to Business Analysis			
~~or STAT 200~~	~~Probability and Statistics~~			
or or STAT 241	Intro to Business Analysis	3		

BACHELOR OF BUSINESS ADMINISTRATION: ENTREPRENEURSHIP CONCENTRATION REQUIREMENTS
(63 semester hours).

Business Administration Core (33 semester hours)

BUGB 349	Legal Environment of Business	3		
BUGB 401	International Business	3		
CISB 210	Fundamentals of Info Systems	3		
FINA 301	Managerial Finance	3		
MANG 201	Principles of Management	3		
MANG 301	Organizational Behavior	3		
~~MANG~~ HRMA 371	Human Resource Management	3		
MANG 471	Operations Management	3		
MANG 491	Business Strategy	3		
MARK 231	Principles of Marketing	3		
MARK 350	Marketing Research			
or CISB 341	Quantitative Decision Making	3		
or MANG 341	Quantitative Decision Making	3		

Entrepreneurship Concentration Courses (30 semester hours)

Entrepreneurship Nucleus (15 semester hours)

~~MANG~~ ENTR 300	Small Business ~~Management~~ & Entrepreneurship	3		
~~MANG 401~~	~~Small Business Consulting~~			
ENTR 350	The Entrepreneurial Mindset	3		
~~MANG~~ ENTR 450	Entrepreneurship	3		
~~FINA~~ ENTR 401	Entrepreneurial Finance	3		
~~ACCT 311~~	~~Adv. Managerial Accounting~~	~~3~~		
~~or CISB 305~~	~~Solving Problems w/Spreadsheet~~	~~3~~		
~~or CISB 460~~	~~Electronic Commerce Systems~~	~~3~~		
~~or MANG 372~~	~~Employee Assessment~~	~~3~~		
~~or MARK 332~~	~~Promotion~~			
MANG 401	Strategic Consulting			

Or ENTR 343 Exploring Entrepreneurial Opportunities 3

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose a nucleus of a second Concentration. **At least 1 hour must be upper division**

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113 College Algebra 1

1 ~~2~~

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN ENTREPRENEURSHIP

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
MATH 113	College Algebra	4
General Education Fine Arts		3
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
~~KINA~~	~~Activity~~	~~1~~
		16

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 210	Fundamentals of Info Systems	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or or STAT 241 Intro to Business Analysis		3
General Education Natural Science with Lab		4
KINE 100	Health and Wellness	1
KINA	Activity	1
		15

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SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
MARK 231	Principles of Marketing	3
BUGB 211	Business Communications	3
General Education History		3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
General Education Applied Studies		3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
BUGB 349	Legal Environment of Business	3
~~MANG~~ HRMA 371	Human Resource Management	
MANG 301	Organizational Behavior	3
MARK 350	Marketing Research	
or CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	3
~~ACCT311, CISB305, CISB460, MANG372, or MARK332~~		
ENTR 343 Exploring Entrepreneurial Opportunities OR MANG 401 Strategic Consulting		3
		15

Spring Semester		Hours
~~MANG~~ ENTR 300 Small Business ~~Management~~ & Entrepreneurship		3
General Education 3 Natural Science		3
FINA 301	Managerial Finance	3
Concentration Electives (two courses)		6
		15

SENIOR YEAR

Fall Semester		Hours
~~MANG 401~~	~~Small Business Consulting~~ ENTR 350 The Entrepreneurial Mindset	3
~~FINA~~ ENTR 401	Entrepreneurial Finance	3
BUGB 401	International Business	3
MANG 471	Operations Management	3

Spring Semester		Hours
Concentration Elective		3
		15

Spring Semester		**Hours**
~~MANG~~ ENTR 450	Entrepreneurship	3
MANG 491	Business Strategy	3
Concentration Electives (two courses)		6
KINA Activity		1
Elective		~~2~~1
		14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
3. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
5. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Finance**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Finance

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

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply financial concepts and strategies and evaluate the effect on shareholder value. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111		English Composition	3		
ENGL 112		English Composition	3		

Math: MATH 121 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 121			3		

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON	201	Principles of Macroeconomics	3		
ECON	202	Principles of Microeconomics	3		

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

	L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100		Health and Wellness	1		
KINA 1			1		
KINA 1			1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT 201		Principles of Financial Acctg	3		
ACCT 202		Principles of Managerial Acctg	3		
BUGB 105		Freshman Business Seminar	~~2~~3		
BUGB 211		Business Communications	3		
CISB 101		Business Inform. Technology			
or CISB 205		Advanced Business Software	3		
CISB 241		Intro to Business Analysis			
~~or STAT 200~~		~~Probability and Statistics~~			
or STAT 241		Intro to Business Analysis			
			3		

BACHELOR OF BUSINESS ADMINISTRATION: FINANCE CONCENTRATION REQUIREMENTS (63 semester hours)

Business Administration Core (33 semester hours)

BUGB 349		Legal Environment of Business	3		
BUGB 401		International Business	3		
CISB 210		Fundamentals of Info Systems	3		
FINA 301		Managerial Finance	3		
MANG 201		Principles of Management	3		
MANG 301		Organizational Behavior	3		
~~MANG~~ HRMA	371	Human Resource			
Management			3		
MANG 471		Operations Management	3		
MANG 491		Business Strategy	3		
MARK 231		Principles of Marketing	3		
CISB 341		Quantitative Decision Making	3		
or MANG 341		Quantitative Decision Making	3		
or MARK 350		Marking Research	3		

Finance Concentration Courses (30 semester hours)

Finance Nucleus (15 semester hours)

FINA 320		Fundamentals of Investments	3		
FINA 420		Security Analysis and Portfolio Management	3		
FINA 451		Financial Management: Theory and Applications	3		
FINA 431		International Financial Mgmt	3		
MARK 335		Sales & Sales Management	3		

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of second Concentration. **At least 1 hour must be upper division**

Electives (~~3~~2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN FINANCE

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
MATH 121	Calculus for Business	3
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
General Education Fine Arts		3
~~KINA Activity~~		~~1~~
		15

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241	Intro to Business Analysis	
	3	
CISB 210	Fundamentals of Information Systems	3
General Education Natural Science with Lab		4
KINE 100	Health and Wellness	1
KINA Activity		1
		15

SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
MARK 231	Principles of Marketing	3
BUGB 211	Business Communications	3
General Education History		3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
General Education Natural Science		3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
BUGB 349	Legal Environment of Business	3
FINA 301	Managerial Finance	3
MANG 301	Organizational Behavior	3
MANG 371	Human Resource Management	3
Concentration Elective		3
		15

Spring Semester		Hours
CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	
or MARK 350	Marketing Research	3
Concentration Electives (two courses)		6
General Education Applied Studies		3
MARK 335	Sales & Sales Management	3
		15

SENIOR YEAR

Fall Semester		Hours
MANG 471	Operations Management	3
FINA 320	Fundamentals of Investments	3
BUGB 401	International Business	3
Concentration Elective		3
FINA 431	International Financial Management	3
		15

Spring Semester		Hours
FINA 451	Financial Mgmt: Theory & Applications	3
FINA 420	Security Analysis & Portfolio Mgmt.	3
MANG 491	Business Strategy	3
Concentration Elective		3
KINA Activity		1
Elective		2
		~~14~~15

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**

5. Your advisor will sign and forward the Program Sheet, Intent to Graduate Form, and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Hospitality Management**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Hospitality Management

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

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

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

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

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

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

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)				
ENGL 111	English Composition	3		
ENGL 112	English Composition	3		
Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)				
MATH 113	College Algebra	4*		
*3 credits apply to the General Ed requirements and 1 credit applies to elective credit				
Humanities (3 semester hours)				
Social and Behavioral Sciences (6 semester hours)				
ECON 201	Principles of Macroeconomics	3		
ECON 202	Principles of Microeconomics	3		
Natural Sciences (7 semester hours, one course must include a lab)				
	L			
History (3 semester hours)				
HIST				
Fine Arts (3 semester hours)				

Course No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)				
Kinesiology (3 semester hours)				
KINE 100	Health and Wellness	1		
KINA 1		1		
KINA 1		1		
Applied Studies (3 semester hours)				
FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.				
ACCT 201	Principles of Financial Acctg	3		
ACCT 202	Principles of Managerial Acctg	3		
BUGB 105	Freshman Business Seminar	~~2~~3		
BUGB 211	Business Communications	3		
CISB 101 or CISB 205	Business Inform. Technology Advanced Business Software	3		
CISB 241 ~~or STAT 200~~	Intro to Business Analysis ~~Probability and Statistics~~ or STAT 241 Intro to Business Analysis	~~3~~		
BACHELOR OF BUSINESS ADMINISTRATION: HOSPITALITY **MANAGEMENT CONCENTRATION REQUIREMENTS** (63 semester hours)				
Business Administration Core (33 semester hours)				
BUGB 349	Legal Environment of Business	3		
BUGB 401	International Business	3		
CISB 210	Fundamentals of Info Systems	3		
FINA 301	Managerial Finance	3		
MANG 201	Principles of Management	3		
MANG 301	Organizational Behavior	3		
~~MANG~~ HRMA 371	Human Resource Management	3		
MANG 471	Operations Management	3		
MANG 491	Business Strategy	3		
MARK 231	Principles of Marketing	3		
CISB 341 or MANG 341 or MARK 350	Quantitative Decision Making Quantitative Decision Making Marketing Research	3 3 3		
Required Concentration Courses (30 Semester Hours)				
HMGT 101	Travel Industry I	3		
HMGT 200	Management and Supervisory Skills for the Hospitality Industry	3		
HMGT 310	Travel and Tourism Marketing Techniques	3		
HMGT 410	Hospitality Facilities Management	3		
HMGT 450	Strategic Hospitality Sales and Marketing	3		
HMGT 470	Hospitality Management Strategy	3		
MANG 499	Internship	3-6		
Upper Division Business/Hospitality Management Electives (6-9 semester hours)				
		3		
		3		
		3		

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113 College Algebra 1 ____ _____
_____ ____ _____ ~~2~~ 1 ____ _____
_____

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN HOSPITALITY MANAGEMENT

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
CISB 101	Business Information Technology		CISB 241	Intro to Business Analysis	
or CISB 205	Advanced Business Software	3	~~or STAT 200~~	~~Probability and Statistics~~	
ENGL 111	English Composition	3	or STAT 241	Intro to Business Analysis	3
MATH 113	College Algebra	4	CISB 210	Fundamentals of Information Systems	3
General Education	Fine Arts	3	General Education	Natural Science with Lab	4
~~KINA~~	~~Activity~~	~~1~~	KINE 100	Health and Wellness	1
		16	KINA	Activity	1
					15

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SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
BUGB 211	Business Communications	3	ECON 202	Principles of Microeconomics	3
ECON 201	Principles of Macroeconomics	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	HMGT 200	Management and Supervisory Skills for the Hospitality Industry	3
HMGT 101	Travel Industry I	3	General Education	Humanities	3
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
HMGT 310	Travel & Tourism Marketing Tech.	3	BUGB 349	Legal Environment of Business	3
FINA 301	Managerial Finance	3	General Education	Natural Science	3
MANG 301	Organizational Behavior	3	General Education	Applied Studies	3
MANG 371	Human Resource Management	3	MARK 350	Marketing Research	
General Education	History	3	or CISB 341	Quantitative Decision Making	
		15	or MANG 341	Quantitative Decision Making	3
			Electives	Upper Division HMGT	3
					15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
HMGT 450	Strategic Hospitality Sales and Marketing	3	MANG 491	Business Strategy	3
HMGT 410	Hospitality Facilities Management		HMGT 470	Hospitality Management Strategy	3
or MANG 450	Entrepreneurship	3	MANG 499	Internship (or Summer)	3-6
Electives	Upper Division HMGT	3	Electives	Upper Division HMGT	3
BUGB 401	International Business	3	KINA Activity		1
MANG 471	Operations Management	3	Elective		~~2~~1
		15			14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
3. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
5. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Human Resource Management**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371, 372, 373, 475 and 478 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Human Resource Management

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply human resource practices to organizational issues. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 113		College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

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

History (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)
_____ ____ _____ ____ _____ _____

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1____		_____	1	_____	_____
KINA 1____		_____	1	_____	_____
Applied Studies (3 semester hours)					
_____	____	_____	____	_____	_____

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.)

ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 105	Freshman Business Seminar	~~2~~3	_____	_____
BUGB 211	Business Communications	3	_____	_____
CISB 101 or CISB 205	Business Inform. Technology Advanced Business Software	3	_____	_____
CISB 241 ~~or STAT 200~~	Intro to Business Analysis ~~Probability and Statistics~~ or STAT 241 Intro to Business Analysis	3	_____	_____

BACHELOR OF BUSINESS ADMINISTRATION: HUMAN RESOURCE MANAGEMENT CONCENTRATION REQUIREMENTS (63 semester hours)

Business Administration Core (33 semester hours)

BUGB 349	Legal Environment of Business	3	_____	_____
BUGB 401	International Business	3	_____	_____
CISB 210	Fundamentals of Info Systems	3	_____	_____
FINA 301	Managerial Finance	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MANG 301	Organizational Behavior	3	_____	_____
~~MANG~~ HRMA 371	Human Resource Management	3	_____	_____
MANG 471	Operations Management	3	_____	_____
MANG 491	Business Strategy	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
CISB 341	Quantitative Decision Making	3		
or MANG 341	Quantitative Decision Making	3		
or MARK 350	Marketing Research	3	_____	_____

Human Resource Management Concentration Courses (30 Sem Hrs)

Human Resource Management Nucleus (15 Semester Hours)

~~MANG~~ HRMA 372	Employment Assessment	3	_____	_____
~~MANG~~ HRMA 373	Leading Organizations	3	_____	_____
MANG 410	Effective Workplace Communications	3	_____	_____
~~MANG~~ HRMA 475	Compensation and Reward Systems	3	_____	_____
~~MANG~~ HRMA 478	Advanced Human Resource Management(Capstone)	3	_____	_____

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of a second concentration.
At least 1 hour must be upper division

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1		
		~~2~~ 1		

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
MATH 113	College Algebra	4
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
General Education Fine Arts		3
~~KINA Activity~~		~~1~~
		16

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241	Intro to Business Analysis	3
CISB 210	Fundamentals of Information Technology	3
General Education Natural Science with Lab		4
KINE 100	Health and Wellness	1
KINA Activity		1
		15

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SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
General Education Natural Science		3
MANG 201	Principles of Management	3
General Education History		3
		15

Spring Semester		Hours
BUGB 211	Business Communications	3
ECON 202	Principles of Microeconomics	3
ACCT 202	Principles of Managerial Accounting	3
General Education Applied Studies		3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
BUGB 349	Legal Environment of Business	3
~~MANG~~ HRMA 371	Human Resource Management	3
MARK 231	Principles of Marketing	3
Concentration Elective		3
MANG 301	Organizational Behavior	3
		15

Spring Semester		Hours
FINA 301	Managerial Finance	3
~~MANG~~ HRMA 373	Leading Organizations	3
Concentration Electives (two courses)		6
MANG 410	Effective Workplace Communications	3
		15

SENIOR YEAR

Fall Semester		Hours
~~MANG~~ HRMA 475	Compensation and Reward Systems	3
CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	
or MARK 350	Marketing Research	3
MANG 471	Operations Management	3
BUGB 401	International Business	3
~~MANG~~ HRMA 372	Employee Assessment	3
		15

Spring Semester		Hours
MANG 491	Business Strategy	3
~~MANG~~ HRMA 478	Advanced HRM	3
Concentration Electives (two courses)		6
KINA Activity		1
Elective		~~2~~ 1
		14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your catalog for a complete list of graduation requirements.

3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet, Intent to Graduate Form, and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Information Systems**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- remove CSCI 110 as a stated option for CISB 206. When CSCI 110 is taught using an object-oriented language, it can be included in the option “or Object Oriented Programming Course approved by CIS advisor, specifically: _____ .”

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Information Systems

About This Major . . .
The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The program provides students with the knowledge, skills, and abilities to compete in both the local and global business environments.

The BBA degree can be applied in various fields such as medicine, the arts, sports, and education. In addition to positions in corporate America, nonprofit organizations like hospitals, schools systems, and theatres also require people with business training and skills. Graduates of BBA programs hold positions in organizations from entry level manager to chief executive officer.

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Identify, formulate and correctly solve information systems problems. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History (3 semester hours)

HIST	____	_____	____	_____	_____

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)				
Kinesiology (3 semester hours)				
KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____
Applied Studies (3 semester hours)				
_____ ____	_____	____	_____	_____

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 105	Freshman Business Seminar	~~2~~3	_____	_____
BUGB 211	Business Communications	3	_____	_____
CISB 101	Business Inform. Technology			
or CISB 205	Advanced Business Software	3	_____	_____
CISB 241	Intro to Business Analysis			
~~or STAT 200 Probability and Statistics~~				
or STAT 241 Intro to Business Analysis				
_____		3	_____	_____

BACHELOR OF BUSINESS ADMINISTRATION: INFORMATION SYSTEMS CONCENTRATION REQUIREMENTS (63 semester hours)

Business Administration Core (33 semester hours)

BUGB 349	Legal Environment of Business	3	_____	_____
BUGB 401	International Business	3	_____	_____
CISB 210	Fundamentals of Info Systems	3	_____	_____
FINA 301	Managerial Finance	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MANG 301	Organizational Behavior	3	_____	_____
~~MANG~~ HRMA 371	Human Resource Management	3	_____	_____
~~MANG~~ MANG 471	Operations Management	3	_____	_____
MANG 491	Business Strategy	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
CISB 341	Quantitative Decision Making	3		
or MANG 341	Quantitative Decision Making	3		
or MARK 350	Marketing Research	3	_____	_____

Information Systems Concentration Courses (30 Semester Hours)

CISB 205	Advanced Business Software	3	_____	_____
or CISB 305 or 306 if 205 is taken in Foundation				
CISB 310	Enterprise Architecture	3	_____	_____
CISB 315	IS Infrastructure	3	_____	_____
CISB 331	Adv. Business Programming	3	_____	_____
CISB 410	Project Management	3	_____	_____
CISB 442	Systems Analysis and Design	3	_____	_____
CISB 451	Database Administration	3	_____	_____
CISB 471	Advanced Information Systems	3	_____	_____
CISB 392	Info Systems Theory & Practice	3		
or CISB 470	Management of Info Systems	3	_____	_____
CISB 206	Bus. DB App Programming	3	_____	_____
~~or**CSCI 110 Beginning Programming~~		~~3~~		
or CSCI 111	CS1: Foundations of Comp Sci	3		
or Object Oriented Programming Course approved by CIS advisor, specifically:_____		3	_____	_____

** might require prerequisites not listed on this sheet.

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1	_____ _____
_____ ___	_____	2	_____ _____

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN INFORMATION SYSTEMS

FRESHMAN YEAR

Fall Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3
ENGL 111	English Composition	3
MATH 113	College Algebra	4
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
General Education History		3
~~General Education Natural Science with Lab~~		~~4~~
		16

Spring Semester		Hours
CISB 205	Adv. Business Software (or CISB 305 or 306)	3
ENGL 112	English Composition	3
CISB 241	Intro to Business Analysis	
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241	Intro to Business Analysis	3
CISB 210	Fundamentals of Information Technology	3
KINE 100	Health and Wellness	1
KINA	Activity	1
KINA	Activity	1
		15

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SOPHOMORE YEAR

Fall Semester		Hours
CISB 206	Business Database Application Programming	
or CSCI ~~110/~~111	Object-Oriented Programming	3
CISB 310	Enterprise Architecture	3
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
BUGB 211	Business Communications	3
		15

Spring Semester		Hours
CISB 315	IT Infrastructure	3
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
General Education Humanities		3
		15

JUNIOR YEAR

Fall Semester		Hours
CISB 331	Advanced Business Programming	3
CISB 410	Project Management	3
BUGB 349	Legal Environment of Business	3
MARK 231	Principles of Marketing	3
General Education Natural Science		3
		15

Spring Semester		Hours
CISB 442	Systems Analysis and Design	3
CISB 470	Management of Information Systems	3
FINA 301	Managerial Finance	3
MANG 301	Organizational Behavior	3
CISB 341	Quantitative Decision Making	
or MANG 341	Quantitative Decision Making	
or MARK 350	Marketing Research	3
		15

SENIOR YEAR

Fall Semester		Hours
General Education Fine Arts		3
CISB 451	Database Administration	3
BUGB 401	International Business	3

Spring Semester		Hours
~~MANG~~ HRMA 371	Human Resource Management	3
MANG 471	Operations Management	3
		15

CISB 471	Advanced Information Systems	3
MANG 491	Business Policies and Management	3
~~General Education History~~		~~3~~
General Education Applied Studies		3

General Education Natural Science with Lab	4
Elective	~~2~~1
	14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet, Intent to Graduate Form, and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Insurance**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Insurance

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Evaluate and manage risk through the use of insurance products. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL	111	English Composition	3		
ENGL	112	English Composition	3		
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	113	College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON	201	Principles of Macroeconomics	3		
ECON	202	Principles of Microeconomics	3		

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

	L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE	100	Health and Wellness	1		
KINA	1		1		
KINA	1		1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT	201	Principles of Financial Acctg	3		
ACCT	202	Principles of Managerial Acctg	3		
BUGB	105	Freshman Business Seminar	~~2~~3		
BUGB	211	Business Communications	3		
CISB	101	Business Inform. Technology			
or CISB	205	Advanced Business Software	3		
CISB	241	Intro to Business Analysis			
~~or STAT 200~~		~~Probability and Statistics~~			
or STAT	241	Intro to Business Analysis	3		

BACHELOR OF BUSINESS ADMINISTRATION: INSURANCE CONCENTRATION REQUIREMENTS (63) semester hours

Business Administration Core (33 semester hours)

BUGB	349	Legal Environment of Business	3		
BUGB	401	International Business	3		
CISB	210	Fundamentals of Info Systems	3		
FINA	301	Managerial Finance	3		
MANG	201	Principles of Management	3		
MANG	301	Organizational Behavior	3		
~~MANG~~ HRMA	371	Human Resource Management	3		
MANG	471	Operations Management	3		
MANG	491	Business Strategy	3		
MARK	231	Principles of Marketing	3		
CISB	341	Quantitative Decision Making	3		
or MANG	341	Quantitative Decision Making	3		
or MARK	350	Marketing Research	3		

Insurance Concentration Courses (30 semester hours)

Insurance Nucleus (15 semester hours)

FINA	320	Fundamentals of Investments	3		
FINA	310	Risk Management	3		
FINA	412	Life/Health Insurance Licensure & Financial Planning	3		
FINA	415	Property/Liability Insurance Licensure	3		
MANG	475	Compensation & Rewards	3		

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of second Concentration. **At least 1 hour must be upper division.**

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1	____	_____
_____ ___	_____	~~2~~1		____
	_____			

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN INSURANCE

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
ENGL 111	English Composition	3	CISB 241	Intro to Business Analysis	
CISB 101	Business Information Technology		~~or STAT 200~~	~~Probability and Statistics~~	
or CISB 205	Advanced Business Software	3	or STAT 241	Intro to Business Analysis	3
MATH 113	College Algebra	4	CISB 210	Fundamentals of Information Technology	3
General Education Fine Arts		3	General Education Natural Science with Lab		4
~~KINA Activity~~		~~1~~	KINE 100	Health and Wellness	1
		16	KINA Activity		1
					15

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SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
BUGB 211	Business Communications	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	General Education Applied Studies		3
General Education History		3	General Education Humanities		3
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 349	Legal Environment of Business	3	~~MANG~~ HRMA 371	Human Resource Management	3
FINA 320	Fundamentals of Investments	3	FINA 301	Managerial Finance	3
CISB 341	Quantitative Decision Making		MANG 301	Organizational Behavior	3
or MANG 341	Quantitative Decision Making		Concentration Elective		3
or MARK 350	Marketing Research	3	MANG 340	Compensation & Rewards	3
FINA 310	Risk Management	3			15
General Education Natural Science		3			
		15			

SENIOR YEAR

Fall Semester		Hours			
MANG 471	Operations Management	3	MANG 491	Business Policy	3
FINA 412	Life/Health Insurance/Financial Planning	3	FINA 415	Property/Liability Insurance	3
BUGB 401	International Business	3	Concentration Electives (two courses)		6
Concentration Electives (two courses)		6	KINA Activity		1
		15	Elective		~~2~~1
Spring Semester		**Hours**			14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**

4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Management**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- Change other course prefixes in Concentration from MANG to HRMA or ENTR

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Management

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

The BBA degree can be applied in various fields such as medicine, the arts, sports, and education. In addition to positions in corporate America, nonprofit organizations like hospitals, schools systems, and theatres also require people with business training and skills. Graduates of BBA programs hold positions in organizations from entry level manager to chief executive officer.

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply management principles to optimize organizational resources. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)				
MATH 113	College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

Course No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)				
Kinesiology (3 semester hours)				
KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____
Applied Studies (3 semester hours)				
_____ ____	_____	____	_____	_____
FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.				
ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 105	Freshman Business Seminar	~~2~~3	_____	_____
BUGB 211	Business Communications	3	_____	_____
CISB 101	Business Inform. Technology			
or CISB 205	Advanced Business Software	3	_____	_____
CISB 241	Intro to Business Analysis			
~~or STAT 200 Probability and Statistics~~				
or STAT 241 Intro to Business Analysis				
_____		3	_____	_____

BACHELOR OF BUSINESS ADMINISTRATION: MANAGEMENT CONCENTRATION (63 semester hours)

Business Administration Core (33 semester hours)				
BUGB 349	Legal Environment of Business	3	_____	_____
BUGB 401	International Business	3	_____	_____
CISB 210	Fundamentals of Info Systems	3	_____	_____
FINA 301	Managerial Finance	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MANG 301	Organizational Behavior	3	_____	_____
~~MANG~~ HRMA 371	Human Resource Management	3	_____	_____
MANG 471	Operations Management	3	_____	_____
MANG 491	Business Strategy	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
CISB 341	Quantitative Decision Making	3		
or MANG 341	Quantitative Decision Making	3		
or MARK 350	Marketing Research	3	_____	_____
Management Concentration Courses (30 semester hours)				
Management Nucleus (15 semester hours)				
~~MANG~~ ENTR 300	Small Business ~~Management~~and Entrepreneurship	3	_____	_____
~~MANG~~ HMRA 372	Employee Assessment	3	_____	_____
~~MANG~~ENTR 450	Entrepreneurship	3	_____	_____
Select 6 hours (two courses) from the list at the top of page 3.				
_____ ____	_____	3	_____	_____
_____ ____	_____	3	_____	_____
Concentration Electives (15 semester hours**) In consultation with a Business Advisor, choose 15 hours that complement the nucleus or choose a nucleus of a second concentration. At least 1 hour must be upper division.				
_____ ____	_____	____	_____	_____
_____ ____	_____	____	_____	_____

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

*MATH 113	College Algebra	1	____	_____
_____	____ _____	~~2~~1	____	_____

**At least one hour in Concentration Electives or in General Electives must be upper division.

Electives (~~3~~ 2 semester hours** of college level courses appearing on final transcript, **not listed above** to bring total semester hours to 120.)

Management Nucleus Electives: Select 6 hours (two courses) from the following;

ACCT 311 Advanced Managerial Accounting
~~BUGB~~ ENTR 340 Applied Financial Management for Emerging Businesses
BUGB 440 Business Ethics
CISB 305 Solving Problems Using Spreadsheets
CISB 306 Solving Problems Using Databases
CISB 470 Management of Information Systems
FINA 310 Risk Management
~~MANG~~ HRMA 373 Leadership
MANG 410 Effective Workplace Communication

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN MANAGEMENT

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
ENGL 111	English Composition	3	CISB 241	Intro to Business Analysis	
CISB 101	Business Information Technology		~~or STAT 200~~	~~Probability and Statistics~~	
or CISB 205	Advanced Business Software	3	or STAT 241	Intro to Business Analysis	3
MATH 113	College Algebra	4	CISB 210	Fundamentals of Information Technology	3
General Eduction Fine Arts		3	General Education Natural Science with Lab		4
~~General Education Fine Arts~~		~~3~~	KINE 100	Health and Wellness	1
~~KINA Activity~~		~~1~~	KINA Activity		1
		16			15

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SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
BUGB 211	Business Communications	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	General Education Applied Studies		3
General Education History		3	General Education Humanities		3
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 349	Legal Environment of Business	3	~~MANG~~ HRMA 371	Human Resource Management	3
~~MANG~~ HRMA 300	Small Business ~~Management~~ & Entrepreneurship	3	FINA 301	Managerial Finance	3
CISB 341	Quantitative Decision Making		MANG 301	Organizational Behavior	3
or MANG 341	Quantitative Decision Making		Upper Division Business Elective (2 courses)		6
or MARK 350	Marketing Research	3			15
Upper Division Business Elective		3			
General Education Natural Science		3			
		15			

SENIOR YEAR

Fall Semester		Hours			
MANG 471	Operations Management	3			15
~~MANG~~ HRMA 372	Employee Assessment	3			
BUGB 401	International Business	3			
Concentration Electives (2 courses)		6			

Spring Semester		**Hours**
MANG 491	Business Policy	3
~~MANG~~ ENTR 450	Entrepreneurship	
Concentration Electives (2 courses)		6
KINA Activity		1
Elective		~~2~~1
	3	14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your Catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet, , and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Managerial Informatics**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.
- Replace the second quant class (MARK 350/CISB 341/MANG 341) with CISB 410 Project Management which is more appropriate.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Managerial Informatics

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply managerial information skills to business problems. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

_____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3		
ENGL 112		English Composition	3		
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 113		College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3		
ECON 202	Principles of Microeconomics	3		

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

History (3 semester hours)
HIST

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1		
KINA 1			1		
KINA 1			1		
Applied Studies (3 semester hours)					
FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.					
ACCT 201		Principles of Financial Acctg	3		
ACCT 202		Principles of Managerial Acctg	3		
BUGB 105		Freshman Business Seminar	~~2~~3		
BUGB 211		Business Communications	3		
CISB 101		Business Inform. Technology			
or CISB 205		Advanced Business Software	3		
CISB 241		Intro to Business Analysis			
~~or STAT 200 Probability and Statistics~~					
or STAT 241 Intro to Business Analysis			3		
BACHELOR OF BUSINESS ADMINISTRATION: MANAGERIAL INFORMATICS CONCENTRATION REQUIREMENTS (63 semester hours)					
Business Administration Core (33 semester hours)					
BUGB 349		Legal Environment of Business	3		
BUGB 401		International Business	3		
CISB 210		Fundamentals of Info Systems	3		
FINA 301		Managerial Finance	3		
MANG 201		Principles of Management	3		
MANG 301		Organizational Behavior	3		
~~MANG~~ HRMA 371		Human Resource Management	3		
MANG 471		Operations Management	3		
MANG 491		Business Strategy	3		
MARK 231		Principles of Marketing	3		
CISB 341		Quantitative Decision Making	3		
or MANG 341		Quantitative Decisions Making	3		
or MARK 350		Marketing Research	3		
Managerial Informatics Concentration Courses (30 semester hours)					
Managerial Informatics Nucleus (15 semester hours)					
CISB 205		Advanced Business Software			
or CISB elective if CISB 205 taken in core			3		
CISB 305		Problem Solving w/Spreadsheet	3		
CISB 306		Problem Solving w/Database	3		
CISB 470		Management of Info Systems	3		
~~MARK 350 Marketing Research or CISB 341 or MANG 341 if MARK 350 taken in core~~			~~3~~		
CISB 410 Project Management			3		
Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of second Concentration. **At least 1 hour must be upper division**					

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1	____	_____
_____ ___	_____	~~2~~1		____
	_____			

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN MANAGERIAL INFORMATICS

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
ENGL 111	English Composition	3	CISB 241	Intro to Business Analysis	
CISB 101	Business Information Technology		~~or STAT 200~~	~~Probability and Statistics~~	
or CISB 205	Advanced Business Software	3	or STAT 241	Intro to Business Analysis	3
MATH 113	College Algebra	4	CISB 210	Fundamentals of Information Technology	3
General Education	Fine Arts	3	General Education	Natural Science with Lab	4
~~KINA Activity~~		~~1~~	KINE 100	Health and Wellness	1
		16	KINA Activity		1
					15

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SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
BUGB 211	Business Communications	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	General Education	Applied Studies	3
General Education	History	3	General Education	Humanities	3
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 349	Legal Environment of Business	3	~~MANG~~ HRMA 371	Human Resource Management	3
CISB 205	Advanced Business Software	3	FINA 301	Managerial Finance	3
CISB 341	Quantitative Decision Making		MANG 301	Organizational Behavior	3
or MANG 341	Quantitative Decision Making		CISB 306	Problem Solving with Databases	3
or MARK 350	Marketing Research ~~(if not taken in core)~~	3	~~MARK 350~~	~~Marketing Research~~	
Concentration Elective		3	CISB 410	Project Management0	3
General Education	Natural Science	3			
		15			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MANG 471	Operations Management	3	MANG 491	Business Policy	3
CISB 305	Problem Solving with Spreadsheets	3	Concentration Electives (three courses)		9
CISB 470	Management of Information Systems	3	KINA Activity		1
BUGB 401	International Business	3			
Concentration Elective		3	Elective		1~~2~~
		15			14

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see your Catalog for a complete list of graduation requirements.
3. You must go to the Registrar's Office and fill out the "Intent to Graduate" form **at the beginning of the semester prior to graduating.**

4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to graduating, no later than September 15 for Spring graduates, February 15 for Fall graduates.**
5. Your advisor will sign and forward the Program Sheet, Intent to Graduate Form, and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BBA** Program/degree Name: **Business Administration**
Concentration/Emphasis: **Marketing**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Change credit hours of BUGB 105 from 2 to 3.
- Adjust the Suggested Course Sequencing to accommodate for the above.
- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Business Administration
Major: Business Administration
Concentration: Marketing

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

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

Marketing is a critical part of today's business. Classes in promotion, consumer behavior, sales and sales management, creating marketing materials, and advanced marketing will place marketing students on a path to an exciting, fast-paced career in marketing for large and small businesses, health care and nonprofits to name a few areas. Selling skills are essential for all areas of business providing marketing students with an important skill to build their resume.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Create marketing strategies and evaluate business relationships in the flow of products from producer to consumer. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	_____	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History (3 semester hours)

HIST	____	_____	____	_____	_____

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)
Students must take KINE 100, plus two 100-level KINA/HPWE or approved DANC course.

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____	____	_____	____	_____	_____

FOUNDATION COURSES (~~17~~ 18 semester hours) These courses, plus ECON 201 & 202 and Gen Ed English & Math requirements must be completed within the student's first 60 hours.

ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 105	Freshman Business Seminar	~~2~~3	_____	_____
BUGB 211	Business Communications	3	_____	_____
CISB 101	Business Inform. Technology			
or CISB 205	Advanced Business Software	3	_____	_____
CISB 241	Intro to Business Analysis			
~~or STAT 200~~	~~Probability and Statistics~~			
or STAT 241	Intro to Business Analysis			
_____		3	_____	_____

BACHELOR OF BUSINESS ADMINISTRATION: MARKETING CONCENTRATION REQUIREMENTS (63 semester hours)

Business Administration Core (33 semester hours)

BUGB 349	Legal Environment of Business	3	_____	_____
BUGB 401	International Business	3	_____	_____
CISB 210	Fundamentals of Info Systems	3	_____	_____
FINA 301	Managerial Finance	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MANG 301	Organizational Behavior	3	_____	_____
~~MANG~~ HRMA 371	Human Resource			
Management		3	_____	_____
MANG 471	Operations Management	3	_____	_____
MANG 491	Business Strategy	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
MARK 350	Marketing Research	3		
or CISB 341	Quantitative Decision Making	3		
or MANG 341	Quantitative Decision Making	3	_____	_____

Marketing Concentration Courses (30 semester hours)

Marketing Nucleus (15 semester hours)

MARK 325	Consumer Behavior	3	_____	_____
MARK 332	Promotion	3	_____	_____
MARK 335	Sales and Sales Management	3	_____	_____
MARK 340	Creating Marketing Materials	3	_____	_____
MARK 432	Advanced Marketing	3	_____	_____

Concentration Electives (15 semester hours) Choose 15 hours that complement the nucleus or choose the nucleus of a second Concentration. **At least 1 hour must be upper division.**

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Electives (~~3~~ 2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1	____	_____
_____ ___	_____ _____	~~2~~ 1		____

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN MARKETING

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	~~2~~3	ENGL 112	English Composition	3
ENGL 111	English Composition	3	CISB 241	Intro to Business Analysis	
MATH 113	College Algebra	4	~~or STAT 200~~	~~Probability and Statistics~~	
CISB 101	Business Information Technology		or STAT 241	Intro to Business Analysis	3
or CISB 205	Advanced Business Software	3	CISB 210	Fundamentals of Information Systems	3
General Education	Fine Arts	3	General Education	Natural Science with Lab	4
~~KINA~~	~~Activity~~	~~1~~	KINE 100	Health and Wellness	1
		16	KINA	Activity	1
					15

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SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
BUGB 211	Business Communications	3	ECON 202	Principles of Microeconomics	3
ECON 201	Principles of Macroeconomics	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	General Education	Applied Studies	3
General Education	History	3	General Education	Humanities	3
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 349	Legal Environment of Business	3	MARK 332	Promotion	3
FINA 301	Managerial Finance	3	MARK 335	Sales and Sales Management	3
MANG 301	Organizational Behavior	3	General Education	Natural Science	3
~~MANG~~ HRMA 371	Human Resource Management	3	MARK 340	Creating Marketing Materials	3
Concentration Elective		3	Concentration Elective		3
		15		15	15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MARK 325	Consumer Behavior	3	MANG 491	Business Strategy	3
MARK 350	Marketing Research		MARK 432	Advanced Marketing	3
or CISB 341	Quantitative Decision Making		Concentration Electives (two courses)		6
or MANG 341	Quantitative Decision Making	3	KINA Activity		1
MANG 471	Operations Management	3	Elective		~~2~~1
BUGB 401	International Business	3			14
Concentration Elective		3			
		15			

POLICIES:

1. Demonstrated competency in personal computer skills and computer literacy required. See Department of Business for details.
2. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
3. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
4. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**

5. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
6. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
7. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
8. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BAS** Program/degree Name: **Business Administration**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to:

(1) Replace STAT 200 with STAT 241 as an option to CISB 241 consistent with the department decision and SLO.

(2) change prefixes on three courses.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Applied Science
Major: Business Administration

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

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply management principles to optimize organizational resources. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 33 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL	111	English Composition	3		
ENGL	112	English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	113		4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON	201	Principles of Macroeconomics	3		
ECON	202	Principles of Microeconomics	3		

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

	L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)
Students must take KINE 100, plus two 100-level KINA/HPWE or approved DANC course.

KINE	100	Health and Wellness	1		
KINA	1		1		
KINA	1		1		

Applied Studies (3 semester hours)

B.A.S. BUSINESS ADMINISTRATION MAJOR REQUIREMENTS (72 semester hours)

Required Business Courses (36 semester hours)

ACCT	201	Principles of Financial Accounting	3		
BUGB	349	Legal Environment of Business	3		
CISB	241	Intro to Business Analysis	3		
~~or STAT 200 Probability and Statistics~~			~~3~~		
or STAT 241 Intro to Business Analysis			3		
FINA	301	Managerial Finance	3		
MANG	201	Principles of Management	3		
~~MANG~~ ENTR	300	~~Management~~ Small Business and Entrepreneurship	3		
~~MANG~~ ENTR	450	Entrepreneurship	3		
MANG	471	Operations Management	3		
MARK	231	Principles of Marketing	3		
MARK	332	Promotion	3		
~~MANG~~ HRMA	371	Human Resource Management	3		
MARK	350	Marketing Research	3		
or MANG	341	Quantitative Decision Making	3		
or CISB	341	Quantitative Decision Making	3		

Bachelor of Applied Science Core (36 Semester Hours)
Specific courses taken will be listed on the next page

Electives (11 semester hours; **9 must be Upper Division**.) All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.

*MATH	113	College Algebra	1		

Course	No	Title	Sem.hrs	Grade	Term/Trns

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BAS** Program/degree Name: **Computer Information Systems**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to:

(1) replace STAT 200 with STAT 241 as an option to CISB 241 consistent with the department decision and SLO.

(2) remove CSCI 110 as a stated option for CISB 206. When CSCI 110 is taught using an object-oriented language, it can be included in the option "or Object Oriented Programming Course approved by CIS advisor, specifically: _____ ."

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Applied Science
Major: Computer Information Systems

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

Computer Information Systems courses to be taken include coursework in project management, systems analysis and design, database administration, networking, electronic commerce, productivity tools, decision support, systems development and implementation including programming and information systems theory. BAS students will be technically and academically prepared for leadership positions within the information technology functional areas in their chosen industries.

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Identify, formulate, and correctly solve information systems problems. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- As an entrance requirement, a student must have a proficiency in advanced computer literacy, which is defined as having taken CISB 101 (or equivalent); and CISB 260 or TECI 260 (or equivalent).
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 33 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A grade of "C" or higher in each course in the major
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History (3 semester hours)

HIST ____ _____ ____ _____ _____

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____ ____ _____ ____ _____ _____

B.A.S. COMPUTER INFORMATION SYSTEMS MAJOR REQUIREMENTS (75 semester hours)

Required Computer Information Systems Courses (39 semester hours) Must receive a grade of C or better.

CISB 241	Intro to Business Analysis	3		
~~or STAT 200~~	~~Probability and Statistics~~	~~3~~		
or STAT 241	Intro to Business Analysis	3	_____	_____
CISB 206	Business Database Application Programming	3		
~~or CSCI 110~~	~~Beginning Programming~~	~~3~~		
or CSCI 111	CS1: Foundations of Comp Sci	3		
or Object Oriented Programming Course approved by CIS advisor, specifically:_____		3	_____	_____
CISB 205	Advanced Business Software	3	_____	_____
CISB 210	Fundamentals of Information Systems	3	_____	_____
CISB 310	Enterprise Architecture	3	_____	_____
CISB 315	IS Infrastructure	3	_____	_____
CISB 331	Advanced Business Programming	3	_____	_____
CISB 410	Project Management	3	_____	_____
CISB 442	Systems Analysis and Design	3	_____	_____
CISB 451	Database Administration	3	_____	_____
CISB 470	Management of Information Systems	3	_____	_____
CISB 471	Advanced Information Systems	3	_____	_____
MARK 350	Marketing Research			
or MANG 341	Quantitative Decision Making			
or CISB 341	Quantitative Decision Making	3	_____	_____

Bachelor of Applied Science Core (36 Semester Hours)
Specific courses taken will be listed on the next page.

Electives (8 semester hours; 6 must be Upper Division.) All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours

*MATH 113	College Algebra	1	_____	_____
_____ ____	_____	____	_____	_____
_____ ____	_____	____	_____	_____
_____ ____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Bachelor of Applied Science Core (36 Semester Hours) 36 Semester Hours taken as part of a state approved Associate of Applied Science degree.*

Course	No	Title	Sem.hrs	Grade	Term/Trns

*An Associate of Applied Science degree from an accredited institution is required.

Institution_____ Date Received_____

Special requirements: To be admitted to the B.A.S. degree, an applicant must possess an A.A.S. degree from an accredited school in computer information systems, computer programming, electronic engineering technology, information technology, network technology, telecommunications, or related area such as computer aided design or graphics design. Please see the Business department head for complete requirements and application form. Requests for more than 6 hours of cooperative education internship must be approved by the advisor. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement and Information Systems Analyst exit exams.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BAS** Program/degree Name: **Hospitality Management**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.
- Change the prefix of MANG 371 to HRMA.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Applied Science
Major: Hospitality Management

About This Major . . .

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

Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management and entrepreneurship. Upon completion of the program, students will be technically and academically prepared for leadership positions in the hospitality industry. Potential employment opportunities with this 4-year degree include management in any of the following areas: resort and hotel management, food and beverage management, travel and tourism management, health care and education food service management, etc. With the ever expanding world hospitality market, this degree has endless opportunities.

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

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

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

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

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 33 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113		4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3		
ECON 202	Principles of Microeconomics	3		

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

	L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)
Students must take KINE 100, plus two 100-level KINA/HPWE or approved DANC course.

KINE 100	Health and Wellness	1		
KINA 1		1		
KINA 1		1		

Applied Studies (3 semester hours)

B.A.S. HOSPITALITY MANAGEMENT MAJOR REQUIREMENTS (72 semester hours)

Required Business Courses (36 semester hours)

ACCT 201	Principles of Financial Accounting	3		
BUGB 349	Legal Environment of Business	3		
CISB 241	Intro to Business Analysis	3		
~~or STAT 200 Probability and Statistics~~ or STAT 241 Intro to Business Analysis		3		
FINA 301	Managerial Finance	3		
MANG 201	Principles of Management	3		
MANG 450	Entrepreneurship	3		
MARK 231	Principles of Marketing	3		
HMGT 410	Hospitality Facilities Mgt.	3		
~~MANG~~ HRMA 371	Human Resource Management	3		
MARK 350	Marketing Research	3		
or MANG 341	Quantitative Decision Making	3		
or CISB 341	Quantitative Decision Making	3		
HMGT 450	Strategic Hospitality Sales and Marketing	3		
HMGT 470	Hospitality Management Strategy**	**3**		

** HMGT 470 requires prerequisites of HMGT 101 and HMGT 200 that are not included above and must be taken by the student if they are not included in the AAS that is transferred into the BAS core.

Bachelor of Applied Science Core (36 Semester Hours)
Specific courses taken will be listed on the next page.

Electives (11 semester hours; **9 hours must be Upper Division**.) All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours. Six hours of MANG 499 in a Hospitality Business are strongly recommended.

*MATH 113	College Algebra	1		

Course	No	Title	Sem.hrs	Grade	Term/Trns

Bachelor of Applied Science Core (36 Semester Hours) 36 Semester Hours taken as part of a state approved Associate of Applied Science degree.*

Course	No	Title	Sem.hrs	Grade	Term/Trns

Course	No	Title	Sem.hrs	Grade	Term/Trns

***An Associate of Applied Science degree in an associated area is required.**

Institution_____ **Date Received**_____

Special requirements: To be admitted to the B.A.S. degree, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Accounting**
Concentration/Emphasis: **General**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

STAT 200 is being replaced by STAT 241 in all Business Department program sheets.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Suzanne Lay** Date: **1/22/2015**
Email: **slay@coloradomesa.edu** Phone: **248-1573**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/29/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Accounting
Concentration: General Accounting

About This Major . . .

Accounting is the one degree with 360 degrees of possibilities. Every business needs accounting expertise, whether it's a Wall Street law firm, a professional sports team, movie production company, or a rock band. With the proper accounting education your employment options are endless.

This program is designed for undergraduate students who do not wish to pursue CPA certification. The General Accounting concentration provides students with basic business skills as well as the accounting knowledge needed to work in an accounting department in private industry or government.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Prepare and interpret financial information. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- No grade less than C for all courses in the major.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111		English Composition	3		
ENGL 112		English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113		College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

	L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100		Health and Wellness	1		
KINA 1			1		
KINA 1			1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (27 semester hours) These courses, plus Gen Ed English & Math requirements, must be completed within the student's first 60 hours.

ACCT 201		Principles of Financial Acctg	3		
ACCT 202		Principles of Managerial Acctg	3		
BUGB 211		Business Communications	3		
CISB 205		Advanced Business Software	3		
CISB 210		Fundamentals of Info Systems	3		
CISB 241		Intro to Business Analysis			
OR ~~STAT 200~~STAT 241		~~Probability and Statistics~~ Intro to Business Analysis	3		
ECON 201		Principles of Macroeconomics	3		
ECON 202		Principles of Microeconomics	3		
MANG 201		Principles of Management	3		

ACCOUNTING – GENERAL ACCOUNTING

Major Requirements (52 semester hours) Must pass all courses with a grade of "C" or higher. To continue in the program and eventually graduate as public accounting majors a student must earn, within no more than three attempts, at least a grade of "C" in the major requirements.

Accounting Core (31 semester hours)

ACCT 321		Intermediate Accounting I	5		
ACCT 322		Intermediate Accounting II	4		
ACCT 331		Cost Accounting	3		
ACCT 360		Professional Preparation I	1		
ACCT 392		Accounting Info Systems	3		
ACCT 401		Governmental Accounting	3		
BUGB 349		Legal Environment of Business			
OR BUGB		351 Business Law I	3		
FINA 301		Managerial Finance	3		
MANG 410		Effective Workplace Comm	3		
MARK 231		Principles of Marketing	3		

Concentration Courses (21 semester hours)

Accounting courses (9 semester hours selected from the list on page 3.)

Business courses (12 semester hours selected from upper division courses with the prefix of BUGB, CISB, ECON, FINA, MANG, or MARK.)

MANG 491		Business Strategy	3		

ELECTIVES (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (4 semester hours)

*MATH 113		College Algebra	1		

Concentration Courses - Accounting

ACCT 311	Advanced Managerial (3)	ACCT 402	Advanced Accounting (3)
ACCT 350	Ethics for Accounting Prof (3)	ACCT 441	Individual Income Tax (4)
ACCT 393	Cooperative Education (3)	ACCT 442	Advanced Tax & Tax Research (5)
ACCT 396	Topics (no more than 3 semester hours)	ACCT 493	Cooperative Education (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN GENERAL ACCOUNTING

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 113	College Algebra	4	General Education History		3
General Education Natural Science		3	General Education Social/Behavioral Science		3
General Education Fine Arts		3	General Education Applied Studies		3
General Education Social/Behavioral Science		3	KINE 100	Health and Wellness	1
		16	KINA	Activity	1
					14

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
CISB 205	Advanced Business Software	3	BUGB 211	Business Communications	3
MANG 201	Principles of Management	3	CISB 210	Fundamentals of Information Systems	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
~~STAT 200~~STAT 241	Intro to Business Analysis~~Probability and Statistics~~		General Education Humanities		3
or					15
CISB 241	Intro to Bus Analysis	3			
KINA	Activity	1			
		16			

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 321	Intermediate Accounting I	5	ACCT 322	Intermediate Accounting II	4
ACCT 331	Cost Accounting	3	ACCT 360	Professional Preparation I	1
BUGB 351	Business Law I **or**		ACCT 392	Accounting Information Systems	3
BUGB 349	Legal Environment of Business	3	MANG 410	Effective Workplace Communication	3
MARK 231	Principles of Marketing	3	General Education Natural Science with Lab		4
		14			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 401	Governmental Accounting	3	MANG 491	Business Strategy	3
FINA 301	Managerial Finance	3	Concentration Courses - Accounting		3
Concentration Courses - Accounting		6	Concentration Electives		9
Elective		3			15
		15			

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Accounting**
Concentration/Emphasis: **Public**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

STAT 200 is being replaced by STAT 241 in all Business Department program sheets.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Suzanne Lay** Date: **1/22/2015**
Email: **slay@coloradomesa.edu** Phone: **248-1573**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/29/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~2015-~~2015~~ 2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Accounting
Concentration: Public Accounting

About This Major . . .
Accounting is the one degree with 360 degrees of possibilities. Every business needs accounting expertise, whether it's a Wall Street law firm, a professional sports team, movie production company, or a rock band. With the proper accounting education your employment options are endless.

The Public Accounting concentration provides students with basic business skills as well as the accounting knowledge needed to pass the Certified Public Accounting CPA exam. Graduates of this program have a very high CPA exam pass rate and are heavily recruited by local and regional CPA firms. Most graduates will have job offers months before they graduate.

This program is designed to be the undergraduate component of the 3+2 accounting program which can earn the graduate a Bachelor of Science in Accounting and a Master of Business Administration (MBA) in five years. In order to meet Colorado CPA licensing requirements (150 hours), students will need to complete the 3+2 program. The Public Accounting concentration is the required pathway for the 3+2 program and, in conjunction with the 3+2 program, will provide the curriculum needed for CPA licensure.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Solve problems (similar to those covered on the uniform CPA exam) in the areas of accounting, tax, audit, and business. (Specialized Knowledge)
8. Prepare and interpret financial information. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- No grade less than C for all courses in the major.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111		English Composition	3		
ENGL 112		English Composition	3		

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113		College Algebra	4*		

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

	L				

History (3 semester hours)

HIST					

Course	No	Title	Sem.hrs	Grade	Term/Trns

Fine Arts (3 semester hours)

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100		Health and Wellness	1		
KINA 1			1		
KINA 1			1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (27 semester hours) These courses, plus Gen Ed English & Math requirements, must be completed within the student's first 60 hours.

ACCT 201		Principles of Financial Acctg	3		
ACCT 202		Principles of Managerial Acctg	3		
BUGB 211		Business Communications	3		
CISB 205		Advanced Business Software	3		
CISB 210		Fundamentals of Info Systems	3		
CISB 241		Intro to Business Analysis			
OR ~~STAT 200~~STAT 241		Intro to Business Analysis ~~Probability and Statistics~~	3		
ECON 201		Principles of Macroeconomics	3		
ECON 202		Principles of Microeconomics	3		
MANG 201		Principles of Management	3		

ACCOUNTING – PUBLIC ACCOUNTING

Major Requirements (55 semester hours) Must pass all courses with a grade of "C" or higher. To continue in the program and eventually graduate as public accounting majors a student must earn, within no more than three attempts, at least a grade of "C" in the major requirements.

Accounting Core (31 semester hours)

ACCT 321		Intermediate Accounting I	5		
ACCT 322		Intermediate Accounting II	4		
ACCT 331		Cost Accounting	3		
ACCT 360		Professional Preparation I	1		
ACCT 392		Accounting Info Systems	3		
ACCT 401		Governmental Accounting	3		
BUGB 349		Legal Environment of Business			
OR BUGB 351		Business Law I	3		
FINA 301		Managerial Finance	3		
MANG 410		Effective Workplace Comm.	3		
MARK 231		Principles of Marketing	3		

Concentration Courses (24 semester hours)

ACCT 350		Ethics for Accounting Prof	3		
ACCT 402		Advanced Accounting	3		
ACCT 411		Auditing I	3		
ACCT 412		Auditing II	3		
ACCT 441		Individual Income Tax	4		
ACCT 442		Advanced Tax & Tax Research	5		
BUGB 352		Business Law II	3		

ELECTIVES (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (1 semester hour)

*MATH 113		College Algebra	1		

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN PUBLIC ACCOUNTING

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 113	College Algebra	4	General Education History		3
General Education Natural Science		3	General Education Social/Behavioral Science		3
General Education Fine Arts		3	General Education Applied Studies		3
General Education Social/Behavioral Science		3	KINE 100	Health and Wellness	1
		16	KINA	Activity	1
					14

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
CISB 205	Advanced Business Software	3	BUGB 211	Business Communications	3
MANG 201	Principles of Management	3	CISB 210	Fundamentals of Information Systems	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
~~STAT 200~~STAT 241	Intro to Business Analysis ~~Probability and Statistics~~		General Education Humanities		3
or					15
CISB 241	Intro to Bus Analysis	3			
KINA	Activity	1			
		16			

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 321	Intermediate Accounting I	5	ACCT 322	Intermediate Accounting II	4
ACCT 331	Cost Accounting	3	ACCT 392	Accounting Information Systems	3
BUGB 351	Business Law I **or**		BUGB 352	Business Law II	3
BUGB 349	Legal Environment of Business	3	MANG 410	Effective Workplace Communications	3
FINA 301	Managerial Finance	3	ACCT 350	Ethics for Accounting Prof	3
MARK 231	Principles of Marketing	3			16
		17			

SENIOR YEAR*

Fall Semester		Hours	Spring Semester		Hours
General Education Natural Science with Lab		4	ACCT 360	Professional Preparation I	1
ACCT 401	Governmental Accounting	3	ACCT 402	Advanced Accounting	3
ACCT 411	Auditing I	3	ACCT 412	Auditing II	3
ACCT 441	Individual Income Tax	4	ACCT 442	Advanced Tax and Tax Research	5
		14			12

***Recommended course sequence will be modified for students selected for the 3+2 program.**

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Computer Information Systems**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to:

(1) replace STAT 200 with STAT 241 as an option to CISB 241 consistent with the department decision and SLO.

(2) remove CSCI 110 as a stated option for CISB 206. When CSCI 110 is taught using an object-oriented language, it can be included in the option "or Object Oriented Programming Course approved by CIS advisor, specifically: _____ ."

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Computer Information Systems

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

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

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Identify, formulate, and correctly solve information systems problems. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework and no grade less than C for all courses in the major.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the Department Head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
Math: MATH 121 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
*MATH	____	_____	3	_____	_____

*Math 121 or higher level math as approved by advisor, which may require student taking additional MATH prerequisite courses.

Humanities (3 semester hours)					
_____	____	_____	3	_____	_____
Social and Behavioral Sciences (6 semester hours)					
_____	____	_____	3	_____	_____
_____	____	_____	3	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
_____	____	_____	3	_____	_____
_____	____	_____	3	_____	_____
_____	___L	_____	1	_____	_____
History (3 semester hours)					
HIST	____	_____	3	_____	_____
Fine Arts (3 semester hours)					
_____	____	_____	3	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1	____	_____	1	_____	_____
KINA 1	____	_____	1	_____	_____
Applied Studies (3 semester hours)					
_____	____	_____	3	_____	_____
FOUNDATION COURSES (12 semester hours)					
ACCT 201		Principles of Financial Acctg	3	_____	_____
CISB 205		Advanced Business Software	3	_____	_____
CISB 206		Business DBApp Programming	3		
~~or CSCI 110 Beginning Programming~~			~~3~~		
or CSCI 111		CS1: Foundations of Comp Sci	3		
or Object Oriented Programming Course approved by CIS advisor, specifically:		_____	3	_____	_____
CISB 210		Fundamentals of Info Systems	3	_____	_____
MAJOR REQUIREMENTS (54 semester hours)					
Computer Information Systems Core (27 semester hours)					
CISB 101		Business InfoTechnology	3		
or *CISB 305		Solving Problems using Spreadsheet	3		
or *CISB 306		Solving Problems using Database	3	_____	_____
CISB 310		Enterprise Architecture	3	_____	_____
CISB 315		IS Infrastructure	3	_____	_____
CISB 331		Advanced Business Programming	3	_____	_____
CISB 470		Management of Information Systems	3	_____	_____
CISB 410		Project Management	3	_____	_____
CISB 442		Systems Analysis and Design	3	_____	_____
CISB 451		Database Administration	3	_____	_____
CISB 471		Advanced Information Systems	3	_____	_____

*Course may require additional pre-requisites beyond those required for major.

Required Business Support Courses (21 Semester Hours)					
ACCT 202		Principles of Managerial Accounting	3	_____	_____
BUGB 349		Legal Environment of Business	3	_____	_____
ECON 201		Principles of Macroeconomics	3	_____	_____
ECON 202		Principles of Microeconomics	3	_____	_____
FINA 301		Managerial Finance	3	_____	_____
MANG 201		Principles of Management	3	_____	_____
MARK 231		Principles of Marketing	3	_____	_____
Required Quantitative Analysis Courses (6 Semester Hours)					
CISB 241		Intro to Business Analysis	3		
~~or STAT 200 Probability and Statistics~~			~~3~~		
or STAT 241 Intro to Business Analysis			3	_____	_____
MANG 341		Quantitative Decision Making	3		
or CISB 341		Quantitative Decision Making	3	_____	_____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours. It is highly recommended that at least 3 hours must be individualized

studies such as Cooperative Education, Directed Readings or Independent Study.) (17 semester hours; **4-7 hours of upper division may be needed.)**
(Recommended: TECI 260, CISB 460, CISB 305, or CISB 306)

Course	No	Title	Sem.hrs	Grade	Term/Trns

Course	No	Title	Sem.hrs	Grade	Term/Trns

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN COMPUTER INFORMATION SYSTEMS

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
CISB 210	Fundamentals of Information Systems	3
ENGL 111	English Composition	3
MATH 121	Calculus for Business	3
CISB 101	Business Information Technology	3
or CISB 305	Solving Problems with Spreadsheets	
or CISB 306	Solving Problems with Databases	
General Education Social/Behavioral Science		3
General Education Humanities		3
		15

Spring Semester		Hours
CISB 205	Advanced Business Software	3
ENGL 112	English Composition	3
General Education History		3
General Education Fine Arts		3
General Education Social/Behavioral Science		3
		15

SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
CISB 206	Business Database Application Programming	3
or CSCI ~~110 or~~ 111 or Object Oriented Programming		
CISB 310	Enterprise Architecture	3
ECON 201	Principles of Macroeconomics	3
MARK 231	Principles of Marketing	3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
CISB 315	IT Infrastructure	3
ECON 202	Principles of Microeconomics	3
MANG 201	Principles of Management	3
CISB 241	Intro to Business Analysis	3
~~or STAT 200~~	~~Probability and Statistics~~	
or STAT 241 Intro to Business Analysis		
		15

JUNIOR YEAR

Fall Semester		Hours
CISB 410	Project Management	3
MANG 341	Quantitative Decision Making	3
OR CISB 341	Quantitative Decision Making	
CISB 331	Advanced Business Programming	3
General Education		3
General Education Applied Studies		3
		15

Spring Semester		Hours
CISB 470	Management of Information Systems	3
CISB 442	Systems Analysis and Design	3
General Education Natural Science with Lab		4
KINA	Activity	1
KINE 100	Health and Wellness	1
Elective		3
		15

SENIOR YEAR

Fall Semester		Hours
CISB 451	Database Administration	3
BUGB 349	Legal Environment of Business	3
FINA 301	Managerial Finance	3
General Education Natural Science		3
Elective		3
		15

Spring Semester		Hours
CISB 471	Advanced Information Systems	3
KINA	Activity	1
Electives		11

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AA** Program/degree Name: **Liberal Arts**
Concentration/Emphasis: **Business Computer Information Systems**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to:

(1) remove CISB 260 which is no longer taught.

(2) remove CSCI 110 as a stated option for CISB 206. When CSCI 110 is taught using an object-oriented language, it can be included in the option "or Object Oriented Programming Course approved by CIS advisor, specifically: _____ ."

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2)

outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Associate of Arts
Major: Liberal Arts
Emphasis: Business Computer Information Systems

About This Emphasis . . .

The Associate of Arts (A.A.) degree is designed for students who intend to continue their education and obtain a baccalaureate degree. The A.A. is the appropriate choice for students who will take upper division coursework in the arts, humanities, or social and behavioral sciences. The degree program includes the Colorado Statewide General Education Core and meets the lower-division general education requirements at most public institutions in Colorado.

The CIS A.A. degree, in addition to providing students with all of their general education is useful in giving students a working knowledge of computer hardware and software. Common productivity tools such as presentation software, spreadsheets and database management software used in businesses are presented. This skill set will give students an edge in most future classes they intend to pursue. If a student stops with only an associate's degree, the CIS A.A. provides skills that can be used in the workplace immediately.

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

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

1. Locate, gather and organize information on an assigned computer information topic. (Specialized Knowledge)
2 Recognize mathematical concepts and methods in relation to computer information systems issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic computer information systems information. (Communication Fluency)
4. Describe beginning computer information systems concepts in appropriate business contexts. (Critical Thinking)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Degree Requirements:

- 60 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework toward the major content area
- A grade of "C" or higher must be earned in all general education courses in order to be accepted for the transfer under the Core Transfer Agreements.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Course	No	Title	Sem.hrs	Grade	Term

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History: (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

OTHER LOWER DIVISION REQUIRMENTS (5 semester hours)

Kinesiology (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____ ____ _____ ____ _____ _____

BUSINESS COMPUTER INFORMATION SYSTEMS EMPHASIS REQUIREMENTS (18 semester hours)

Business Courses

ACCT 201	Principles of Financial Accounting	3	_____	_____
BUGB 211	Business Communications	3	_____	_____
CISB 205	Advanced Business Software	3	_____	_____
CISB 210	Fundamentals of Info Systems	3	_____	_____
~~CISB 260~~	~~Information Systems Architecture~~	~~3~~	~~_____~~	~~_____~~
~~**OR**~~				
TECI 260	IT Hardware & System SW	3	_____	_____
CISB 206	Business Database Application Programming	3	~~_____~~	~~_____~~
~~**OR**~~				
~~*CSCI 110~~	~~Beginning Programming~~	~~3~~	_____	_____
OR				
*CSCI 111	CS1: Foundations of Comp Sci	3		
OR				
Object Oriented Programming Course approved by CIS advisor, specifically:_____		3	_____	_____

* Courses require additional pre-requisites beyond those required for the degree.

Electives (6 semester hours)

*MATH 113	College Algebra	1	_____	_____
_____	____ _____	____	_____	_____
_____	____ _____	____	_____	_____
_____	____ _____	____	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF ARTS WITH A MAJOR IN LIBERAL ARTS - EMPHASIS IN BUSINESS COMPUTER INFORMATION SYSTEMS

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
CISB 210	Fundamentals of Information Systems	3
MATH 113	College Algebra	4
General Education	Social/Behavioral Science	3
KINE 100	Health and Wellness	1
KINA	Activity	1
		15

Spring Semester		Hours
ENGL 112	English Composition	3
CISB 205	Advanced Business Software	3
General Education	History	3
General Education	Natural Sciences	3
General Education	Humanities	3
		15

SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
BUGB 211	Business Communications	3
CISB 206	Bus. Database Application Programming	
OR CSCI ~~110/~~111	Beginning Programming	3
General Education	Fine Arts	3
Elective		3
		15

Spring Semester		Hours
~~CISB 260~~	~~Information Systems Architecture~~	
~~OR~~ TECI 260	IT Hardware & Systems Software	3
General Education	Applied Studies	3
General Education	Natural Science with Lab	4
General Education	Social/Behavioral Science	3
Elective		2
		15

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **AAS** Program/degree Name: **Hospitality Management**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The modifications to this program sheet:

- Replace STAT 200 with STAT 241 as option to CISB 241 as STAT 200 no longer meets that purpose.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/22/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Hospitality Management

About This Major . . .

The field of Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, business law, business technology, management, accounting, finance, economics, and hospitality specific courses. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Bachelor of Applied Science in Hospitality Management.

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

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

1. Locate, gather and organize information on an assigned hospitality management topic. (Specialized Knowledge)
2. Recognize mathematical concepts and methods in relation to hospitality management issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic hospitality management information. (Communication Fluency)
4. Describe beginning hospitality management concepts in appropriate business contexts. (Critical Thinking)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Business Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- Minimum of 60 semester hours total (a minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework
- A grade of "C" or higher must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and Business Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term
Communication (6 semester hours)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
Mathematics: (Minimum 3semester hours)					
MATH 113		College Algebra	4	_____	_____
Social Sciences, Natural Science, Fine Arts or Humanities or Applied Studies Courses* (6 semester hours)					
GEOG 103		World Regional Geography	3	_____	_____
_____	____	_____	3	_____	_____

OTHER LOWER DIVISION REQUIREMENTS

Wellness (2 semester hours)				
KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____

*Please see your advisor for requirements specific to this program.

ASSOCIATE OF APPLIED SCIENCE IN HOPITALITY MANAGMENT: COURSE REQUIREMENTS
(48 semester hours)

ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 211	Business Communications	3	_____	_____
BUGB 231	Survey of Business Law	3	_____	_____
CISB 101	Business Information Technology			
or CISB 205	Advanced Business Software	3	_____	_____
CISB 241	Intro to Business Analysis			
~~or STAT 200~~	~~Probability and Statistics~~			
or STAT 241	Intro to Business Analysis	3	_____	_____
ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
HMGT 101	Travel Industry I	3	_____	_____
HMGT 200	Management and Supervisory Skills for the Hospitality Industry			
or CUAR 255	Supervision in the Hospitality Industry	3		

Select 12 hours from the following courses:

HMGT 211	Travel Destinations	3	_____	_____
HMGT 218	Housekeeping Operations	3	_____	_____
HMGT 201	Management in The Hospitality Industry	3	_____	_____
HMGT 241	Food and Beverage Management	3	_____	_____
HMGT 296	Topics	3	_____	_____
CUAR 120	Wine and Spirits	2	_____	_____
CUAR 190	Dining Room Management	4	_____	_____
CUAR 261	Cost Controls	3	_____	_____
CUAR 262	Purchasing for the Hospitality Industry	3	_____	_____
HMGT 299	Internship	3-6	_____	_____

SUGGESTED COURSE SEQUENCING FOR AN AAS IN HOSPITALITY MANAGEMENT

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
MATH 113	College Algebra	4
KINE 100	Health and Wellness	1
KINA 1__	Kinesiology Activity Course	1
CISB 101	Business Information Technology	
or CISB 205	Advanced Business Software	3
ECON 201	Principles of Macroeconomics	3
HMGT 101	Travel Industry I	3
		18

Spring Semester		Hours
ENGL 112	English Composition	3
GEOG 103	World Regional Geography	3
Social/Behavioral/NaturalScience,Humanity/Applied Studies		3
CISB 241	Intro to Business Analysis	
~~or STAT 200 Probability and Statistics~~		
or STAT 241 Intro to Business Analysis		3
HMGT 200	Management and Supervisory Skills for the Hospitality Industry	3
ECON 202	Principles of Macro Economics	3
		15

SOPHOMORE YEAR

Fall Semester		Hours
ACCT 201	Principles of Financial Accounting	3
MANG 201	Principles of Management	3
BUGB 211	Business Communications	3
____ ___	Course from named list on page two	3
____ ___	Course from named list on page two	3
		15

Spring Semester		Hours
ACCT 202	Principles of Managerial Accounting	3
MARK 231	Principles of Marketing	3
BUGB 231	Survey of Business Law	3
____ ___	Course from named list on page two	3
HMGT 299	Internship (or Summer)	6
		18

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Business Department Head for signature.
5. Finally, the Business Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Business Administration**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to change prefixes on three courses.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Minor: Business

About This Minor . . .

The minor in Business Administration is designed to prepare students to enter the world of business with the basic business skills needed to contribute more efficiently and effectively in their place of work. A foundation in accounting, management, marketing and workplace communication, provides students an opportunity to build a foundation in business. Additionally, courses in management, marketing, accounting, finance, and computer information systems allow students to choose classes that best fit their program goals. A business minor coupled with a non-business major can increase the employment opportunities available in a variety of areas.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Business Administration Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- **It is important for students pursuing a minor to meet with a business faculty member prior to registration.**

REQUIRED COURSES (24 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns
ACCT 201	Principles of Financial Accounting	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
BUGB 211	Business Communications			
OR				
MANG 410	Effective Workplace Communication	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____

Choose FOUR courses from the list below– at least TWO or THREE of those courses must be upper division.**

Course No	Title	Sem.hrs	Grade	Term/Trns
_____	_____ _____	3	_____	_____
_____	_____ _____	3	_____	_____
_____	_____ _____	3	_____	_____
_____	_____ _____	3	_____	_____

~~MANG~~ HRMA 371 Human Resource Management (3)
*~~MANG~~ ENTR 450 Entrepreneurship (3)
MARK 325 Consumer Behavior (3)
*CISB 305 Solving Problems Using Spreadsheets and Statistical Software (3)
ECON 201 Principles of Macroeconomics (3)

*FINA 301 Managerial Finance (3)
~~MANG~~ ENTR 300 Small Business Management (3)
MANG 301 Organizational Behavior (3)
MANG 410 Effective Workplace Communications (3)
BUGB 349 Legal Environment of Business (3)
ACCT 202 Principles of Managerial Accounting (3)

Notes:

1. Students pursuing a BBA may not minor in Business Administration. See policy for minors in catalog.
2. Courses marked with an * require additional course prerequisites beyond those required for the minor.
3. Before entering the minor in Business Administration students are presumed to have basic communication and computer literacy, including a working knowledge of word processing and spreadsheet software. Students lacking this basic knowledge are responsible for attaining it through course work, tutorials, or workshops.
4. ** If a student takes BUGB 211 rather than MANG 410 in the left column above, then the student must take three upper division courses in the choices in the right column above.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Entrepreneurship**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Current Required Courses (24 semester hours)

BUGB 340 Applied Financial Management for Emerging Businesses
BUGB 349 Legal Environment of Business
FINA 401 Entrepreneurial Finance
MANG 201 Principles of Management
MANG 300 Small Business Management
MANG 343 Evaluating Entrepreneurial Opportunities
MARK 231 Principles of Marketing

Choose ONE course from the following list:
BUGB 211 Business Communications
MANG 301 Organizational Behavior
MANG 371 Human Resource Management
MANG 325 Consumer Behavior

New Required Courses (18 semester hours)

MARK 231 Principles of Marketing
ENTR 300 Small Business and Entrepreneurship
ENTR 340 Applied Financial Management for Emerging Businesses
ENTR 343 Exploring Entrepreneurial Opportunities
ENTR 401 Entrepreneurial Finance
ENTR 450 Entrepreneurship

Rationale for Changes – The primary reason for the changes to the BBA-Entrepreneurship concentration is to improve the sequencing of content as students progress through the entrepreneurship curriculum. The current Nucleus has been a source of some confusion that should now be eliminated. The existing MANG 300 course will be broadened slightly to serve as more of an Introduction to Small Business and Entrepreneurship. The new Entrepreneurial Mindset course will address "content holes" in the curriculum that the committee identified from reviewing current literature. The existing MANG 343 course fills the need for students to analyze opportunities. The updated list is a leaner approach to teaching entrepreneurship than the current list of more general Business Administration courses. The change also reflects the prefix change to ENTR of several courses.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program

2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Tim Hatten** Date: **12/6/2014**
Email: **thatten@coloradomesa.edu** Phone: **x 1731**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Minor: Entrepreneurship

About This Minor . . .

The minor in Entrepreneurship is designed to equip students with the basic knowledge and skills needed to successfully operate their own small business. A foundation in accounting, management, marketing, and finance provides students an opportunity to build a working knowledge of business. The entrepreneurship minor is intended for students in disciplines other than business who wish to begin small businesses in their major area. The minor will provide students with the basics needed as they face the exciting challenges of small business ownership.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Business Administration Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- **It is important for students pursuing a minor to meet with a business faculty member prior to registration.**

Course No Title Sem.hrs Grade Term

REQUIRED COURSES (~~24~~ 18 semester hours)

~~BUGB~~ ENTR 340 Applied Financial Management For Emerging Businesses 3 _____ _____

~~BUGB 349 Legal Environment of Business 3 _____ _____~~

~~FINA~~ ENTR 401 Entrepreneurial Finance 3 _____ _____

~~MANG 201 Principles of Management 3 _____ _____~~

~~MANG~~ ENTR 300 Small Business ~~Management~~ and Entrepreneurship 3 _____ _____

~~MANG~~ ENTR 343 ~~Evaluating~~ Exploring Entrepreneurial Opportunities 3 _____ _____

ENTR 450 Entrepreneurship 3 _____ _____

MARK 231 Principles of Marketing 3 _____ _____

Course No Title Sem.hrs Grade Term

~~**Choose ONE course from the following list below:**~~

~~_____ _____ _____ 3 _____ _____~~

~~BUGB 211 Business Communications (3)~~
~~MANG 301 Organizational Behavior (3)~~
~~MANG 371 Human Resource Management (3)~~
~~MARK 325 Consumer Behavior (3)~~

Notes:

1. Students pursuing a BBA may not minor in Entrepreneurship. See policy for minors in the catalog.
2. Before entering the minor in Business Administration students are presumed to have basic communication and computer literacy, including a working knowledge of word processing and spreadsheet software. Students lacking this basic knowledge are responsible for attaining it through course work, tutorials, or workshops.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Managerial Informatics**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This program sheet is being changed to:

(1) remove CISB 206 or CSCI 110 as those are no longer appropriate for this program.

(2) remove CISB 260 which is no longer taught and TECI 260 which is no longer appropriate for program.

(3) add CISB 410 and CISB 470 as electives as those are appropriate for this program.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as

specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter** Date: **12/22/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **x1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/22/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Minor: Managerial Informatics

About This Minor . . .

The minor in Managerial Informatics is designed to prepare students for managerial level decision making based on the use of information and computer technology. Today's world presents a wealth of information, although using information effectively requires insight and talent with a variety of tools. The Managerial Informatics minor is intended for students who are interested in expanding their knowledge and skills in the use of information and related technology. A Managerial Informatics minor coupled with any major can increase the employment opportunities available in a wide variety of areas.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- **It is important for students pursuing a minor to meet with a business faculty member prior to registration.**

Course No	Title	Sem.hrs	Grade	Term
REQUIRED COURSES (~~24~~ 21 semester hours)				
CISB 210	Fundamentals of Information Systems	3	_____	_____
CISB 205	Advanced Business Software	3	_____	_____
~~CISB 206~~	~~Business Database Application Programming~~	~~3~~	~~_____~~	~~_____~~
	~~(or *CSCI 110 Beginning Programming)~~			
CISB 241	Intro to Business Analysis	3	_____	_____
CISB 305	Solving Problems Using Spreadsheets	3	_____	_____
CISB 306	Solving Problems Using Databases	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term
Choose TWO courses from the following .				
~~CISB 260~~	~~Info Systems Architecture~~	~~3~~	~~_____~~	~~_____~~
	~~(or *TECI 260 Information Technology Hardware and Software)~~			
CISB 392	Info Systems Theory & Practice	3	_____	_____
*CISB 341	Quantitative Decision Making OR	3	_____	_____
*MANG 341	Quantitative Decision Making	3	_____	_____
*MARK 350	Marketing Research	3	_____	_____
CISB 410	Project Management	3	_____	_____
CISB 442	Systems Analysis and Design	3	_____	_____
CISB 470	Management of Information Systems	3	___	
Any other CISB 200, 300 or 400 level CISB course:				
CISB ___	_____	3	_____	_____

Note: Courses marked with an * require additional course prerequisites beyond those required for the minor.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT** Program/degree Name: **Energy Management/Landman**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

This change replaces EMGT 340 with new course EMGT 355.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.

(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Morgan Bridge** Date: **12/6/2014**
Email: **mbridge@coloradomesa.edu** Phone: **x 1169**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/6/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/6/14**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: N/A Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Award: Professional Certificate
Program of Study: Energy Management/ Landman

About This Certificate . . .

The Certificate in Energy Management/Landman is designed to provide students with the knowledge and skills needed to engage in Landman activities in the workplace. The certificate will provide students with an overview of information they would encounter if they went on to earn the Energy Management/Landman Concentration in the BBA, which more fully prepares a person for a successful career in the growing energy industry.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of the Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

CERTIFICATE: Energy Management/ Landman

(12 semester hours)

Course No	Title	Sem.hrs	Grade	Term
*EMGT 355	Landman Geo-Petrol-Engineering			
*~~EMGT 340~~	~~Energy Industry Fundamentals~~	3	_____	_____
*EMGT 350	Energy Development, Transportation and Markets	3	_____	_____
*EMGT 440	Energy Land Practices I	3	_____	_____
EMGT 450	Energy Land Practices II	3	_____	_____

*Consult with Business Department advisor regarding prerequisite classes that might be necessary to take.

SUGGESTED COURSE SEQUENCING FOR A CERTIFICATE IN ENERGY MANAGEMENT/ LANDMAN

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Fall Semester	Hours	Spring Semester	Hours
~~EMGT 340 Energy Industry Fundamentals~~	~~3~~	EMGT 350 Energy Development, Transportation and Markets	3
EMGT 355 Landman Geo-Petrol-Engineering	**3**		

SECOND YEAR

Fall Semester	Hours	Spring Semester	Hours
EMGT 440 Energy Land Practices I	3	EMGT 450 Energy Land Practices II	3

The above is one possible course sequence. Contact an advisor or the Department of Business for other possibilities.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **MANG** Course number: **442** Credit hours: **3**

Course name: **Experiential Management: Student Run Business**

Course abbreviated schedule name (24 characters maximum): **Experiential Management**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Recitation: Discussion/Seminar

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Instructor approval**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Principles of developing/operating a functioning business. Track and analyze records of a student-run business. Analyze data, apply theory and practical experience to effect positive change. Work with CMU administration and government regulators to assure rules and regulations followed.

Justification for the proposed new course (enter below):

The course gives students the opportunity to apply all the knowledge they have learned in their coursework in a “live”; yet controlled setting. While courses teach depth in each business topic, few courses allow students to integrate all components of business knowledge. This course also allows students to interact with CMU administration as well as government regulators. This combined experience solidifies the theoretical knowledge our students have learned in their coursework as well as builds their confidence in their own abilities.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Analyze a functioning business and the interplay between financial, marketing, and management policy.
2. Analyze and influence the evolution of a business.

3. Refine knowledge through work with university administration.
4. Apply information gained through analysis to improve cash flow of this business.
5. Set goals and create monitoring systems for all aspects of the business.

Topical course outline: (List of topics only. Do not attach syllabus.)

- Components of a business' business model.
- Outside influences: CMU Administration, government regulators, how they influence policies and procedures.
- Effectively integrating the silos of Marketing, Human Resources, Management, Finance, Accounting.
- Using key metrics to manage.
- Human Resource: scheduling and managing effectively.
- The Customer Service Journey: integrating all aspects of marketing.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Georgann Jouflas** Date: **12/8/2014**
Email: gjouflas@coloradomesa.edu Phone: x 1925

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **12/8/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **12/8/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____09 January 2015_____

Collection under review: __**MANG 442: Experiential Management: Student Run Business**_____

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

   a. **Reference Sources:**

A keyword search for →"business management" → results in 2 reference results:

- (2011). *Encyclopedia of small business.* 4th ed. Farmington Hills, MI: Gale/Cengage Learning.
- Friedman, J. P., & Barnhill, S. S. (2012). *Dictionary of business and economics terms.* 5th ed. Hauppauge, N.Y.: Barron's Educational Series, Inc.

A broader search, for → business → displays over 150 reference results, including:

- Folsom, W. D., & VanDyne, S. N. (2011). *Encyclopedia of American business.* Rev. ed. New York: Facts On File.
- Wilson, K. (., Wauson, J., & American Management Association. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting.* New York: American Management Association.
- Banks, E. (2010). *The Palgrave Macmillan dictionary of finance, investment, and banking.* Basingstoke [England] ; New York: Palgrave Macmillan.
- Wilson, R. L. (2009). *Historical encyclopedia of American business.* Pasadena, Calif.: Salem Press.
- Kolb, R. W. (2008). *Encyclopedia of business ethics and society.* Thousand Oaks: Sage Publications.
- Riggs, T., & Bonk, M. (2008). *Everyday finance: economics, personal money management, and entrepreneurship.* Detroit: Gale Cengage Learning.
- (2006). *A dictionary of business and management.* 4th ed. Oxford ; New York: Oxford University Press.
- Folsom, W. D. (2005). *Understanding American business jargon: a dictionary.* 2nd ed. Westport, Conn.: Greenwood Press.
- Macmillan Reference USA (Firm)., & Kaliski, B. S. (2001). *Encyclopedia of busine$$ and finance.* New York: Macmillan Reference USA.

We also own:

Gale Research Inc. (1995). ***Business plans handbook: a compilation of actual business plans developed by small businesses throughout North America.*** Detroit, MI: Gale Research, Inc.

…which is a 10 volume set. During the library renovation, this set will be available at the University Center (room 213) library service location.

a. Monographic Sources:

To catch a broad swath of business management-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
Business management (keyword) AND Small business (Subject)	64 (14 since 2000)	0
Business management (keyword) AND Management (Subject)	83 (23 since 2000; not all relevant to course)	62
Business management (keyword) AND Business (subject)	4 (0 since 2000)	20
Business management (keyword) AND Entrepreneurship (subject)	8 (0 since 2000)	7
Business planning (subject)	76 (25 since 2000)	84 (75 since 2000)

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well.

Selection of print and electronic books of possible interest (titles in bold):

- Bygrave, W. D. (1994). ***The portable MBA in entrepreneurship.*** New York: Wiley.
- Gerber, M. E. (1995). ***The E-myth revisited: why most small businesses don't work and what to do about it.*** New York, N.Y.: HarperBusiness.
- Crainer, S. (2000). ***The management century: a critical review of 20th century thought and practice.*** San Francisco: Jossey-Bass.
- Krass, P. (2000). ***The book of management wisdom: classic writings by legendary managers.*** New York ; Chichester: Wiley.
- Hatten, T. S. (2009). ***Small business management: entrepreneurship and beyond***. Ed. 4. Boston: Houghton Mifflin Co.
- Entrepreneur Press., Markman, M., & Lesonsky, R. (2010). ***Start your own business: the only startup book you'll ever need.*** 5th ed. [Irvine, Calif.]: Entrepreneur Press.
- Rosenzweig, P. M. (2007). ***The halo effect-- and the eight other business delusions that deceive managers.*** New York: Free Press.

- Kaden, R. J. (2006). ***Guerrilla marketing research: marketing research techniques that can help any business make more money.*** London ; Philadelphia: Kogan Page.
- Scarborough, N. M., & Zimmerer, T. (2006). ***Effective small business management: an entrepreneurial approach***. 8th ed. Upper Saddle River, N.J.: Pearson Prentice Hall.
- Townsend, A. K. (2006). ***Green business: a five-part model for creating an environmentally responsible company.*** Atglen, PA: Schiffer Pub.
- Antion, T. (2005). ***The ultimate guide to electronic marketing for small business: low-cost/high return tools and techniques that really work.*** Hoboken, N.J.: John Wiley & Sons, Inc.
- Taylor, D. (. D., & Archer, J. S. (2005). ***Up against the Wal-Marts: how your business can prosper in the shadow of the retail giants.*** 2nd ed. New York: AMACOM.
- Samli, A. C. (2004). ***Up against the retail giants: targeting weakness, gaining an edge***. Mason, Ohio: Thomson.
- (2003). ***Business leadership: a Jossey-Bass reader.*** San Francisco: Jossey-Bass.
- Stephenson, J. (2003). ***Entrepreneur magazine's ultimate small business marketing guide: 1500 great marketing tricks that will drive your business through the roof***. Irvine, Calif.: Entrepreneur Press.
- Biafore, B. (2010). ***QuickBooks 2010: the missing manual.*** Sebastopol, Calif.; Farnham: Pogue Press/O'Reilly.
- Burton, E. J., & Bragg, S. M. (2001). ***Accounting and finance for your small business.*** 2nd ed. New York: Wiley.
- Kramer, M. (2000). ***Streetwise small business turnaround: revitalize your struggling or stagnant enterprise.*** Holbrook, Mass.: Adams Media.
- Solovic, S. W., Kadin, E. R., & Weiner, E. (2012). ***It's your biz: the complete guide to becoming your own boss.*** AMACOM.
- SpringerLink (Online service), & Ahlemann, F. (2012). ***Strategic enterprise architecture management: challenges, best practices, and future developments.*** Springer.
- Gumpert, D. E. (2003). ***How to really create a successful business plan: featuring the business plans of Pizza Hut, Software Publishing Corp., Celestial Seasonings, People Express, Ben & Jerry's.*** 4th ed. Needham, MA: Lauson Pub. Co.
- Truitt, W. B. (2002). ***Business planning: a comprehensive framework and process.*** Westport, Conn.: Quorum Books.
- Hardoon, D. R., & Shmueli, G. (2013). ***Getting started with business analytics: insightful decision-making.*** Boca Raton, FL: CRC Press.
- Barrow, C., Barrow, P., & Brown, R. (2012). ***The business plan workbook.*** 7th ed. London ; Philadelphia: Kogan Page.
- McKeever, M. P. (2012). ***How to write a business plan.*** 11th ed. Berkeley, CA: Nolo.
- Friend, G., & Zehle, S. (2009). *Guide to business planning.* [2nd ed.]. New York: Bloomberg Press.
- Rogers, S., & Makonnen, R. (2009**). *Entrepreneurial finance: finance and business strategies for the serious entrepreneur.*** 2nd ed. New York ; London: McGraw-Hill.
- Pinson, L. (2008). ***Anatomy of a business plan: the step-by-step guide to building your business and securing your company's future.*** 7th ed. Tustin, CA: Out of Your Mind ... and Iinto the Marketplace.
- Howe, J. (2008). ***Crowdsourcing: why the power of the crowd is driving the future of business.*** New York: Crown Business.
- Mourkogiannis, N. (2006). ***Purpose: the starting point of great companies.*** New York: Palgrave.
- Katsaros, J., & Christy, P. (2005). ***Getting it right the first time: how innovative companies anticipate demand.*** Westport, Conn.: Praeger.
- Maisel, L. & Cokins, G. (2014). ***Predictive business analytics: forward looking capabilities to improve business performance.*** John Wiley & Sons, Inc.
- Leonard, S. (2014). ***The liberated CEO: the 9-step program to running a better business so it doesn't run you.*** John Wiley & Sons, Inc.
- Abbott, D. (2014). ***Applied predictive analytics: principles and techniques for the professional data analyst.*** John Wiley & Sons.

- Delosa, J. (2014). ***Unprofessional: how a 26-year-old university dropout became a self-made millionaire : and how you can do the same.*** John Wiley & Sons Australia, Ltd.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship, as these Milestone students will be. **Interlibrary loan** of books and other non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for Milestone course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

b. Periodicals (online and print):

We carry many periodical subscriptions that should hold relevance for this course and its coursework. A selection of periodical titles can be found below but, due to the large number of potential periodicals applicable to this course, it's by no means exhaustive.

- *Crain's New York Business* (LexisNexis, 1986-current)
- *Entrepreneur* (Business Source Complete, 2003-current)
- *Entrepreneurship Theory & Practice* (Business Source Complete, 1988-current)
- *Financial World* (Business Source Complete, 1995-1997)
- *Fitness Business Pro* (LexisNexis, 2001 – current, 12 month embargo)
- *Forbes* (Business Source Complete, 1990-current)
- *Fortune* (Business Source Complete, 1992-current)
- *Innovation: Management, Policy, & Practice* (Business Source Complete, 2006-curent)
- *International Journal of Business & Management* (DOAJ, 2008-current)
- *International Journal of Management & Innovation* (Business Source Complete, 2009-current)
- *International Small Business Journal* (Sage Premier Collection, 1999-current)
- *Journal of Business & Psychology* (Business Source Complete, 1986-current, 12 month embargo)
- *Journal of Business Finance & Accounting* (Wiley Online Library, 1974-current; Business Source Complete, 1974-current, 12 month embargo)
- *Restaurant Business* (Business Source Complete, 1995-current)

But if items are needed that we do not own…**Interlibrary loan** is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

c. Electronic Resources:

We have quite a few databases that will be useful for this course, several of which are noted and described below. Databases strong for content (articles/indexed citations) highly relevant to this course include:

- **Business Source Complete** [searched: "business management" OR "business planning" OR entrepreneurship] – 260,000+ results, over 200,000 of which are available full-text and have been published since 2000. Over 83,000 are from scholarly (peer reviewed) journals. Publications returning many results from this search include: *Entrepreneur*, *Women's Wear Daily*, *Marketing Week*, *Businessweek Online*,
- **Lexis-Nexis** [searched: "business management" OR "business planning" OR entrepreneurship] – over 1000 results**, including results that qualify as company directories and profiles. The "Get Company Info" section on LexisNexis's main search page is also a great information source for business planning, entrepreneurship, and related coursework.
- **Wiley Online Library** [searched: "business management" OR "business planning" OR entrepreneurship] – displays over 37,000 search results, about 34,000 of which are from journals and 3500 of which from books. Nearly 9000 feature our search terms within the abstract content. Not all of this content is available full-text – accessible content is denoted by a small "unlocked lock" icon to the left of the result on the result screen. (Unavailable items have no lock.)

*** LexisNexis will only display the first 1,000 search results of any search. There are likely far more than 1,000 search results. Adding additional restrictions to the search parameters (publication title; dates; more specific terms; etc.) would provide both more relevant results for a true search and a more accurate sense of content available.*

Additional Business-/Management-appropriate databases can be located through the following steps: Library homepage >> Click search tab for Articles >> Click Browse Databases by Subject >> Use the dropdown list to select Business (default: All Subjects).

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

d. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → "business planning" OR "business management" OR entrepreneurship → results in about 300 eVideos from this collection, a number of which would be of high relevance to this course. Titles of potential interest for course incorporation and students may include (**titles in bold**):

- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011). *Starting Your Business:* ***Financing, Branding, and Regulations.*** Films Media Group.

- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011). ***Finding Your Customers: Marketing and Advertising Your Business.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2013). ***Small Business Management: Starting Up.*** Films Media Group.
- Connell Creations (Firm), Films for the Humanities & Sciences (Firm), & Films Media Group. (2013). ***Toyland: Case Studies in Creative Entrepreneurship.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2005). ***Cutting their own cloth: entrepreneurial clothing designers.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Online Classroom Ltd. (2009). ***Business studies: enterprise and entrepreneurs.*** Films Media Group.
- Canadian Broadcasting Corporation, Films for the Humanities & Sciences (Firm), & Films Media Group. (2009). ***Boomerism: business targets retirees.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Rai Trade (Firm). (2005). ***Formulating a business plan.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2013). ***Generating and Protecting Business Ideas.*** Films Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011).***Managing Your Business: Prices, Finances, and Staffing.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & NBC News. (2009). ***Innovate or die.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & NBC News. (2009). ***Redefining innovation.*** **Films** Media Group.
- Films for the Humanities & Sciences (Firm) & Films Media Group. (2011**).** ***Starting Your Business: Financing, Branding, and Regulations.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & NBC News. (2010). ***The Entrepreneurs: TOMS Shoes and Frontera Foods.*** Films Media Group.
- CNBC (Television network), Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***As Seen on TV: Rise of the Infomercial.*** Films Media Group.

2. Recommendations for additions to the collection:

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources, as needed, via the departmental library acquisitions budget allocated for 2014-2015.

A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this course.

3. Library Research Support Statement:

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas of Milestone course sections (if sections are to be offered to distance students in support of fully-online baccalaureate programs like Nursing; if research support at the individual or small group level, rather than classroom instruction, would be a better fit; etc.). The Library can also create **research / course guides** for Milestone course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**

   X This program requires no new library resources.

   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____

   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ **Date:**___12 January 2015___

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new co-requisites. ACCT 350 (just need the prereq of ACCT 321 and DELETE the co-req of ACCT 322 which is causing enrollment problems for students who completed 322 in previous semesters)
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND			

e.	does not adversely affect student progress through the program, AND
f.	does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Suzanne Lay** Date: **10/29/2014**
Email: slay@coloradomesa.edu Phone: 1573

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **11/16/14**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **11/16/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Business**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.		
	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	BUGB	
Course Number This can NOT be modified.	351	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Business Law I	
Short title for schedule (max 24 char.)	Business Law I	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Hybrid Courses
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course Cr Hr 1. junior or senior standing 2. or consent of instructor 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Contracts (formation, requirements, interpretation, discharge, and enforcement), agency law, and other contracting parties. Includes analysis of the concept of personal property and introduction to the partnership form of ownership.	Law and legal reasoning. Court systems, constitutional law, business ethics, torts, criminal law, intellectual property, privacy, Internet and cyber law. Contracts, sales, product liability, and agency and employment law.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Accounting - General Accounting**
2.	**BS**	**Accounting - Public Accounting**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

This change proposes a revised course description and recognizes the course outline which has been used for several semesters and which matches modern text books in the field.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Explain the American legal system and the process and forms of legal reasoning;
2. Discuss and analyze court opinions;
3. Explain basic components of the U.S. and Colorado constitutional provisions;
4. Explain the legislation, administrative regulations, and judicial decisions affecting business;
5. Debate both sides of critical legal issues and principles;
6. Discuss relevant ethical theory through case studies and real-life dilemmas;
7. Explain the essential laws relating to the Internet, cyberspace, and immigration.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

Same.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

- Introduction to Law and Legal Reasoning
- Courts and Alternative Dispute Resolution
- Court Procedures
- Constitutional Authority to Regulate Business
- Ethics and Business Decision Making
- Intentional Torts and Privacy
- Negligence and Strict Liability
- Intellectual Property and Internet Law
- Criminal Law and Cyber Crime
- Contracts
- International Law in a Global Economy
- Sales
- Agency
- Employment, Immigration and Labor Law

Topical course outline, proposed:

- Law and Legal Reasoning
- Courts and Alternative Dispute Resolution
- Court Procedures
- Business and the Constitution
- Business Ethics
- Torts
- Strict Liability and Product Liability
- Intellectual Property Rights
- Internet Law, Social Media and Privacy
- Criminal Law and Cyber Crime
- Contracts
- International Law in the Global Economy
- Sales
- Agency
- Employment, Immigration and Labor Law

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter (on behalf of Carroll Multz)** Date: **11/16/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **11/16/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **11/16/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Business**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.		
	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	BUGB	
Course Number This can NOT be modified.	352	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Business Law II	
Short title for schedule (max 24 char.)	Business Law II	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course Cr Hr 1. BUGB 351 2. or consent of instructor 3. 4. 5. 6. 7. 8. 9. 10. 11. If none, check here: ☐	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Corporate form of ownership as artificial persons doing business; Uniform Commercial Code as the primary law covering sales (terms of sales contracts, product liability, performance, and breach); commercial paper (instruments used as a monetary substitute, such as checks, drafts, and promissory notes); credit (security interests in real and personal property); and real property.	Business entities (formation, financing and regulation). Securities law and corporate governance; negotiable instruments; creditors' rights and bankruptcy; administrative, consumer and environmental law. Real and personal property; insurance; wills and trusts, and professional liability.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Accounting - Public Accounting**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

This change proposes a revised course description and recognizes the course SLOs and outline which have been used for several semesters and which match modern text books in the field.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Explain the American legal system and the process and forms of legal reasoning;
2. Discuss and analyze court opinions;
3. Explain basic components of the U.S. and Colorado constitutional provisions;
4. Explain the legislation, administrative regulations, and judicial decisions affecting business;
5. Debate both sides of critical legal issues and principles;
6. Discuss relevant ethical theory through case studies and real-life dilemmas;
7. Explain the essential laws relating to the Internet, cyberspace, and immigration.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

1. Analyze and evaluate various forms of business entities;
2. Define and classify the types of negotiable instruments;
3. Explain the rights and remedies available to creditors and debtors;
4. Identify and explain the role of administrative agencies in responding to emerging risks in financial system;
5. Differentiate between personal and real property and the methods of acquiring ownership;
6. Evaluate the methods of protecting against personal and business losses;
7. Analyze the basic devices used in estate planning;
8. Be able to conform to the standards required of professionals.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

- Business Entities
- Law for Small Businesses
- Negotiable Instruments
- Creditors' Rights and Remedies
- Secured Transactions
- Bankruptcy Law
- Mortgages and Foreclosures after the Recession
- Administrative Law
- Consumer Law
- Environmental Law
- Antitrust Law
- Personal Property and Bailments
- Real Property and Landlord-Tenant Relationships
- Insurance
- Wills and Trusts

Topical course outline, proposed:

- Business Entities
- Securities Law and Corporate Governance
- Negotiable Instruments
- Creditors' Rights and Remedies
- Secured Transactions
- Bankruptcy Law
- Administrative Agencies
- Consumer Law
- Environmental Law
- Antitrust Law
- Personal Property and Bailments
- Real Property and Landlord-Tenant Law
- Insurance
- Wills and Trusts
- Professional Liability and Accountability
- The Sarbanes-Oxley Act of 2002

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Don Carpenter (on behalf of Carroll Multz)** Date: **11/16/2014**
Email: **dcarpent@coloradomesa.edu** Phone: **1580**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **11/16/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **11/16/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. CONM 181 Principles of Construction Management Old: CONC 101 New: None CONM 316 Construction Materials and Methods Old: CONC 104, CONC 208, CONC 251 New: CONC 101, CONC 208 CONM 340 Construction Estimating Old: CADT 105, CONC 208, CONC 228, CONC 264, CONM 316 New: CONC 228 CONM 362 Structure Analysis - Statics/Material Strength Old: STAT 200, MATH 141, PHYS 112, PHYS 112L New: MATH 130, PHYS 111, PHYS 111L CONM 370 Managing Safety and the Regulatory Environment Old: Junior status New: CONC 101, Junior status CONM 472 Planning and Scheduling Old: CONM 264, CONC 265 New: CONC 228 CONM 485 Construction Management Issues Old: BUGB 349, CONM 340, CONM 401, CONM 472, CONM 480, Senior status, Permission of instructor New: Senior status, Permission of instructor CONM 499 Construction Internship Old: Senior status, consent of instructor New: CONM 380, permission of instructor
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.

Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	**Yes**	**No**	**Required information for program modification (submit marked up program sheet)**
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **2/2/2015**
Email: tlmiller@coloradomesa.edu Phone: x 1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **2/2/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **2/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Business

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☒	☐	Course prefix, number, old title and new title. CONM 340 Old: Construction Estimating New: Construction Estimating and Bidding CONM 361 Old: Advanced Building Systems New: Advanced MEP Systems CONM 472 Old: Planning and Scheduling New: Construction Planning and Scheduling
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.

Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **2/2/2015**
Email: tlmiller@coloradomesa.edu Phone: x 1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **2/2/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **2/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **CONM** Course number: **234** Credit hours: **3.0**

Course name: **Graphic Communication for Construction Management**

Course abbreviated schedule name (24 characters maximum): **Graphic Comm. for CM**

Contact hours per week: Lecture **2.0** Lab **2.0** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Laboratory: Academic/Clinical

Academic engagement minutes for a term: 3000 Student preparation minutes for a term: 3750

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **CONM 181**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Construction Management**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **CONM 340**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Integrated approaches for developing plan reading skills and creation of visual communications, including 3D digital model and pictorial development using current industry software

Justification for the proposed new course (enter below):

The Construction Management Program currently does not offer a class that explores the topics of plan reading, and the development of working drawings through traditional two dimensional (2D) and three dimensional (3D) technologies. The current program sheet does, strongly recommends the student to take Computer Aided Drafting (CAD) and plan reading courses as electives. The deactivation of CONM 264 – Mechanical/Industrial Systems allows this course to be added to the curriculum which is intended to teach essential foundational knowledge and skill sets.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Demonstrate proficiency in plan reading skills
2. Demonstrate proficiency in basic Building Information Modeling (BIM) skills
3. Demonstrate proficiency in production pictorial communications for construction management

…

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Plan Reading Theory and Practicum
2. Building Information Modeling (BIM) Theory and Practicum
3. Three Dimensional (3D) BIM model development from traditional two dimensional (2D) resources and current industry software.
4. Pictorial development for communication in construction management using current industry software.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

None

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **12/18/2014**
Email: tlmiller@coloradomesa.edu Phone: 970-248-1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____09 February 2015_____

Collection under review: __**CONM 234: Graphic Communication for Construction Management** ___

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

   Keywords/phrases: plan reading, construction drawings, 2D technology, 2D drawing, CAD, 3D technology, 3D drawing, building information modeling (BIM), pictorial communication, construction management

   a. **Reference Sources:**

      A keyword search for →construction OR CAD OR "computer assisted drawing" OR "building plans" OR "building information modeling" OR "construction plans" → displayed over 11,000 results, 23 of which are reference titles, including:

Gorse, C. A., Johnston, D., & Pritchard, M. (2012). *A dictionary of construction, surveying, and civil engineering.* Oxford: Oxford University Press.

Patterson, T. L. (2010). *Illustrated 2009 building code handbook.* New York: McGraw-Hill.

International Code Council, Building Officials and Code Administrators International, International Conference of Building Officials, & Southern Building Code Congress International. (2009). *International building code 2009.* [Country Club Hills, Ill.]: International Code Council.

McGraw-Hill Construction. (2009). *Architect's square foot costbook 2010.* [United States]: Design and Construction Resources.

Building News (BNi). (2009). *Green building square foot costbook.* [Vista, CA]: BNi Building News.

American Institute of Architects, Pressman, A., & Smith Maran Architects. (2007). *Architectural graphic standards.* 11th ed. Hoboken, N.J.: John Wiley & Sons.

Harris, C. M. (2006). *Dictionary of architecture & construction.* 4th ed. New York: McGraw-Hill.

Burden, E. E. (2005). *Illustrated dictionary of building design + construction.* New York: McGraw-Hill.

Benson, R. E. (1999). *The practitioner's guide to Colorado construction law*. Denver, CO: Continuing Legal Education in Colorado.

Some of which may be helpful for this course.

a. Monographic Sources:

To catch a broad swath of CONM234-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
CAD OR "computer assisted drawing" (Keywords)	38 (12 since 2000, not all relevant)	125 (not all relevant)
"building plans" OR "building information modeling" OR "construction plans" (Keywords)	14 (9 since 2000)	8
“Construction management” (keywords)	14 (9 since 2000)	21

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well.

Selection of print and electronic monograph titles of possible interest for CONM 234 (titles in bold):

CAD OR "computer assisted drawing"

- Kymmell, W. (2008). ***Building information modeling: planning and managing construction projects with 4D CAD and simulations.*** New York: McGraw-Hill.
- American Institute of Architects, Pressman, A., & Smith Maran Architects. (2007). ***Architectural graphic standards.*** 11th ed. Hoboken, N.J.: John Wiley & Sons.
- Bethune, J. D. (2004). *Engineering graphics with AutoCAD 2004.* Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Omura, G. & Benton, B. C. (2014). ***Mastering AutoCAD 2015 and AutoCAD LT 2015.*** Sybex.
- Schaefer, D. (2014). ***Cloud-based design and manufacturing (CBDM): a service-oriented product development paradigm for the 21st Century.*** Springer.
- Gladfelter, D. (2014). ***AutoCAD and AutoCAD LT 2015: No experience required.*** John Wiley & Sons.
- Davenport, C. & Voiculescu, I. (2014). ***Mastering AutoCAD Civil 3D 2015.*** John Wiley & Sons.
- Finkelstein, E. & Ambrosius, L. (2014). ***AutoCAD 2015 and AutoCAD LT 2015 Bible.*** Wiley.

- Zheng Li, J. (2014). ***CAD, 3D modeling, engineering analysis, and prototype experimentation: industrial and research applications.*** Springer.
- Onstott, S. (2014). ***AutoCAD 2015 and AutoCAD LT 2015: Essentials.*** Sybex.
- Peddie, J. (2013). ***The history of visual magic in computers: how beautiful images are made in CAD, 3D, VR and AR.*** Springer.
- Caneparo, L., Cerrato, A., & Winkless, C. (2013). ***Digital fabrication in architecture, engineering and construction.*** Springer.
- Fane, B. & Byrnes, D. (2013). ***AutoCAD 2014 for dummies.*** John Wiley & Sons.

"building plans" OR "building information modeling" OR "construction plans"

- Kymmell, W. (2008). ***Building information modeling: planning and managing construction projects with 4D CAD and simulations.*** New York: McGraw-Hill.
- Eastman, C. M. (2008). ***BIM handbook: a guide to building information modeling for owners, managers, designers, engineers, and contractors.*** Hoboken, N.J.: Wiley.
- Jackson, B. J. (2010). ***Construction management jumpstart.*** 2nd ed. Indianapolis: Wiley Pub.
- Bisharat, K. A. (2008). ***Construction graphics: a practical guide to interpreting working drawings.*** 2nd ed. Hoboken, N.J.: Wiley.
- Kensek, K. M. (2014). ***Building information modeling: BIM in current and future practice.*** John Wiley & Sons Inc.
- Garber, R. (2014). ***BIM design: Realising the creative potential of building information modelling.*** Wiley.
- DelPico, W. J. (2013). ***Project control: integrating cost and schedule in construction.*** John Wiley & Sons, Inc.

“construction management”

- El-Reedy, M. A. (. A. (2011). ***Construction management and design of industrial concrete and steel structures.*** Boca Raton, FL: CRC Press.
- Smith, J. G., & Hinze, J. (2010). ***Construction management: subcontractor scopes of work.*** Boca Raton: CRC Press.
- Low, S. P. & Ong, J. (2014). ***Project quality management: critical success factors for buildings.*** Springer.
- Martani, C. (2014). ***Risk management in architectural design: control of uncertainty over building use and maintenance.*** Springer.
- Pellicer, E. (2013). ***Construction management.*** First edition. Wiley-Blackwell.
- Radosavljevic, M. & Bennett, J. (2012). ***Construction management strategies: a theory of construction management.*** Wiley-Blackwell.
- Harris, F., McCaffer, R. & Edum-Fotwe, F. (2012). ***Modern construction management.*** 7th ed. Wiley-Blackwell.
- Sears, S. K. (2015). ***Construction project management: a practical guide to field construction management.*** Sixth edition. John Wiley and Sons, Inc.
- Ying, Z. & Sui Pheng, L. (2014). ***Project communication management in complex environments.*** Springer.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship. **Interlibrary loan** of books and other non-article/non-chapter content

takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for CONM course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

It's possible that **government documents** may also have relevance to this course, but searches did not display many results that had immediately apparent significance for the specific topics within CONM 234.

b. Periodicals (online and print):

We carry several subscriptions relevant to this course, including:

- *Journal of Construction Engineering & Management* (Academic Search Complete / Business Source Complete, 1995-current, 12 month embargo)
- *Builder* (OmniFile, 2012-current)
- *ENR: Engineering News Record* (LexisNexis, 1981-current; Academic Search Complete / Business Source Complete, April 2001-current).
- *Acta Technica Napocensis: Civil Engineering & Architecture* (DOAJ, 2010-current)
- *Built and Human Environment Review* (DOAJ, 2008-current)
- *Concrete Research Letters* (DOAJ, 2010-current)
- *Electronic Journal of Structural Engineering* (DOAJ, 2001-current)
- *International Journal of Sustainable Construction Engineering and Technology* (DOAJ, 2010-current)
- *International Journal of Advance Structural Engineering* (SpringerOpen Database, 2012-current)
- *Journal of Construction Engineering* (DOAJ, 2013-current)
- *Journal of Construction in Developing Countries* (DOAJ, 2006-current; Academic Search Complete, 2009-current)
- *Journal of Information Technology in Construction* (DOAJ, 2006-current)
- *Lean Construction Journal* (DOAJ, 2004-current; Business Source Complete, 2008-current)
- *Open Construction & Building Technology Journal* (DOAJ, 2007-current)

But if items are needed that we do not own…Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

c. Electronic Resources:

Databases that have articles and/or indexed content on “construction management”, “building information modeling”, and “computer assisted drawing” include:

- **Academic Search Complete** [searched: “construction management”] – 2700 results, with over 1800 available full text, some of which may be of interest, such as content from *the Journal of Construction Engineering & Management*, *ENR: Engineering News Record*, the *Journal of Management in Engineering*, and others. Additional searches produced the following results: (“building information modeling” or BIM) = 2914 results, with over 1900 available in full-text; and [(computer assisted drawing” OR CAD) AND (construction OR building)] = 3055 results, with over 1600 available full text.
- **Business Source Complete** [searched: “construction management”] – over 5300 search results, with over 4600 available full text. Publications returning a significant number of (full text) results include: *Construction Management & Economics*, *Journal of Construction Engineering & Management*, *ENR*, *Journal of Management in Engineering*, and *Building Research & Information*. Additional searches worth considering include: (“building information modeling” or BIM), which returns over 2000 full text search results; and [(computer assisted drawing” OR CAD) AND (construction OR building)], which returns over 1400 full text search results.
- **Lexis-Nexis** [searched: “building information modeling” AND construction] – about 1700 results, many of which are from newspapers and company directories/profiles.
- **OmniFile** [searched: ("construction management" OR "building information modeling") OR (("computer assisted drawing" AND construction))] – retrieved about 500 results, nearly all of which are available full text. Publication titles from these results include: *Architect’s Journal*, *Architect*, *Concrete Construction*, and others.
- **SpringerLink –** a number of their eBooks were noted in the monographs section of this assessment. It’s worth noting that their eBooks can be printed on demand (usually for about $30-$50 dollars, often far less than the expense of textbooks), or downloaded for free, as PDFs, in their entirety or as individual chapters. It may be worth exploring SpringerLink for potential assigned readings and texts, but also worth student exploration for content of use to research projects and more.

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

d. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links

added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → construction OR CAD OR BIM → results in about 575 eVideos from this collection, several of which would be of high relevance to this course. Titles in the results include (titles in bold):

- Evans Woolfe (Firm). (2006). ***Designing for CAD/CAM.*** Teachers TV/UK Department of Education.
- Cambridge Educational (Firm), Films for the Humanities & Sciences (Firm), & Films Media Group. (2005). ***Architecture & construction.*** Films Media Group.
- Burman, R., Films for the Humanities & Sciences (Firm), & Films Media Group. (2013). ***More Than a Box with Windows: Schluter Headquarters-A Case Study in Green Design and Construction.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***Breaking the Wall of Concrete Pollution: How Green Concrete Can Reduce the Giant Carbon Footprint of Construction.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Shopware (Firm). (2013). ***Blueprint Fundamentals: Interpreting Symbols and Specs.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.). (2014). ***Ground Zero Supertower.*** Films Media Group.
- BBC Worldwide Ltd., Cruickshank, D., Films for the Humanities & Sciences (Firm), & Films Media Group. (2014). ***Dreams: Dan Cruickshank's Adventures in Architecture.*** Films Media Group.

2. Recommendations for additions to the collection:

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources, as needed.

It would be worth seeking <u>newer</u> reference titles which accommodate this subject matter, particularly in e-format, as well as additional print / e-books focused on construction management, building information modeling, and CAD as related to construction and working designs/building plans.

A list of potential titles of interest will be circulated to Construction Management faculty to aid in acquisition efforts for this course.

3. Library Research Support Statement:

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L environments of course sections. The Library can also create **research / course guides** for course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**

   X This program requires no new library resources.

   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____

   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: __16 February 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **CONM** Course number: **380** Credit hours: **3.0**

Course name: **Construction Project Management**

Course abbreviated schedule name (24 characters maximum): **Const. Project Mang.**

Contact hours per week: Lecture **3.0** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **CONM 340**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Construction Management**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **CONM 472**	2. **CM 475**
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the professional practices performed by the project team for successful job site management, including the relationship of project participants and methods of communication, evaluation of project objectives in decision making, relationship of different project contract delivery methods, and how to develop, understand, and use contracts for job site management.

Justification for the proposed new course (enter below):

To move the content of this course from CONM 480 – Project Management so it numbered appropriately with the year intended for the student to enroll. (See Course Deletion form: CONM 480 – Project Management)

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Explain the five objectives of project management
2. Explain the different methods of project contract delivery and types of contract used.
3. Explain the submittal and procurement process of a project
4. Explain the use of an RFI and develop good writing skills for RFI generation
5. Explain the correct use and documentation for daily, weekly and monthly reports.
6. Explain methods and importance of logging and tracking documents
7. Explain the issues of site logistics on a project
8. Explain the purpose of meeting agendas and meeting minutes
9. Explain thought processes as a precursor to problem solving; and problem solving techniques
10. Explain how to develop 'scope of works' for use in subcontracts
11. Explain the basic structure of the prime and subcontracts.
12. Explain correct procedures for remedy when the other party of a contract is in non-compliance
13. Explain how to change the scope, amount and/or time of a contract
14. Explain the process of billing the owner for work completed and/or material stored.

…

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Project Management Objective
2. Contracts at the Prime, Subcontract and Material Levels
3. Procurement Process
4. Standard Industry written communication processes
5. Standard Industry documentation processes

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

None

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **12/18/2014**
Email: tlmiller@coloradomesa.edu Phone: 970-248-1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____09 February 2015_____

Collection under review: **__CONM 380: Construction Project Management_____**

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

   Keywords/phrases: construction management, jobsite management, project management, construction logistics, subcontracts, site logistics, RFIs, non-compliance, project contracts

   a. **Reference Sources:**

      A keyword search for → "construction management" OR "jobsite management" OR "project management" OR "construction logistics" → displayed just under 400 results, only 1 of which was a reference title (unrelated to this course's content).

      We do not seem to own any highly relevant reference titles for this specific subject area. **See recommendations section at the end for suggestions from the library.**

   a. **Monographic Sources:**

      To catch a broad swath of **construction project management**-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
"construction management" OR "jobsite management" OR "project management" (Keywords)	135 (49 since 2000)	205

"construction logistics" (Keyword)	0	0
Subcontract* (Keyword)	59 (16 since 2000)	10
“construction industry” (Subject)	108 (53 since 2000)	37

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well.

Selection of print and electronic titles possible interest for CONM380 (titles in bold):

“Construction management” OR “jobsite management” OR “project management”

- Juli, T. (2011). ***Leadership principles for project success.*** Boca Raton, FL: CRC Press.
- Jackson, B. J. (2010). ***Construction management jumpstart.*** 2nd ed. Indianapolis: Wiley Pub.
- Jha, S. (2010). ***The project manager's communication toolkit.*** Boca Raton, FL: CRC Press, Taylor & Francis.
- Hinze, J. (2001). ***Construction contracts.*** 2nd ed. Boston: McGraw-Hill.
- Graham, D. (2006). ***Managing residential construction projects: strategies and solutions***. New York: McGraw-Hill.
- Kliem, R. L. (2012). ***Ethics and project management.*** Boca Raton, Fla.: CRC Press.
- Berkun, S. (2008). ***Making things happen: mastering project management.*** Beijing; Sebastopol, CA: O'Reilly.
- Kerzner, H. (2009). ***Project management: a systems approach to planning, scheduling, and controlling.*** 10th ed. Hoboken, N.J.: John Wiley & Sons.
- Roeder, T. (2011). ***A sixth sense for project management.*** Bloomington, Ind.: Author House.
- Levy, S. M. (2007). ***Project management in construction.*** 5th ed. New York: McGraw-Hill.
- Wren, A. (2003). ***The project management A-Z: a compendium of project management techniques and how to use them.*** Aldershot, Hampshire, England; Burlington, VT: Ashgate.
- Maltzman, R. & Shirley, D. (2011). ***Green project management.*** Boca Raton: CRC Press.
- Sears, S. K., Clough, R. H., & Sears, G. A. (2008). ***Construction project management: a practical guide to field construction management.*** 5th ed. Hoboken, N.J.: John Wiley & Sons.
- El-Reedy, M. A. (. A. (2011). ***Construction management and design of industrial concrete and steel structures.*** Boca Raton, FL: CRC Press.
- Smith, J. G., & Hinze, J. (2010). ***Construction management: subcontractor scopes of work.*** Boca Raton: CRC Press.
- Mosey, D. (2009). ***Early contractor involvement in building procurement: contracts, partnering and project management.*** Chichester, West Sussex: Ames, Iowa.
- Glavinich, T. E. (2008). ***Contractor's guide to green building construction: management, project delivery, documentation, and risk reduction.*** Hoboken, N.J.: John Wiley.

Subcontract*

- Smith, J. G., & Hinze, J. (2010). ***Construction management: subcontractor scopes of work.*** Boca Raton: CRC Press.
- Mosey, D. (2009). ***Early contractor involvement in building procurement: contracts, partnering and project management.*** Chichester, West Sussex: Ames, Iowa.
- Eastman, C. M. (2008). ***BIM handbook: a guide to building information modeling for owners, managers, designers, engineers, and contractors.*** Hoboken, N.J.: Wiley.

- Ganaway, N. B. (2006). ***Construction business management: what every construction contractor, builder & subcontractor needs to know.*** Amsterdam; Boston: Kingston, MA: Butterworth-Heinemann.
- Smith, C. &. H., & Kelleher, T. J. (2005). ***Smith, Currie & Hancock LLP's common sense construction law: a practical guide for the construction professional.*** 3rd ed. Hoboken, N.J.: J. Wiley.
- Fria, R. T. (2005). ***Successful RFPs in construction: managing the request for proposal process***. New York: McGraw-Hill.
- Schaufelberger, J., & Holm, L. (2002). ***Management of construction projects: a constructor's perspective.*** Upper Saddle River, N.J.: Prentice Hall.

"Construction industry" (Subject search)

- Smith, J. G., & Hinze, J. (2010). ***Construction management: subcontractor scopes of work.*** Boca Raton: CRC Press.
- Fria, R. T. (2005). ***Successful RFPs in construction: managing the request for proposal process.*** New York: McGraw-Hill.
- Hanna, A. S. (2010). ***Construction labor productivity management and methods improvement.*** Madison, Wis.: Dr. Awad S. Hanna.
- O'Brien, W. J. (2009). ***Construction supply chain management handbook.*** Boca Raton, Fla.: London: CRC.
- Halpin, D. W., & Senior, B. A. (2009). ***Financial management and accounting fundamentals for construction.*** Hoboken, N.J.: Wiley.
- Leung, M. (2015). ***Stress management in the construction industry.*** Wiley Blackwell.
- Kelly, J. P., Male, S., & Graham, D. (2015). ***Value management of construction projects.*** Second edition. John Wiley & Sons Inc.
- Smith, N. J., Merna, T., & Jobling, P. (2014). ***Managing risk in construction projects.*** Third edition. John Wiley & Sons Inc.
- Schleifer, T. C., Sullivan, K. T., & Murdough, J. M. (2014). ***Managing the profitable construction business: the contractor's guide to success and survival strategies.*** John Wiley & Sons.
- Kelley, G. S. (2013). ***Construction law: an introduction for engineers, architects, and contractors.*** John Wiley & Sons.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship.

Interlibrary loan of books and other non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for CONM course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

b. Periodicals (online and print):

We carry several subscriptions with content relevant to this course and to construction project management, including:

- *Journal of Construction Engineering & Management* (Academic Search Complete / Business Source Complete, 1995-current, 12 month embargo)
- *Builder* (OmniFile, 2012-current)
- *ENR: Engineering News Record* (LexisNexis, 1981-current; Academic Search Complete / Business Source Complete, April 2001-current).
- *Acta Technica Napocensis: Civil Engineering & Architecture* (DOAJ, 2010-current)
- *Built and Human Environment Review* (DOAJ, 2008-current)
- *Concrete Research Letters* (DOAJ, 2010-current)
- *Electronic Journal of Structural Engineering* (DOAJ, 2001-current)
- *International Journal of Sustainable Construction Engineering and Technology* (DOAJ, 2010-current)
- *International Journal of Advance Structural Engineering* (SpringerOpen Database, 2012-current)
- *Journal of Construction Engineering* (DOAJ, 2013-current)
- *Journal of Construction in Developing Countries* (DOAJ, 2006-current; Academic Search Complete, 2009-current)
- *Journal of Information Technology in Construction* (DOAJ, 2006-current)
- *Lean Construction Journal* (DOAJ, 2004-current; Business Source Complete, 2008-current)
- *Open Construction & Building Technology Journal* (DOAJ, 2007-current)
- *Construction Management & Economics* (Business Source Complete, 1983-current, 18 month embargo)
- *Sustainable Construction and Design* (DOAJ, 2011-current)
- *Contractor* (Business Source Complete, 1999-current)
- *Structural Design of Tall and Special Buildings* (Wiley Online Library, 2003-current)
- *Underground Construction* (Business Source Complete, 1997-current)
- *Project Management Journal* (Business Source Complete, 1997-current, 12 month embargo)

But if items are needed that we do not own…**Interlibrary loan** is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

c. Electronic Resources:

Databases that have articles and/or indexed content on **construction project management** include:

- **Academic Search Complete** [searched: “project management” AND construction] – over 2500 results, with over 1800 available full text, some of which may be of interest, such as content from *the Journal of Construction Engineering & Management*, *ENR: Engineering News Record*, the *Journal of Management in Engineering*, and others. Additional searches produced the following results: (“project management” AND subcontract*) = 52 results, with over 34 available in full-text; and (“construction industry” AND “jobsite management”) = over 200 results, with over 180 available full text.

- **Business Source Complete** [searched: “project management” AND construction**]** – over 5900 search results, with over 4500 available full text. Publications returning a significant number of (full text) results include: *Construction Management & Economics*, *Journal of Construction Engineering & Management*, *ENR*, *Journal of Management in Engineering*, and *Building Research & Information*. Additional searches worth considering include: (construction AND subcontract*), which returns over 1800 full text search results; and (construction AND “site logistics”), which returns 20 results / 17 full text search results.

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

d. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → “construction management” OR “jobsite management” OR “project management” OR "construction logistics" → results in few eVideos from this collection, very few of which would be of any relevance to this course. Titles in the results include (titles in bold):

- A&E Television Networks, L., Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***Starting a Home Building Company.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2012). ***Managing a Design Project.*** Films Media Group.

2. Recommendations for additions to the collection:

New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources, as needed.

It would be worth seeking <u>newer, highly relevant</u> reference titles which accommodate this subject matter, particularly in e-format, as well as additional print / e-books focused on "construction logistics" and subcontracts/subcontracting as related to course content.

A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this course, which would benefit greatly from inspiring images and industry content.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L environments of course sections. The Library can also create **research / course guides** for course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - **X This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: __16 February 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Business**
If new department, please enter name:

Course prefix: **CONM** Course number: **475** Credit hours: **3**

Course name: **Construction Company and Financial Management**

Course abbreviated schedule name (24 characters maximum): **Const Comp & Fin Mngmt**

Contact hours per week: Lecture **3.0** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **FINA 301**	**3.0**	2. **MANG 301**	**3.0**
3. **CONM 380**	**3.0**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Construction Management**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of concepts in starting, owning, and operating a construction company. The student engages in identifying the purpose, vision, values, short-term and long-term objectives, and execution plans of a company. Accounting methods and systems are studied. Analysis of financial statements in developing budgets, projecting cash needs, and forecasting impacts of business decisions on profit

Justification for the proposed new course (enter below):

To move the content of this course from CONM 401 – Construction Financial Management so it is numbered appropriately with the year intended for the student to enroll. (See Course Deletion form: CONM 401 – Construction Financial Management)

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Explain the different legal forms of a company
2. Explain the process of setting up a company legal form
3. Explain required business, contractor licensing and bonding requirements
4. Develop company mission and vision statements
5. Perform basic market analysis and develop basic marketing strategies
6. Perform company situation analysis
7. Assess company risk
8. Explain primary and secondary accounting systems
9. Project cash needs of a company
10. Analyze financial statements
11. Enhance presentation skills
12. Develop lifelong learning skills

…

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Legal forms of companies
2. Risk management (insurances and bonding)
3. Written Business Plans
4. Financial planning and analysis

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

None

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **12/18/2014**
Email: tlmiller@coloradomesa.edu Phone: 970-248-1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _____10 February 2015_____

Collection under review: **__CONM 475: Construction Company and Financial Management___**

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: _____Lecture_____

Library Liaison: ____Cantwell, Laureen____

1. **Current Collection Review**

Keywords/phrases: construction company, entrepreneurship, construction, company values, company mission, company vision, small business accounting, business accounting and entrepreneurs, construction budgets, financial projection, financial forecasting and business, business decision making

a. **Reference Sources:**

A keyword search for →construction → displayed over 6600 results, 22 of which are reference titles, including:

Harris, C. M. (2006). ***Dictionary of architecture & construction.*** 4th ed. New York: McGraw-Hill.

Burden, E. E. (2005). ***Illustrated dictionary of building design + construction.*** New York: McGraw-Hill.

United States, United States. Occupational Safety and Health Administration, & CCH Incorporated. (2009). ***OSHA standards for the construction industry (29 CFR part 1926): with amendments as of January 2009.*** Chicago: CCH.

Gorse, C. A., Johnston, D., & Pritchard, M. (2012). ***A dictionary of construction, surveying, and civil engineering.*** Oxford: Oxford University Press.

McGraw-Hill Construction. (2009). ***Architect's square foot costbook 2010***. [United States]: Design and Construction Resources.

Building News, Inc. (2009). ***Green building square foot costbook.*** [Vista, CA]: BNi Building News.

Patterson, T. L. (2010). ***Illustrated 2009 building code handbook.*** New York: McGraw-Hill.

…some of which may be helpful for this course.

a. Monographic Sources:

To catch a broad swath of construction business-related content within our catalog, several searches were performed. The table below details the monographic holdings of the library for those searches.

Search tactic:	Print	E-Book
Construction (keyword) AND "Construction industry" (Subject)	53 (34 since 2000, not all relevant to course)	0
Construction industry – Management (Subject keyword)	17 (10 since 2000)	17
"financial management" AND (construction OR business OR entrepreneur*) (keywords)	33 (17 since 2000)	19

* NOTE: Items may have appeared in more than one set of search results; each list may duplicate titles from the other subject areas listed as well.

Selection of print and electronic titles sustainability of possible interest (titles in bold):

Construction (keyword) AND "construction industry" (Subject)

- Stevens, M. (2007). ***Managing a construction firm on just 24 hours a day.*** New York: McGraw-Hill.
- Emmitt, S., & Gorse, C. A. (2003). ***Construction communication.*** Oxford, UK; Malden, MA: Blackwell Pub.
- Ganaway, N. B. (2006). ***Construction business management: What every construction contractor, builder & subcontractor needs to know.*** Amsterdam; Boston: Kingston, MA: Butterworth-Heinemann.
- Smith, N. J., Merna, T., & Jobling, P. (2006). ***Managing risk in construction projects.*** 2nd ed. Oxford; Malden, MA: Blackwell Pub.
- Smith, C. &. H., & Kelleher, T. J. (2005). ***Smith, Currie & Hancock LLP's common sense construction law: A practical guide for the construction professional.*** 3rd ed. Hoboken, N.J.: J. Wiley.
- Teeples, J., & United States. Occupational Safety and Health Administration. (2005). ***What every supervisor must know about OSHA--Construction.*** Chicago: CCH Inc.

- Fria, R. T. (2005). ***Successful RFPs in construction: Managing the request for proposal process.*** New York: McGraw-Hill.
- Glavinich, T. E., & Associated General Contractors of America. (2004). ***Construction planning and scheduling.*** 2nd ed. [Alexandria, VA]: Associated General Contractors of America.
- Moran, M. M. (2003). ***Construction safety handbook: A practical guide to OSHA compliance and injury prevention.*** 2nd ed. Rockville, MD: ABS Consulting, Government Institutes.

Construction industry – Management (Subject heading)

- Hanna, A. S. (2010). ***Construction labor productivity management and methods improvement.*** Madison, Wis.: Dr. Awad S. Hanna.
- Jackson, B. J. (2010). ***Construction management jumpstart.*** 2nd ed. Indianapolis: Wiley Pub.
- Glavinich, T. E. (2008). ***Contractor's guide to green building construction: Management, project delivery, documentation, and risk reduction.*** Hoboken, N.J.: John Wiley.
- Sears, S. K., Clough, R. H., & Sears, G. A. (2008). ***Construction project management: a practical guide to field construction management.*** 5th ed. Hoboken, N.J.: John Wiley & Sons.
- Levy, S. M. (2007). ***Project management in construction.*** 5th ed. New York: McGraw-Hill.
- Ganaway, N. B. (2006). ***Construction business management: What every construction contractor, builder & subcontractor needs to know.*** Amsterdam; Boston: Kingston, MA: Butterworth-Heinemann.
- Stevens, M. (2007). ***Managing a construction firm on just 24 hours a day.*** New York: McGraw-Hill.
- Schleifer, T. C., Sullivan, K. T., & Murdough, J. M. (2014). ***Managing the profitable construction business: The contractor's guide to success and survival strategies.*** John Wiley & Sons.
- Harris, F., McCaffer, R., & Edum-Fotwe, F. (2012). ***Modern construction management.*** 7th ed. Wiley-Blackwell.
- Whitfield, J. (2012). ***Conflicts in construction: Avoiding, managing, resolving.*** Second edition. Wiley-Blackwell.
- Radosavljevic, M. & Bennett, J. (2012). ***Construction management strategies: a theory of construction management.*** Wiley-Blackwell.
- Sears, S. K. (2015). ***Construction project management: a practical guide to field construction management.*** Sixth edition / John Wiley and Sons, Inc.
- Peh, L. C. & Low, S. P. (2013). ***Organization design for international construction business.*** Springer.
- Pierce, D. R. (2013). ***Project scheduling and management for construction.*** Fourth edition. Wiley.
- Kelly, J. P., Male, S., & Graham, D. (2015). ***Value management of construction projects.*** Second edition. John Wiley & Sons Inc.
- Smith, N. J., Merna, T., & Jobling, P. (2014). ***Managing risk in construction projects.*** Third edition. John Wiley & Sons Inc.

"Financial management" AND (construction OR business OR entrepreneur*)

- Droms, W. G., & Wright, J. O. (2010). ***Finance and accounting for nonfinancial managers: all the basics you need to know.*** 6th ed. New York: Basic Books.
- Halpin, D. W., & Senior, B. A. (2009). ***Financial management and accounting fundamentals for construction.*** Hoboken, N.J.: Wiley.

- Sims, R. R., & Quatro, S. A. (2005). ***Leadership: succeeding in the private, public, and not-for-profit sectors.*** Armonk, N.Y.: M.E. Sharpe.
- Sihler, W. W., Crawford, R., & Davis, H. A. (2004). ***Smart financial management: the essential reference for the successful small business.*** New York: American Management Association.
- Burstiner, I. (1997). ***The small business handbook: a comprehensive guide to starting and running your own business.*** 3rd ed. New York, NY: Simon & Schuster.
- Boatright, J. R. (2014). ***Ethics in finance.*** 3rd ed. Wiley Blackwell.
- Ross, A. & Williams, P. (2013). ***Financial management in construction contracting.*** Wiley-Blackwell.

Books, and other items, physically delivered from other institutions are free to students, staff, and faculty at CMU and provides valuable support for those engaged in research and scholarship. **Interlibrary loan** of books and other non-article/non-chapter content takes 3-5 days on average, which is not overly long but which does underscore the importance of the Library building strong monographic support for CONM course sections as much as possible. Our interlibrary loan service can also aid the Library in assessing frequently requested items for appropriate additions to our collection.

It's possible that **government documents** may also have relevance to this course, but searches did not display many results that had immediately apparent significance for the specific topics within CONM 475.

b. Periodicals (online and print):

We carry several subscriptions with relevance to this course, including:

- *Journal of Construction Engineering* (DOAJ, 2013-current)
- *Journal of Construction in Developing Countries* (DOAJ, 2006-current; Academic Search Complete, 2009-current)
- *Journal of Information Technology in Construction* (DOAJ, 2006-current)
- *Lean Construction Journal* (DOAJ, 2004-current; Business Source Complete, 2008-current)
- *Open Construction & Building Technology Journal* (DOAJ, 2007-current)
- *Journal of Construction Engineering & Management* (Academic Search Complete / Business Source Complete, 1995-current, 12 month embargo)
- *Builder* (OmniFile, 2012-current)
- *ENR: Engineering News Record* (LexisNexis, 1981-current; Academic Search Complete / Business Source Complete, April 2001-current).
- *Construction Management & Economics* (Business Source Complete, 1983-current, 18 month embargo)
- *Sustainable Construction and Design* (DOAJ, 2011-current)
- *Contractor* (Business Source Complete, 1999-current)
- *Structural Design of Tall and Special Buildings* (Wiley Online Library, 2003-current)
- *Underground Construction* (Business Source Complete, 1997-current)

- *Project Management Journal* (Business Source Complete, 1997-current, 12 month embargo)
- *Journal of Small Business Management* (Business Source Complete, 1971-current, 12 month embargo; Wiley Online Library, 2001-current; some print holdings)
- *Entrepreneurship Theory and Practice* (Business Source Complete, 1988-current)
- *Journal of Developmental Entrepreneurship* (Business Source Complete, 2000-current, 12 month embargo)
- *Small Business Economics* (Business Source Complete, 1989-current, 12 month embargo)
- *Journal of Corporate Accounting & Finance* (Wiley Online Library, 1989-current; Business Source Complete, 1989-current, 12 month embargo)
- *Journal of Business Finance & Accounting* (Wiley Online Library, 1974-current; Business Source Complete, 1974-current, 12 month embargo)
- *Journal of Accounting, Auditing, and Finance* (Business Source Complete, 1986-current)
- *Financial Accountability & Management* (Wiley Online Library, 1985-current; Business Source Complete, 1985-current, 12 month embargo)
- *Accounting & Finance* (Wiley Online Library, 1979-current; Business Source Complete, 1993-current, 12 month embargo)
- *Management Accounting Research* (Science Direct, 1993-current)

Interlibrary loan is a quick, efficient, and useful supplement to our collections, as well, with an average turn-around time of just 11 hours for articles. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work as favorably with those deadlines as they can.

c. Electronic Resources:

Databases that have articles and/or indexed content on CONM475 relevant topics include:

- **Business Source Complete** [searched: "construction industry" AND "financial management"] – over 1100 results, over a thousand of which are available full text and many of which may be of interest for CONM475 students. Frequent publication titles for these results include *Contract Journal*, *ENR*, *Builders Merchants Journal*, and more.
- **Wiley Online Library** [searched: "construction industry" AND "financial management"] – about 230 results, two-thirds of which are from scholarly journals (the other third are from books).
- **Science Direct** [searched: construction AND "financial management"] – about 2700 search results from journals, some of which provide full text access (many others will need to have requests for full text put through interlibrary loan). Frequent publication titles among these results include: *Journal of Banking and Finance; Accounting, Organizations, and Society; Habitat International; Journal of*

Financial Economics; Journal of Economics and Business; and *Journal of Corporate Finance*.

- **SpringerLink –** a number of their eBooks were noted in the monographs section of this assessment. It's worth noting that their eBooks can be printed on demand (usually for about $30-$50 dollars, often far less than the expense of textbooks), or downloaded for free, as PDFs, in their entirety or as individual chapters. It may be worth exploring SpringerLink for potential assigned readings and texts, but also worth student exploration for content of use to research projects and more.

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d. Media:

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational films, documentaries, and PBS publications. These films can be accessed through course content links added to D2L, if the faculty member chooses, for convenient access to the student(s) and/or can be streamed into the physical classroom as well.

A search for → finance AND business → results in about 160 eVideos from this collection, very few of which would be of high relevance to this course. Titles in the results include (titles in bold):

- Films for the Humanities & Sciences (Firm), & Films Media Group. (2011). ***Starting Your Business: Financing, Branding, and Regulations.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), & Films Media Group. (2011). ***Managing Your Business: Prices, Finances, and Staffing.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2013). ***Critical Issues in Business: Success and Failure.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & M.G. Perin (Firm). (2006). ***Hispanic entrepreneurs: Against all odds.*** Films Media Group.
- A&E Television Networks, Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***Starting a Home Building Company.*** Films Media Group.
- Business2Learn, L, Films for the Humanities & Sciences (Firm), & Films Media Group. (2012). ***Starting a Garden Center.*** Films Media Group.
- Ethical Markets Media, Films for the Humanities & Sciences (Firm), & Films Media Group. (2011). ***Financing Clean Development.*** Films Media Group.
- Ethical Markets Media, Films for the Humanities & Sciences (Firm), & Films Media Group. (2011). ***Private Financing of Green Companies.*** Films Media Group.

- ABC International, Films for the Humanities & Sciences (Firm), & Films Media Group. (2005). ***Building a corporate vision: Buy-in and brand identity.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2009). ***Financial reporting for business.*** Films Media Group.
- Films for the Humanities & Sciences (Firm), Films Media Group, & Video Education Australasia. (2011**).** ***Financial Management and the Planning Cycle.*** Films Media Group.

2. **Recommendations for additions to the collection:**

   New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources, as needed.

   It would be worth seeking newer titles which accommodate this subject matter, particularly in e-format, as well as additional print / e-books focused on construction businesses and entrepreneurship in construction, as well as accounting in construction, items with the subject construction industry management.

   A list of potential titles of interest will be circulated to relevant instructors to aid in acquisition efforts for this course, which would benefit greatly from inspiring images and industry content.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L environments of course sections. The Library can also create **research / course guides** for course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   X This program requires no new library resources.
   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: ___16 February 2015___

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Business** Type of course change: Deletion

Course prefix: **CONM** Course number: **401** Credit hours: **3.0**

Course name: **Construction Financial Management**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Construction Management**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **CONM 480**	2. **CONM 485**
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

To move the content of this course into a new course that is numbered appropriately with the sequence intended for the student to enroll. (See Course Addition form: CONM 475 – Construction Company and Financial Management)

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **12-18-2014**
Email: tlmiller@coloradomesa.edu Phone: 970-248-1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Business** Type of course change: Deletion

Course prefix: **CONM** Course number: **480** Credit hours: **3.0**

Course name: **Project Management**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BS**	**Construction Management**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **CONM 485**	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

To move the content of this course into a new course that is numbered appropriately with the year intended for the student to enroll. (See Course Addition form: CONM 380 – Construction Project Management)

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **12-18-2014**
Email: tlmiller@coloradomesa.edu Phone: 970-248-1551

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **1/31/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **1/31/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Business**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Construction Management**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Remove MATH 141 – Analytical Geometry from Program
Add MATH 130 – Trigonometry to Program
Remove CONM 264 – Mechanical/Industrial Systems from Program (course to be ‘deactivated’)
Add CONM 234 – Graphic Communications for Construction Management (new course)
Add CONC 228 – Estimating and Cost Control to Program (action reduces three (3) elective hours)
Remove CONM 401 – Financial Management (course deleted)
Add CONM 475 – Construction Business and Financial Management (new course replacing CONM 401)
Remove CONM 480 – Project Management (course deleted)
Add CONM 380 – Construction Project Management (new course replacing CONM 480)

In lieu of only allowing only CONM 485 – Construction Management Issues to fulfill the requirement, allow student to select one of the following courses to fulfill requirement:

CONM 485 – Construction Management Issues
CONM 495 – Construction Independent Study (stringent approval requirements)
CONM 499 – Construction Internship

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

No new faculty required

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

No additional resource needed for implementation

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Troy Miller** Date: **2/2/2015**
Email: **tlmiller@coloradomesa.edu** Phone: **x 1551**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Don Carpenter** Date: **2/2/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Morgan Bridge** Date: **2/2/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

2014~~5~~-2015~~6~~ PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Construction Management

About This Major . . .

Construction managers plan, direct, and coordinate a wide variety of construction projects, including the building of all types of residential, commercial and industrial structures, roads, and bridges. They are salaried or self-employed managers who oversee construction supervisors and workers. Construction managers coordinate and supervise the construction process from the conceptual development stage through final construction, insuring the project is completed on time and within budget. They are also responsible for the safety of the work environment. Graduates of the Construction Management program will possess an OSHA 10-hour safety card upon graduation.

Potential majors must be comfortable with mathematics, technical instruction, physical science, computers, and software programs. They should work well under pressure and have good oral and written communication skills. They are managers of processes and people and must excel in both technical and human interaction skills.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.(Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.(Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Identify, formulate, and solve construction related problems by applying mathematics, science, and business principles. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.
Degree Requirements:

- 120 semester hours total (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).
- 2.00 cumulative GPA or higher in all CMU coursework
- C or higher in coursework toward the major content area
- When filling out the program sheet a course can be used only once.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 Semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____

Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113		4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

ECON	201	Principles of Macroeconomics	3	_____	_____
ECON	202	Principles of Microeconomics	3	_____	_____

History (3 semester hours)

HIST	____	_____	____	_____	_____

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
Natural Sciences (7 semester hours, one course must include a lab)					
PHYS	111	General Physics	4*	_____	_____
PHYS	111L	General Physics Lab	1*	_____	_____
PHYS	112	General Physics	4*	_____	_____
PHYS	112L	General Physics Lab	1*	_____	_____

*7 credits apply to the General Ed requirements and 3 credits apply to elective credit

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1	____	_____	1	_____	_____
KINA 1	____	_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH 102		Speechmaking	3	_____	_____

***FOUNDATION COURSES** (24 7semester hours)

ACCT 201	Prin. of Financial Accounting	3	_____	_____

STAT 200	Probability and Statistics	3	_____	_____
~~MATH 141~~	~~Analytical Geometry~~	~~3~~	~~_____~~	~~_____~~
M~~ath~~ ATH130 Trigonometry				
CONC 101	Construction Safety and Regs.	3	_____	_____
CONC 116	Building Materials	3	_____	_____
CONC 161	Building Mechanical and Electrical	3	_____	_____
CONC 208	Construction Equipment	3	_____	_____
CONC 218	Surveying	3	_____	_____
CONC 228	Estimating and Cost Control			

***CONSTRUCTION MANAGEMENT MAJOR REQUIREMENTS**
(45 semester hours)

Required Core (12 semester hours)

BUGB 349	Legal Environment of Business	3	_____	_____
**FINA 301	Managerial Finance	3	_____	_____
~~MANG~~ HRMA 371	Human Resource Management	3	_____	_____
~~CONM 264~~	~~Mech. and Indust. Systems~~	~~3~~	~~_____~~	~~_____~~
CONM 234	Graphic Communications for Construction Management			

Required Concentration Courses (33 semester hours)

CONM 181	Principles of Const. Management	3	_____	_____
CONM 316	Construction Materials and Methods	3	_____	_____
CONM 340	Advanced Construction Estimating and/ Bidding	3	_____	_____
CONM 361	Advanced ~~Building~~ MEP Systems	3	_____	_____
CONM 362	Structural Analysis-Statics/ Materials Strength	3	_____	_____
CONM 370	Managing Safety and the Regulatory Environment	3	_____	_____
CONM 380	Construction Project Management			
~~CONM 401~~	~~Construction Financial Management~~	~~3~~	~~_____~~	~~_____~~
CONM 462	Soil and Foundation Construction	3	_____	_____
CONM 472	Planning and Scheduling	3	_____	_____
CONM 475	Construction Company and Finacial Management			
~~CONM 480~~	~~Project Management (Capstone)~~	~~3~~	~~_____~~	~~_____~~

Take one of the following courses:

CONM 485	Construction Management Issues	3	_____	_____
CONM 495	Construction Independent Study			
CONM 499	Construction Internship			

**STAT 200 or CISB 241 or STAT 241 will be accepted as the prerequisite.

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (11~~4~~ semester hours; **1 hour must be 300 or 400 level)**

Course No	Title	Sem.hrs	Grade	Term/Trns
*MATH 113	College Algebra	1	_____	_____
*PHYS 112	General Physics	2	_____	_____

*PHYS	112L	General Physics Lab	1	_____ _____

Course No	Title	Sem.hrs	Grade	Term/Trns
§CADT 106	Computer Aided Design	3		
§CONC 270	Practical Applications	4		
§CONM 499	Internship in Construction Management	3		

§Strongly Recommended.

Elective 3

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN CONSTRUCTION MANAGEMENT

FRESHMAN YEAR

Fall Semester		Hours
General Education Humanities		3
ENGL 111	English Composition	3
CONC 101	Construction Safety and Regulations	3
MATH 113	College Algebra	4
CONC 116	Building Materials	3
CONM 181	Principles of Construction Mangemenet	3
		16

Spring Semester		Hours
General Education		3
General Education Humanities		3
ENGL 112	English Composition	3
CONC 161	Building Mechanical/Electrical	3
CONC 208	Construction Equipment	3
CONM 181	Principles of Const. Management	3
KINE 100	Health and Wellness	1
KINA 1___	Activity	1
Elective (suggest CADT 106)		3
		15 14

SOPHOMORE YEAR

Fall Semester		Hours
ECON 201	Principles of Macroeconomics	3
ACCT 201	Principles of Financial Accounting	3
CONM 234	Graphic Communications for Constructin Mangegment	3
CONC 208	Construction Equipment	
CONC 228 - Estimating and Cost Control		3
PHYS 111	General Physics	4
PHYS 111L	General Physics Lab	1
KINE 100	Health and Wellness	1
KINA Activity		1
		16 17

Spring Semester		Hours
ECON 202	Principles of Microeconomics	3
KINA 1__	Activity	1
MATH 141	Analytical Geometry	
MATH 130	Trigonometry	3
CONC 218	Surveying	3
PHYS 112	General Physics	4
PHYS 112L	General Physics Lab	1
CONM 264	Mechanical & Industrial Systems	3
		17 15

JUNIOR YEAR

Fall Semester		Hours
General Education History		3
MANG 371	Human Resource Management	3
CONM 362	Structure Analysis	3
CONM 340	Construction Estimating	3
CONM 316	Construction Materials/Methods	3
CONM 370	Managing Safety and the Regulatory Environment	3
KINA activity		1
		16

Spring Semester		Hours
SPCH 102	Speechmaking	3
FINA 301	Managerial Finance	3
CONM 361	Advanced Building MEP Systems	3 3
CONM 370	Managing Safety and the Regulatory Environment	3
CONM 380	Construction Project Management	3
BUGB 349	Legal Environment of Business	3
		15

CONM 499 Internship 3*

SENIOR YEAR

Fall Semester		Hours
General Education Fine Arts		3
General Education History		3
CONM 401	Construction Financial Management	3
CONM 472	Planning and Scheduling	3
~~CONM 485~~	~~Construction Management Issues~~	~~3~~
~~Elective~~		~~1~~
STAT 200	Statistics	3
		~~13~~15

Spring Semester		Hours
CONM 462	Soil Foundation Construction	3
CONM 475	Construction Business and Financial Management	3
~~CONM 480~~	~~Project Management~~	~~3~~
CONM 485	Construction Management Issues	3
or		
CONM 495	Construction Independent Study	
~~CONM 499~~	~~Internship~~	3
Elective		3
		12

* If student opts to take CONM 499 Construction Internship. The internship should be planned between ~~their~~ Junior and Senior years.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Kinesiology**
If new department, please enter name:

Course prefix: **KINA** Course number: **118A** Credit hours: **1**

Course name: **Karate II**

Course abbreviated schedule name (24 characters maximum): **Karate II**

Contact hours per week: Lecture Lab Field Studio Other **1.5**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Physical Education: Recreation Courses

Academic engagement minutes for a term: 1125 Student preparation minutes for a term: 1125

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **KINA 118 - Karate or**	**1**	2.	
3. **Instructor Consent**		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
N/A - Activity courses do not have course descriptions.

Justification for the proposed new course (enter below):

To allow those students who have taken KINA 118 – Karate to further their karate skills by learning more advanced techniques.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Demonstrate specific knowledge and skills relating to the activity course.
2. Apply knowledge and skills to maintain an active healthy lifestyle.
3. Display a positive attitude toward living and active healthy lifestyle.

Topical course outline: (List of topics only. Do not attach syllabus.)

This schedule could change due to unforeseen circumstances. Changes will be announced in class or by email.

1. Each class period will be organized into three phases.
    a. Phase 1: Knowledge based information relating to: fitness, health, and active lifestyle as it relates to Karate
    b. Phase 2: Skill development
    c. Phase 3: Application of skills
2. Overall Course Outline:
    a. Continued history of Karate
    b. Katas (prearranged forms)
    c. Self-defense and control techniques against an attacker
    d. Ju Kumate (soft free sparring)

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Dr. Jeremy Hawkins** Date: **2/4/2015**
Email: jrhawkins@coloradomesa.edu Phone: 970.248.1374

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Dr. Jeremy Hawkins** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Dr. Jill Cordova** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: KINA 118A Karate II

Program level: Certificate **Associates** **Bachelors** Masters

Delivery mode: Activity course – lecture with lab

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:
   Chapters on karate covering the essential rules, terms & procedures can be found in:
   Sports Rules Book 3rd ed. 2009
   Encyclopedia of Sports Science 2 vol. 1997

   b. Monographic Sources:

   Mastering Karate by Jerry Beasley (2003)
   Soft Forms of Karate, Tai Chi, Aikido, & Kung Fu by Bruce Tegner (1981)
   Kung Fu and Tai Chi: Chinese Karate & Classical Exercises by Bruce Tegner (1981)
   What is Karate? By Masutatsu Yama (1966)

   c. Periodicals (online and paper):

   Online access available for *Black Belt* for issues 2008-present in *SportDiscus* database.

   Articles appear in numerous physical education, sports and kinesiology magazines/journals.

d. Electronic Resources:
Indexes for journal articles:
SportDiscus
Academic Search Complete

Subject and keyword searching in these two indexes finds articles on the development of karate, how-to-play the game, and the fitness benefits from playing the game. Articles range from popular to research. Articles are available either online, in print format in the library, or from Inter Library Loan. The average fill time for article requests is approximately 15 hours.

2. Recommendations for additions to the collection:

The Library will purchase several new books on karate this year. Titles will be selected in consultation with Kinesiology faculty. New how-to/technique books for the Kinesiology activity classes are purchased on a rotating basis every year or at the request of the faculty.

3. Analysis of library's collection:

XX Materials for this course can be purchased with existing funds

☐ Extra funding is required to adequately meet the informational needs of the program.
Estimated **one-time** resources needed $ _____
Estimated **base building** resources needed $ _____

☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: February 20, 2015

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Teacher Education**
If new department, please enter name:

Course prefix: **EDUC** Course number: **115** Credit hours: **1**

Course name: **What It Means To Be An Educator**

Course abbreviated schedule name (24 characters maximum): **To Be an Educator**

Contact hours per week: Lecture Lab Field Studio Other **3.5**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 1000 Student preparation minutes for a term: 1500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ENG 111**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Liberal Arts, Elementary Teaching Mathematics, Social Science, and English**
2.	**BA**	**Secondary Teaching English, History, Spanish**
3.	**BS**	**Secondary Teaching Biology, Geosciences, Mathematics**
4.	**BFA**	**K-12 Teaching Art**
5.	**BA**	**K-12 Teaching Kinesiology, Music**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **EDUC 215**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **Yes**
If yes, explain: **The EDUC 115 and EDUC 215 will share a common text book and will collaborate on assignments and products that will coincide with each other but not duplicate. The hours gained from this course will be the first 8 field hours for student teaching certificates.**

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Overview of the teacher education program, profession and what it means to be an educator. Introduction to social, legal, historical, political, theoretical, and philosophical foundations of education. Course time will include school and educational services visitations. Please note: Students must earn an A or B in this class if they desire to be admitted to the Teacher Education program.

Justification for the proposed new course (enter below):

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in freshman/sophomore year and EDUC 215 taken in sophomore/junior year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Identify and describe opportunities, expectations, and demands of the teaching profession. (CO 4.2, 4.3, 5.1, 5.2;InTASC 9, 10)

2. Recognize schools as complex social institutions whose aims, functions, and policies are debated by opposing interest groups within society. (CO 4.2, 4.3, 5.1,5.3.5.4; InTASC 3,10)
3. Diagram the general organizational structure of public education in Colorado. (CO 4.2, 4.3, 5.2, 5.1 InTASC 5,7)
4. Describe and analyze the political, economic, legal, and historical influences on the American education system. (CO 4.1, 4.2, 4.3, 5.4)
5. Compare and contrast recognized philosophies of education. Begin development of a personal educational philosophy based on analysis of the current research and experiences in educational settings. (CO 4.1, 4.2, 4.3, 5.2 InTASC 9,10)

…

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Topic Challenges
2. Midterm
3. Hot Topics in Education Technology Project
4. Autograph Journal
5. Final

Week	Topic Challenges	Assignments
1	Welcome to the Center for Teacher Education at CMU and our Faculty and Staff	--Read the Teacher Candidate Handbook --Complete D2L Start Here Module --Complete D2L Week 1 Module --Complete 1-2 hours of Field Experience
2	Scavenger hunt of Community Education contributors	--Read textbook Chapter 7 --Complete D2L Week 2 Module --Complete 1-2 hours of Field Experience
3	RTI	--Read textbook Chapter 8 --Complete D2L Week 3 Module --Complete 1-2 hours of Field Experience
4	Midterm Inclusive Education and Autism	--Philosophy of Education due --Complete D2L Week 4 Module --Complete 1-2 hours of Field Experience
5	Common Core	--Read textbook Chapter 9 --Complete D2L Week 5 Module --Complete 1-2 hours of Field Experience
6	Assessment	--Read textbook Chapter 10 --Complete D2L Week 6 Module --Complete 1-2 hours of Field Experience
7	Board of Education	--Read textbook Chapter 11 --Complete D2L Week 7 Module --Complete 1-2 hours of Field Experience
8	Hot Topic: Free Choice	--Presenting Hot Topics --Read textbook Chapter 12 --Complete D2L Week 8 Module --Complete Midterm online in D2L --Complete 1-2 hours of Field Experience
Finals Week	Final Exam	--Complete Final Exam online in D2L --Field Experience Portfolio due

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Department of Teacher Education	11/21/14	Valerie Dobbs ok
Department of Biological Sciences	1/21/15	Denise McKenney Ok
Department of Physical and Environmental Sciences	12/4/14	Russ Walker Ok

Department of Literature and Mass Communications		1/27/15	Berry Laga
Department of History	12/1/14		Jessica Herrick Ok
Department of Mathematics	1/19/15		Lori Payne Ok
Department of Music	12/2/14		Calvin Hofer Ok
Department of Kinesiology	12/4/14		Jill Cordova Ok
Department of Art	1/29/15		Suzie Garner

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **11/19/2014**
Email: jendanie@coloradomesa.edu Phone: 970-248-1413

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer C Daniels** Date: **11/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Valerie Dobbs** Date: **11/21/14**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Teacher Education**
If new department, please enter name:

Course prefix: **EDUC** Course number: **215** Credit hours: **1**

Course name: **Teaching as a Profession**

Course abbreviated schedule name (24 characters maximum): **Teaching as a Profession**

Contact hours per week: Lecture Lab Field Studio Other **3.5**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 1000 Student preparation minutes for a term: 1500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **EDUC 115**	**1**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Liberal Arts, Elementary Teaching Mathematics, Social Science, and English**
2.	**BA**	**Secondary Teaching English, History, Spanish**
3.	**BS**	**Secondary Teaching Biology, Geosciences, Mathematics**
4.	**BFA**	**K-12 Teaching Art**
5.	**BA**	**K-12 Teaching Kinesiology, Music**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **Yes**
If yes, explain: **The EDUC 115 and EDUC 215 will share a common text book and will collaborate on assignments and products that will coincide with each other but not duplicate. The hours gained from this course will be the first 8 field hours for student teaching certificates.**

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Overview of the teacher education program and profession. Introduction to schools, curriculum and instruction, accountability, learning environments, developing professionalism, and theoretical and philosophical foundations of education. Course time will include school and educational services visitations.
This is an on-campus course that is web-enhanced, meaning we meet face-to-face each week AND we have a web-based course site (D2L) to support the classroom environment.
*Please note: Students must earn an A or B in this class if they desire to be admitted to the Teacher Education program.

Justification for the proposed new course (enter below):

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in freshman/sophomore year and EDUC 215 taken in sophomore/junior year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Identify and describe opportunities, expectations, and demands of the teaching profession. (CO 4.2, 4.3, 5.1, 5.2;InTASC 9, 10)
2. Gain awareness of teaching practices through examination of personal strengths and limitations, personality traits, values, motivations, and attitudes. (CO 3.1, 3.3, 3.5, 3.6 InTASC 1,2,4)
3. Use technology to research, manage, and communicate information in an educational environment. (CO 3.4, 3.7, 7.3 InTASC 3,5, 10)
4. Demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty. (CO 1.2, 3.8 InTASC 4,5,8)
5. Know and understand expectations of teacher candidates enrolled in the Colorado Mesa University Teacher Education Program. Make application for teacher program candidacy. (CO 3.5, 3.6 InTASC 4,9)

…

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Professional Disposition
2. Midterm
3. Teaching as a Profession Technology Project
4. Autograph Journal
5. Final

Session	Topic	Assignments
1	Applying to the Center for Teacher Education at CMU	--Read the Teacher Candidate Handbook --Complete D2L Start Here Module --Complete D2L Session 1 Module --Complete 1-2 hours of Field Experience
2	Teachers, the Teaching Profession, and Professional Disposition	--Read textbook Chapter 1 --Complete D2L Session 2 Module --Complete 1-2 hours of Field Experience
3	Assessment and Accountability, PRAXIS Exam	--Read textbook Chapter 5 --Complete D2L Session 3 Module --Complete 1-2 hours of Field Experience
4	Schools and Specific Roles Within Schools	--Read textbook Chapter 2 --Complete D2L Session 4 Module --Complete 1-2 hours of Field Experience --Complete Midterm online in D2L
5	Curriculum and Instruction	--Read textbook Chapter 4 --Complete D2L Session 5 Module --Complete 1-2 hours of Field Experience
6	Student Similarities and Differences	--Read textbook Chapter 3 --Complete D2L Session 6 Module --Complete 1-2 hours of Field Experience --Teaching As A Profession Presentation due
7	Creating and Maintaining a Positive and Productive Learning Environment	--Read textbook Chapter 6 --Complete D2L Session 7 Module --Complete 1-2 hours of Field Experience
8	Finals Week	--Complete Final Exam online in D2L --Field Experience Portfolio due

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Department of Teacher Education	11/21/14	Valerie Dobbs Ok
Department of Biological Sciences	1/21/15	Denise McKenney Ok

Department of Physical and Environmental Sciences	12/4/14		Russ Walker Ok
Department of Literature and Mass Communications	1/27/15		Berry Laga Ok
Department of History	12/1/14		Jessica Herrick Ok
Department of Mathematics	1/19/15		Lori Payne Ok
Department of Music	12/2/14		Calvin Hofer Ok
Department of Kinesiology	12/4/14		Jill Cordova Ok
Department of Art	1/29/15		Suzie Garner Ok

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **11/19/2014**
Email: jendanie@coloradomesa.edu Phone: 970-248-1413

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer C Daniels** Date: **11/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Valerie Dobb** Date: **11/21/15**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __February 2015____

Course Number: __EDUC 115 & 215_ ___

Course Name: **What It Means to Be a Teacher & Teaching as a Profession**

Catalog Description:
EDUC 115 Overview of the teacher education program and profession. Introduction to social, legal, historical, political, theoretical, and philosophical foundations of education. Course time will include school and educational services visitations.

EDUC 215 Overview of the teacher education program and profession. Introduction to schools, curriculum and instruction, accountability, learning environments, developing professionalism, and theoretical and philosophical foundations of education.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: _Anne Bledsoe___ ____

1. **Current Collection Review**

   a. **Reference Sources:**

   Tomlinson Library provides a strong collection of reference materials concerning foundational concepts and philosophies in Education, including the following 16 encyclopedias and dictionaries:

   Almanac of American Education (2013)
   Encyclopedia of Teaching & Teacher Research (2011)
   Encyclopedia of Curriculum Studies (2010)
   21st Century Education: a Reference Handbook (2008)
   The Routledge International Encyclopedia of Education (2008)
   Encyclopedia of Education Law (2008)
   Encyclopedia of Education and Technology (2005)

Encyclopedia of Education and Human Development (2005)
Greenwood Dictionary of Education (2003)
Education & Sociology: an Encyclopedia (2002)
Encyclopedia of Mathematics Education (2001)
Encyclopedia of American Education (2001)
Standards & Schooling in the United States (2001)
Encyclopedia of Multicultural Education (1999)
Dictionary of Multicultural Education (1997)
Philosophy of Education: an Encyclopedia (1996)

Additionally, the reference collection includes 6 handbooks of research summarizing research in fundamental areas in the field:

Handbook of Research on Learning and Instruction (2011)
The Sage Handbook of Curriculum and Instruction (2008)
Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts (2008)
Handbook of Research on Educational Communications & Technology (2008)
Handbook of Educational Psychology (2006)
*Handbook of Resarch on Multicultural Education (2004)**
*Handbook of Research on Teaching (2001)**

*most recent edition

Analysis: The library has worked with Education faculty to build a core Education collection, and as a result, reference support for these foundational courses is particularly strong. Education faculty routinely bring students for library instruction and tours of the library, allowing students to see these reference materials and hear how they might be useful for their coursework.

b. Monographic Sources:

An analysis was done for Tomlinson Library holdings in several foundational subject areas covered by these courses: teaching, curricula/curriculum planning, the philosophy of education, the classroom environment/classroom management, and educational technology.

The table represents the total number of monographs held by CMU, the number of monographs within the Prospector lending group, and E-books on each topic, followed by the number of recent items (published in the last five years) in parenthesis. Government Documents are included in the results.

Subject search	CMU Monographs	Prospector (monographs)	E-book
Teaching	4,957 (478)	135,375 (21,969)	3,458 (2094)
Curricula/Curriculum Planning	633 (63)	12,850 (1,810)	215 (94)
Philosophy of Education	341 60)	12,820 (2272)	342 (222)
Classroom Environment/ Classroom Management	227 (30)	3693 (918)	260 (106)
Educational Technology	971 (163)	4481 (1359)	1,096 (624)

Analysis: The library's print and online collections provide strong support for these foundational courses. Additionally, materials in Prospector libraries are available for loan quickly and easily, substantially augmenting the library's own collections.

c. Periodicals (online and print):

The library owns current print or online subscriptions to 20 periodicals addressing curricula, teaching and learning:

American School Board Journal (print)
Childhood Education (print & online)
Educational leadership (print & online)
Educational Technology Research and Development (print & online)
Elementary School Journal (online)
English Education (online)
Geography Teacher (online)
Harvard Educational Review (online)
Journal of Child Language (online)
Journal of Educational Psychology (print)
Journal of Teacher Education (print & online)
Language Arts (online)
Music Educators Journal (print & online)
Phi Delta Kappan (print & online)
Research in the Teaching of English (online)
T.H.E./Technological Horizons in Education (online)
Teaching Children Mathematics (print)
Teaching Exceptional Children (print & online)
Teacher Educator (online)
Theory Into Practice (online)

An additional 92 Education journals of possible relevance for this course are available online through the library (Please see attached list).

Analysis: The journal holdings available through the library support these courses well. In addition, substantial access to the periodical literature in Education is provided through the library's subscriptions to key databases in the field.

d. Electronic Resources:

The library provides indexing and full-text access to the periodical literature in the field of Education through two key databases, Education Research Complete and ERIC. The library also subscribes to a database of streaming video content, Education in Video, including documentaries and video footage from the classroom. The table below indicates the results retrieved in these three databases for foundational topics covered by these courses: teaching, curricula/curriculum planning, the philosophy of education, the classroom environment/classroom management, and educational technology. The number in parenthesis indicates the number of results published/produced in the last 5 years.

Subject Search	**Education Research Complete**	**ERIC**	**Education in Video (streaming video)**
Teaching	528,998 (175,441)	329,741 (50,779)	3,083 (615)
Curricula/ Curriculum Planning	175,313 (51,630)	199,120 (20,715)	2,299 (339)
Philosophy of Education	20,276 (6,836)	29,472 (4,394)	94 (8)
Classroom Environment/ Classroom Management	16,479 (6,486)	32,864 (7,157)	73 (5)
Educational Technology	50,788 (19,903)	45,380 (11,048)	672 (78)

Analysis: The library provides exceptionally strong support for these courses with article databases and streaming video content focused on the field of Education. As the table above demonstrates, these resources include abundant material on foundational concepts and practice.

2. Recommendations for additions to the collection:

In collaboration with department faculty, the library has developed core practitioner and graduate-level print and online collections to support coursework in the Teacher Education and graduate Education programs. As a result, library resources for these foundation courses are quite strong.

The selection of new materials in this area should be ongoing and can be funded through the existing department materials budget. I am confident that the thoughtful selection of library materials by Education faculty will continue and will reflect the modification of these foundation course offerings.

3. **Library Research Support Statement:**
   Currently, instructors of the EDUC 211 Foundations of Education course bring students in for research support through instructional sessions (covering how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.). The Library has also developed an Education Research guide and several course guides for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   The library can also support course sections with an **"embedded librarian"** in D2L. If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____ Date: ____

Education journals relevant for this course available online through the library:

Action in Teacher Education
Advances in Education
American Journal of Education (12 month embargo)
Applied Measurement in Education (12 month embargo)
Assessment in Education: principles, policy and practice (12 month embargo)
Assessment Update
Bulletin of Education and Research
Cambridge Journal of Education (12 month embargo)
Canadian Journal of Education
Catalyst for Change
Children & Schools
Comparative Education (12 month embargo)
Comparative Education Review (12 month embargo)
Delta Kappa Gamma Bulletin
Education
Education & the Law (12 month embargo)
Education Economics (12 month embargo)
Education Research and Perspectives
Education Review
Education Statistics Quarterly
Educational Action Research (12 month embargo)
Educational and child psychology
Educational & Psychological Measurement
Educational Assessment (12 month embargo)
Educational Assessment, Evaluation and Accountability
Educational Considerations
Educational Measurement
Educational Philosophy & Theory (12 month embargo)
Educational Planning
Educational Policy Analysis and Strategic Research: An International Journal

Educational Psychology (12 month embargo)
Educational psychology in practice (12 month embargo)
Educational Psychology Review (12 month embargo)
Educational Research (12 month embargo)
Educational Research & Evaluation (12 month embargo)
Educational Research for Policy and Practice (12 month embargo)
Educational Research Quarterly
Educational Researcher
Educational Theory
Educause Quarterly
Educause Review
Electronic Journal of Research in Educational Psychology
Elementary School Journal
Eurasian Journal of Educational Research (EJER)
Evaluation and research in education (12 month embargo)
Gender and Education (12 month embargo)
Harvard Educational Review
Hispania
Instructor
Intercultural Education (12 month embargo)
International Journal of Education Policy and Leadership
International Journal of Educational and Psychological Assessment
International Journal of Educational Policy Research AND Practice
International Journal of Qualitative Studies in Education (12 month embargo)
International Journal of Testing (12 month embargo)
International Review of Education (12 month embargo)
Journal of Curriculum and Supervision
JEP : eJournal of Education Policy
Journal for Critical Education Policy Studies
Journal of Educational Change (12 month embargo)
Journal of Educational Measurement: JEM (12 month embargo)
Journal of Educational Research (12 month embargo)
Journal of Experimental Education (12 month embargo)
Journal of Instructional Psychology
Journal of Research in Rural Education
Journal of Research on Technology in Education
Journal of Teacher Education
Journal of Theory and Practice in Education
History Teacher
Learning Environments Research (12 month embargo)
Multicultural Education
MultiCultural Review
New Directions for Teaching and Learning
Oxford Review of Education (12 month embargo)
Phi Delta Kappan
Planning and Changing

Policy & Practice : A Development Education Review
Policy and Practice in Education
Practical assessment, research & evaluation
Preventing School Failure (12 month embargo)
Professional Development in Education (12 month embargo)
Professional Educator
Psychology in the Schools (12 month embargo)
Race, Ethnicity & Education (12 month embargo)
Roeper Review (12 month embargo)
Research in Education
Research in the Schools
Research Papers in Education: Policy and Practice (12 month embargo)
School Community Journal
School Effectiveness and School Improvement (12 month embargo)
Social Studies
T.H.E./Technological Horizons in Education
Teacher Development (12 month embargo)
Teacher Education Quarterly
Teacher Educator (12 month embargo)
Teachers and Teaching (12 month embargo)
Theory Into Practice (12 month embargo)

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Teacher Education** Type of course change: Deletion

Course prefix: **EDUC** Course number: **211** Credit hours: **2**

Course name: **Foundations of Education**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Summer**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Liberal Arts, Elementary Teaching Mathematics, Scoial Science, and English**
2.	**BA**	**Secondary Teaching English, History, Spanish**
3.	**BS**	**Secondary Teaching Biology, Geosciences, Mathematics**
4.	**BFA**	**K-12 Teaching Art**
5.	**BA**	**K-12 Teaching Kinesiology, Music**
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **EDUC 342**	2. **EDUC 343**
3. **EDUC 442**	4. **EDUC 497**
5. **EDUC 499**	6. **EDUC341**
7. **EDUC 374**	8. **EDUC 378**
9. **EDUC 441**	10. **EDUC 451, 461, 471, 475**

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in freshman year and EDUC 215 taken in sophomore year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **11/19/2014**
Email: jendanie@coloradomesa.edu Phone: 1413

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer C Daniels** Date: **11/19/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Valerie Dobbs** Date: **11/21/2014**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Intra-Departmental Curriculum Change Memo

Department Name: Teacher Education

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. EDUC 340 Pedagogical and Assessment Knowledge for Teachers: Early Childhood, Birth- 8 years Old: Admission to the Teacher Education Program or permission of instructor, EDUC 211. New: Admission to the Teacher Education Program or permission of instructor. EDUC 341 Pedogogy and Assessment: K-6/Elementary Old: EDUC 211 and admission to the Teacher Education Program. New: Admission to the Teacher Education Program. EDUC 342 Pedagogy and Assessment: Secondary and K-12 Old: EDUC 211 and admission to the Teacher Education Program. New: Admission to the Teacher Education Program. EDUC 343 Teaching to Diversity Old: EDUC 211 and admission to the Teacher Education Program. New: Admission to the Teacher Education Program. EDUC 374 Exceptional and English Language Learners in the Inclusive Classroom Old: EDUC 211, EDUC 341 or EDUC 342, and EDUC 343.

			New: EDUC 341 or EDUC 342, and EDUC 343. EDUC 378 Technology for K-12 Educators Old: EDUC 211, EDUC 341 or EDUC 342, and EDUC 343. New: EDUC 341 or EDUC 342, and EDUC 343. EDUC 440 Methods of Teaching Language and Literacy: EC Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 441 Methods of Teaching Language and Literacy: Elementary Old: Admission to the Teacher Education Program and EDUC 211, EDUC 340 and/or 341 and 343. New: Admission to the Teacher Education Program and EDUC 340 and/or 341 and 343. EDUC 442 Integrating Literacy Across the Curriculum: Secondary and K-12 Art Old: Admission to the Teacher Education Program and EDUC 211, EDUC 342, EDUC 343. New: Admission to the Teacher Education Program and EDUC 342, EDUC 343. EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary Old: Admission to the Teacher Education Program, EDUC 211, EDUC 340 and/or 341, 343, MATH 105, MATH 205, and MATH 301. New: Admission to the Teacher Education Program, EDUC 340 and/or 341, 343, MATH 105, MATH 205, and MATH 301. EDUC 461 Methods of Teaching Science and Social Studies: Early Childhood/Elementary Old: Admission to the Teacher Education Program, EDUC 211, EDUC 340 and/or EDUC 341, EDUC 343. New: Admission to the Teacher Education Program, EDUC 340 and/or EDUC 341, EDUC 343. EDUC 471 Educational Assessment for the K-12 Educator Old: EDUC 211, EDUC 341 or EDUC 342, and EDUC 343. New: EDUC 341 or EDUC 342, and EDUC 343.

			EDUC 475 Classroom Management for K-12 Educators Old: EDUC 211, EDUC 341 or 342, EDUC 343, EDUC 441, EDUC 451, and EDUC 461, or consent of instructor. New: EDUC 341 or 342, EDUC 343, EDUC 441, EDUC 451, and EDUC 461, or consent of instructor. EDUC 497 Content Methodology Practicum Old: Admission to the Teacher Education Program and EDUC 211, EDUC 342 and 343, and completion of all content area courses . New: Admission to the Teacher Education Program and EDUC 342 and 343, and completion of all content area courses. EDUC 497A Methods of Teaching Secondary English Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 497B Methods of Teaching Secondary Social Sciences Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 497C Methods of Teaching Secondary Mathematics Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 497D Methods of Teaching Secondary Science Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 497E Methods of Teaching Secondary Spanish Old: Admission to the Teacher Education Program and EDUC 211. New: Admission to the Teacher Education Program. EDUC 499A Teaching Internship and Colloquia: K-2 Old: Formal admission to the Teacher Education Program; EDUC 211, 340 and/or 341, 343, 440 and/or 441, 451, 452,

			453; all other coursework for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 in EDUC classes. New: Formal admission to the Teacher Education Program; EDUC 340 and/or 341, 343, 440 and/or 441, 451, 452, 453; all other coursework for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 in EDUC classes. EDUC 499B Teaching Internship and Colloquia: 3-6 Old: Formal admission to the Teacher Education Program; EDUC 211, 340 and/or 341, 343, 440 and/or 441, 451, 452, 453; all other coursework for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 in EDUC classes. New: Formal admission to the Teacher Education Program; EDUC 340 and/or 341, 343, 440 and/or 441, 451, 452, 453; all other coursework for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 in EDUC classes. EDUC 499C Teaching Internship and Colloquia: Elementary Old: Formal admission to the Teacher Education Program; EDUC 211, 341, 343, 441, 451, 461 and all other coursework for bachelor's degree completed; as well as 2.8 GPA in major and 2.8 GPA in EDUC classes. New: Formal admission to the Teacher Education Program; EDUC 341, 343, 441, 451, 461 and all other coursework for bachelor's degree completed; as well as 2.8 GPA in major and 2.8 GPA in EDUC classes. EDUC 499D Teaching Internship and Colloquia: Elementary for K-12 Old: Formal admission to the Teacher Education Program; EDUC 211, 341, 343, 441 (except Music and Kinesiology majors); appropriate content area methods course/s; all other coursework for bachelor's degree completed; 2.8 cumulative GPA as well as 2.8 GPA in major and 2.8 GPA in EDUC classes. New: Formal admission to the Teacher Education Program; EDUC 341, 343, 441 (except Music and Kinesiology majors); appropriate content area methods course/s; all other coursework for bachelor's degree completed; 2.8 cumulative GPA as well as 2.8 GPA in major and 2.8 GPA in EDUC classes. EDUC 499G Teaching Internship and Colloquia: Secondary Old: Formal admission to the Teacher Education Program; EDUC 211, 342, 343, 442, 497, and 497A, B, C, D, or E as appropriate for content area major; all other course work for

			bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major and 2.8 GPA in EDUC classes . New: Formal admission to the Teacher Education Program; EDUC 342, 343, 442, 497, and 497A, B, C, D, or E as appropriate for content area major; all other course work for bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major and 2.8 GPA in EDUC classes. EDUC 499H Teaching Internship and Colloquia: Secondary for K-12 Old: Formal admission to the Teacher Education Program; EDUC 211, 342, 343, 442 (except Music and Kinesiology majors); appropriate content area methods course/s; all other course work for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 GPA in EDUC classes. New: Formal admission to the Teacher Education Program; EDUC 342, 343, 442 (except Music and Kinesiology majors); appropriate content area methods course/s; all other course work for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 GPA in EDUC classes.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND			

d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: jendanie@coloradomesa.edu Phone: X1413

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer C. Daniels** Date: **2/9/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Valerie Dobbs** Date: **2/9/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Languages, Literature, and Mass Communication**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Liberal Arts, Elementary Teaching**
Concentration/Emphasis: **English**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer Hancock** Date: **1/27/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Barry Laga** Date: **1/27/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Liberal Arts, Elementary Teaching
Concentration: English

Commented [DJ1]: Revised

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 University, 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 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 elementary licensure program provides teacher education candidates with a broad content knowledge and prepares them as teachers for grades kindergarten through six. A minimum of 60 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education elementary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Express themselves effectively in a variety of forms.(Communication Fluency)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Demonstrate knowledge of the history or structure of the English language. (Specialized Knowledge)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in English. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Teacher Education Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 125-126 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- A cumulative grade point average of 2.8 or higher must be maintained for content courses-and overall GPA. A grade of B or better is required for all EDUC courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the Department Head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Foreign language proficiency must be demonstrated by high school course work (2 years), college coursework (2 semesters), or competency testing.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, 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.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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	_____	_____

Math: MATH 205 (3 semester hours) Must be taken after MATH 105. Must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.

MATH 205	Elements of Mathematics II	3	_____	_____

Humanities (3 semester hours)

ENGL* ____ _____ ____ _____ _____
*Chosen from 131, 132, 150, 222, 231, 232, 254, 255, 261, 262

Social and Behavioral Sciences (6 semester hours)

*PSYC 233	Human Growth &Development	3	_____	_____
GEOG 103	World Regional Geography	3	_____	_____

*Must earn a "B" or higher

Course	No	Title	Sem.hrs	Grade	Term/Trns

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

History (3 semester hours)

HIST 131	United States History	3	_____	_____

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

BIOL 101	General Human Biology	3	_____	_____
BIOL 101L	General Human Biology Lab	1	_____	_____
PHYS 100	Concepts of Physics	3	_____	_____
OR				
PHYS 105/105L	Physics by Inquiry and Lab	3	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)
Foreign Language: Proficiency must be demonstrated in college or high school coursework. See note in Degree Requirements.

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

SPCH 102	Speechmaking	3	_____	_____

Must earn a "B" or higher

MAJOR REQUIREMENTS : LIBERAL ARTS CORE
(36 semester hours)

Literacy: (9 semester hours)

ENGL 240	Children's Literature	3	_____	_____
ENGL 245	Imaginative Writing	3	_____	_____
ENGL 343	Language Systems and Linguistic Diversity	3	_____	_____

Mathematics: (6 semester hours)

*MATH 105	Elements of Mathematics I	3	_____	_____
MATH 301	Math for Elementary Teachers	3	_____	_____

* Must earn a "C" or higher

Kinesiology: (3 semester hours)

KINE 321	Physical Activity and Health in the Classroom	3	_____	_____

Social Sciences: (9 semester hours)

POLS 101	American Government	3	_____	_____
ECON 201	Principles of Macroeconomics	3	_____	_____
HIST 225	History of Colorado	3	_____	_____

Science: (6 semester hours)

CHEM 100	Chemistry and Society	3	_____	_____
GEOL 100	Survey of Earth Science	3	_____	_____

Art: (3 semester hours)

ARTD 410*	Elementary Art Ed Methods	3	_____	_____

*Prerequisites: EDUC 211, EDUC 341, EDUC 343

Course No	Title	Sem.hrs	Grade	Term/Trns

ENGLISH CONTENT AREA (15 semester hours)
Required Courses:
English 210 (3 semester hours), English 451 (3 semester hours) in addition to 9 Upper Division Semester Hours from choices below:

ENGL 210	Introduction to Literary Studies	3	_____	_____
ENGL 451	Structure of the English Language	3	_____	_____

Upper Division Literature (6 semester hours) Choose two courses from Upper Division Literature Electives below.

ENGL ____	_____	3	_____	_____
ENGL ____	_____	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns

Upper Division English Electives: (3semester hours)

ENGL ____	_____	3	_____	_____

Choose any two 300 or 400 English courses

Upper Division English Electives: (3 semester hours)
Consult catalog and English advisor concerning prerequisites for upper division courses.

Elementary Education Requirements (-38 semester hours – 840 Field Experience Hours)
***Prerequisites:** ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better), and MATH 105 with grade of C or better and formal acceptance into the Teacher Education Program.

~~EDUC 211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1			12 Field Experience Hours
EDUC 341*	Pedagogy & Assessment: K-6/Elementary	3	_____	_____	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 374	Exceptional and ELL	3	_____	_____	
EDUC 378	Technology for K-12 Educators	1	_____	_____	
EDUC 441	Methods of Teaching Lang. & Literacy: EL	6	_____	_____	60 Field Experience Hours
EDUC 451	Methods of Teaching Math: EC/EL	3	_____	_____	60 Field Experience Hours
EDUC 461	Methods of Teaching Science & Social Science: EC/EL	3	_____	_____	60 Field Experience Hours
EDUC 471	Educational Assessment	1	_____	_____	
EDUC 475	Classroom Management	1	_____	_____	
EDUC 499C	Teaching Internship/Colloq.: EL	12	_____	_____	600 Field Experience Hours

Commented [DJ2]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

UPPER DIVISION LITERATURE: (6 semester hours) Chosen from:

ENGL 301 Classical Greek and Latin Literature (3)
ENGL 311 English Medieval Literature (3)
ENGL 313 English Renaissance Literature (3)
ENGL 314 American Literature to 1830 (3)
ENGL 315 American Literature 1830-1870 (3)
ENGL 316 American Literature 1870-1900 (3)
ENGL 330 Women in World Thought and Literature (3)
ENGL 335 The Bible as Literature (3)
ENGL 355 Shakespeare (3)
ENGL 365 Literature for Young Adults (3)
ENGL 370 Major Author (3)
ENGL 435 American Literature 1900-1945 (3)
ENGL 436 American Literature 1945-Present (3)
ENGL 438 Ethnic Experiences in U.S. Literature (3)
ENGL 440 History of the English Language (3)
ENGL 470 18th Century British Literature (3)
ENGL 471 British Romanticism (3)
ENGL 475 Victorian Literature (3)
ENGL 478 20th Century British Literature (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN LIBERAL ARTS ENGLISH – LEADING TO ELEMENTARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
General Education Fine Arts		3
HIST 131	United States History	3
POLS 101	American Government	3
PHYS 100	Concepts of Physics **OR**	
PHYS 105	Physics by Inquiry **AND**	2
PHYS 105L	Physics by Inquiry Lab	1
KINA	Activity	1
		16

Spring Semester		Hours
ENGL 112	English Composition	3
CHEM 100	Chemistry and Society	3
SPCH 102	Speechmaking	3
GEOL 100	Survey of Earth Science	3
GEOG 103	World Regional Geography	3
KINA	Activity	1
EDUC 115* What It Means to be a Teacher 1		
		1~~6~~7

SOPHOMORE YEAR

Fall Semester		Hours
BIOL 101	General Human Biology	3
BIOL 101L	General Human Biology Lab	1
PSYC 233	Human Growth and Development	3
MATH 105	Elements of Mathematics I	3
ECON 201	Principles of Macroeconomics	3
KINE 100	Health and Wellness	1
ENGL 245	Imaginative Writing	3
		17

Spring Semester		Hours
ENGL 240	Children's Literature	3
HIST 225	History of Colorado	3
ENGL ___	General Education Humanities (English)	3
MATH 205	Elements of Mathematics II	3
ENGL 210 Intro to delete spaces		
Literary Studies		3
EDUC 215* Teaching as a Profession 1		
~~**EDUC 211 Foundations of Education~~		~~2~~
		16~~7~~

JUNIOR YEAR

Fall Semester		Hours
EDUC 341	Pedagogy and Assessment: Elementary	3
EDUC 343	Teaching to Diversity	3
ENGL 343	Language Systems/Linguistic Diversity	3
KINE 321 Physical Activity and Health in the Classroom		3
English Content Course Upper Division		3
English Content Course Upper Division		3
		18

Spring Semester		Hours
EDUC 374	Exceptional and ELL	3
EDUC 378	Technology for K-12 Educators	1
MATH 301	Mathematics for Elementary Teachers	3
ARTD 410	Elementary Art Methods	3
English Content Course Upper Division		3
ENGL 451	Structure of the English Language	3
		16

15

*Recommendation that all English coursework be completed by the end of the student's junior year.
**Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

SENIOR YEAR

Fall Semester		Hours
EDUC 441	Meth. of Teaching Language/Literature	6
EDUC 451	Methods of Teaching Math	3
EDUC 461	Meth. of Teaching Science/Social Studies	3
EDUC 471	Educational Assessment for K-12	1
		13

Spring Semester		**Hours**	EDUC 475	Classroom Management for K-12	1
EDUC 499C	Teaching Internship/Colloq.: Elementary	12			13

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Computer Science, Mathematics and Statistics**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Liberal Arts, Elementary Teaching**
Concentration/Emphasis: **Mathematics**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell** Date: **1/19/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne** Date: **1/19/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Liberal Arts, Elementary Teaching
Concentration: Mathematics

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 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 elementary licensure program provides teacher education candidates with a broad content knowledge and prepares them as teachers for grades kindergarten through six. A minimum of 60 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education elementary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.
For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

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

1. Demonstrate familiarity with the logical and historical development of mathematics and the implications of this development. (Specialized Knowledge)
2. Demonstrate a deep and coherent proficiency in the mathematics underlying elementary curricula. (Quantitative Fluency)
3. Effectively communicate mathematics using oral and written exposition appropriate for teachers of mathematics. (Communication Fluency)
4. Reason mathematically and communicate precisely using clear definitions, appropriate symbols, correct units of measure with an appropriate degree of precision, proper labels, and coherent chains of logic. (Applied Learning)
5. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
6. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
7. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
8. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. Critical Thinking/ Communication Fluency)
9. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Teacher Education Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 125-126 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A cumulative grade point average of 2.8 or higher must be maintained for -content courses-and overall GPA. A grade of B or better is required for all EDUC courses.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Foreign language proficiency must be demonstrated by high school coursework (2 years), college coursework (2 semesters), or competency testing.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, 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.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement

Course	No	Title	Sem.hrs	Grade	Term/Trns
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	_____	_____
Math: MATH 205 (3 semester hours) Must be taken after MATH 105. Must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.					
MATH 205		Elements of Mathematics II	3	_____	_____
Humanities (3 semester hours)					
ENGL**		_____	____	_____	_____
*Chosen from 131, 132, 150, 222, 231, 232, 254, 255, 261, 262					
Social and Behavioral Sciences (6 semester hours)					
*PSYC	233	Human Growth & Development	3	_____	_____
GEOG	103	World Regional Geography	3	_____	_____
*Must earn a "B" or higher					

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____
History (3 semester hours)					
HIST 131		United States History	3	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
BIOL 101		General Human Biology	3	_____	_____
BIOL 101L		General Human Biology Lab	1	_____	_____
PHYS 100		Concepts of Physics	3	_____	_____
OR					
PHYS 105/105L		Physics by Inquiry and Lab	3	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)
Foreign Language: Proficiency must be demonstrated in college or high school coursework. See note in Degree Requirements.

Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1____		_____	1	_____	_____
KINA 1____		_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH	102	Speechmaking	3	_____	_____
Must earn a "B" or higher					

MAJOR REQUIREMENTS: LIBERAL ARTS CORE
(36 Semester Hours)

Literacy: (9 semester hours)					
ENGL 240		Children's Literature	3	_____	_____
ENGL 245		Imaginative Writing	3	_____	_____
ENGL 343		Language Systems and Linguistic Diversity	3	_____	_____
Mathematics: (6 semester hours)					
*MATH 105		Elements of Mathematics I	3	_____	_____
MATH 301		Math for Elementary Teachers	3	_____	_____
*Must earn a "C" or higher					
Kinesiology: (3 semester hours)					
KINE 321		Physical Activity and Health in the Classroom	3	_____	_____
Social Sciences: (9 semester hours)					
POLS 101		American Government	3	_____	_____
ECON 201		Principles of Macroeconomics	3	_____	_____
HIST 225		History of Colorado	3	_____	_____
Science: (6 semester hours)					
CHEM 100		Chemistry and Society	3	_____	_____
GEOL 100		Survey of Earth Science	3	_____	_____
Art: (3 semester hours)					
ARTD 410*		Elementary Art Ed Methods	3	_____	_____
*Prerequisites: EDUC 211, EDUC 341, EDUC 343					

Course No	Title	Sem.hrs	Grade	Term/Trns

MATH CONTENT AREA (15 semester hours)

Required Courses: (12 semester hours)

STAT 200	Probability and Statistics	3	_____	_____
*Select one of the following: CSCI 305 or CSCI 110				
*CSCI 305	Tech for Math Educators	3	_____	_____
OR				
*CSCI 110	Beginning Programming	3	_____	_____
*Select one of the following: MATH 151 or MATH 146				
*MATH 151	Calculus I	5	_____	_____
OR				
*MATH 146	Calculus for Biological Sciences	5	_____	_____
MATH 389	Explorations in Mathematics	1	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns

Concentration: 3 semester hours chosen from Concentration Electives below (make sure all prerequisites are met):

_____ ____ _____ 3 _____ _____

Concentration: (3 semester hours)
Choose one course from the following:
MATH 305 Euclidean Geometry (3)
MATH 369 Discrete Structures (3)
STAT 311 Statistical Methods (3)
MATH 340 Ethnomathematics (3)

Elementary Education Requirements (38 semester hours – 840 Field Experience Hours)
*__Prerequisites:__ ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better), and MATH 105 with grade of C or better and formal acceptance into the Teacher Education Program.

~~EDUC 211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~2 semester hours~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher				1 semester hours	8 Field Experience Hours
EDUC 215*	Teaching as a Profession				1 semester hours	12 Field Experience Hours
EDUC 341*	Pedagogy & Assessment: K-6/Elementary	3	_____	_____	3 semester hours	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	3 semester hours	20 Field Experience Hours
EDUC 374	Exceptional and ELL	3	_____	_____	3 semester hours	
EDUC 378	Technology for K-12 Educators	1	_____	_____	1 semester hour	
EDUC 441	Methods of Teaching Lang. & Literacy: EL	6	_____	_____	6 semester hours	60 Field Experience Hours
EDUC 451	Methods of Teaching Math: EC/EL	3	_____	_____	3 semester hours	60 Field Experience Hours
EDUC 461	Methods of Teaching Science & Social Science: EC/EL	3	_____	_____	3 semester hours	60 Field Experience Hours
EDUC 471	Educational Assessment	1	_____	_____	1 semester hours	
EDUC 475	Classroom Management	1	_____	_____	1 semester hour	
EDUC 499C	Teaching Internship/Colloq.: EL	12	_____	_____	12 semester hours	600 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN LIBERAL ARTS MATH – LEADING TO ELEMENTARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
POLS 101	American Government	3
HIST 131	United States History	3
PSYC 233	Human Growth and Development	3
PHYS 100	Concepts of Physics **OR**	
PHYS 105	Physics by Inquiry **AND**	2
PHYS 105L	Physics by Inquiry Lab	1
KINA Activity		1
		16

Spring Semester		Hours
ENGL 112	English Composition	3
CHEM 100	Chemistry and Society	3
SPCH 102	Speechmaking	3
GEOL 100	Survey of Earth Science	3
MATH 105	Elements of Mathematics I	3
KINA	Activity	1
EDUC 115* What It Means to be a Teacher		1
		1~~6~~7

SOPHOMORE YEAR

Fall Semester		Hours
BIOL 101	General Human Biology	3
BIOL 101L	General Human Biology Lab	1
ENGL ___	General Education Humanities (English)	3
KINE 100 Health and Wellness		1
STAT 200	Probability and Statistics	3
MATH 205	Elements of Mathematics II	3
ECON 201	Principles of Macroeconomics	3
		17

Spring Semester		Hours
ENGL 240	Children's Literature	3
HIST 225	History of Colorado	3
General Education Fine Arts		3
MATH 151	Calculus I **OR**	
MATH 146	Calculus for Biological Sciences	5
*~~EDUC 211~~	~~Foundations of Education~~	2
EDUC 215* Teaching as a Profession		1
		1~~5~~6

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

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JUNIOR YEAR

Fall Semester		Hours
EDUC 341	Pedagogy and Assessment: Elementary	3
EDUC 343	Teaching to Diversity	3
MATH 301	Mathematics for Elementary Teachers	3
KINE 320	Elementary Physical Education Methods	3
ENGL 245	Imaginative Writing	3
MATH Concentration Course*		3
		18

Spring Semester		Hours
EDUC 374	Exceptional and ELL	3
EDUC 378	Technology for K-12 Educators	1
*CSCI 305	Technology for Mathematics Educators **or**	
CSCI 110	Beginning Programming	3
ENGL 343	Language Systems/Linguistic Diversity	3
ARTD 410	Elementary Art Methods	3
GEOG 103	World Regional Geography	3
*MATH 389	Explorations in Mathematics	1
		17

*Chosen from MATH 340, MATH 369, MATH 305, or STAT 311

*Only offered in spring

SENIOR YEAR

Fall Semester		Hours
EDUC 441	Meth. of Teaching Language/Literature	6
EDUC 451	Methods of Teaching Mathematics	3
EDUC 461	Meth. of Teaching Science/Social Studies	3

EDUC 471	Educational Assessment for K-12	1	**Spring Semester**	13	**Hours**
			EDUC 499C	Teaching Internship/Colloq.: Elementary	12
			EDUC 475	Classroom Management for K-12	1
					13
		13			

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for Teacher Educationfall graduates.**
4. Your content advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Music**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Music**
Concentration/Emphasis: **K-12 Teaching**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**

Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Monte Atkinson** Date: **12/2/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Calvin Hofer** Date: **12/2/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITON/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Music
Concentration: K-12 Teaching

About This Major . . .
The Music Education concentration provides students with the knowledge, skills, and musicianship to become a successful music educator. Studies in music theory, history, literature, ensemble performance, and applied study give the student a strong foundation on which to build a successful teaching career. Classes in conducting, instrumental, choral, and elementary techniques as well as music education philosophy develop the skills and knowledge needed for a rewarding career as a K-12 educator. These skills and knowledge are applied during field experiences as well as during the student teaching internship.

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.

A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program. For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

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

1. demonstrate keyboard competency at the level as determined by the piano proficiency requirements outlined in the Music Student Handbook. (Applied Learning)
2. hear, identify, and realize the elements of music (such as rhythm, melody, harmony, structure, timbre, texture), demonstrating general musicianship and skills appropriate for the particular music concentration. (Specialized Knowledge)
3. demonstrate in a historical context a broad knowledge of musical literature, cultures, principal genres and industry practices.(Communication Fluency)
4. develop and defend music judgments through solo performances and academic/scholarly work. (Critical Thinking)

In addition to these music program outcomes, graduates of this major must be able to:

- develop and lead a variety of successful music ensembles while demonstrating advanced conducting techniques
- examine the historical perspective and evolution of music education in the United States
- develop their own philosophy of teaching music
- demonstrate techniques and strategies associated with teaching successful general music curricula in both primary and secondary schools
- accurately identify and locate resources for professional growth relevant to teaching music
- identify appropriate literature for use in both instrumental and vocal music teaching
- appropriately use music technology in their teaching
- work professionally with colleagues, administrators, parents and other personnel associated with school music programs
- adapt teaching strategies and learning environments to a varied level of student abilities
- differentiate between appropriate and non-appropriate teaching conduct
- instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns
- design a safe and supportive learning environment for elementary and secondary education students
- apply content knowledge while working with learners to access information in real world settings assuring learner master of the content
- integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication
- engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration

NAME:_____**STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____**( )**_____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____	_____20_____
Signature of Advisor	Date
_____	_____20_____
Signature of Content Advisor	Date
_____	_____20_____
Signature of Department Head	Date
_____	_____20_____
Signature of Registrar	Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 126 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- When filling out the program sheet a course can be used only once.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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	_____	_____
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	1___	_____	____	_____	_____
Humanities (3 semester hours)					
_____	____	_____	____	_____	_____
Social and Behavioral Sciences (6 semester hours)					
*PSYC	233	Human Growth & Development	3	_____	_____
_____	____	_____	____	_____	_____
*Must earn a "B" or higher					
Natural Sciences (7 semester hours, one course must include a lab)					
_____		_____	____	_____	_____
_____		_____	____	_____	_____
_____	___L	_____	____	_____	_____
History (3 semester hours)					
_____		_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					
MUSA	220	Music Appreciation	3	_____	_____

OTHER LOWER DIVISION REQUIREMENTS(6 semester hours)

Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1	_____	_____
KINA	1____	_____	1	_____	_____
KINA	1____	_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH	102	Speechmaking	3	_____	_____
Must earn a "B" or higher					

FOUNDATION COURSES (23 Semester hours)
Must pass all courses with a "C" or better

MUSA	111	Music Technology	1	_____	_____
MUSA	114	Theory I	3	_____	_____
MUSA	115	Theory II	3	_____	_____
MUSA	116	Ear Training & Sightsinging I	2	_____	_____
MUSA	117	Ear Training & Sightsinging II	2	_____	_____
MUSA	214	Theory III	3	_____	_____
MUSA	215	Theory IV	3	_____	_____
MUSL	1___	_____	1	_____	_____
MUSL	1___	_____	1	_____	_____
MUSL	2___	_____	1	_____	_____
MUSP	1___	_____	1	_____	_____
MUSP	1___	_____	1	_____	_____
MUSP	2___	_____	1	_____	_____

BACHELOR OF ARTS in MUSIC: K-12 Teaching Concentration (66 semester hours)
Must pass all courses for credit with a "C" or better

Music Core (24-25 Semester Hours)					
MUSA	101	Concert Attendance (8 semesters)	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	101	Concert Attendance	0	_____	_____
MUSA	250	Beginning Conducting	2	_____	_____
MUSA	268	Beginning Jazz Improvisation	1	_____	_____
(MUSA 268 is for instrumental and keyboard students only)					
(Select 3 credits from MUSA 302, 303, 304 or 319)					
MUSA	____	_____	3	_____	_____
MUSA	317	Orchestration	2	_____	_____
MUSA	326	Music History I	3	_____	_____
MUSA	327	Music History II	3	_____	_____
MUSA	426	The Music World of Cultures	2	_____	_____
MUSP	420	Senior Recital/Presentation	1	_____	_____
MUSL	2___	_____	1	_____	_____
MUSL	3___	_____	1	_____	_____
MUSL	3___	_____	1	_____	_____
MUSL	4___	_____	1	_____	_____
MUSP	2___	_____	1	_____	_____
MUSP	3___	_____	1	_____	_____
MUSP	3___	_____	1	_____	_____
MUSP	4___	_____	1	_____	_____

MUSIC EDUCATION K-12 REQUIREMENTS
(24-25 Semester hours)

Course	No Title	Sem.hrs	Grade	Term/Trns
MUSA 137	Class Voice I	1 w/lab	_____	_____
(MUSA 137 is for instrumental and keyboard students only)				
MUSA 232	String Pedagogy & Materials	2	_____	_____
MUSA 233	Woodwind Pedagogy and Materials	2	_____	_____
MUSA 234	Brass Pedagogy and Materials	2	_____	_____
MUSA 235	Percussion Pedagogy and Materials	2	_____	_____
MUSA 240	Introduction to Music Education	2	_____	_____
MUSA 337	Diction	2 w/lab	_____	_____
(MUSA 337 is for vocal students only)				
MUSA 340	Teaching Elementary & General Music	3	_____	_____
MUSA 350A,B	Advanced Conducting: Choral or Instrumental	2	_____	_____
(Select 2 credits from MUSA 350 A or 350 B)				
MUSA 440	Teaching Vocal Music K-12	3	_____	_____
MUSA 441	Teaching Instrumental Music K-12	3	_____	_____

Course	No Title	Sem.hrs	Grade	Term/Trns
MUSA 442	A,B Teaching Special Ensembles: Choral or Instrumental	2	_____	_____
(Select 2 credits from MUSA 442 A or 442 B)				

160 Field Experience Hours

Additional Requirements

- Students must meet departmental recital/concert attendance requirements.
- Students deficient in piano skills will be required to complete MUSA 130 (2), MUSA 131 (2), MUSA 230 (2), MUSA 231 (2), in the first two years.
- Some General Education credits will have to be completed in the junior year.

K-12 Licensure Requirements (17 Semester Hours)
*Prerequisites: ENGL 111 & 112 (or ENGL 129), SPCH 102, PSYC 233, EDUC 211 (All with grade of "B" or higher) and MATH 110 or higher (with grade of "C" or higher) and formal acceptance to the Teacher Education Program

Course	No Title	Sem.hrs	Grade	Term		
~~EDUC211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~2 semester hours~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher				1 semester hours	8 Field Experience Hours
EDUC 215*	Teaching as a Profession				1 semester hours	12 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	3 semester hours	20 Field Experience Hours
EDUC499D	Teaching Internship/Colloq.: Elementary	6	_____	_____	6 semester hours	300 Field Experience Hours
EDUC499H	Teaching Internship/Colloq.: Secondary	6	_____	_____	6 semester hours	300 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN MUSIC – MUSIC EDUCATION K-12

This is a recommended sequence of course work required by the CDHE for students wishing to graduate in four years. A course sequence to graduate in 4 ½ years follows this one. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability. A course offering schedule specific to music is found on the department's website under student resources. NOTE: Hours in parenthesis indicates courses that are on a two year rotation. Plan carefully.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 116	Ear Training/Sight Singing I	2	MUSA 117	Ear Training/Sight Singing II	2
MUSA 111	Music Technology	(1)	MUSA 111	Music Technology	(1)
MUSL 1__	Applied Music Lessons	1	MUSL 1__	Applied Music Lessons	1
MUSP 1	Performance Ensemble	1	MUSP 1	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	KINA	Activity	1
PYSC 233	Human Growth and Development	3	SPCH 102	Applied Studies General Education	3
General Education	Natural Science	3	General Education	Social and Behavioral Sciences	3
		17-18			17-18

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 214	Theory III – Chromatic Concepts	3	MUSA 215	Theory IV – 20th Cent. Form & Analysis	3
MUSA 240	Introduction to Music Education	2	MUSA 220	Music Appreciation - Fine Arts Gen Ed	3
MUSA 2xx	String **OR** Woodwind Pedagogy	2	MUSL 2__	Applied Music Lessons	1
MUSA 268	Beginning Jazz Improvisation	1	MUSP 2__	Performance Ensemble	1
MUSL 2__	Applied Music Lessons	1	MUSA 2xx	Brass **OR** Percussion Pedagogy	2
MUSP 2__	Performance Ensemble	1	MUSA 250	Beginning Conducting	2
MATH 110	College Mathematics (or higher)	3	MUSA 3__	Symphonic/Choral Literature **OR**	(3)
General Education	Humanities	3	MUSA 426	The Music of World Cultures	(2)
General Education	Natural Science w/Lab	4	MUSA 4__	Instrumental **OR** Vocal Methods K-12	3
		20	EDUC 115*	What It Means to be a Teacher	1
			EDUC 215*	Teaching as a Profession	1
			~~EDUC 211~~	~~Foundations in Education~~	~~2~~
					19-20

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 2xx	String **OR** Woodwind Pedagogy	2	MUSA 2xx	Brass **OR** Percussion Pedagogy	2
MUSA xxx	Teaching Elem Music **OR**	(3)	MUSA 3xx	Symphonic/Choral Literature **OR**	(3)
	Teaching Special Ensembles	(2)	MUSA 426	The Music of World Cultures	(2)
MUSA 350	Advanced Conducting	2	MUSA 4xx	Instrumental **OR** Vocal Methods	3
MUSA 326	Music History and Literature I	3	MUSA 327	Music History and Literature II	3
MUSL 3__	Applied Music Lessons	1	MUSL 3__	Applied Music Lessons	1
MUSP 3	Performance Ensemble	1	MUSP 3	Performance Ensemble	1
MUSA 302	Keyboard Literature (KB students only)	(3)	EDUC 343	Teaching to Diversity	3
MUSA 337	Diction (vocal students only)	(2)			15-16
General Education	Natural Science	3			
		16-18			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	EDUC 499D	Student Teaching Internship	6
MUSA 317	Orchestration	2	EDUC 499H	Student Teaching Internship	6
MUSA 137	Class Voice (instr & kb students only)	1			
MUSA ___	Teaching Elem Music **OR**	(3)			12
	Teaching Special Ensembles	(2)			
MUSL 4__	Applied Music Lessons	1			
MUSP 4__	Performance Ensemble	1			
General Education	History	3			
MUSA 302	Keyboard Literature (KB students only)	(3)			

Music H

MUSA 337	Diction (vocal students only)	(2)
KINA	Activity	1
MUSP 420	Senior Recital/Presentation	12-16

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN MUSIC – MUSIC EDUCATION K-12 – 4 ½ year course sequence

This is a recommended sequence of course work for students wishing to graduate in 4 ½ years.. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability. A course offering schedule specific to music is found on the department's website under student resources. NOTE: Hours in parenthesis indicates courses that are on a two year rotation. Plan carefully.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 114	Theory I – Introduction	3	MUSA 115	Theory II – Diatonic Concepts	3
MUSA 116	Ear Training/Sight Singing I	2	MUSA 117	Ear Training/Sight Singing II	2
MUSA 111	Music Technology	(1)	MUSA 111	Music Technology	(1)
MUSL 1__	Applied Music Lessons	1	MUSL 1__	Applied Music Lessons	1
MUSP 1	Performance Ensemble	1	MUSP 1	Performance Ensemble	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	KINA	Activity	1
PYSC 233	Human Growth and Development	3	SPCH 102	Applied Studies General Education	3
		14-15			14-15

SOPHOMORE YEAR

Fall Semester		Hours
MUSA 101	Concert Attendance	0
MUSA 137	Class Voice (inst & kb students only)	1
MUSA 214	Theory III – Chromatic Concepts	3
MUSA 240	Introduction to Music Education	2
MUSA 2xx	String **OR** Woodwind Pedagogy	2
MUSA 268	Beginning Jazz Improvisation	1
MUSL 2__	Applied Music Lessons	1
MUSP 2__	Performance Ensemble	1
MATH 110	College Mathematics (or higher)	3
General Education	Humanities	3
		17

MUSA 215	Theory IV – 20th Cent. Form & Analysis	3
MUSA 220	Music Appreciation - Fine Arts Gen Ed	3
MUSL 2__	Applied Music Lessons	1
MUSP 2__	Performance Ensemble	1
MUSA 2xx	Brass **OR** Percussion Pedagogy	2
MUSA 250	Beginning Conducting	2
General Education	Social and Behavioral Sciences	3
~~EDUC 211~~	~~Foundations in Education~~	~~2~~
EDUC 115*	What It Means to be a Teacher	1
EDUC 215*	Teaching as a Profession	1
		17

Spring Semester		Hours
MUSA 101	Concert Attendance	0

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 2xx	String **OR** Woodwind Pedagogy	2	MUSA 2xx	Brass **OR** Percussion Pedagogy	2
MUSA xxx	Teaching Elem Music **OR**	(3)	MUSA 3xx	Symphonic/Choral Literature **OR**	(3)
	Teaching Special Ensembles	(2)	MUSA 426	The Music of World Cultures	(2)
MUSA 350	Advanced Conducting	2	MUSL 3__	Applied Music Lessons	1
MUSL 3__	Applied Music Lessons	1	MUSP 3	Performance Ensemble	1
MUSP 3	Performance Ensemble	1	MUSA 4__	Instrumental **OR** Vocal Methods K-12	3
EDUC 343	Teaching to Diversity	3	MUSA 220	Music Appreciation-Fine Arts Gen Ed	3
MUSA 302	Keyboard Literature (KB students only)	(3)			12-13
MUSA 337	Diction (vocal students only)	(2)			
General Education	Natural Science	3			
		14-18			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MUSA 101	Concert Attendance	0	MUSA 101	Concert Attendance	0
MUSA 317	Orchestration	2	MUSA 3xx	Symphonic/Choral Literature **OR**	(3)
MUSA ___	Teaching Elem Music OR	(3)	MUSA 426	The Music of World Cultures	(2)
	Teaching Special Ensembles	(2)	MUSA 4xx	Instrumental **OR** Vocal Methods K-12	3
MUSL 4__	Applied Music Lessons	1	MUSA 327	Music History and Literature II	3
MUSP 4__	Performance Ensemble	1	MUSP 420	Senior Recital/Presentation	1
MUSA 326	Music History and Literature I	3	General Education	Natural Science w/lab	4
General Education	History	3			13-14
MUSA 302	Keyboard Literature (KB students only)	(3)			
MUSA 337	Diction (vocal students only)	(2)			
KINA	Activity	1			

		13-17
Fall Semester – Fifth Year		**Hours**
EDUC 499D	Student Teaching Internship	6
EDUC 499H	Student Teaching Internship	6
		12

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam) and a Music Department Exit Exam.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Kinesiology**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Kinesiology**
Concentration/Emphasis: **K-12 Teaching**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins** Date: **12/4/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova** Date: **12/4/2014**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts
Major: Kinesiology
Concentration: K-12 Teaching

About This Major . . .

Students will be prepared to teach elementary, middle, and high school physical education. The degree plan includes coursework covering human anatomy and physiology, team and individual sports, exercise science, and teaching methods courses. Students will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout Western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

Before being admitted into the Teacher Education program, the following courses must be completed with a grade of B or better: ENGL 111, ENGL 112, SPCH 102, PSYC 233, and EDUC 211. (English honors may be substituted for ENGL 111 and 112.) A grade of C or better is required for MATH 110. Also, a minimum cumulative GPA of 2.8 (including transfer and CMU coursework) is required of all students for admission into the program.
For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

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

1. Apply scientific concepts that relate to the development of physically educated individuals. (Critical Thinking)
2. Consistently display competent motor skills and fitness levels. (Applied Learning)
3. Plan and teach developmentally appropriate standard based lesson plans. (Specialized Knowledge)
4. Demonstrate teaching skills and strategies that improve learning for all student abilities. (Communication Fluency)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)
6. Demonstrate appropriate attitudes and values (dispositions) that are essential to teachers. (Applied Learning)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through

NAME:_____**STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____**( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ 20_____
Signature of Advisor Date

_____ 20_____
Signature of Content Advisor Date

_____ 20_____
Signature of Department Head Date

_____ 20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

K-12 ADDITIONAL LICENSURE REQUIREMENTS:

- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better
- Students must PASS the PLACE 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 EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term
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	_____	_____

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 1___ _____ ____ _____ _____

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

PSYC233Human Growth &Development 3 _____ _____
(must receive a grade of "B" or better)

_____ ____ _____ ____ _____ _____

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History (3 semester hours)

HIST ____ _____ ____ _____ _____
Course No Title Sem.hrs Grade Term

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

*SPCH102 Speechmaking 3 _____ _____
*Must earn a "B" or higher

FOUNDATION COURSES(4-7 semester hours)

BIOL 209	Human Anatomy and Physiology	3	_____	_____
BIOL 209L	Human Anatomy and Physiology Lab	1	_____	_____

Student must have current First Aid/CPR or take one of the following:
Current CPR Card? Yes / No (If yes, provide a copy of the card.)
Or take one of the following: KINE 265 or KINE 250

KINE ____ _____ 3 _____ _____

KINESIOLOGY MAJOR – LEADING TO K-12 CONCENTRATION &LICENSURE REQUIREMENTS (51-53 semester hours

Required Core Courses (17 semester hours)

KINE 200	Hist. & Philosophy of Sport & Physical Education	3	_____	_____
KINE 213	Applications of Physical Fitness &Exercise Prescription	3	_____	_____
KINE 303	Exercise Physiology	3	_____	_____
KINE 303L	Exercise Physiology Lab	1	_____	_____
KINE 309	Anatomical Kinesiology	3	_____	_____
KINE 401	Org./Ad./Legal Considerations of PE and Sports	3	_____	_____
KINE 494	Senior Seminar (Capstone)	1	_____	_____

Required Concentration Courses (34-36 Semester Hours)

KINE 211	Methods of Lifetime, Individual& Dual Activities	3	_____	_____
KINE 214	Methods of Team Activities	3	_____	_____
KINE 234	Prevention & Care of Athletic Injuries	3	_____	_____
KINE 256	Methods of Creative Play, Dance, Gymnastics, and Literacy	3	_____	_____
KINE 260	School Health Education	3	_____	_____
KINE 301	Health and Fitness Assessment	3	_____	_____
KINE 320	Methods of Teaching Elementary PE	3	_____	_____

Course No	Title	Sem Hrs	Grade	Term
KINE360	Motor Learning	3	_____	_____
KINE 480	Inclusive Physical Activity	3	_____	_____
KINE408	Methods of Teaching Secondary PE	3	_____	_____
KINE497	Pre-Internship in Physical Education	3	_____	_____

One course selected from KINA101 or KINA102 or KINE 251

KINA 101	Beginning Swimming	1	_____	_____
KINA 102	Intermediate Swimming	1	_____	_____
KINE 251	Water Safety Instructor Course	3	_____	_____

Course No	Title	Sem Hrs	Grade	Term

Electives(All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) 3-8 semester hours.
Suggested Electives: KINE 307, KINE 370 & KINE 370L, KINE 335, KINE 342, KINE 403, KINE 405, KINA courses on outdoor activities

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

K-12 Licensure Requirements (20 Semester Hours)
*Prerequisites: ENGL 111 & 112 (or ENGL 129), SPCH 102, PSYC 233, EDUC 211 (All with grade of "B" or higher) and MATH 110 or higher (with grade of "C" or higher) and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term	
~~EDUC211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1			12 Field Experience Hours
EDUC342*	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC499D*	Teaching Internship/Colloq.: Elementary	6	_____	_____	300 Field Experience Hours
EDUC499H*	Teaching Internship/Colloq.: Secondary	6	_____	_____	300 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN KINESIOLOGY – LEADING TO K-12 TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
KINE 100	Health and Wellness	1
KINE 200	Hist./Phil. Human Performance	3
Gen Ed	History	3
Gen Ed	Natural Science	3
Gen Ed	Fine Arts	3
		16

Spring Semester		Hours
ENGL 112	English Composition	3
KINE 213	Appl. Phys. Fit & Exercise Prescription	3
BIOL 209	Human Anatomy and Physiology	3
BIOL 209L	Human Anatomy and Physiology Lab	1
Math 110 or higher	Math Requirement	3
SPCH 102	Speechmaking	3
EDUC 115*	What It Means to be a Teacher	1
		17~~6~~

SOPHOMORE YEAR

Fall Semester		Hours
KINE 211	Methods of Lifetime, Individual & Dual Activities	3
Gen Ed	Social/Behavioral Science	3
Gen Ed	Natural Science with lab	4
PSYC 233	Human Growth and Development	3
KINE 234	Prevention/Care of Athletic Injuries	3
		16

Spring Semester		Hours
Gen Ed	Humanities	3
~~*EDUC 211~~	~~Foundations of Education~~	~~2~~
EDUC 215*	Teaching as a Profession	1
KINA	Activity	1
KINE 214	Methods of Team Activities	3
KINE 256	Methods of Creative Play, Dance, Gymnastics, and Literacy	3
KINE 250	Lifeguard Training **OR**	
KINE 265	First Aid and CPR/AED for the Health Care Provider	3
Electives (if needed)		1
		12~~3~~-15~~6~~

*Must be taken prior to acceptance into the Teacher Education Program. Offered in summer, fall and spring semesters.

JUNIOR YEAR

Fall Semester		Hours
KINE 309	Anatomical Kinesiology	3
KINE 360	Motor Learning	3
KINE 408	Methods Teaching Secondary	3
KINE 480	Inclusive Physical Activity	3
KINE 301	Health and Fitness Assessment	3
		15

Spring Semester		Hours
KINE 260	School Health Education	3
KINE 303	Exercise Physiology AND	3
KINE 303L	Exercise Physiology Lab	1
KINE 320	Elementary School P.E.	3
KINA	Activity	1
KINE 251	Water Safety Instructor **OR**	3
KINA 101	Beginning Swimming **OR**	1
KINA 102	Intermediate Swimming	1
Electives (if needed)		3
		12-17

SENIOR YEAR

Fall Semester		Hours
KINE 401	Org/Ad/Legal Consid in PE	3
KINE 494	Senior Seminar	1
EDUC 342	Ped And Assess: Sec & K-12	3
EDUC 343	Teaching to Diversity	3

Spring Semester		Hours
EDUC 499D	Teaching Internship/Colloq.:Elementary	6
EDUC 499H	Teaching Internship/Colloq.:Secondary	6

		12
KINE 497	Pre-Internship	3
Electives (if needed)		3
		13-16

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Languages, Literature, and Mass Communication**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Liberal Arts, Secondary Teaching**
Concentration/Emphasis: **English**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer Hancock** Date: **1/27/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Barry Laga** Date: **1/27/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: English
Concentration: Secondary Teaching

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 University, 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 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 secondary licensure program provides teacher education candidates with broad content knowledge in English and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Express themselves effectively in a variety of forms.
2. State and support, sometimes using research, interpretive claims about a variety of texts.
3. Identify the salient features of literary texts from a broad range of English and American literary periods.
4. Employ knowledge of literary traditions to produce imaginative writing.
5. Use research to assist in problem-solving.
6. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in English. (Specialized Knowledge)
7. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
8. Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
9. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
10. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self reflection, and collaboration.(Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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	_____	_____

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	1___	_____	____	_____	_____

Humanities: (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences: (6 semester hours)

*PSYC	233	Human Growth & Development	3	_____	_____
_____	____	_____	____	_____	_____

*Must earn a "B or higher

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History: (3 semester hours)

HIST	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Fine Arts (3 semester hours)

_____	___	_____	____	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE	100	Health and Wellness	1	_____	_____
KINA	1____	_____	1	_____	_____
KINA	1____	_____	1	_____	_____

Applied Studies (3 semester hours)

*SPCH	102	Speechmaking	3	_____	_____

*Must earn a "B" or higher

FOUNDATION COURSES (21 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__	____	_____	3	_____	_____
FLA__	____	_____	3	_____	_____
ENGL	210	Introduction to Literary Studies	3	_____	_____
ENGL	254	Survey of English Literature I	3	_____	_____
ENGL	255	Survey of English Literature II	3	_____	_____
ENGL	261	Survey of American Lit I	3	_____	_____
ENGL	262	Survey of American Lit II	3	_____	_____

ENGLISH –SECONDARYEDUCATION CONCENTRATION REQUIREMENTS (33 semester hours) Must pass all courses with a grade of "C" or higher. All English majors must maintain at least a 3.0 average in their **upper division ENGL** courses.

English Core (6 semester hours)

ENGL	421	Introduction to Literary Theory and Criticism	3	_____	_____
ENGL	494*	Seminar in Literature	3	_____	_____

*ENGL 494 Seminar in Literature must be taken after 60 semester hours have been accumulated. A student must take the seminar in the junior year.

Secondary Teaching Related Courses (18 semester hours)

ENGL	250	Intro to Creative Writing	3	_____	_____
ENGL	355	Shakespeare	3	_____	_____
ENGL	365	Literature for Children & Young Adults	3	_____	_____
ENGL	451	Structure of the English Language	3	_____	_____
ENGL	491	Composition Theory and Practice	3	_____	_____
THEA	403	Methods of Teaching Drama and Speech	3	_____	_____

Upper Division Literature (3 semester hours) Chosen from Electives List on pg 3.

ENGL	____	_____	3	_____	_____

English Electives (6 semester hours) Choose two courses from the English Electives list on page 3. **One course must be upper division.**

ENGL	____	_____	3	_____	_____
ENGL	____	_____	3	_____	_____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.)

Course	No	Title	Sem.hrs	Grade	Term/Trns
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Secondary Education Requirements (29 semester hours)
***Prerequisites:** ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better) and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term/Trns	
~~EDUC 211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4	_____	_____	Field Experience Hours
EDUC 497	Content Methodology Practicum	3	_____	_____	80 Field Experience Hours
EDUC 497A	Methods of Teaching Secondary English**	2	_____	_____	
EDUC 499G	Teaching Internship and Colloquium	12	_____	_____	600 Field Experience Hours

Commented [DJ1]: Delete EDUC 211

Commented [DJ2]: Add EDUC 115 & 215

All 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.

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

UPPER DIVISION LITERATURE ELECTIVES

ENGL 301 Classical Greek and Latin Literature (3)
ENGL 311 English Medieval Literature (3)
ENGL 313 English Renaissance Literature (3)
ENGL 314 American Literature to 1830 (3)
ENGL 315 American Literature 1830-1870 (3)
ENGL 316 American Literature 1870-1900 (3)
ENGL 330 Women in World Thought and Literature (3)
ENGL 370 Major Author (3)
ENGL 435 American Literature 1900-1945 (3)
ENGL 436 American Literature 1945-Present (3)
ENGL 438 Ethnic Experiences in U.S. Literature (3)
ENGL 440 History of the English Language (3)
ENGL 470 18th Century British Literature (3)
ENGL 471 British Romanticism (3)
ENGL 475 Victorian Literature (3)
ENGL 478 20th Century British Literature (3)

ENGLISH ELECTIVES (6 Semester Hours) Select from:
One class must be upper division

ENGL 131 Western World Literature I (3)
ENGL 132 Western World Literature II (3)
ENGL 150 Introduction to Literature (3)
ENGL 222 Mythology (3)
ENGL 240 Children's Literature (3)
ENGL 301 Classical Literature (3)
ENGL 311 English Medieval Literature (3)
ENGL 313 English Renaissance Literature (3)
ENGL 314 American Literature to 1830 (3)
ENGL 315 American Literature 1830-1870 (3)
ENGL 316 American Literature 1870-1900 (3)
ENGL 330 Women in World Thought and Literature (3)
ENGL 335 The Bible as Literature (3)
ENGL 343 Language and Literacy (3)
ENGL 380 Creative Writing: Nonfiction (3)
ENGL 381 Creative Writing: Fiction (3)
ENGL 382 Creative Writing: Crafting Fiction (3)
ENGL 383 Creative Writing: Poetry (3)
ENGL 384 Art of the Essay (3)
ENGL 385 Technical Writing (3)
ENGL 386 Roots of Modern Rhetoric (3)
ENGL 387 Literary Editing and Publishing (3)
ENGL 388 Creative Writing: Crafting Poetry (3)
ENGL 390 Introduction to Film Studies (3)
ENGL 395 Independent Study (1-3)
ENGL 396 Topics (1-3)
ENGL 415 American Folklore (3)
ENGL 423 Genre Studies (3)
ENGL 435 American Literature 1900-1945 (3)
ENGL 436 American Literature 1945 to the Present(3)
ENGL 440 History of the English Language
ENGL 438 Ethnic Experience in U.S. Literature (3)
ENGL 470 18th Century British Literature (3)
ENGL 471 British Romanticism (3)
ENGL 475 Victorian Literature (3)
ENGL 478 20th Century British Literature (3)
ENGL 495 Independent Study (1-3)
ENGL 496 Topics (1-3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN
ENGLISH – LEADING TO SECONDARY TEACHER LICENSURE
For Spring Interns

This is a recommended sequence of course work. Certain courses may have prerequisites and/or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester:	Hours	Spring Semester:	Hours
ENGL 111 English Comp.	3	ENGL 112 English Comp.	3
MATH___(110 or higher)	3	ENGL 250 Creative Writing	3
Foreign Language Requirement	3	Foreign Language Requirement	3
PSYC 233 Human Growth and Development	3	Fine Arts General Ed.	3
History General Ed.	3	Natural Sciences General Ed.	3
KINE 100 Health and Wellness	1	Natural Sciences General Ed. Lab.	1
	16		16~~6~~

SOPHOMORE YEAR

Fall Semester:	Hours	Spring Semester:	Hours
ENGL 261 American Literature	3	ENGL 262 American Literature	3
ENGL 254 English Literature	3	ENGL 255 English Literature	3
Social/Behavioral Sciences General Ed.	3	ENGL 365 Adolescent Literature	3
Humanities General Ed.	3	ENGL 210 Intro to Literary Studies	3
SPCH 102 Speechmaking	3	Natural Sciences General Ed.	3
KINA Activity	1		
EDUC 115* What It Means to be a Teacher	1		
KINA Activity		1	
	17~~6~~		16

JUNIOR YEAR

Fall Semester:	Hours	Spring Semester:	Hours
ENGL 355 Shakespeare	3	EDUC 342 Ped/Assess Knowledge for Teachers	3
ENGL 451 Structure of the English Language	3	EDUC 343 Teaching to Diversity	3
English Elective (upper division)	3	ENGL 421 Intro to Literary Theory & Criticism	3
Upper Division Literature Elective	3	ENGL 491 Comp. Theory and Practice	3
Elective or Minor	3	ENGL 494 Seminar in Literature	3
*~~EDUC 211 Foundations of Education~~	~~2~~		
EDUC 215* Teaching as a Profession	1		
	16~~7~~		15

Commented [DJ3]: Delete

Commented [DJ4R3]:

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters. Recommendation: all English coursework be completed by end of Junior Year.

SENIOR YEAR

Fall Semester:	Hours
THEA 403 Teaching of Speech and Drama	3
EDUC 442 Integrating Literacy Across the Curriculum	4
EDUC 497 Content Methodology Practicum	3
*EDUC 497A Methods of Teaching Secondary English	2
	12

Spring Semester:	Hours
EDUC 499 Teaching Internship (Secondary)	12
	12

*Only offered in Fall

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ENGLISH – LEADING TO SECONDARY TEACHER LICENSURE
For Fall Interns

This is a recommended sequence of course work. Certain courses may have prerequisites and/or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Spring Semester:	Hours
ENGL 111 English Comp.	3
MATH___(110 or higher)	3
FLA___ Foreign Language Requirement	3
PSYC 233 Human Growth and Development	3
History General Ed.	3
KINE 100 Health and Wellness	1
	16

Fall Semester:	Hours
ENGL 112 English Comp.	3
ENGL 250 Creative Writing	3
FLA___ Foreign Language Requirement	3
Fine Arts General Ed.	3
Natural Sciences General Ed.	3
Natural Sciences General Ed. Lab.	1
EDUC 115* What It Means to be a Teacher	1
	17~~6~~

SOPHOMORE YEAR

Spring Semester:	Hours
ENGL 261 American Literature	3
ENGL 254 English Literature	3
Social/Behavioral Sciences General Ed.	3
Humanities General Ed.	3
SPCH 102 Speechmaking	3
KINA Activity	1
EDUC 215* Teaching as a Profession	1
KINA Activity	1
	17~~6~~

Fall Semester:	Hours
ENGL 262 American Literature	3
ENGL 255 English Literature	3
ENGL 365 Adolescent Literature	3
ENGL 210 Intro to Literary Studies	3
Natural Sciences General Ed.	3
	16

JUNIOR YEAR

Spring Semester:	Hours
ENGL 355 Shakespeare	3
ENGL 421 History of Literary Criticism	3
English Elective (upper or lower division)	3
Upper Division Literature Elective	3
Elective or Minor	3
~~*EDUC 211 Foundations of Education~~	~~2~~
	16~~7~~

Fall Semester:	Hours
EDUC 342 Ped/Assess Knowledge for Teachers	3
EDUC 343 Teaching to Diversity	3
ENGL 451 Structure of the English Language	3
EDUC 497A Methods of Teaching Secondary English	2
THEA 403 Teaching of Speech and Drama	3
	14

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters. Recommendation: all English coursework be completed by end of Junior Year.

SENIOR YEAR

Spring Semester:	Hours
ENGL 491 Comp. Theory and Practice	3
EDUC 442 Integrating Literacy Across the Curriculum	5
EDUC 497 Content Methodology Practicum	3
ENGL 494 Seminar in Literature	3
	14

Fall Semester:	Hours
EDUC 499 Teaching Internship (Secondary)	12
	12

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Text (Exit Exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Languages, Literature, and Mass Communication**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Liberal Arts, Secondary Teaching**
Concentration/Emphasis: **Spanish**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
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5. Obtain departmental approval according to department-specific procedures.

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PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jennifer Hancock** Date: **1/27/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Barry Laga** Date: **1/27/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Spanish
Concentration: Secondary Teaching

About This Major…

Spanish majors for secondary licensure study all aspects of the language and cultures of the Spanish-speaking world and its teaching, including linguistics, phonetics and phonology, foreign language teaching methods, and the literatures of Spain and Latin America.

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 University, 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 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 various ages and backgrounds in a variety of school settings. A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Express themselves coherently in written and oral Spanish. (Communication)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology. (Specialized Knowledge)
3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Develop a research project focused on second language acquisition or teaching methodologies. (Critical Thinking)
5. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns for Spanish language acquisition.(Specialized Knowledge)
6. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
7. Apply Spanish content knowledge while working with learners to access information, apply knowledge in real world settings, assuring learner mastery of the content. (Specialized Knowledge)
8. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
9. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- **All EDUC prefix courses must be completed with a grade of B or better**
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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	_____	_____

* Must earn B or higher

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	1___	_____	____	_____	_____

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

*PSYC	233	Human Growth & Development	3	_____	_____
_____	____	_____	____	_____	_____

* Must earn a "**B**" or higher

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History (3 semester hours)

HIST	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

*SPCH 102	Speechmaking	3	_____	_____

*Must earn a "**B**" or higher

FOUNDATION COURSES (6 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__	____	_____	____	_____	_____
FLA__	____	_____	____	_____	_____

SPANISH – LEADING TO SECONDARY TEACHER LICENSURE CONCENTRATION REQUIREMENTS
(39 semester hours) Must pass all courses with a grade of "C" or higher.

Spanish Core (27 semester hours)

FLAS 301	Advanced Spanish Grammar	3	_____	_____
FLAS 302	Advanced Spanish Composition	3	_____	_____
FLAS 311	History & Culture of Spain	3	_____	_____
FLAS 312	History & Culture of Latin America	3	_____	_____
FLAS 303	Advanced Spanish Conversation	3	_____	_____
FLAS 321	Introduction to the Literature of Spain	3	_____	_____
FLAS 322	Introduction to the Literature of Latin America	3	_____	_____
FLAS 341	Spanish and the Nature of Language	3	_____	_____
*FLAS 498	Spanish Practicum	3	_____	_____

Concentration in Teacher Licensure (6 semester hours)

FLAS 441	Spanish Phonetics and Phonology	3	_____	_____
FLAS 444	Using Technology, Literature and Culture in the Spanish Classroom	3	_____	_____

Spanish Elective (Select upper division 6 credit course. Choose from: FLAS 4XX, FLAV 396 or FLAV 496

FLA	____	_____	3	_____	_____
FLA	____	_____	3	_____	_____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (9 credit hours may be needed)

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Secondary Education Requirements (29 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns	
~~EDUC 211~~	~~Foundations of Education~~	~~2~~	~~_____~~	~~_____~~	~~20 Field Experience Hours~~ ~~Take out EDUC 211~~
EDUC 115	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215	Teaching as a Profession	1			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4	_____	_____	60 Field Experience Hours
EDUC 497	Content Methodology Practicum	3	_____	_____	80 Field Experience Hours
EDUC 497E	Methods of Teaching Secondary Spanish**	2	_____	_____	
EDUC 499G	Teaching Internship and Colloquium	12	_____	_____	600 Field Experience Hours

*__Prerequisites:__ ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better), MATH 110 or higher, Declared major in Spanish – Leading to Secondary Teacher Licensure and formal acceptance to the Teacher Education Program

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

Commented [DJ1]: Take out

Commented [DJ2]: Replace with EDUC 115 & 215

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SPANISH – LEADING TO SECONDARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
Foundation Course (FLAS 211 Second-Year Spanish I)		3
ENGL 111	English Composition	3
General Education Humanities		3
General Education Applied Studies (SPCH 102)		3
General Education Science		3
KINE 100	Health and Wellness	1
		16

Spring Semester		Hours
Foundation Course (FLAS 212 Second-Year Spanish II)		3
ENGL 112	English Composition	3
General Education Humanities		3
General Education Mathematics		3
General Education – Social/Behavioral Science		3
		15

SOPHOMORE YEAR

Fall Semester		Hours
FLAS 301	Advanced Spanish Grammar	3
General Education Fine Arts		3
General Education Social/Behavioral Science (PSYC 233)		3
General Education Natural Science with Lab		4
Elective		3
		16

Spring Semester		Hours
EDUC 115*	What It Means to be a Teacher 1	
FLAS 302	Advanced Spanish Composition	3
FLAS 303	Advanced Spanish Conversation	3
KINA	Activity (2 courses)	2
Elective		3
Elective		3
		15~~14~~

JUNIOR YEAR

Fall Semester		Hours
EDUC 215~~1~~*	~~Foundations of Education~~Teaching as a Profession 1~~2~~	3
FLAS 311	History and Culture of Spain	3
FLAS 321	Intro to Spanish Lit.	3
FLAS 341	Spanish and the Nature of Language	3
FLA___	Upper Division Spanish Elective	3
FLAS 441	Spanish Phonetics and Phonology	3
		16~~7~~

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters

Spring Semester		Hours
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3
EDUC 343	Teaching to Diversity	3
~~FLAS 312~~	~~History and Cult of Latin America~~	~~3~~
FLAS 322	Intro to Lit of Latin America	3
FLAS 444	Hispanic Lit & Cul. in the Teach of Span	3
		15

SENIOR YEAR

Fall Semester		Hours
EDUC 442	Integrating Literacy Across the Curriculum	5
EDUC 497	Content Methodology Practicum	3
EDUC 497E*	Methods of Teaching Secondary Spanish	1
FLA___	Upper Division Spanish Elective	3
FLAS 498	Spanish Senior Practicum	3
		15

Spring Semester		Hours
EDUC 499G	Teaching Internship and Colloquium	12
		12

*Only offered in Fall

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.

3 3

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3

3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Biological Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Biological Sciences, Secondary Teaching**
Concentration/Emphasis: **Biology**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

NA

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split EDUC 211 Foundations of Education into two courses with EDUC 115 taken in freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

NA

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program

modification, submit current program sheet marked up with all proposed changes.

4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Susan Longest** Date: **1/27/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Denise McKenney** Date: **1/27/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Biological Sciences
Concentration: Biology, Secondary Teaching

About This Major . . .

The Biology program offers coursework, in conjunction with the Center for Teacher Education, leading to licensure in secondary education science. Graduates of the program can teach in the state of Colorado or use their teaching expertise in other careers. After completing foundation sciences classes in Biology, Chemistry, Physics and Geology, students choose 10 hours of upper level Biology course work, in consultation with their advisor.

The secondary licensure program provides teacher education candidates with broad content knowledge in science and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/ Applied Learning)
2. Identify, examine, evaluate and discuss the scientific literature. (Critical Thinking)
3. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)
4. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in the Biological Sciences. (Specialized Knowledge)
5. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
6. Apply Biology content knowledge while working with learners to access information in real world settings assuring learner mastery of Biological Sciences. (Specialized Knowledge)
7. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
8. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade earned except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____	_____20_____
Signature of Advisor	Date
_____	_____20_____
Signature of Content Advisor	Date
_____	_____20_____
Signature of Department Head	Date
_____	_____20_____
Signature of Registrar	Date

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Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- **All EDUC prefix must be completed with a grade of B or better**
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must earn 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		
Math: MATH 113 **or higher** (3 semester hours, must earn a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	113	College Algebra	4*		
*3 credits apply to the General Ed requirements and 1 credit applies to Required Course credit					
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
PSYC	233	Human Growth & Development	3		
Must earn a grade of "B" or better for PSYC 233.					
Natural Sciences (7 semester hours) Must earn a grade of "C" or better.					
BIOL	105	Attributes of Living Systems	3		
BIOL	105L	Attributes of Living Systems Lab	1		
			3		
Choose one from ENVS 101, GEOL 103, GEOL 104, GEOL 105, PHYS 101					

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					
History (3 semester hours)					
HIST					

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1		
KINA	1		1		
KINA	1		1		
Applied Studies (3 semester hours)					
SPCH	102	Speechmaking	3		
Must earn a grade of "B" or better.					

FOUNDATION COURSES (13 semester hours)
Must earn a grade of "C" or better.

CHEM	121*	Principles of Chemistry	4		
CHEM	121L*	Principles of Chemistry Lab	1		
CHEM	122*	Principles of Organic Chemistry	4		
CHEM	122L*	Principles of Organic Chemistry Lab	1		
STAT	200	Probability and Statistics	3		

* A higher level subject may be taken in the same category with advisor approval.

BIOLOGY – LEADING TO SECONDARY EDUCATION CERTIFICATION MAJOR REQUIREMENTS (40 semester hours)
Must earn a grade of "C" or better.

Required Core Courses (13 semester hours)					
BIOL	106	Principles of Animal Biology	3		
BIOL	106L	Principles of Animal Biology Lab	1		
BIOL	107	Principles of Plant Biology	3		
BIOL	107L	Principles of Plant Biology Lab	1		
BIOL	385	Nature and Philosophy of Science	3		
BIOL	483	Senior Thesis	2		
Required Related Study Area (19 semester hours)					
*MATH	113	College Algebra	1		
Choose either GEOL 111/111L or GEOL 113/113L					
GEOL			3		
GEOL			1		
GEOL	112	Principles of Historical Geology	3		
GEOL	112L	Principles of Historical Geology Lab	1		
PHYS	111	General Physics	4		
PHYS	111L	General Physics Lab	1		
PHYS	112	General Physics	4		
PHYS	112L	General Physics Lab	1		
Biology Electives (8 Upper Division Semester Hours)					
BIOL					
BIOL					
BIOL					
BIOL					

SECONDARY EDUCATION REQUIREMENTS (29 semester hours) Must earn a grade of B or better to progress through the program sequence. ENGL111, ENGL112, SPCH102, PSYC233, EDUC211 (all with a grade of B or better) and formal acceptance to the Teacher Education Program are required before the student may enroll in subsequent EDUC courses.

Course No	Title	Sem.hrs	Grade	Term/Trns
EDUC 211	Foundations of Education	2	_____	_____
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3	_____	_____
EDUC 343	Teaching to Diversity	3	_____	_____
EDUC 442	Integrating Literacy Across the Curriculum	4	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
EDUC 497	Content Methodology Practicum	3	_____	_____
EDUC 497D	Methods of Teaching Secondary Science	2	_____	_____
EDUC 499G	Teaching Internship and Colloquium	12	_____	_____

ELECTIVES (All college level courses appearing on your final transcript **not listed above and below** that will bring your total semester hours to 120 hours, including 40 upper-division credit hours.) (1 credit hour)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Secondary Education Program Requirements

Secondary Education Course Requirements:

~~EDUC 211~~	~~Foundations of Education (2)~~		~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1 semester hours	8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1 semester hours	12 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

EDUC 342	Pedagogy & Assessment: Secondary/K-12 (3)	20 Field Experience Hours
EDUC 343	Teaching to Diversity (3)	20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum (4)	60 Field Experience Hours
EDUC 497	Content Methodology Practicum (3)	80 Field Experience Hours
EDUC 497D	Methods of Teaching Secondary Science* (2)	
EDUC 499G	Teaching Internship and Colloquium (12)	600 Field Experience Hours

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.

Prerequisites for EDUC 342 and subsequent courses: ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better) and formal acceptance to the Teacher Education Program. **All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

*This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGY – LEADING TO SECONDARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
BIOL 105	Attributes of Living Systems	3
BIOL 105L	Attributes of Living Systems Lab	1
ENGL 111	English Composition	3
CHEM 121	Principles of Chemistry	4
CHEM 121L	Principles of Chemistry Lab	1
MATH 113	College Algebra	4
		16

Spring Semester		Hours
BIOL 106	Principles of Animal Biology	3
BIOL 106L	Principles of Animal Biology Lab	1
ENGL 112	English Composition	3
CHEM 122	Principles of Organic Chemistry	4
CHEM 122L	Principles of Organic Chemistry Lab	1
STAT 200	Probability and Statistics	3
		1~~5~~

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SOPHOMORE YEAR

Fall Semester		Hours
BIOL 107	Principles of Plant Biology	3
BIOL 107L	Principles of Plant Biology Lab	1
PHYS 111	General Physics	4
PHYS 111L	General Physics Lab	1
PSYC 233	Human Growth and Development	3
SPCH 102	Speechmaking	3
EDUC 115*	What It Means to be a Teacher	1
		16~~5~~

Spring Semester		Hours
GEOL 111	Principles of Physical Geology **AND**	3
GEOL 111L	Principles of Physical Geology Lab	1
OR		
GEOL 113	Field-Based Intro to Physical Geol **AND**	3
GEOL 113L	Field-Based Intro to Physical Geol Lab	1
PHYS 112	General Physics	4
PHYS 112L	General Physics Lab	1
General Education Natural Science		3
OR		
BIOL 385	Nature and Philosophy of Science	3
KINE 100	Health and Wellness	1
KINA	Activities (2)	2
		15

JUNIOR YEAR

Fall Semester		Hours
~~*EDUC 211~~	~~Foundations of Education~~	~~2~~
EDUC 215*	Teaching as a Profession	1
GEOL 112	Principles of Historical Geology	3
GEOL 112L	Principles of Historical Geology Lab	1
Electives	Upper Division Biology course	4
General Education History		3
General Education Humanities		3
		15~~6~~

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

Spring Semester		Hours
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3
EDUC 343	Teaching to Diversity	3
BIOL 385	Nature and Philosophy of Science	3
OR		
General Education Natural Science		3
Electives	Upper Division Biology course	4
General Education Social and Behavioral Science		3
		16

SENIOR YEAR

Fall Semester		Hours
BIOL 483	Senior Thesis	2
EDUC 442	Integrating Literacy Across the Curriculum	4
EDUC 497	Content Methodology Practicum	3
EDUC 497D*	Methods of Teaching Secondary Science	2
General Education Fine Arts		3
Elective		1
		15

Spring Semester Hours 12

EDUC 499G Teaching Internship/Colloquium:Secondary 12

*Only offered in fall.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before your teaching internship, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Physical and Environmental Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Geosciences**
Concentration/Emphasis: **Secondary Teaching**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in freshman/sophomore year and EDUC 215 taken in sophomore/junior year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

Teacher Education is proposing to split the EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in sophomore/junior year. These two new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Russ Walker** Date: **1/28/2015**
Email: **rwalker@coloradomesa.edu** Phone: **1162**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Scott Kessler** Date: **01/28/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Russ Walker** Date: **1/28/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Geosciences
Concentration: Secondary Teaching

About This Major . . .

The Geosciences secondary licensure degree is structured for graduates to pursue teaching careers at the middle or high school level. The basic curriculum includes all of the major topics within a traditional geology program while also incorporating teacher education courses required for licensure by the state of Colorado. The degree plan includes basic chemistry, physics, and biology. Instruction takes placed in a state of the art science complex on campus which houses several instructional laboratories, projects rooms, a computer applications lab, petrology-mineralogy lab, and rock storage facilities. Most classes include a strong field component allowing students to take advantage of the diverse geological setting of the Grand Junction area. Students have access to department equipment that includes research petrographic microscopes, binocular microscopes, a computer-assisted x-ray diffractometer, scanning electron microscopes, GPS units, short- and long-period seismometers, and a magnetometer.

The secondary licensure program provides teacher education candidates with broad content knowledge in science and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Articulate the fundamental knowledge base and ideas of the major fields of geoscience. (Specialized Knowledge)
2, Collect and interpret geoscience field data. (Applied Learning/Critical Thinking)
3. Collect and interpret geoscience laboratory data. (Applied Learning/Critical Thinking)
4. Use technology (e.g. computer software) for evaluating quantitative geoscience data. (Quantitative Fluency)
5. Write an effective report on a geoscience study. (Communication Fluency)
6. Give an effective oral presentation on a geoscience study. (Communication Fluency)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in the Social Sciences. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

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Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 126 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A cumulative grade point average of 2.8 or higher must be maintained for content courses and overall GPA.
- A "C" or higher is required in all major and foundation courses.
- **All EDUC prefix courses must be completed with a grade of B or better**
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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	_____	_____
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	113	College Algebra	4*	_____	_____

*3 credits apply to the General Ed requirements and 1 credit applies to Foundation Courses

Humanities (3 semester hours)					
_____	____	_____	____	_____	_____
Social and Behavioral Sciences (6 semester hours)					
PSYC	233	Human Growth & Development	3	_____	_____
_____	____	_____	____	_____	_____

(PSYC 233 required with a grade of "B" or better)
GEOG 103 recommended

History (3 semester hours)					
HIST	____	_____	____	_____	_____
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
Natural Sciences (7 semester hours, one course must include a lab)					
BIOL	105	Attributes of Living Systems	3	_____	_____
BIOL	105L	Attributes of Living Systems	1	_____	_____
_____	____	_____	____	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1	_____	_____
KINA	1____	_____	1	_____	_____
KINA	1____	_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH	102	Speechmaking	3	_____	_____

(SPCH 102 Required with a grade of "B" or better)

FOUNDATION COURSES (17 semester hours)					
CHEM	131	General Chemistry	4	_____	_____
CHEM	131L	General Chemistry Lab	1	_____	_____
PHYS	101	Elementary Astronomy	3	_____	_____
PHYS	111	General Physics	4	_____	_____
PHYS	111L	General Physics Lab	1	_____	_____
*MATH	113	College Algebra	1	_____	_____
MATH	130	Trigonometry	3	_____	_____

GEOLOGY – LEADING TO SECONDARY TEACHING LICENSURE MAJOR REQUIREMENTS (40 semester hours)
A "C" or higher is required in all major courses.

Required Core Courses (40 semester hours)					
*Choose either GEOL 103 or GEOL 104					
*GEOL	____	_____	3	_____	_____
GEOL	111	Principles of Physical Geology	3	_____	_____
GEOL	111L	Principles of Physical Geology Lab	1	_____	_____
GEOL	112	Principles of Historical Geology	3	_____	_____
GEOL	112L	Principles of Historical Geology Lab	1	_____	_____
GEOL	202	Introduction to Field Studies	3	_____	_____
GEOL	204	Computer Applications in Geology	3	_____	_____
GEOL	250	Environmental Geology	3	_____	_____
GEOL	301	Structural Geology	3	_____	_____
GEOL	301L	Structural Geology Lab	1	_____	_____
GEOL	331	Crystallography & Mineralogy	3	_____	_____
GEOL	331L	Crystallography & Mineralogy Lab	1	_____	_____
GEOL	340	Igneous and Metamorphic Petrology	3	_____	_____
GEOL	340L	Igneous and Metamorphic Petrology Lab	1	_____	_____
GEOL	402	Applications of Geomorphology	3	_____	_____
GEOL	402L	Applications of Geomorphology Lab	1	_____	_____
GEOL	444	Sedimentology and Stratigraphy	3	_____	_____
GEOL	444L	Sedimentology and Stratigraphy Lab	1	_____	_____
Electives (3 semester hours)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Secondary Education Requirements (29 Semester Hours)
*__Prerequisites:__ ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better), MATH 113 or higher (with grade of C or higher, Declared major in Geology – Leading to Secondary Teacher Licensure and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term/Trns	
~~EDUC 211~~	~~Foundations of Education~~	~~2~~	_____	_____	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1 semester hours			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1 semester hours			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 442*	Integrating Literacy Across the Curriculum	4	_____	_____	60 Field Experience Hours
EDUC 497*	Content Methodology Practicum	3	_____	_____	80 Field Experience Hours with EDUC 497D
EDUC 497D**	Methods of Teaching Secondary Science	2	_____	_____	
EDUC 499G*	Teaching Internship and Colloquium	12	_____	_____	600 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

Students must PASS the PLACE or 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.

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

***All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN GEOLOGY – LEADING TO SECONDARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites and/or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
GEOL 103	Weather and Climate **or**	
GEOL 104	Oceanography	3
GEOL 111	Principles of Physical Geology	3
GEOL 111L	Principles of Physical Geology Lab	1
ENGL 111	English Composition	3
MATH 113	College Algebra	4
KINE 100	Health and Wellness	1
		15

Spring Semester		Hours
GEOL 112	Principles of Historical Geology	3
GEOL 112L	Principles of Historical Geology Lab	1
ENGL 112	English Composition	3
MATH 130	Trigonometry	3
PSYC 233	Human Growth and Development	3
SPCH 102	Speechmaking	3
KINA	Activity	1
		17

SOPHOMORE YEAR

Fall Semester		Hours
GEOL 202	Introduction to Field Studies	3
GEOL 250	Environmental Geology	3
CHEM 131	General Chemistry	4
CHEM 131L	General Chemistry Lab	1
PHYS 111	General Physics	4
PHYS 111L	General Physics Lab	1
EDUC 115*	What It Means to be a Teacher	1
		17~~6~~

Spring Semester		Hours
GEOL 204	Computer Applications in Geology	3
BIOL 105	Attributes of Living Systems	3
BIOL 105L	Attributes of Living Systems	1
PHYS 101	Elementary Astronomy	3
General Education Fine Arts		3
General Education Social/Behavioral Science (GEOG 103 World Regional Geography Recommended)		3
KINA	Activity	1
		17

JUNIOR YEAR

Fall Semester		Hours
GEOL 301	Structural Geology	3
GEOL 301L	Structural Geology Lab	1
GEOL 331	Crystallography and Mineralogy	3
GEOL 331L	Crystallography and Mineralogy lab	1
General Education Natural Sciences		3
General Education History		3
EDUC 215*	Teaching as a Profession	1
~~*EDUC 211~~	~~Foundations in Education~~	~~2~~
		15

Spring Semester		Hours
GEOL 340	Igneous & Metamorphic Petrology	3
GEOL 340L	Igneous & Metamorphic Petrology	1
GEOL 444	Sedimentology and Stratigraphy	3
GEOL 444L	Sedimentology and Stratigraphy Lab	1
EDUC 342	Pedagogy/Assessment: Secondary/K-12	3
EDUC 343	Teaching to Diversity	3
Elective		3
		17

15~~6~~

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**Must be taken prior to acceptance into the Center for Teacher Education.
Offered in summer, fall and spring semesters.

SENIOR YEAR

Fall Semester		Hours
GEOL 402	Applications of Geomorphology	3
GEOL 402L	Applications of Geomorphology Lab	1
General Education Humanities		3

EDUC 442	Integrating Literacy: Secondary/K-12 Art	4
EDUC 497	Content Methods Practicum	3
EDUC 497D*	Methods of Teaching Secondary Science	2
		16

EDUC 499G	Teach. Intern/Colloquium: Secondary	12
		12

*Only offered in fall

Spring Semester Hours

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take an exit exam.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Computer Science, Mathematics and Statistics**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS** Program/degree Name: **Secondary Teaching**
Concentration/Emphasis: **Mathematics**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

NA

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

NA

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program

2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jennifer C Daniels** Date: **2/9/2015**
Email: **jendanie@coloradomesa.edu** Phone: **x1413**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell** Date: **1/19/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne** Date: **1/19/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Mathematics
Concentration: Secondary Teaching

About This Major . . .

The major in mathematics with a concentration in secondary education will prepare students to teach in both middle schools and in high schools. While completing this degree, students develop problem-solving and critical thinking skills and are introduced to the logical and historical development of mathematical ideas. Students also learn the professional skills in teaching methods and content necessary for secondary mathematics teachers. Nationally recommended curriculum guidelines are followed in order to ensure that graduates have the mathematical content and conceptual understanding necessary for all high school mathematics courses. Graduates from this program are in great demand both locally and statewide with the scarcity of mathematics teachers in this country.

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

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

1. Construct multi-step problem solving strategies, use mathematical software tools appropriately, and communicate solutions effectively in written form. (Critical Thinking / Communication Fluency)
2. Use mathematical software (including calculators) to aid in problem-solving and investigation, and understand its limitations.(Applied Learning)
3. Prove propositions deductively from definitions and theorems in clear and precise prose. (Quantitative Fluency)
4. Demonstrate familiarity with the logical and historical development of mathematics and the implications of this development. (Specialized Knowledge)
5. Effectively communicate mathematics using oral and written exposition appropriate for teachers of mathematics. (Communication Fluency)
6. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in Mathematics. (Specialized Knowledge)
7. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
8. Apply Mathematics content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
9. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. Critical Thinking/ Communication Fluency)
10. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Teacher Education Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- A cumulative grade point average of 2.8 or higher must be maintained for each of 3 areas: major content courses, education courses and overall GPA.
- Pre-collegiate in all CMU coursework (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- A grade of "C" or higher must be earned in all courses unless otherwise stated.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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	_____	_____
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	119	Pre-calculus Mathematics	5*	_____	_____

*3 credits apply to the General Ed requirements and 2 credits apply to elective credit

Humanities (3 semester hours)					
_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
Social and Behavioral Sciences (6 semester hours)					
PSYC	233	Human Growth & Development	3	_____	_____
_____	____	_____	____	_____	_____
PSYC 233 required with a grade of "**B**" or better					
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____
History (3 semester hours)					
HIST	____	_____	____	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1	_____	_____
KINA	1____	_____	1	_____	_____
KINA	1____	_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH	102	Speechmaking	3	_____	_____
(SPCH 102 Required with a grade of "**B**" or better)					
FOUNDATION COURSES (8 semester hours)					
MATH	151	Calculus I	5	_____	_____
STAT	200	Probability and Statistics	3	_____	_____

MATHEMATICS – LEADING TO SECONDARY TEACHER LICENSURE MAJOR REQUIREMENTS
(39 semester hours) Must pass all courses with a grade of "C" or higher. Except one "D", at most, may be used in completing the major requirements.

MATH	152	Calculus II	5	_____	_____
MATH	240	Intro to Advanced Mathematics	4	_____	_____
MATH	253	Calculus III	4	_____	_____
MATH	325	Linear Algebra	3	_____	_____
MATH	369	Discrete Structures	3	_____	_____
MATH	380	History of Mathematics	3	_____	_____
MATH	386	Geometries	4	_____	_____
MATH	352	Advanced Calculus	3	_____	_____
MATH	415	Abstract Algebra sec/ed		_____	_____
OR					
MATH	490	Abstract Algebra I		_____	_____
Choose either MATH 310, MATH 365, **or** STAT 311					
_____	____	_____	3	_____	_____
Choose one: (CSCI 111) **or** (CSCI 110/110L) 4					
CSCI	____	_____	____	_____	_____
CSCI	____	_____	____	_____	_____

ELECTIVES (7 semester hours) (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) MATH 340 is an option for students.

*MATH	119	Pre-calculus Mathematics	2	_____	_____
_____	____	_____	____	_____	_____

Secondary Education Requirements (29 semester hours)
*__Prerequisites:__ ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of **B** or better), MATH 119 or higher with a declared major in Mathematics– Leading to Secondary Teacher Licensure and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term/Trns	
~~EDUC 211~~	~~Foundations of Education~~	~~2~~			~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3			20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3			20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4			60 Field Experience Hours
EDUC 497	Content Methodology Practicum	3			80 Field Experience Hours
EDUC 497C**	Methods of Teaching Secondary Math	2			
EDUC 499G	Teaching Internship and Colloquium	12			600 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

*****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN MATHEMATICS – LEADING TO SECONDARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
MATH 119	Precalculus Mathematics	5
ENGL 111	English Composition	3
General Education Humanities		3
General Education Fine Arts		3
KINA	Activity (2 courses)	2
		16

Spring Semester		Hours
MATH 151	Calculus I	5
ENGL 112	English Composition	3
General Education Social/Behavioral Science		3
General Education History		3
KINE 100 Health and Wellness		1
		15

SOPHOMORE YEAR

Fall Semester		Hours
MATH 152	Calculus II	5
Elective		2
General Education Natural Science		3
PSYC 233	Human Growth and Development	3
SPCH 102	Speechmaking	3
EDUC 115*	What It Means to be a Teacher	1
		17~~6~~

Spring Semester		Hours
MATH 253	Calculus III	4
MATH 240	Introduction to Advanced Mathematics	4
General Education Natural Science with Lab		4
STAT 200	Probability and Statistics	3
		15

JUNIOR YEAR

Fall Semester		Hours
MATH 325	Linear Algebra I	3
CSCI 111	Computer Science I **or**	
CSCI 110	Beginning Programming **and**	
CSCI 110L	Beginning Programming Lab	4
MATH 352	Advanced Calculus	3
~~**EDUC 211~~	~~Foundations of Education~~	~~2~~
EDUC 215*	Teaching as a Profession	1
General Education Social/Behavioral Science or Humanities		3
		14~~5~~

Spring Semester		Hours
MATH 380	History of Mathematics	3
MATH 386	Geometries	4
MATH 369	Discrete Structures	3
EDUC 342	Pedagogy/Assessment: Secondary/K12	3
EDUC 343	Teaching to Diversity	3
		16

**Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

SENIOR YEAR

Fall Semester		Hours
**MATH 490	Abstract Algebra I **or**	
**MATH 415	Abstract Algebra sec/ed	3
MATH 310	Number Theory **or**	
*MATH 365	Mathematical Modeling **or**	
STAT 311	Statistical Methods	3
EDUC 442	Integrating Literacy Across the Curriculum	4
EDUC 497	Content Methods Practicum	3
**EDUC 497C	Methods of Teaching Secondary Math	2
		15

Spring Semester		**Hours**	12
EDUC 499G	Teach. Intern/Colloquium: Secondary	12	7

*Only offered in spring
**Only offered in fall

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for Teacher Education fall graduates.**
4. Your content advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **123** Credit hours: **3**

Course name: **Lights! Camera! Action!**

Course abbreviated schedule name (24 characters maximum): **Lights! Camera! Action!**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of fundamental components of animation, digital filmmaking, and motion design. Students explore character design, styles of animation, digital filmmaking, and motion design while focusing on the elements of light, sound, and motion as key time-based design factors. Individual and group projects.

Justification for the proposed new course (enter below):

This course is designed to engage students interested in time-based media in an introduction to animation, digital filmmaking and motion design. Focus will be on basic character design, basic animation styles, storytelling, digital filmmaking, and motion design applications. Individual and group projects.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Create characters and tell a story
2. Capture images using digital filmmaking techniques
3. Exhibit basic animation skills
4. Explain the various applications of motion design

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Character design
2. Digital filmmaking
3. Storytelling and scriptwriting
4. Basic animation styles
5. Motion design applications

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 123____

Course Name: Lights! Camera! Action!

Catalog Description: Exploration of fundamental components of animation, digital filmmaking, and motion design. Students explore character design, styles of animation, digital filmmaking and motion design while focusing on the elements of light, sound and motion as key time-based design factors. Individual and group projects.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture, Lab

Library Liaison: __James Dildine _

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Faculty and librarians should review some reference material given the age of the material.

   b. **Monographic Sources:**

   Keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("storytelling" OR "scriptwriting"), and ("animation history" OR "animators" OR "animated films").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)

Analysis: Current library resources are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to Animation, filmmaking and motion design:

Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **223** Credit hours: **3**

Course name: **Image And Motion**

Course abbreviated schedule name (24 characters maximum): **Image And Motion**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTE 101 2D Design**	**3**	2. **ARTE 102 3D Design**	**3**
3. **ARTS 151 Foundation Drawing I**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Graphics**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 323 Character Design & Story Concepts**	2. **ARTA 324 2D Animation & Visual Effects**
3. **ARTA 325 3D Digital Modeling**	4. **ARTA 326 Digital Filmmaking**
5. **ARTA 327 Sound Principles & Production**	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Introduction to tools, techniques, and practices relating to images and time-based media. Integration of images, typography, digital film, and sound.

Justification for the proposed new course (enter below):

ARTA 223 will direct students in the development of basic technical skills applied to animation, film and motion design concepts. This will include the creation and editing of digital images and the combination of sound and audio files. Skills developed in this course will be applied in upper-division coursework.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Create original digital vector and raster images
2. Apply original digital images to individual projects
3. Demonstrate the application of digital images in animation, film and motion design
4. Combine digital images and audio files
5. Describe current trends in time-based digital images
6. Identify digital image terminology

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Digital image applications
2. Production practices
3. Digital transfer and editing
4. Motion sequencing
5. Visual narrative and the communication of ideas
6. 2- and 2.5-dimensional image applications
7. Trending industry practices

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 223____

Course Name: Image and Motion

Catalog Description: Introduction to tools, techniques and practices relating to images and time-based media. Integration of images, typography, digital film and sound.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: __James Dildine_

1. **Current Collection Review**

Reference Sources:

A keyword search for → ("animation" OR "cinematography" OR "graphic design" → displayed 4 relevant results:

Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
The Thames & Hudson dictionary of graphic design and designers. London: Thames and Hudson, 2003.
Visual effects in a digital world. San Francisco: Morgan Kaufmann, 2001.

Analysis: Faculty and librarians should review some reference material given the age of the material.

a. **Monographic Sources:**

Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("graphic design" AND

"typography"), ("image processing—digital techniques"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Typography	167 (32)	2,070 (489)	102 (70)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

b. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

c. **Electronic Resources:**

Searches were identical to the monograph searches, using three of the Library's databases related to images and time-based media: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Typography	699 (158)	1,139 (333)	458 (47)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level. Books, such as the following examples, should be selected for the collection.

- *SKETCHBOOK PRO DIGITAL PAINTING ESSENTIALS ($30)*
- *DIGITAL PAINTING TRICKS & TECHNIQUES: 100 WAYS TO IMPROVE YOUR CG ART ($25)*
- *MASTERS & LEGENDS OF FANTASY ART: TECHNIQUES FOR DRAWING, PAINTING & DIGITAL ART FROM 36 ($28)*
- *ANIMATION EMBODIMENT AND DIGITAL MEDIA: HUMAN EXPERIENCE OF TECHNOLOGICAL LIVELINESS ($85)*
- *CAMERA & CRAFT: LEARNING THE TECHNICAL ART OF DIGITAL PHOTOGRAPHY ($40)*
- *ANIMATOR'S EYE: ADDING LIFE TO ANIMATION WITH TIMING, LAYOUT, DESIGN, COLOR AND SOUND ($130)*

3. **Library Research Support Statement:**
The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **224** Credit hours: **3**

Course name: **Principles of Film and Motion Design**

Course abbreviated schedule name (24 characters maximum): **Prin of Film & Mo Design**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTE 101 Two-Dimensional Design**	**3**	2. **ARTE 102 Three-Dimensional Design**	**3**
3. **ARTS 151 Foundation Drawing I**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 323 Character Design and Story Concepts**	2. **ARTA 324 2D Animation & Visual Effects**
3. **ARTA 325 3D Digital Modeling**	4. **ARTA 326 Digital Filmmaking**
5. **ARTA 327 Sound Principles & Production**	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of motion design and time-based visual imagery. Includes history of motion design, application of motion design as visual communication, and the integration of animation, film, images, typography, and sound. Current trends in motion design media and technologies.

Justification for the proposed new course (enter below):

This course introduces students to basic concepts and methods commonly used in the production of time-based media. It provides a technical foundation by introducing students to a variety of techniques used for the creation of screen-based works. The course also introduces students to the work of historic and contemporary motion designers. The course will provide a foundation of skills for further study in the field.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Identify major designers and events within the field of motion design
2. Articulate the relationship between static and time-based content
3. Develop original concepts and the motion design process
4. Articulate the broad range of motion design applications

5. Define the types of motion design creative skills
6. Define the use of technology in motion design
7. Demonstrate knowledge and appropriate use of motion design terminology

Topical course outline: (List of topics only. Do not attach syllabus.)

1. History and evolution of motion design
2. Motion design tools and technologies
3. Current trends and trendsetters in the field of motion design
4. Methods of creatively applying motion design to storytelling
5. Specific examples of the application of motion design

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 224

Course Name: Principles of Motion Design

Catalog Description: Exploration of motion design and time-based visual imagery. Includes history of motion design, application of motion design as visual communication and the integration of animation, film, images, typography, and sound. Current trends in motion design media and technologies.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "graphic design" → displayed 4 relevant results:

   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
   The Thames & Hudson dictionary of graphic design and designers. London: Thames and Hudson, 2003.
   Visual effects in a digital world. San Francisco: Morgan Kaufmann, 2001.

   Analysis: Reference material could be strengthened if titles on motion design can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("graphic design" AND "typography"), ("image processing—digital techniques"), ("motion

pictures—production and direction" OR "sound in motion pictures") and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Typography	167 (32)	2,070 (489)	102 (70)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Sound in digital filmmaking	23 (5)	1,121 (307)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to Animation, film and motion design: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Typography	699 (158)	1,139 (333)	458 (47)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Sound in digital filmmaking	54 (35)	10,814 (3,960)	10,348 (373)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **225** Credit hours: **3**

Course name: **Principles of Animation**

Course abbreviated schedule name (24 characters maximum): **Prin of Animation**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTE 101 Two-Dimensional Design**	**3**	2. **ARTE 102 Three-Dimensional Design**	**3**
3. **ARTS 151 Foundation Drawing I**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 323 Character Design and Story Concepts**	2. **ARTA 324 2D Animation & Visual Effects**
3. **ARTA 325 3D Digital Modeling**	4. **ARTA 326 Digital Filmmaking**
5. **ARTA 327 Sound Principles & Production**	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Introduction to the creation of animated works. Survey of animation principles, history, tools, and techniques. Additional focus on story development, storyboarding, and stop motion animation.

Justification for the proposed new course (enter below):

ARTA 225 is the basic animation course for all Animation, Film & Motion Design majors. The course content will introduce students to the unique qualities of the medium through a series of demonstrations, examples and projects. Students also will be introduced to the storyboards, digital camera, lighting, audio capture, and animation software basics. The course will provide a foundation of skills for further study in the field.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Identify major animators and major events in animation history
2. Discuss current trends in animation
3. Create an animated short
4. Create an animation storyboard

5. Create an animatic
6. Create basic stop motion animations
7. Demonstrate the use of animation tools and equipment
8. Identify animation terminology

Topical course outline: (List of topics only. Do not attach syllabus.)

1. History of Animation
2. Types of Animation
3. 2D | 3D Animation Evolution
4. Animation at Work
5. Principles of Animation
6. The Story
7. Character Development
8. Project Planning and Storyboarding
9. Equipment, Tools and Technology
10. Sound and Audio
11. Sets, Background and Lighting
12. Professional Careers

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 225____

Course Name: Principles of Animation

Catalog Description: An introductory course in the creation of animated works. Survey of animation principles, history, tools, and techniques. Additional focus on story development, storyboarding, and stop motion animation.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Lab

Library Liaison: __James Dildine _

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Reference materials can be strengthened if titles about animation can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("storytelling" OR "scriptwriting"), ("animation history" OR "animators" OR "animated films"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current monographs are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to animation, and storytelling. Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)
Animation technique	1,842 (519)	748 (268)	131 (12)

1. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

2. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

3. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **323** Credit hours: **3**

Course name: **Character Design & Story Concepts**

Course abbreviated schedule name (24 characters maximum): **Char Des & Story Con**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 223 Image And Motion**	**3**	2. **ARTA 224 Principles of Film and Motion Design**	**3**
3. **ARTA 225 Principles Of Animation**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 424 Animation, Film & Motion Design Studio I**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Introduction to developing visual representation of characters, environments, storyboards, and scripts for time-based media. Specific concentration on concept design.

Justification for the proposed new course (enter below):

Animators, filmmakers and motion designers tell stories. Stories have scripts, characters, props, and environments. This course is designed to guide students in the developing their stories, characters and the related content. It is also an area of specialization within time-based media.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Develop compelling, memorable characters
2. Identify compelling, memorable stories
3. Create character visuals in 2D and 3D media
4. Create storyboards for visual storytelling
5. Create props and environments
5. Identify historic and contemporary storyboard artists
6. Identify historic and contemporary storytellers

Topical course outline: (List of topics only. Do not attach syllabus.)

1. 2D and 2D character design
2. Script creation
3. Storyboards
4. Props and environments
5. History of storyboarding
6. History of storytelling

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 323____

Course Name: Character Design & Story Concepts

Catalog Description: Animators, filmmakers and motion designers tell stories. Stories have scripts, characters, props, and environments. This course is designed to guide students in the developing their stories, characters and the related content. It is also an area of specialization within time-based media.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: __James Dildine_

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Reference materials could be strengthened if titles about character design can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("storytelling" OR "scriptwriting"), and ("animation history" OR "animators" OR "animated films").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to character design and story concepts:

Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)

1. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

2. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

3. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **324** Credit hours: **3**

Course name: **2D Animation & Motion Design**

Course abbreviated schedule name (24 characters maximum): **2D Anim & Motion Design**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 223 Image And Motion**	**3**	2. **ARTA 224 Principles of Film and Motion Design**	**3**
3. **ARTA 225 Principles of Animation**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 424 Animation, Film & Motion Design Studio I**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the creation of two-dimensional animation and motion design utilizing multilayered time-based compositions, compositing, special effects, puppet animation, and time manipulation. Additional focus on storytelling, storyboards, pre-production, production, and post-production.

Justification for the proposed new course (enter below):

Animation students bring characters and stories to life through the magic of computer animation. This course focuses on two-dimensional animation and motion design tools and technologies. Students will be provided opportunities to develop advanced skills and experiences. These skills will be applied and are applicable to all animation and motion design styles and mediums.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Exhibit intermediate skills in digital compositing and animation
2. Create and apply special visual effects
3. Synchronize image and audio

4. Develop a storyline
5. Create a finished storyboard
6. Produce a completed 2D animated short project
7. Produce a completed 2D motion design project

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Animation and motion design compositing
2. Storytelling for 2D animation
3. Storyboarding as visual storytelling
4. Visual and audio synchronization
5. Credits and titling
6. Importing files and footage
7. Importing sound and audio files
8. Exporting completed projects

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 324

Course Name: 2D Animation & Motion Design

Catalog Description: Exploration of the creation of two-dimensional animation and motion design utilizing multilayered time-based compositions, compositing, special effects, puppet animation and time manipulation. Additional focus on storytelling, storyboards, pre-production, production, and post-production.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Reference materials could be strengthened if titles about 2D animation and motion design can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("image processing—digital techniques")

("storytelling" OR "scriptwriting"), ("animation history" OR "animators" OR "animated films"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)

Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to animation and motion design: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. Recommendations for additions to the collection:
Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. Library Research Support Statement:
The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. Analysis of library's collection:

☒ **This program requires no new library resources.**
☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **325** Credit hours: **3**

Course name: **3D Digital Modeling**

Course abbreviated schedule name (24 characters maximum): **3D Digital Modeling**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 223 Image and Motion**	**3**	2. **ARTA 224 Principles of Film and Motion Design**	**3**
3. **ARTA 225 Principles of Animation**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 424 Animation, Film & Motion Design Studio I**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the basics of 3D animation. Focus on modeling, texturing, lighting, cameras, animation, and rendering. Emphasis will also be on creative expression in these areas.

Justification for the proposed new course (enter below):

This course is the 3D or CGI component of the B.F.A. 3D objects are standard content for animation and motion design. In 3D Digital Modeling, students learn the basics of 3D animation. The combinations of 2D and 3D objects are virtually unlimited and students must have some skills and experience in this area to be competitive.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Model NURBS and Polygonal objects
2. Texture objects
3. Light objects and environments
4. Manipulate various cameras
5. Animate objects in space
6. Render completed project

Topical course outline: (List of topics only. Do not attach syllabus.)

1. NURBS and Polygon Modeling
2. Texturing and materials
3. Lighting and environments
4. Renderable cameras
5. Keyframing and animation
6. Output and Rendering

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 325

Course Name: 3D Digital Modeling

Catalog Description: Exploration of the basics of 3D animation. Focus on modeling, texturing, lighting, cameras, animation and rendering. Emphasis will also be on creative expression in these areas.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "graphic design" → displayed 4 relevant results:
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
   The Thames & Hudson dictionary of graphic design and designers. London: Thames and Hudson, 2003.
   Visual effects in a digital world. San Francisco: Morgan Kaufmann, 2001.

   Analysis: Reference materials can be strengthened if titles about 3D digital modeling can be identified and acquired.

   b. **Monographic Sources:**
   Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("image processing—digital techniques"), ("animation history" OR "animators" OR "animated films"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Animation styles	17 (3)	1,037 (384)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to 3d digital modeling: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text

articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Animation styles	2,595 (642)	1,309 (463)	711 (61)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   ☒ **This program requires no new library resources.**
   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **326** Credit hours: **3**

Course name: **Digital Filmmaking**

Course abbreviated schedule name (24 characters maximum): **Digital Filmmaking**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 223 Image and Motion**	**3**	2. **ARTA 224 Principles of Film and Motion Design**	**3**
3. **ARTA 225 Principles of Animation**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 424 Animation, Film & Motion Design Studio I**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of advanced motion design techniques. Manipulation of related audio, image, animation, typography, and visual effects. Focus on movement, cutting, shot selection, timing, rhythm, matching action, story arc, typography, choreography, light, and color. Historical progression of editing techniques. Production includes output to various web, mobile or digital devices.

Justification for the proposed new course (enter below):

With the growth of digital technology, including mobile devices, opportunities for the application of sequential images and movement continue to open venues for artistic visual communication. Designers, in order to keep pace with the industry and satisfy the demands of clientele, must be experienced with and skillful in the use of visual effects technologies as visual communication tools. Our program now has dedicated production studio space that will allow us to enhance and increase our digital filmmaking courses.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Contrast and compare examples of static and kinetic motion design
2. Exhibit skillful use of motion design tools, materials and effects
3. Articulate original concepts and compositions applied to motion design projects
4. List major motion design terms

5. Display original professional examples of motion design

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Historical and critical view of the evolution of motion design
2. Application of practical historical techniques with regard to contemporary needs, settings, and outputs
3. Review of accepted best practices for recording and editing of motion design
4. Incorporation of components such as audio and sound files utilized for producing final output
5. Development of original motion design projects

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 326____

Course Name: Digital Filmmaking

Catalog Description: Advanced motion design techniques. Manipulation of related audio, image, animation, typography and visual effects. Focus on movement, cutting, shot selection, timing, rhythm, matching action, story arc, typography, choreography, light, and color. Historical progression of editing techniques. Production includes output to various Web, mobile or digital devices.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: __James Dildine_

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "graphic design" → displayed 4 relevant results:

   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
   The Thames & Hudson dictionary of graphic design and designers. London: Thames and Hudson, 2003.
   Visual effects in a digital world. San Francisco: Morgan Kaufmann, 2001.

   Analysis: Reference materials can be strengthened if titles about digital filmmaking can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("graphic design" AND

"typography"), ("image processing—digital techniques"), ("motion pictures—production and direction" OR "sound in motion pictures") and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Typography	167 (32)	2,070 (489)	102 (70)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Sound in digital filmmaking	23 (5)	1,121 (307)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. **Periodicals (online and print):**
Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to digital filmmaking: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Typography	699 (158)	1,139 (333)	458 (47)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Sound in digital filmmaking	54 (35)	10,814 (3,960)	10,348 (373)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **327** Credit hours: **3**

Course name: **Sound Principles & Production**

Course abbreviated schedule name (24 characters maximum): **Sound Prin & Prod**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 223 Image And Motion**	**3**	2. **ARTA 224 Principles of Film and Motion Design**	**3**
3. **ARTA 225 Principles of Animation**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 424 Animation, Film & Motion Design Studio I**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Examination of techniques and applications of sound as a component of time and time-based media. Technical, historical, aesthetic, conceptual, recording, and editing issues will be explored in depth. Designed to introduce the student to some of the major modes of working with sound through projects that explore the relationship of sound to image.

Justification for the proposed new course (enter below):

Sound and audio are integral parts of animation, film and motion design. Our facilities now include a dedicated sound and audio editing studio and this course will offer students opportunities to develop skills and experiences necessary for quality audio editing, voice-overs and sound effects.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Write and capture voice over dialog
2. Edit audio files
3. Create sound effects
4. Combine multiple audio files
5. Synchronize audio and sound files

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Audio editing technologies
2. Audio and image synchronization
3. Voice-over processes
4. Audio and sound import processes
5. Audio and sound exporting processes
6. Audio and sound copyright issues

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 327____

Course Name: Sound Principles & Production

Catalog Description: Examination of techniques and applications of sound as a component of time and time-based media. Technical, historical, aesthetic, conceptual, recording and editing issues will be explored in depth. Designed to introduce the student to some of the major modes of working with sound with projects that explore the relationship of sound to image.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: __James Dildine_

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("cinematography" OR "motion pictures") displayed 4 relevant results:

   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
   Filmmaker's dictionary. Hollywood, CA: Lone Eagle Pub. Co, 2000.
   The Film encyclopedia: the complete guide to film and the film industry. New York: Collins Reference, 2012.

   Analysis: Reference materials on this topic could be added too, as well as updated.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("image processing—

digital techniques"), ("motion pictures—production and direction" OR "sound in motion pictures") and ("sound recording" AND "technique").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Sound in digital filmmaking	23 (5)	1,121 (307)	9 (6)
Sound recording technique	3 (0)	44 (9)	7 (4)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Cinema Journal (JSTOR, Project Muse)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Sound and Vibration (OMNI File Full Text Select)
Sound Effects (Directory of Open Access Journals)
Soundtrack (Academic Search Complete)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to sound in digital filmmaking and sound recording technique: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Sound in digital filmmaking	54 (35)	10,814 (3,960)	10,348 (373)
Sound recording technique	299 (127)	1,911 (636)	12,010 (669)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **424** Credit hours: **3**

Course name: **Animation, Film & Motion Design Studio I**

Course abbreviated schedule name (24 characters maximum): **AF&MD Studio I**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 323 Character Design & Story Concepts**	**3**	2. **ARTA 324 2D Animation & Motion Design**	**3**
3. **ARTA 325 3D Digital Modeling**	**3**	4. **ARTA 326 Digital Filmmaking**	**3**
5. **ARTA 327 Sound Principles & Production**	**3**	6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTA 425 Animation, Film & Motion Design Studio II**	2. **ARTA 427 Portfolio & Demo Reel**
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of advanced individual projects in animation, film, and motion design. Students are encouraged to focus on advanced individual projects based on perfecting their personal interests and focusing on career goals.

Justification for the proposed new course (enter below):

Advanced animation, film and motion design. Course will focus on individual student concepts and production.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Produce advanced animation, film or motion design projects
2. Develop advanced storytelling and storyboarding
3. Exhibit skills in variety of advanced animation, film and motion design software
4. Exhibit final project during annual AF&MD Festival
5. Enter work in national or international animation festivals

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Advanced project in animation, film and/or motion design
2. Advanced technologies
3. Advanced sound and audio editing
4. Advanced storytelling
5. Advanced storyboard
6. Portfolio and demo reel
7. Career options

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 424

Course Name: Animation, Film & Motion Design Studio I

Catalog Description: Advanced individual projects in animation, film and motion design. Students are encouraged to focus on advanced individual projects based on perfecting their personal interests and focusing on career goals.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Faculty and librarians should review some reference material given the age of the material.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("image processing—digital techniques") ("storytelling" OR "scriptwriting"), ("animation history" OR "animators" OR "animated films"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to animation, film and motion design: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_ ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **425** Credit hours: **3**

Course name: **Animation, Film & Motion Design Studio II**

Course abbreviated schedule name (24 characters maximum): **AF&MD Studio II**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 424 Animation, Film & Motion Design Studio I**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Continuation of ARTA 424. Students submit proposals for individual projects focusing on singular or combined work in animation, film, and motion design. Emphasis is placed on the professional presentation of finished projects.

Justification for the proposed new course (enter below):

Advanced animation, film and motion design. Course will focus on individual student concepts and production.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Produce advanced animation, film or motion design project
2. Create advanced storyboards
3. Exhibit final project during annual AF&MD Festival
4. Enter work in national or international animation festival

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Advanced project in animation, film and/or motion design
2. Advanced technology
3. Advanced sound and audio
4. Advanced storytelling
5. Storyboarding as finished art form
6. Individual and personal production issues

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 425

Course Name: Animation, Film & Motion Design Studio II

Catalog Description: Continuation of ARTA 424. Students submit proposal for individual projects focusing on singular or combined work in animation, film and motion design. Emphasis is placed on the professional presentation of finished projects.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "computer graphics" → displayed 3 relevant results:

   The anime encyclopedia: a guide to Japanese animation since 1917. Berkeley: Stone Bridge Press, 2006.
   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.

   Analysis: Faculty and librarians should review some reference material given the age of the material.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("character design" OR "animation"), ("digital filmmaking" OR "computer graphics"), ("image processing—digital techniques") ("storytelling" OR "scriptwriting"), ("animation history" OR "animators" OR "animated films"), and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Character design	29 (0)	2,332 (781)	76 (34)
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Storytelling and scriptwriting	167 (32)	2,070 (489)	102 (70)
Animation styles	17 (3)	1,037 (384)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to animation, film and motion design: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Character design	433 (233)	11 (5)	206 (27)
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Storytelling and scriptwriting	366 (227)	7,796 (3,007)	12,562 (1,439)
Animation styles	2,595 (642)	1,309 (463)	711 (61)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_ ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **426** Credit hours: **3**

Course name: **Advanced Motion Studio**

Course abbreviated schedule name (24 characters maximum): **Advanced Motion Studio**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2016-17**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Upper division standing and consent of instructor.**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Graphics**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Development of emerging personal direction. Opportunities for unique, experimental, and personal projects working individually or in collaboration with other students. This course may be repeated for a maximum of six credit hours.

Justification for the proposed new course (enter below):

This course is designed to provide space and time for advanced students to propose and complete an individual project based on their personal interests and career goals. It will also provide options for travel, experimental and collaborative work.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Develop a concept for individual or collaborative project
2. Create pre-production, production, and post-production timeline
3. Produce an individual or collaborative high-caliber animation, film or motion design project.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Installation projects
2. Experimental projects
3. Travel projects
4. Individual and collaborative projects

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 16 February 2015

Course Number: ARTA 426

Course Name: Advanced Motion Studio

Catalog Description: Course for the development of emerging personal direction. Opportunities for unique, experimental and personal projects working individually or in collaboration with other students. This course may be repeated for a maximum of six credit hours. Prerequisite: upper division standing and consent of instructor.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Courses

Library Liaison: James Dildine

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("animation" OR "cinematography" OR "graphic design" → displayed 4 relevant results:

   Encyclopedia of movie special effects. Phoenix: Oryx Press, 2000.
   Dictionary of film terms: the aesthetic companion to film art. New York: Peter Lang, 2006.
   The Thames & Hudson dictionary of graphic design and designers. London: Thames and Hudson, 2003.
   Visual effects in a digital world. San Francisco: Morgan Kaufmann, 2001.

   Analysis: Faculty and librarians should review some reference material given the age of the material.

   b. **Monographic Sources:**
   Subject keywords sampled, based on the Topical Course Outline were ("digital filmmaking" OR "computer graphics"), ("graphic design" AND "typography"), ("image processing—digital techniques"), ("motion

pictures—production and direction" OR "sound in motion pictures") and ("animation" OR "animators").

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Digital cinematography	66 (1)	7,348 (2,298)	310 (183)
Typography	167 (32)	2,070 (489)	102 (70)
Digital production techniques	16 (0)	3,554 (1,217)	293 (209)
Sound in digital filmmaking	23 (5)	1,121 (307)	9 (6)
Animation technique	31 (3)	4,830 (1,729)	76 (34)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to motion design: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**Project Muse**	**JSTOR**
Digital cinematography	1,075 (578)	28 (21)	911 (46)
Typography	699 (158)	1,139 (333)	458 (47)
Digital production techniques	3,968 (1,600)	1,196 (437)	17,579 (2,806)
Sound in digital filmmaking	54 (35)	10,814 (3,960)	10,348 (373)
Animation technique	1,842 (519)	748 (268)	131 (12)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTA** Course number: **427** Credit hours: **3**

Course name: **Portfolio and Demo Reel**

Course abbreviated schedule name (24 characters maximum): **Portfolio and Demo Reel**

Contact hours per week: Lecture **1** Lab **4** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTA 424 Animation, Film & Motion Design Studio I**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Animation, Film & Motion Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Preparation of demo reel, résumé, and promotional materials for entry into the professional job market.

Justification for the proposed new course (enter below):

Overview of the fields of animation, film and motion design. Preparation for entry in the professional world and meeting the demands of a diverse and expanding job market in visual storytelling for animation, film and motion design. Focus on individual student goals.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Produce demo reel
2. Prepare professional résumé
3. Create self-promotion package
4. Identify career objectives

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Demo reels
2. Résumés
3. Promotional material
4. Career options

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __16 February 2015____

Course Number: __ARTA 427____

Course Name: Portfolio and Demo Reel

Catalog Description: Preparation of demo reel, résumé and promotional materials for entry into the professional job market.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture, Lab

Library Liaison: __James Dildine_

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("arts" AND "marketing") → displayed 2 relevant results:

   Artists & graphic designers market: how to sell your art and make a living. Cincinnati: North Light Books, 2011
   College majors' handbook with real career paths and payoffs. Indianapolis: JIST Works, 2004.

   Analysis: Reference materials could be strengthened if titles about portfolio and demo reel can be identified and acquired.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("art" AND "portfolio"), ("resumes—employment"), and ("art" AND "marketing").

   The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the

number of recent items (published in the last five years) in parenthesis. Government documents have been **excluded** as most were not relevant.

	CMU Monographs	Prospector (monographs)	E-book
Portfolios/demo reels	5 (0)	200 (69)	2 (2)
Resumes	49 (0)	1,324 (213)	12 (2)
Career options in art and design	25 (4)	388 (80)	1 (1)

Analysis: Current books are sufficient for this course. New material can be purchased from existing funds. It is important to update the collection on a regular and ongoing basis. Assistance from faculty in the selection of library materials is essential and appreciated.

c. Periodicals (online and print):

Animation (Sage Premier Collection)
Animation Magazine (OMNI File Full Text Select)
Animation Studies (Directory of Open Access Journals)
Cinema Journal (JSTOR, Project Muse)
Computer Animation and Virtual Worlds (Wiley Online Library)
Computer Graphics World (Academic Search Complete)
Film & History (Project Muse)
Film Criticism (Academic Search Complete)
Film History (OMNI File Full Text Select)
Film Quarterly (JSTOR)
Journal of Film & Video (Communication & Mass Media Complete)
Millimeter (OMNI File Full Text Select)
Moving Image: The Journal of the Association of Moving Image Archivists (Project Muse)
Quarterly of Film, Radio and Television (JSTOR)
Storytelling: A Critical Journal of Popular Narrative (Literature Online)
Velvet Light Trap (Project Muse)
Wide Angle (Project Muse)

d. Electronic Resources:

Searches were identical to the monograph searches, using three of the Library's databases related to portfolios and career options: Academic Search Complete, Project Muse, and JSTOR. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	Project Muse	JSTOR
Portfolios/demo reels	11 (1)	87 (43)	1,287 (214)
Career options in art and design	1,122 (421)	66 (34)	61 (17)

2. **Recommendations for additions to the collection:**
   Library resources, particularly the electronic databases, provide a good array of materials, especially at the undergraduate level.

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.
4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTG** Course number: **122** Credit hours: **3**

Course name: **Design It!**

Course abbreviated schedule name (24 characters maximum):

Contact hours per week: Lecture **1** Lab Field Studio **4** Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exoloration of design as the foundation of all the visual arts. Approaching design through a broad hands-on tactile experience.

Justification for the proposed new course (enter below):

Design It! was created to get freshman interested in design earlier on in their college career. Through analyzing our major population, we discovered that the students “found” their way to the art department. In response to the information, we put forth a plan to connect with the prospective majors during their first year by implementing Design It!. The course is full of hands-on application of design processes that they will utilize and develop as they grow through the program. The expectation is that the course will impact retention numbers.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Construct a hand-bound sketchbook
2. Demonstrate understanding of image creation and development
3. Demonstrate understanding of the screen printing process applied to collateral

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Sketchbook construction, build/hand-stitch a sketchbook
2. Screen print process
3. Poster design, vector graphic
4. Stop motion, collaboration for movie
5. Bit map image, building through modular architecture
6. Wood block cut, tool linoleum blocks for print
7. Layering, combining hand drawn images with photography
8. Environmental art, external application of materials

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Marco Hall** Date: **1/25/2015**
Email: emhall@coloradomesa.edu Phone: 970.248.1456

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/27/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __February 21, 2015____

Course Number: ___ARTG 122 ___

Course Name: **Design It!**

Catalog Description: Design as the foundation of all the visual arts. Approaching design through a broad hands-on tactile experience.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Course

Library Liaison: __Jim Dildine__ ____

1. **Current Collection Review**

   a. **Reference Sources:**

   Two relevant items were retrieved with the subject of [Graphic Design]:

   - *Artist's & graphic designers market: how to sell your art and make a living*, 2011
   - *The Thames & Hudson dictionary of graphic design and designers*, 2003

   Analysis: An updated encyclopedia on graphic design would be an important addition to the collection.

   b. **Monographic Sources:**

   Searches were conducted on [subject = "Graphic Arts"], ["poster design"], ["wood block" AND "printing"], and ["stop motion" AND "design"]

   The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-resources (ebooks and online videos) on that topic, followed by the number of recent items (published in the last five years) in parenthesis.

Government Documents are not included.

	CMU Monographs	Prospector (monographs)	E-resources
Graphic Arts	132 (23)	2180 (539)	87 (72)
poster design	3 (0)	41 (11)	1 (0)
wood block	4 (0)	35 (9)	2 (1)
stop motion	2 (1)	20 (9)	0 (0)

Analysis: Although the general graphic arts collection is solid, resources are needed for some of the specific topics being taught in the course. Prospector ILL is a good source of more specific and technical resources and students should be made aware of that service.

c. Periodicals (online and print):

American illustration (Print) (some volumes)
Design Issues (Online) (1997-12 month embargo)
Eye : the international review of graphic design (Online) 2008-current
Graphis annual (Print) (some volumes)
How (Print) 2001-current
Print (Print) 1975-current

Analysis: The periodical collection meets the needs of the course, although newer periodical titles such as *CMYK* or *Computer Arts Projects* could be added.

d. Electronic Resources:

The searches used for monographs were repeated for electronic resources in **Ebsco Discovery Service** (a discovery service covering multiple library databases and resources) and **Academic Search Complete**. Results indicate the number full text articles with the number of recent articles (less than five years old) in parenthesis.

	EDS	**Academic Search**
Graphic Arts	65k+ (19k+)	2563 (521)
poster design	505 (247)	32 (10)
wood block	332 (133)	93 (42)
stop motion	182 (96)	6 (1)

Analysis: Searches show that there is good support for the class in electronic resources. Continued growth in the program may justify purchase of the **Art Source** database from Ebsco.

2. **Recommendations for additions to the collection:**
   Additional print materials should be purchased for the course, including reference materials based on the need of the instructor.

   Suggestions include:
   - *GRAPHIC DESIGN: THE 50 MOST INFLUENTIAL GRAPHIC DESIGNERS IN THE WORLD.* 2005. $15
   - *LITTLE KNOW-IT-ALL: COMMON SENSE FOR DESIGNERS.* 2011. $48
   - *COLOR INDEX*. 2010. $30
   - *THAMES & HUDSON DICTIONARY OF GRAPHIC DESIGN AND DESIGNERS.* 2012. $22
   - *DESIGNER'S GRAPHIC STEW: VISUAL INGREDIENTS, TECHNIQUES, AND LAYOUT RECIPES FOR GRAPHIC DESIGNERS.* 2010. $40

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTG** Course number: **222** Credit hours: **3**

Course name: **Illustration I**

Course abbreviated schedule name (24 characters maximum):

Contact hours per week: Lecture **1** Lab Field Studio **4** Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTG 215 Graphic Design I**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTG 221 Graphic Design II**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.	**Minor**	**Graphic Design**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTG 333 Illustration II**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Approaches to traditional and contemporary illustration. Materials will be introduced and developed for practical use.

Justification for the proposed new course (enter below):

With the Animation and Motion Graphics program planning to separate from Graphic Design-Visual Design, the addition of ARTG 222 Illustration I and ARTG 333 Illustration II will fill a large void. The Visual Design concentration is constantly evolving in tandem with the graphic design industry, and for several years more instruction in illustration has been requested by the Graphic Design majors. From the perspective of the industry, our students need to be more adept in production methods. The addition of these two courses will better prepare them for the contemporary, competitive and creative market. These classes not only will expand student knowledge of materials and methods, but also will raise the quality of student output through contact time alone. ARTG 222 is an addition to an already robust Graphic Design program and will help attract and recruit students to the program.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Demonstrate basic use of traditional illustration materials
2. Demonstrate understanding of workflow
3. Identify trends within the graphic design industry
4. Combine illustration methods
5. Utilize illustration as a communication tool

Topical course outline: (List of topics only. Do not attach syllabus.)

A. History
1. Industry leaders, benchmarks of the illustration trade
2. Evolution of materials, technological advancements
3. Sketchbook, practical application

B. method
1. Copic vs. prismacolor, proper application with a variety of papers
2. Gouache, creating depth using layers
3. Dip pen & ink, contour and implied line
4. Watercolor, proper use of brush and paper
5. Graphite, use of hardness and line variation
6. Sharpie, large scale application
7. Collage, unconventional material usage

C. execution
1. Composition, basic design principals
2. Variation and multiple iterations
3. Experimentation with materials, exploring communicative qualities

D. revisions
1. Critiques, application of critical responses
2. Time management, efficient reproduction
3. Progress, documentation thereof

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Marco Hall** Date: **1/25/2015**
Email: emhall@coloradomesa.edu Phone: 970.248.1456

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/27/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 20, 2015

Course Number: ARTG 222

Course Name: Illustration I

Catalog Description: Approaches to traditional and contemporary illustration. Materials will be introduced and developed for practical use

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture, Studio (Hybrid)

Prepared By: James Dildine and Ali Gomez

1. **Current Collection Review**

   a. **Reference Sources:**
   - *The Grove encyclopedia of materials and techniques in art* (2008)
   - *Artist's & graphic designers market: how to sell your art and make a living* (2011)
   - *The Thames & Hudson dictionary of graphic design and designers* (2003)

   b. **Monographic Sources:**

   The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. The charts below are a representative sampling of the materials available. Subjects and keywords were chosen based on the course description, SLOs, and topic outline. The e-books are mostly either from our Springerlink subscription or from the Demand Driven Acquisition e-book project we participate in through the Alliance.

   The following table represents only items currently owned by CMU and separates these items based on format (print or e-book) and currency (pre-2000 and post 2000). Additional items may be available through the Prospector or Mobius consortiums.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	e-Books pre-2000
Commercial art (subject search)	67	46	6	1
Graphic arts -- Technique. (subject search)	6	13	2	0
"Illustration" (keyword search)	5	15	1	0
Illustration methods (keyword search; limited to N-Fine Arts call number area)	4	1	5	0
Illustration (NC960 call number area)	9	30	0	0
TOTALS:	91	105	14	1

The following table represents the materials available through Prospector for the searched performed above (Print only).

Topic	2000-Current	Pre-2000
Commercial art (subject search)	372	269
Graphic arts -- Technique. (subject search)	79	106
Illustration methods (keyword search)	156	220
Illustration (NC960 call number area)	32	98
TOTALS:	639	693

Analysis These searches indicate that, while the collection shows strength in commercial art in general, it is weak in the more specific areas relating to illustration. Additionally, these resources may be too dated to provide students with much practical and career-oriented information.

c. **Periodicals (online and print):**
Articles on visual design and its associated topics are found in subject area journals for art, design, illustration, and graphic arts/design. The best access to articles is found by doing keyword or subject searches in the indexes listed below. Most of the journals are available online but some have publisher embargos of 6, 12 and 18 months on the full text. Those not available online or in the Library print collection may be obtained

through Interlibrary Loan. Average fill time for an ILL request is 11 hours.

The following table represents a sampling of keyword and subject searches for some of the topics to be covered in the course.

Database/Index Search for…	Total results	Full text	Full text from scholarly journals
illustration trade AND history			
Discovery Service	**1,619**	**1,199**	**255**
Project MUSE	**3,653**	**3,185**	**3,185**
illustration techniques			
Project MUSE	**3,546**	**3,047**	**2,692**
Discovery Service	**176**	**85**	**11**
OmniFile Full Text Select	**58**	**57**	**18**
Academic Search Complete	**382**	**226**	**178**
watercolor method			
Discovery Service	**771**	**310**	**53**

Journal titles found in the above searches include:

- *American Art Journal* (JSTOR, 1969-2003)
- *American Journal of Art Therapy* (Academic Search Complete, 1990-2002)
- *Applied Arts* (OMNI File Full Text Select; 5/2003-current)
- *Art Bulletin* (Academic Search Complete 1975-current; OMNI File Full Text Select 1995-current)
- *Art History* (Academic Search Complete 1981-current; 12 month embargo)
- *Art Journal* (Academic Search Complete 1974-current; OMNI File Full Text Select 1995-current)
- *Communication Arts* (Print 1968-current)
- *Design Issues* (Academic Search Complete, 1997-current—12 month embargo)
- *Illustration* (OMNI File Full Text Select 2011-current)
- *Watercolor* (OMNI File Full Text Select 2006-2012)

d. Electronic Resources:

<u>Databases with full-text and/or indexed journal articles:</u>

- JSTOR (*American Art Journal)*
- Academic Search Complete (*American Journal of Art Therapy; Art Bulletin; Art History; Art Journal; Design Issues)*
- OMNI File Full Text Select (*Watercolor; Illustration; Art Journal; Applied Arts)*

2. **Recommendations for additions to the collection:**
   The collection provides an adequate historical perspective on commercial art in general and illustration in particular. However, most of the titles relating to illustration were published prior to 2000. Therefore, new and updated titles will need to be purchased to support the more contemporary aspects of the course.
   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
      - Suggested titles include: *People of Print: Innovative, Independent, Design and Illustration*; *American Illustration 23*
   b. Request one-time money to purchase 10-15 titles for this course.
   c. Review pre-2000 materials for continued relevance. Identify titles that should be kept – core, historical, and still current titles – and those that need to be updated or withdrawn.
   d. Additional new materials will be purchased from the existing budget line for Graphic Arts.
3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   ☒ **This program requires no new library resources.**
   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael ____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTG** Course number: **333** Credit hours: **3**

Course name: **Illustration II**

Course abbreviated schedule name (24 characters maximum):

Contact hours per week: Lecture **1** Lab Field Studio **4** Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTG 221 Graphic Design I**	**3**	2. **ARTG 222 Illustration I**	**3**
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☐

1. **ARTG 337 Illustration and Storyboard**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Illustration techniques in context of contemporary materials and methods. Advanced use of materials.

Justification for the proposed new course (enter below):

With the Animation and Motion Graphics program separating from Graphic Design-Visual Design, the addition of ARTG 222 Illustration I and ARTG 333 Illustration II will fill a large void. The Visual Design program is constantly evolving in tandem with the Graphic Design industry, and for several years more instruction in illustration has been requested by the Graphic Design majors. From the perspective of the industry, our students need to be more adept in production methods. The addition of these two courses will better prepare them for the contemporary, competitive and creative market. These classes not only will expand student knowledge of materials and methods, but also will raise the quality of student output through contact time alone. ARTG 333 is an addition to an already robust Graphic Design program and will help attract and recruit students to the program.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Demonstrate advanced use of materials
2. Utilize advanced illustration methods to communicate
3. Identify proper materials for response
4. Combine typography with illustration
5. Demonstrate advanced workflow practices

Topical course outline: (List of topics only. Do not attach syllabus.)

A. Design Brief
    a. Interpret and create outline for clients
    b. Estimate and allocate for time and materials
B. Concept Development
    a. Sketch thumbnails
    b. Concept approval
C. Illustration
    a. Rough creation
    b. Development
    c. Finalize Artwork
D. Deliverable
    a. Deliver usable collateral
    b. Client handling

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Marco Hall** Date: **1/25/2015**
Email: emhall@coloradomesa.edu Phone: 970.248.1456

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/27/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __February 23, 2015____

Course Number: __ARTG 333 _ ___

Course Name: **Illustration II**

Catalog Description: Approaches to traditional and contemporary illustration. Materials will be introduced and developed for practical use.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture, Studio (Hybrid)

Prepared by: _James Dildine and Ali Gomez___ ____

1. **Current Collection Review**

   a. **Reference Sources:**
      - *The Grove encyclopedia of materials and techniques in art* (2008)
      - *Artist's & graphic designers market: how to sell your art and make a living* (2011)
      - *The Thames & Hudson dictionary of graphic design and designers* (2003)

   b. **Monographic Sources:**

      The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. The charts below are a representative sampling of the materials available. Subjects and keywords were chosen based on the course description, SLOs, and topic outline. The e-books are mostly either from our Springerlink subscription or from the Demand Driven Acquisition e-book project we participate in through the Alliance.

      The following table represents only items currently owned by CMU and separates these items based on format (print or e-book) and currency (pre-

2000 and post 2000). Additional items may be available through the Prospector or Mobius consortiums.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	e-Books pre-2000
Commercial art (subject search)	67	46	6	1
Graphic arts -- Technique. (subject search)	6	13	2	0
"Illustration" (keyword search)	5	15	1	0
Typography AND Illustration (keyword search)	6	0	0	0
Illustration (NC960 call number area)	9	30	0	0
TOTALS:	93	104	9	1

The following table represents the materials available through Prospector for the searched performed above (Print only).

Topic	2000-Current	Pre-2000
Commercial art (subject search)	372	269
Graphic arts -- Technique. (subject search)	79	106
Typography AND Illustration (keyword search)	25	27
Illustration (NC960 call number area)	32	98
TOTALS:	508	500

Analysis: These searches indicate that, while the collection shows strength in commercial art in general, it is weak in the more specific areas relating to illustration. Additionally, these resources may be too dated to provide students with much practical and career-oriented information.

c. Periodicals (online and print):

Articles on visual design and its associated topics are found in subject area journals for art, design, illustration, and graphic arts/design. The best access to articles is found by doing keyword or subject searches in the indexes listed below. Most of the journals are available online but some have publisher embargos of 6, 12 and 18 months on the full text. Those

not available online or in the Library print collection may be obtained through Interlibrary Loan. Average fill time for an ILL request is 11 hours.

The following table represents a sampling of keyword and subject searches for some of the topics to be covered in the course.

Database/Index Search for…	**Total results**	**Full text**	**Full text from scholarly journals**
illustration AND Typography			
Discovery Service	**1,183**	**707**	**109**
OmniFile Select	**86**	**82**	**12**
Project MUSE	**380**	**269**	**225**
JSTOR	**3,451**	**1,626**	**1,626**
"design brief"			
Discovery Service	**1,278**	**829**	**186**
graphic art AND concept development			
Discovery Service	**718**	**469**	**126**

Journal titles found in the above searches include:

- *Applied Arts* (OMNI File Full Text Select; 5/2003-current)
- *Art Journal* (Academic Search Complete 1974-current; OMNI File Full Text Select 1995-current)
- *Design Issues* (Academic Search Complete, 03/1997-current—12 month embargo; JSTOR 04/1984-10/2009; OMNI File Full Text Select, 3/1998-6/2003—12 month embargo)
- *Illustration* (OMNI File Full Text Select 2011-current)
- *Metropolitan Museum of Art Bulletin* (JSTOR 1905-10/2011; Print)
- *Oxford Art Journal* (JSTOR Arts and Science Collection, 1978-2007)
- *The Journal of Decorative and Propaganda Arts* (JSTOR 04/1986-2005)
- *Visible Language* (OMNI File Full Text Select 2011-current)

d. Electronic Resources:

- JSTOR (*American Art Journal; Metropolitan Museum of Art Bulletin)*

- Academic Search Complete (*Art Bulletin; Art History; Art Journal; Design Issues; Oxford Art Journal; The Journal of Decorative and Propaganda Arts)*
- OMNI File Full Text Select (*Watercolor; Illustration; Art Journal; Applied Arts; Design Issues; Visible Language)*

2. **Recommendations for additions to the collection:**
   The collection provides an adequate historical perspective on commercial art in general and illustration in particular. However, most of the titles relating to illustration were published prior to 2000. Therefore, new and updated titles will need to be purchased to support the more contemporary aspects of the course. Please see the assessment form for Illustration I (ARTG 222). *The recommended additions for that course will be adequate to support this course.*

3. **Library Research Support Statement:**
   The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

   If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTG** Course number: **401** Credit hours: **3**

Course name: **Digital Painting**

Course abbreviated schedule name (24 characters maximum):

Contact hours per week: Lecture **1** Lab Field Studio **4** Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ARTG 301 Computer Illustration**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Introduction to the language of digital painting. Fundamental skills of proportion, perspective, and color mixing.Translating light and color into a digital space. Perceptual problem solving in the practical application of digital painting.

Justification for the proposed new course (enter below):

ARTG 401 Digital Painting is a result of design technology that has gone from niche to mainstream. At the same time as Colorado Mesa's design program expands its illustration focus, the design industry has expectations of graduating students who can efficiently produce work by using the digital painting medium. The design software married with the drawing hardware has created an incredible space from which illustrations can be created. It is the intention of this course to prepare students to produce professional illustrations that can be print- or web-ready. ARTG 401 is applicable in design professions from character development to editorial illustration. This course is essential to the development of the illustration curriculum as it ties together hand-done illustration with digital application.

Student learning outcomes:

Upon completion of this course, a student should be able to:

1. Re-establish foundational drawing techniques in a digital space
2. Develop competence in digital color mixing
3. Experiment with various drawing techniques to achieve observational interpretation
4. Create a fictional environment using digital techniques
5. Demonstrate competence in using contemporary tools to create paintings digitally

Topical course outline: (List of topics only. Do not attach syllabus.)

A. Fundamental tools
   1. Tablet, *intro to basic tablet features and functions*
   2. Brushes, *brush types and creating custom brushes in Photoshop*
   3. Blending & gradation, *color mixing and gradation essentials*
   4. Line, *line weight, strength, consistency and heaviness*
   5. Color theory, *choosing a color palette to convey mood*

B. Drawing theory
   1. Gesture, *conveying movement*
   2. Block-in, *defining basic shapes*
   3. Drawing from a still life, *depicting objects in relation to each other*
   4. Drawing from reference, *using reference photos in drawing*
   5. Constructive form, *deconstructing the form into basic shapes*
   6. Elaboration, *embellish details to enhance the composition*

C. Painting
   1. Underpainting, *map out basic structures of the composition*
   2. Contour refinement, *refine the final composition*
   3. Basic value structures, *fill in the underlying values and color of final painting*

D. Detail
   1. Texture, *using Photoshop textures to create realistic detail*
   2. Highlights, *spectral highlights to define surface texture*
   3. Surface detail, *creating realistic details by embellishing surfaces*

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Marco Hall** Date: **1/25/2015**
Email: emhall@coloradomesa.edu Phone: 970.248.1456

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **1/27/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: __February 21, 2015____

Course Number: ___ARTG 401 ___

Course Name: **Digital Painting**

Catalog Description: Introduction to the language of digital painting. Fundamental skills of proportion, perspective and color mixing.Translating light and color into a digital space. Perceptual problem solving in the practical application of digital painting.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid Course

Library Liaison: __Jim Dildine_____

1. **Current Collection Review**

   a. **Reference Sources:**

   No reference books on the topic were found.

   Analysis: Reference books on related topics such as "painting" or "graphic arts" may be appropriate for the course.

   b. **Monographic Sources:**

   Searches were conducted on [subject = "Computer art -- Technique"], ["digital painting"], and ["painting" AND "photoshop"].

   The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-resources (ebooks and online videos) on that topic, followed by the number of recent items (published in the last five years) in parenthesis.

   Government Documents are not included.

	CMU Monographs	Prospector (monographs)	E-resources
Comp. art–tech	2 (1)	84 (30)	0 (0)
Digital painting	0 (0)	812 (333)	0 (0)
photoshop	0 (0)	125 (80)	4 (2)

Analysis: Monographs on this topic are badly needed. While Prospector ILL can provide many materials, many new resources are needed for the library to provide any support to this class.

c. Periodicals (online and print):

None

Analysis: Subscriptions to publications such as *Computer Arts*, *Photoshop User*, *Photoshop Creative*, and *Digital Artist* should be considered essential as none of these are available in CMU's electronic collection.

d. Electronic Resources:

The searches used for monographs were repeated for electronic resources in **Ebsco Discovery Service** (a discovery service covering multiple library databases and resources) and **Academic Search Complete**. Results indicate the number full text articles with the number of recent articles (less than five years old) in parenthesis.

	EDS	**Academic Search**
Comp. art–tech	601 (440)	164 (34)
Digital painting	190 (88)	25 (10)
photoshop	342 (131)	36 (6)

Analysis: Searches show that there is good support for the class in electronic resources. Continued growth in the program may justify purchase of the **Art Source** database from Ebsco.

2. Recommendations for additions to the collection:
Additional print materials must be purchased for the course.

Suggestions include:

1. Add subscriptions to as *Computer Arts*, *Photoshop User*, *Photoshop Creative*, and *Digital Artist* based on course and instructor need.

2. Purchase multiple books such as these:
   - *D'ARTISTE DIGITAL PAINTING 2: DIGITAL ARTISTS MASTERCLASS.* 2008. $75

- *DIGITAL PAINTING TECHNIQUES.* 2009. E-book. $156
- *DIGITAL PAINTING TRICKS & TECHNIQUES: 100 WAYS TO IMPROVE YOUR CG ART*. 2011. $25
- *DIGITAL PAINTING, 26 BEGINNER TRICKS AND TECHNIQUES.* 2011 E-book. $7
- *DIGITAL PAINTING FOR THE COMPLETE BEGINNER: INCLUDES TECHNIQUES USING COREL PAINTER AND ADOBE PHOTOSHOP*. 2012. $25
- *DESIGNER'S GRAPHIC STEW: VISUAL INGREDIENTS, TECHNIQUES, AND LAYOUT RECIPES FOR GRAPHIC DESIGNERS*. 2010 $40
- *DIGITAL PAINTING IN PHOTOSHOP*. 2009. E-book. $120
- *DIGITAL PAINTING FUNDAMENTALS.* 2011. $40

3. Monitor new titles on the subject for addition to the collection.

3. Library Research Support Statement:

The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. Analysis of library's collection:

☒ **This program requires no new library resources.**

☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___

☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Art**
If new department, please enter name:

Course prefix: **ARTS** Course number: **110** Credit hours: **3**

Course name: **Digital Photography**

Course abbreviated schedule name (24 characters maximum): **Digital Photography**

Contact hours per week: Lecture **1** Lab Field Studio **4** Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Hybrid Courses

Academic engagement minutes for a term: 3750 Student preparation minutes for a term: 3000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Art - K-12 Education Concentration**
2.	**BFA**	**Animation, Film and Motion Design**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of digital photography through technical and creative skill development. Use of the digital single lens reflex camera.

Justification for the proposed new course (enter below):

The Art Department has received a number of requests over the years for a photography course. In both Fall 2014 and Spring 2015 we have offered a Topics course in Digital Photography. It has been extremely well received and we would like to continue offering this media to students. The course fills a need that has been lacking for quite a while and the department feels that it will be an appropriate expansion to our studio art area.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Demonstrate understanding of the capabilities of a Digital Single Lens Reflex Camera
2. Use aperture to creatively control depth of field
3. Use shutter speed creatively to control blur and freeze
4. Compose an interesting and well-designed image
5. Process images in Photoshop to the point of being able to print successfully
6. Demonstrate organized file management

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Mastery of the different capabilities of the Digital Single Lens Reflex Camera
2. Understanding the relationship between shutter speed and aperture when working with the light that enters the camera
3. Understanding photographic principles
4. Use of design in composition of photograph
5. Introduction to Adobe Lightroom, Bridge, and Photoshop
6. Introduction to history of photography as a medium

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Suzie Garner discussed this course addition with Valerie Dobbs on Monday, February 2, as ARTS 110 will be a required course in the BFA in Art – K-12 Education degree. Dobbs was amenable to the addition of ARTS 110 and its inclusion in the K-12 Art Education curriculum.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Teresa S. Garner** Date: **1/27/2015**
Email: sgarner@coloradomesa.edu Phone: 970-248-1444

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: _January 30, 2015_____

Course Number: __ARTS 110_ ___

Course Name: Digital Photography

Catalog Description: Exploration of digital photography through technical and creative skill development. Use of the digital single lens reflex camera.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Hybrid

Library Liaison: _ James Dildine ___ ____

1. **Current Collection Review**

   a. **Reference Sources:**

   Searches for ["photography"] resulted in 1 result:

   Contemporary photographers (1982)

   Analysis: Reference materials on this topic need to be strengthened. Suggestions are given in the recommendation section.

   b. **Monographic Sources:**

   Searches were conducted for ["Digial Photography"], ["Photography Digital techniques" as a subject], and ["Photography" as a subject].

   The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent items (published in the last five years) in parenthesis.

	CMU Monographs	Prospector (monographs)	E-book
Digital photography	15 (0)	891 (405)	2 (2)
Subject search	15 (0)	3076 (1589)	56 (33)
General photography	374 (16)	27,389 (5464)	216 (122)

Analysis: There is a serious deficiency in recent books on both digital photography and the general topic of photography in the CMU collection. Prospector can provide some material through Interlibrary loan, but should not be the main source of books on this topic.

c. Periodicals (online and print):

Afterimage Online 1996- current
Aperture Online 2011-current
Blackflash Online 2010-current
Communication arts Print 1968-current
European Photography Online 2011-current
Industrial photography Print 1983-94
Journal of visualization and computer animation Online 1990-2003
Modern photography Print 1969-89
National geographic Print and Online 1959-current
Photography year Print 1974-81
Photoworks Online 2003-current
Popular photography Print 1962-2002
Popular photography & imaging Print 2003-08
RPS journal Online 2000-03

Analysis: There is a lack of print and online subscriptions to current periodicals such as *Digital Photo*, *Outdoor Photographer*, or *Popular Photography*.

d. Electronic Resources:

Searches were run on [“digital photography”], [“depth of field” AND “photography”], and [“shutter speed” and “blur”] in **Ebsco Discovery Service** (a discovery service covering multiple library databases and resources) and **Academic Search Complete**. Results indicate the number full text articles with the number of recent articles (less than five years old) in parenthesis.

	EDS	**Academic Search**
Digital photo.	18k+ (4666)	4745 (1144)
Depth of field	923 (410)	305 (103)
Shutter speed	92 (12)	12 (2)

Analysis: although many results were found on the general topic of digital photography, the limited results seen on the more technical aspects indicate that the library should identify other resources (print or electronic) to supplement the existing collection.

2. **Recommendations for additions to the collection:**
With the deficiencies in the print collection, faculty and library staff should work closely to improve holdings in this area, even if students are not being asked to perform research in this class.

A subscription to one of the current general photography magazines (*Digital Photo*, *Outdoor Photographer*, or *Popular Photography*) is essential.

If research is required the following material should be strongly considered:

- *ENCYCLOPEDIA OF TWENTIETH-CENTURY PHOTOGRAPHY; ED.BY LYNNE WARREN*. eBook 2006 $718
- *LOOKING AT PHOTOGRAPHS: A GUIDE TO TECHNICAL TERMS. BALDWIN, GORDON* Paper 2009 $19.95
- *OXFORD COMPANION TO THE PHOTOGRAPH* eBook 2005 Available in Oxford Reference Online

3. **Library Research Support Statement:**
The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
☒ **This program requires no new library resources.**
☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTE	
Course Number This can NOT be modified.	101	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Two-Dimensional Design	
Short title for schedule (max 24 char.)	2D Design	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **2** Lab: Field: Studio: **2** Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3000	
Student preparation minutes for a term	3750	
Prerequisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	Fine Arts	
Catalog Description	The principles of form and function in two-dimensional design with emphasis on color theory and use. Two hours of lecture and two hours of studio per week.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Art - Studio Art concentration**
2.	**BFA**	**Art - Art History concentration**
3.	**BFA**	**Art - K-12 Teaching concentration**
4.	**BFA**	**Graphic Design - Visual Design concentration**
5.	**BFA**	**Animation, Film & Motion Design**
6.	**Minor**	**Art**
7.	**Minor**	**Graphic Design**
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

BFA in Animation, Film & Motion Design is a new program. ARTE 101 is one of the prerequisite foundation courses.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Describe the formal elements and principles of design
2. Define personal aesthetic awareness
3. Exhibit conceptual and technical skills
4. Identify personal creativity
5. Define visual art vocabulary
6. Discuss and analyze visual art creative concepts
7. Recall the many professions within Fine Art and Applied Design
8. Describe influences in form and meaning found in historic and contemporary art

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

1. The Creative Impulse
2. Line
3. Shape
4. Value
5. Color
6. Texture
7. Space
8. Time & Motion
9. Unity & Variety
10. Emphasis & Focal Point
11. Balance & Rhythm
12. Scale & Proportion

Topical course outline, proposed:

No changes.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**
Email: **cquinn-h@coloradomesa.edu** Phone: **x1145**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTE	
Course Number This can NOT be modified.	102	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Three-Dimensional Design	
Short title for schedule (max 24 char.)	3D Design	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **2** Lab: Field: Studio: **2** Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3000	
Student preparation minutes for a term	3750	
Prerequisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	Fine Arts	
Catalog Description	The principles of form and function in three-dimensional design with emphasis on color theory and use. Two hours of lecture and two hours of studio per week.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Art - Studio Art concentration**
2.	**BFA**	**Art - Art History concentration**
3.	**BFA**	**Art - K-12 Teaching concentration**
4.	**BFA**	**Graphic Design - Visual Design concentration**
5.	**BFA**	**Animation, Film & Motion Design**
6.	**Minor**	**Art**
7.	**Minor**	**Graphic Design**
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

BFA in Animation, Film & Motion Design is a new program. ARTE 102 is one of the prerequisite foundation courses.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Develop a working vocabulary of basic terms and processes associated with 3-dimensional design and maquette building
2. Discuss inherent qualities of several medias associated with model construction techniques
3. Incorporate basic design principals and express personal aesthetic through basic geometric and organic sculpture
4. Exhibit a basic knowledge of vocabulary associated with design as it applies to 3-D objects
5. Identify technical, conceptual, and aesthetic concepts associated with 3-D objects and object construction
6. Document personal hands-on process through written explanation and photography geared towards personal artistic development in art

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

• Specific techniques for creative problem solving; methods to increase visual creativity and alter perceptual frameworks.
• The ways in which visual artifacts elicit intellectual and emotional responses.
• How context, scale, or materials create or change meaning; what visual artifacts “mean” on multiple levels.
• Similarities and differences between sculpture, functional design, site specific works, installation, and architecture
• Kinetics and time as related to our awareness of space and 3-D works
• How to identify or target visual audiences; Thinking as the viewer as well as the author.
• The use/abuse of symbols, stereotypes, cliché, kitsch, propaganda.
• Introduction to the woodshop, and woodworking and other diverse materials; including other materials that allow students to explore, additive, subtractive and hybrid processes.
• Elements and principles of 3-D design: Line and plane in space, degrees of dimensionality, implied line, shape, shape dynamics
• Volume, mass, space, contact with the ground plane
• Materials, form & function, construction methods, effects of lighting (internal and external)
• Composition, compositional dynamics, coherency theory, scale and proportion, unity/variety, gestalt, principles of organization, positive/negative shape, balance, symmetries, focal point, pattern, repetition
• Modular, multiple, or grid structures

Topical course outline, proposed:

No Changes

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library’s Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**
Email: **cquinn-h@coloradomesa.edu** Phone: **x1145**

REVIEWED BY DEPARTMENT’S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTG	
Course Number This can NOT be modified.	215	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Graphic Design I	
Short title for schedule (max 24 char.)	Graphic Design I	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: **4** Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3750	
Student preparation minutes for a term	3000	
Prerequisites	Course Cr Hr 1. ARTE 101 2D Design 3 2. ARTE 102 3D Design 3 3. ARTS 151 Foundation Drawing I 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒

Co-requisites	Course Cr Hr 1. ARTG 221 Graphic Design II 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here:☒
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Basic use and operation of graphics computer, exclusively Macintosh, with focus on terminology, hardware, peripheral devices, system management, and software (systems and applications). Including establishment of operation files, job information files, information capture and placement, and maintenance.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.	**Minor**	**Graphic Design**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

With the growth of Illustration and Typography within the Visual Design Program, it has become necessary to remove ARTG 215 Graphic Design I as co-requisite with ARTG 221 Graphic Design II, and instead move ARTG 215 forward into the group of courses taken freshman year. With ARTG 122 Design It! and ARTG 215 Graphic Design I now available during the freshman year, incoming students will be better prepared for the newly expanded Visual Design program. Providing students with basic design principals in their freshman year will allow them to develop a more complete foundation throughout their career in Visual Design.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Recognize the formal elements and principles of design
2. Provide an understanding of the fundamentals of graphic design
3. Learn to develop conceptual and technical skills
4. Develop visual vernacular by learning to critique and defend work
5. Prepare for more advanced work in future courses

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No Change

Topical course outline, current: (List of topics only. Do not attach syllabus.)

A. Tools
   1. Introduction to Adobe Design software
   2. Introduction to Apple software
B. Visual Fundamentals
   1. Design Thinking
   2. Basic Elements of design
C. Concept
   1. Thumbnails
   2. Concept Development
D. Final Output
   1. Digital
   2. Print

Topical course outline, proposed:

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Hall** Date: **2/1/2015**
Email: **emhall@coloradomesa.edu** Phone: **(970) 248-1456**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTG	
Course Number This can NOT be modified.	221	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Graphic Design II	
Short title for schedule (max 24 char.)	Graphic Design II	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: **4** Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3750	
Student preparation minutes for a term	3000	
Prerequisites	Course / Cr Hr 1. ARTE 101 2D Design 3 2. ARTE 102 3D Design 3 3. ARTS 151 Foundation Drawing I 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. ARTE 101 2D Design 3 2. ARTE 102 3D Design 3 3. ARTG 215 Graphic Design I 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. ARTG 215 Graphic Design I 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. ARTG 222 Illustration I 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here:☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Principles of design and layout techniques, including thumbnail, rough, and comprehensive layouts: work planning and preparation of artwork with focus on computer and hand generated images.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.	**BFA**	**Minor**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

As the Graphic Design program develops its new curriculum, it is more crucial than ever to get freshmen involved in the design process. We have replaced ARTG 221's previous co-requisite of ARTG 215 with a new course, ARTG 222 Illustration I. Separating ARTG 215 from ARTG 221 allows us to move ARTG 215 forward in the program, allowing freshman to take the course. This change gives students much-needed design experience early on in the program, better preparing them for the rigorous upper division coursework.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Recognize the formal elements and principles of design
2. Provide an understanding of the fundamentals of graphic design
3. Learn to develop conceptual and technical skills
4. Develop visual vernacular by learning to critique and defend work
5. Prepare for more advanced work in future courses

Student Learning Outcomes, proposed:

Upon completion of this course, a student should be able to:

No Change

Topical course outline, current: (List of topics only. Do not attach syllabus.)

A. Tools
   1. Adobe Design software
   2. Apple software
B. Fundamentals
   1. Design process
   2. Elements of design
C. Concept
   1. Thumbnails
   2. Execution
D. Presentation
   1. Digital
   2. Print
   3. Professional Practice

Topical course outline, proposed:

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Hall** Date: **2/1/2015**
Email: **emhall@coloradomesa.edu** Phone: **(970) 248-1456**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTG	
Course Number This can NOT be modified.	301	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Computer Illustration	
Short title for schedule (max 24 char.)	Computer Illustration	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: Field: Studio: **4** Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3750	
Student preparation minutes for a term	3000	
Prerequisites	Course / Cr Hr 1. ARTG 215 Graphic Design I 3 2. ARTG 221 Graphic Design II 3 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. ARTG 215 Graphic Design I 3 2. ARTG 221 Graphic Design II 3 3. ARTG 222 Illustration I 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Advanced creation of digital imagery focusing on visual content and composition in print and multi-media applications.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.	**Minor**	**Graphic Design**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

With the addition of ARTG 222 Illustration I as a co-requisite to ARTG 221 Graphic Design II, illustration is introduced earlier in the Visual Design program. It is essential that Visual Design majors obtain the fundamentals that are taught in ARTG 222 to be able to excel in the coursework offered in ARTG 301 Computer Illustration. By creating this sequence, student portfolios will have the potential to be more expansive and diverse.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Expand technical skills in both Adobe Photoshop and Adobe Illustrator
2. Increase variety of illustration techniques and styles
3. Advance conceptual competency and clarity
4. Expand visual vernacular by learning to critique and defend work
5. Prepare for more advanced illustration applications

Student Learning Outcomes, proposed:

Upon completion of this course, a student should be able to:

N/A

Topical course outline, current: (List of topics only. Do not attach syllabus.)

A. Format & Output
   1. Vector
   2. Raster
   3. Movement
B. Non-Destructive Methods
   1. Selection
   2. Modification
C. Techniques
   1. Texture
   2. Lighting
   3. Perspective
D. Applications
   1. Print
   2. Digital
   3. Professional Practice

Topical course outline, proposed:

No Change

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Hall** Date: **2/1/2015**
Email: **emhall@coloradomesa.edu** Phone: **(970) 248-1456**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTG	
Course Number This can NOT be modified.	337	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Illustration and Storyboard	
Short title for schedule (max 24 char.)	Illustration Storyboard	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: Field: Studio: **4** Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3750	
Student preparation minutes for a term	3000	
Prerequisites	Course / Cr Hr 1. ARTS 152 Foundation Drawing II 3 2. ARTG 215 Graphic Design I 3 3. ARTG 221 Graphic Design II 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. ARTG 215 Graphic Design I 3 2. ARTG 221 Graphic Design II 3 3. ARTG 222 Illustration I 3 4. ARTG 333 Illustration II 3 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Traditional drawing skills used in illustration, character design, and storyboards as applied to visual storytelling. Emphasis placed on developing concepts, composition, and rendering skills as related to sequential images.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Visual Design**
2.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

With the Animation and Motion Graphics program planning to separate from Graphic Design-Visual Design, the addition of ARTG 222 Illustration I and ARTG 333 Illustration II will fill a large void. With the opportunity to expand and develop a robust illustration curriculum, it has become necessary to trim ARTS 152 Foundation Drawing II from the program. Replacing ARTS 152 with ARTG 222 Illustration I, which is taught through the lens of design, will better suit the needs of the Visual Design student body. ARTG 222 Illustration I will introduce materials and processes that will be expanded upon in ARTG 333 Illustration II. ARTG 333 will further advance the skills training and professional practices needed to succeed in ARTG 337 Illustration and Storyboard.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Develop effective rendering techniques using Copic Sketch Marker and Prismacolor Colored Pencil mediums
2. Learn the different types of paper and their uses with the Copic Marker and Prismacolor Colored Pencil mediums
3. Explore different approaches to Character Design & Development
4. Become familiar with Storyboard Conventions
5. Develop storyboards that tell a story (From Script to Image)
6. Create storyboards as a means to develop your characters

7. Become familiar with Storyboard Composition Techniques & Camera Shots
8. Understand storytelling within the Storyboarding framework
9. Articulate your concepts and ideas via Storyboards

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No Change

Topical course outline, current: (List of topics only. Do not attach syllabus.)

A. Materials
   1. Introduction to Copic Markers
   2. Marker Media Techniques/Exercises
   2. Introduction to Prismacolor Colored Pencil Media
   3. Colored Pencil Techniques/Exercises
B. Character Design
   1. Character Design Introduction
   2. Character Design Model Sheets
   3. Character Design Development
C. Storyboard
   1. Storyboard Introduction & Conventions
   2. Storyboards & Developing Your Story (From Script to Image)
   3. Storyboards & Developing Characters
   4. Storyboards & Pitching Your Ideas
   5. Storyboard Development

Topical course outline, proposed:

N/A

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Hall** Date: **2/1/2015**
Email: **emhall@coloradomesa.edu** Phone: **(970) 248-1456**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Art**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	ARTS	
Course Number This can NOT be modified.	151	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Foundation Drawing I	
Short title for schedule (max 24 char.)	Foundation Drawing I	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **1** Lab: Field: Studio: **4** Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Hybrid Courses	Hybrid Courses
Academic engagement minutes for a term	3000	
Student preparation minutes for a term	3750	
Prerequisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Introduction to drawing with an emphasis on perceptual drawing. Perspective, light, shadow, form, volume, and mark-making strategies are explored, as well as an introduction to composition using a variety of media. Preparation for more advanced art classes.	

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Art - Studio Art concentration**
2.	**BFA**	**Art - Art History concentration**
3.	**BFA**	**Art - K-12 Teaching concentration**
4.	**BFA**	**Animation, Film & Motion Design**
5.	**Minor**	**Art**
6.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

BFA in Animation, Film & Motion Design is a new program. ARTS 151 is one of the foundation courses.

Student Learning Outcomes, current:

Upon completion of this course, a student should be able to:

1. Demonstrate the use of various compositions in drawings
2. Demonstrate how to use positive and negative shapes and directional lines
3. Demonstrate the use of various wet and dry media
4. Demonstrate the use of measuring and proportion
5. Demonstrate how to use one- and two-point perspective
6. Demonstrate how to create the illusion of 3D using mark-making and light logic

Student Learning Outcomes, proposed:

Upon completion of this course, a student should be able to:

No changes.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

1. Compositional Strategies
   Use various strategies within each homework assignment throughout the semester in order to explore how to direct the viewer's eye and deliver content
2. Technical Strategies
   a. To use measuring and proportion, negative and positive shapes and one- and two-point perspective to heighten visual awareness
   b. Experiment with various drawing techniques and materials to discover working methods and the inherent properties of each to create visual content
   c. Learn how to create the illusion of three dimensions on a two-dimensional surface using mark-making and light logic
3. Conceptualization
   Create out-of-class drawings that incorporate all of the above and develop work that reflects personal artistic vision

Topical course outline, proposed:

No changes.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**
Email: **cquinn-h@coloradomesa.edu** Phone: **x1145**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **224** Credit hours: **3**

Course name: **Introduction to Motion Graphics**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.	**BFA**	**Graphic Design - Visual Design**
3.		
4.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 324 Animation I 2D Animation**	2. **ARTG 325 Animation II 3D Animation**
3. **ARTG 326 Motion Graphics**	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 224 Introduction to Motion Graphics will be replaced by ARTA 224 Principles of Film and Motion Design. ARTG 224 will also no longer be on the BFA in Graphic Design – Visual Design program sheet and thus the course can be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **225** Credit hours: **3**

Course name: **Introduction to Animation**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.		
3.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 324 Animation I 2D Animation**	2. **ARTG 325 Animation II 3D Animation**
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 225 Introduction to Animation will be replaced by ARTA 225 Principles of Animation. ARTG 225 can thus be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **324** Credit hours: **3**

Course name: **Animation I Two-Dimensional Animation**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.		
3.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 424 Animation Studio I Motion Graphics**	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 324 Animation I 2D Animation will be replaced by ARTA 324 2D Animation and Motion Design. ARTG 324 can thus be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **325** Credit hours: **3**

Course name: **Animation II Three-Dimensional Animation**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.		
3.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 424 Animation Studio I Motion Graphics**	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 325 Animation II 3D Animation will be replaced by ARTA 325 3D Digital Modeling. ARTG 325 can thus be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **326** Credit hours: **3**

Course name: **Motion Graphics**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.	**BFA**	**Graphic Design - Visual Design**
3.		
4.		
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10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 424 Animation Studio I Motion Graphics**	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 326 Motion Graphics will be replaced by ARTA 326 Digital Filmmaking. ARTG 326 will also no longer be on the BFA in Graphic Design – Visual Design program sheet and thus the course can be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **424** Credit hours: **3**

Course name: **Animation Studio I Motion Graphics**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☐

1. **ARTG 425 Animation Studio II Advanced Animation**	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 424 Animation Studio I Motion Graphics will be replaced by ARTA 424 Animation, Film and Motion Design Studio I. ARTG 424 can thus be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/4/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTG** Course number: **425** Credit hours: **3**

Course name: **Animation Studio II Advanced Animation**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2016-17**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.	**BFA**	**Graphic Design - Animation and Motion Graphics**
2.		
3.		
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9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

In the proposed new BFA in Animation, Film, and Motion Design, ARTG 425 Animation Studio II Advanced Animation will be replaced by ARTA 425 Animation, Film and Motion Design Studio II. ARTG 425 can thus be deleted.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **2/4/2015**
Email: cquinn-h@coloradomesa.edu Phone: x1145

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Art** Type of course change: Deletion

Course prefix: **ARTS** Course number: **497** Credit hours: **3**

Course name: **Senior Exhibition**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

This course was deleted from program requirements a couple of years ago and was overlooked when preparing paperwork. We want to delete it from the catalog at this time to clean things up. The content is now covered in ARTE 494 Senior Seminar and Portfolio.

PROPOSED AND PREPARED BY:
Name: **Teresa S. Garner** Date: **12/19/2014**
Email: sgarner@coloradomesa.edu Phone: 970-248-1444

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/27/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **12/19/2014**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM DELETION, DEACTIVATION, OR REACTIVATION
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Art**

Proposal Type: **Deletion**

PROGRAM: Degree type: **BFA** Program/degree Name: **Graphic Design**
Concentration/Emphasis: **Animation and Motion Graphics**

Effective Term: **Fall** Effective Academic Year: **2015-16**

Justification for the proposed program deletion, deactivation, or reactivation (enter below):

The Animation and Motion Graphics concentration in Graphic Design is being replaced by the BFA in Animation, Film and Motion Design. The primary goal of the B.F.A. in Animation, Film and Motion Design is to offer courses of study that address current industry standards in the fast-growing fields of animation, film and motion design. The current Animation and Motion Graphics concentration in Graphic Design has become dated and too closely related to the areas of print and illustration to be an attractive or relevant degree. Time-based design is a very dynamic field. Within the past five to seven years mobile devices and the Internet have increasingly altered how information is delivered and new technologies offer growing opportunities to majors in all three fields of animation, film and motion design.

For proposals to delete or deactivate a program, include a detailed “teach-out” plan for students currently enrolled in the program.

Students currently working toward the Animation and Motion Graphics concentration have the opportunity to complete their degree since we do not plan to delete any of the concentration courses until the spring semester of the 2016/17 academic year. The teach-out plan also includes the option for students use the following course substitutions:

Current Courses	Substitute in New Curriculum
Foundation Courses	
ARTE 101 Two-Dimensional Design	No Change
ARTE 102 Three-Dimensional Design	No Change
ARTE 118 History of Art – Prehistory to Renaissance	No Change
ARTE 119 History of Art – Renaissance to Present	No Change
ARTS 151 Foundation Drawing I	No Change
ARTS 152 Foundation Drawing II	No Change
Studio Courses	
ARTS 360 Sketchbook	No Change
Art History Courses	
ARTH 324 History of Graphic Design	No Change

Graphic Design Animation & Motion Graphics Major Requirements

ARTG 215 Graphic Design I	No Change
ARTG 221 Graphic Design II	No Change
ARTG 224 Introduction to Motion Graphics	ARTA 224 Principles of Film and Motion Design
ARTG 225 Introduction to Animation	ARTA 225 Principles of Animation
ARTG 301 Computer Illustration	No Change
ARTG 320 Letterforms & Typography	No Change
ARTG 324 2D Animation	ARTA 324 2D Animation and Motion Design
ARTG 325 3D Animation	ARTA 325 3D Digital Modeling
ARTG 326 Motion Graphics	ARTA 326 Digital Filmmaking
ARTG 337 Illustration & Storyboard	No Change
ARTG 405 Web Site Design	No Change
ARTG 406 Advanced Web Design	No Change
ARTG 424 Animation Studio I	ARTA 424 Animation, Film & Motion Design Studio I
ARTG 425 Animation Studio II	ARTA 425 Animation, Film & Motion Design Studio II
ARTG 493 Portfolio Development	No Change
ARTG 499 Internship	No Change

Discuss the proposal with all departments that might be affected by the proposal. List the departments and the date and outcome of the discussion below.

N/A

Note: Proposals to reactivate a program must include a program sheet updated for the term in which the reactivation will take effect. If a program to be reactivated requires modification, submit a modification form as well.

PROPOSED AND PREPARED BY:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**
Email: **cquinn-h@coloradomesa.edu** Phone: **x1145**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Art**
If new department, please enter name:

Proposal Type: **New Program**

PROGRAM: Degree type: **BFA** Program/degree Name: **Animation, Film and Motion Design**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

Program SLOs (and linkages to institutional SLOs): A student who completes the B.F.A. in Animation, Film and Motion Design will be able to:
1. Interpret and apply formal elements and principles of design.
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship.
3. Generate individual response through concept and theory beyond formal elements to create personal content.
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary.
5. Design and publish a professional portfolio and demo reel that meet current industry standards.
6. Demonstrate technical, aesthetic, and conceptual decisions based on application of the creative design process for time-based media.

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

The primary goal of the B.F.A. in Animation, Film and Motion Design is to offer courses of study that address current industry standards in the fast-growing fields of animation, film and motion design. The current Animation and Motion Graphics concentration in Graphic Design has become dated and too closely related to the areas of print and illustration to be an attractive or relevant degree. Time-based design is a very dynamic field. Within the past five to seven years mobile devices and the Internet have increasingly altered how information is delivered and new technologies offer growing opportunities to majors in all three fields of animation, film and motion design.

CMU's Vision, Values and Mission states:
"Because the environment in which it functions is in a constant state of change, the university, like its students, must recognize that growth and change are an integral part of our collective future. University stakeholders must embrace the notion that change and innovation within the institution should be the norm rather than a necessity in response to crises. In this context, then, our goals are built around the theme of "Achieving a Higher Degree." This theme reflects a key element of the university's strategic plan: the philosophy that as the institution adapts to its changing world, it does so with the overarching goal of supporting the residents of Western Colorado to achieve a higher degree of educational attainment by preparing students to function successfully in the future."

CMU Institutional Vision and Values states:
*"A wide array of academic programs that are improved on an on-going, continuous basis for quality and relevance to Western Colorado's needs in the context of an ever-changing world***.**"

d. Program strengths, special features, innovations, and/or unique elements.

The B.F.A. in Animation, Film and Motion Design (AF&MD) is unique in that students will begin by studying the three separate but closely related areas of time-based media, followed by experiences in ways to overlap and combine media, and finally, at the upper-division levels, options to focus on a single medium or one of the many and unique media combinations designed to support individual student interests and career goals. Although there are many programs in animation, film, or motion design, they typically do not provide a broad, overarching view of time-based design and students often miss opportunities to explore a more personal vision through individual stylization and application. New combinations and fusions are constantly appearing in all forms of time-based design. For example, this year video projection mapping was added to our current concentration giving students access to cutting-edge mapping applications that were not available even one year ago. The future is extremely exciting in the areas of time-based design and we are anxious for our students to be ready for and a part of that future.

Recently vacated Mass Communication facilities have afforded us the additional spaces needed to add AF&MD as a new B.F.A. Along with an additional Mac lab, there are now facilities for film production, stop motion animation, video mapping, still photography, and audio production/editing. The additional space is not only available for the new B.F.A. in Animation, Film and Motion Design to begin, but to grow, as well.

Time-based design is a highly competitive field but new jobs continue to be developed that are related to time-based motion design and interactive media. Expertise in animation, film and motion design will drastically increase our graduates' marketability.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

NASAD (National Association of Schools of Art and Design) establishes national standards for undergraduate and graduate degrees and other credentials. They provide a list of standards for degrees in animation, film & video production. The standards are a valuable resource and, where possible, have been considered in the creation of the new B.F.A. in

Animation, Film and Motion Design. Even though the Art Department is not at this time seeking accreditation from NASAD, it is possible that we may doing so at a later date.

f. Program admissions requirements (if any beyond admission to institution).

There are no special admissions requirements for this major.

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

(1)(a)

Animation, Film and Motion Design is a professional degree and graduates with skills and experience in time-based media command larger salaries than designers without similar skills and experience. Variations can be as much as $20,000 a year. AIGA (the professional association for design) in their 2014 Survey of Design Salaries lists the following (http://designsalaries.aiga.org/ - salaries-list/):

Motion Graphics Designer/Animator	$60,000/year
Motion/Video Editor	$51,000/year
Designer (print and/or web/interactive)	$46,000/year
Junior Designer (print and/or web/interactive)	$40,000/year

http://www.glassdoor.com/: fulltime within the last three weeks: 1,788 motion graphics designer jobs (national average salary $64,750, 3,079 animation jobs (national average salary $72,258), 7,881 film jobs (national average salary $44,450) on December 27, 2014

http://www.simplyhired.com: fulltime within the last month: 1,611 motion designer jobs,10,735 animation jobs,182 film Production & Trades jobs, 289, film Media & Entertainment jobs

http://www.indeed.com/q-Animation-l-Colorado-jobs.html (55 jobs on December 10, 2014)

http://www.indeed.com/q-Motion-Design-l-Colorado-jobs.html (89 jobs on December 10, 2014)

http://www.creativeheads.net/job-search/animation/everywhere/1(50 jobs on December 10, 2014)

http://www.animatedjobs.com (51 jobs on December 10, 2014)

(1)(b)

Global Animation Software Market 2011 - 2015

Item 1: TechNavio's analysts forecast the Global Animation Software market to grow at a CAGR of 18.1 percent over the period 2011-2015. One of the key factors contributing to this market growth is the increasing adoption of animation content in the Entertainment sector. Source: http://www.technavio.com/report/global-animation-software-market-2011-2015

Item 2: Individuals in digital media should enjoy good job prospects, particularly those in the motion picture and video industries. According to the U.S. Bureau of Labor Statistics (BLS), employment in the motion picture and video industries is expected to rise 14% over the period 2008-2018, which is just above the average for all industries (*www.bls.gov*). In addition, individuals in multimedia art, digital filming, animation and computer imaging may have the best opportunities. An

increasing demand for multimedia artwork is expected to drive job growth, such as for 3-dimensional videos, advanced special effects and more sophisticated video games. Expanding mobile technologies will also contribute to job growth. Source: http://degreedirectory.org/articles/Digital_Media_Majors_Your_Career_and_Salary_Questions_Answered.html

3D Animation in Branding and Advertising
As advanced technology progressively add the third or often even the fourth dimension to objects, which have previously had only two dimensions, it is essential for businesses to stay up-to-date. Major brands have already benefited from using 3D animation or animated elements in their brand logo. Volumetric representation of ideas or concepts creates the atmosphere, adds emotion and personality to the brand logo.

The automotive industry will continue to use 3D modeling and animation to effectively showcase their products and vehicles. 3D allows achieving the unprecedented degree of realism, getting seamless and spectacular shots that would be impossible to get with traditional camera shooting.

As opposed to traditional shooting, 3D camera movements have no boundaries. Sometimes 3D animation is used not only to showcase the advertised object, but also to create the required atmosphere, add style and glamour to it. Source: http://www.3d-ace.com/press-room/articles/3d-animation-trends-2014

Digital Media Majors: Salary and Career Facts
Individuals in digital media should enjoy good job prospects, particularly those in the motion picture and video industries. According to the U.S. Bureau of Labor Statistics (BLS), employment in the motion picture and video industries is expected to rise 14% over the period 2008-2018, which is just above the average for all industries (*www.bls.gov*). In addition, individuals in multimedia art, digital filming, animation and computer imaging may have the best opportunities.
An increasing demand for multimedia artwork is expected to drive job growth, such as for 3-dimensional videos, advanced special effects and more sophisticated video games. Expanding mobile technologies will also contribute to job growth. Source: http://degreedirectory.org/articles/Digital_Media_Majors_Your_Career_and_Salary_Questions_Answered.html

According to the U.S. Bureau of Labor Statistics, motion graphics artists, sometimes referred to as multimedia artists, earned an average annual wage of $72,400 in 2013. The same report indicated that earnings were highest for those artists working in the motion picture and video industry, with an average salary of $84,610; the average annual wage at advertising firms, another prominent employer, was $65,760.

Employment of multimedia artists and animators is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television. Source: http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm

(1)(c)
AIGA Survey | Survey of Design Salaries 2014 | 2014 national median total cash compensation
http://designsalaries.aiga.org/#/overview/
This survey was conducted on behalf of AIGA, the professional association for design, and its partner Communication Arts magazine, as part of a comprehensive program of activities to serve the professional designer by providing sources of inspiration and strategies for success.
The AIGA Survey of Design Salaries for 2014 draws on an extensive pool of designers and others allied to the profession and includes responses from thousands of design professionals.

Motion Graphics Designer/Animator $60,000
Motion/Video Editor $51.300

Adobe Systems Survey | June 2014
App development (20%) and 3D modeling (18%) will be the most in-demand skills over the next 12 months.
http://www.adobe.com/content/dam/Adobe/en/solutions/digital-media/pdfs/adobe-new-creatives-report.pdf

(2) **Animation and Motion Graphics Concentration Majors | Student Survey | May 2014 and December 2014**
CMU currently has 45-50 Animation & Motion Graphics majors. During May 2014 majors in the senior Animation and Motion Graphics courses were interviewed and asked how their major might be improved and enhanced. All of the

responses were considered when creating a new B.F.A. in Animation, Film and Motion Design. In order to be competitive in their fields they suggested:

1. Replace current courses in print design with more specialized courses in animation, film and motion design.
2. Replace the word “graphic” with the word “design.”
3. Students did not want a Graphic Design degree since the term refers traditionally to commercial print rather than animation and motion design. They would prefer a degree in Animation or Motion Design.
4. Add courses in audio and sound editing.
5. Add additional courses in film.
6. Add additional courses in the development of stories and the creation of storyboards.
7. Add upper-division courses designed to provide time and space for individualized, experimental, and/or collaborative work.
8. Add a course in the development of portfolio and demo reel that is separate from Graphic Design in order to focus on the animation and motion design industry.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

Listed below are similar programs within Colorado. Although there each program may offer courses in animation or film or media studies, they do not include the unique combination offered by the proposed B.F.A. in Animation, Film and Motion Design. The proposed B.F.A. is designed to allow students the opportunity to match their personal interests and career goals with specialized or combined areas of study. Additionally, three-tiered approach gives students time to study and analyze the various options built into the program.

Colorado Springs
University of Colorado at Colorado Springs - Degrees Offered: B. I. (Bachelor of Innovation™) Game Design and Development; Masters of Engineering with Focus in Media Convergence, Games and Media Integration.

Denver
Metropolitan State College of Denver - Degrees Offered: B. F. A. Studio Art with Concentration in Digital Art or Communication Design and Department of Technical Communication & Media Production

Rocky Mountain College of Design (RMCAD) - Degrees Offered: B. F. A. Animation, Game Art, Illustration, 3D Animation (online only).

University of Colorado at Denver – Degrees Offered: B. F. A. Fine Arts with Emphasis in 3D Graphics and Animation or Digital Design

University of Denver
Digital Media Studies, Media, Film & Journalism Studies

The Art Institutes
Media Arts & Animation (BFA)

Digital Filmmaking and Video Production
Game Art & Design (BFA)

Colorado Film School | AAS Degrees
University of Northern Colorado - Minor in Film Studies

Fort Collins
Colorado State University
Undergraduate Degree | Communication Studies

Gunnison
Western State College of Colorado
Communication and Theatre, Film Studies emphasis MFA in Creative Writing, Screenwriting emphasis

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

BFA | Animation, Film and Motion Design
Each course listed below is three (3) credits

Foundation Courses (15 credits) Grade of B or higher is required in all foundation courses
ARTE 101 Two-Dimensional Design
ARTE 102 Three-Dimensional Design
ARTE 118 History of Art—Prehistory to Renaissance
ARTE 119 History of Art—Renaissance to Present
ARTS 151 Foundation Drawing I

Art History Courses (3 credits) Grade of B or higher is required in all art history courses
ARTH 324 History of Graphic Design

Animation, Film & Motion Design Major Courses (39) Grade of B or higher is required in all major courses
ARTA 123 Lights! Camera! Action!
ARTA 223 Image and Motion
ARTA 224 Principles of Film and Motion Design
ARTA 225 Principles of Animation
ARTA 323 Character Design & Story Concepts
ARTA 324 2D Animation & Motion Design
ARTA 325 3D Digital Modeling
ARTA 326 Digital Filmmaking
ARTA 327 Sound Principles & Production
ARTA 424 Animation, Film & Motion Design Studio I
ARTA 425 Animation, Film & Motion Design Studio II
ARTA 426 Advanced Motion Studio
ARTA 427 Portfolio & Demo Reel

Choose three (3) courses from the following list (9) Grade of B or higher is required in all major courses
ARTG 405 Web Site Design
ARTG 406 Advanced Web Site Design
ARTS 110 Digital Photography
ARTS 152 Foundation Drawing II
ARTS 360 Sketchbook

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

Carolyn Quinn-Hensley, Professor of Art
M.F.A. Visual Design
B.F.A. Visual Design
University of Hawaii-Manoa

Katherine Hadar-Meade, Lecturer
M.F.A. Digital Filmmaking, University of Montana
B.F.A. Graphic Design, Mesa State College

A search is in progress for an Instructor, M.F.A. Digital Filmmaking, to begin August 2015. This is a new position.

Additional faculty will not be necessary.

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

Library holdings seem appropriate since resources for the discipline have become available online.
The availability of former Mass Communication facilities have added six additional studio spaces providing specialized areas for film production, stop motion animation, video mapping, photography, audio editing, and motion projects. In other words, the space is now available for the new B.F.A. in Animation, Film and Motion Design.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

We currently plan to offer all courses in a traditional face-to-face format on campus.

m. For Professional, Technical or Other Programs, the justification must include:
(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

m(1) Animation, Film and Motion Design is within the Art Department. The Art Department programs are listed in the PTO category.

m(2) NASAD, founded in 1944, is an organization of schools, colleges, and universities. It has approximately 323 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials. The Animation, Film and Motion Design program aligns with the essential competencies recommended by NASAD listed below:
Digital Media
Excerpt from NASAD (National Association of Schools of Art and Design) Digital Media Essential Competencies (H.IX.C.3.)
a. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.
b. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and

cultural systems.
c. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.
d. Knowledge of the processes for the development and coordination of digitally-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)
e. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.
f. Understanding of what is useful, usable, effective, and desirable with respect to user/audience-centered digitally-based communication, objects, and environments.
g. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.
h. Ability to work in teams and to organize collaborations among people from different disciplines.
i. Ability to use the above competencies in the creation and development of professional quality digital media productions.

Film/Video Production
Excerpt from NASAD (National Association of Schools of Art and Design Film/Video Production Essential Competencies, Experiences, and Opportunities (H.IX.E.3.)
a. Understanding, through production-oriented studies, of the communication, aesthetic, and design principles in the elements of film/video, including the use of time as an expressive design consideration. Development of this understanding continues throughout the degree program.
b. Knowledge and skills in the use of basic concepts, tools, techniques, and procedures sufficient to produce work from concept to finished product. This involves competence in film or video production processes, including fundamental knowledge of equipment and technologies. An emphasis on at least one area of film/video production (e.g., cinematography, sound, lighting, editing, animation) is required.
c. Functional knowledge of the history of film/video, its artistic and technological evolution, and an understanding of basic aesthetic and critical theory.
d. The ability to coordinate project elements and communicate with involved personnel at all stages of the production process.
e. Experiences should provide an understanding of the marketing procedures for film/video production, distribution, and exhibition. Internships are strongly recommended.
f. Facilities and support for producing and viewing film/video work must be available and appropriate to the size, scope, and specialization of the program.
g. A supervised senior project stipulating film or video production is strongly recommended. Such a project should result in a professional-quality portfolio film or video production.

m(6) The 51 upper-division major credits for transfer students with an AA degree in a similar discipline may easily be completed within two years if the students enroll in 15 credits per semester.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet?

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published

proposal submission deadline.

5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

Email: **cquinn-h@coloradomesa.edu** Phone: **x1145**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Carolyn Quinn-Hensley** Date: **12/10/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Teresa S. Garner** Date: **1/29/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Animation, Film and Motion Design

Degree Title B.F.A. Animation, Film and Motion Design

Name of Institution: Colorado Mesa University

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	37	38	39	39	38	39
1-b	Out-of-State Headcount	8	9	9	11	15	17
2	Program Headcount	45	47	48	50	53	56
3-a	In-state FTE	11.1	11.4	11.7	11.7	11.4	11.7
3-b	Out-of-State FTE	2.4	2.7	2.7	3.3	4.5	5.1
4	Program FTE	13.5	14.1	14.4	15	15.9	16.8
5	Program Graduates	10	11	11	14	15	16

_____ _____

Signature of Governing Board Officer Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: B.F.A. Animation, Film and Motion Design

Name of Institution: Colorado Mesa University

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	Current physical capacity will accommodate this program.							
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses	Current resources and revenue will accommodate this program.				
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer Title Date

BFA Animation, Film & Motion Design
Explanation For Forms:

- **Enrollment Projections**
- **Physical Capacity Estimates**
- **Projected Expense And Revenue Estimates**

The BFA in Animation, Film and Motion Design is more of a transition from the current concentration to its own separate BFA degree. The Animation and Motion Graphic concentration was placed under Graphic Design as an incubator for it to grow while we developed the program. Now that the concentration in Animation and Motion Graphics has been in place for five years, we are ready to transition it to a single, separate BFA degree.

Course Overview
Below is a list of courses included in the BFA | Animation, Film & Motion Design. Completely new courses are in bold type (total of 5 courses). Reconfigured and redesigned courses are in italics (total of 8 courses). The plan is to offer a well-rounded and comprehensive undergraduate degree that includes film but also broadens animation and motion design curricula (formerly motion graphics). In addition, all courses are now under the same ARTA prefix providing a more attractive and competitive major.

Foundation Courses (15 credits)
ARTE 101 Two Dimensional Design
ARTE 102 Three Dimensional Design
ARTE 118 History of Art—Prehistory to Renaissance
ARTE 119 History of Art—Renaissance to Present
ARTS 151 Foundation Drawing I

Art History Courses (3 credits)
ARTH 324 History of Graphic Design

Animation, Film & Motion Design Major Courses (39*)*
ARTA 123 Lights! Camera! Action!
ARTA 223 Image and Motion
ARTA 224 Principles of Film and Motion Design
ARTA 225 Principles of Animation
ARTA 323 Character Design & Story Concepts
ARTA 324 2D Animation & Motion Design
ARTA 325 3D Digital Modeling
ARTA 326 Digital Filmmaking
ARTA 327 Sound Principles & Production
ARTA 424 Animation, Film & Motion Design Studio I
ARTA 425 Animation, Film & Motion Design Studio II
ARTA 426 Advanced Motion Studio
ARTA 427 Portfolio & Demo Reel

Choose three (3) courses from the following list (9)
ARTG 405 Web Site Design

ARTG 406 Advanced Web Site Design
ARTS 110 Digital Photography
ARTS 152 Foundation Drawing II
ARTS 360 Sketchbook

Why Are We Making The Change?

The primary goal of the B.F.A. in Animation, Film and Motion Design is to offer courses of study that address current industry standards in the fast-growing fields of animation, film and motion design. The current Animation and Motion Graphics concentration in Graphic Design has become dated and too closely related to the areas of print and illustration to be an attractive or relevant degree. Time-based design is a very dynamic field. Within the past five to seven years, mobile devices and the Internet have increasingly altered how information is delivered and new technologies offer growing opportunities to majors in all three fields of animation, film and motion design.

The B.F.A. in Animation, Film and Motion Design (AF&MD) is unique in that students will begin by studying the three separate but closely related areas of time-based media, followed by experiences in ways to overlap and combine media, and finally, at the upper-division levels, options to focus on a single medium or one of the many and unique media combinations designed to support individual student interests and career goals. Although there are many programs in animation, film, or motion design, they typically do not provide a broad, overarching view of time-based design and students often miss opportunities to explore a more personal vision through individual stylization and application. New combinations and fusions are constantly appearing in all forms of time-based design. For example, this year video projection mapping was added to our current concentration giving students access to cutting-edge mapping applications that were not available even one year ago. The future is extremely exciting in the areas of time-based design and we are anxious for our students to be ready for and a part of that future.

Recently vacated Mass Communication facilities have afforded us the additional spaces needed to add AF&MD as a new B.F.A. Along with an additional Maclab, there are now facilities for film production, stop motion animation, video mapping, still photography, and audio production/editing. The additional space is not only available for the new B.F.A. in Animation, Film and Motion Design to begin, but to grow, as well.

Time-based design is a highly competitive field but new jobs continue to be developed that are related to time-based motion design and interactive media. Expertise in animation, film and motion design will drastically increase our graduates' marketability.

Explanation of Transition Courses

There are 8 courses that will be part of the transition to the BFA. All 8 courses will be offered until the Spring 2017. When appropriate, the new courses may be stacked or dual listed with new similar courses. Students will have the option to continue with their current program sheet or move to the new BFA. Our plan is to make the transition as seamless as possible.

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Fine Arts
Major: Animation, Film and Motion Design

About This Major . . .
The B.F.A. in Animation, Film and Motion Design (AF&MD) is unique. After completing traditional freshman-level composition and drawing courses, AF&MD majors enter a three-tiered program of study. The first tier consists of courses in the principles of animation, film, and motion design which outline the specifics of each area and the relationships connecting the areas to each other. The second tier follows with intermediate-level courses in which students apply and expand upon earlier basic concepts by exploring more complex applications by completing projects that address the interaction of time, movement, and space. Finally, the third tier offers advanced levels of study providing opportunities for majors to produce more individual and high-quality portfolio examples coupled with options for experimentation, collaborative work, and travel. Also unique to AF&MD are the possible combinations of time-based areas of study in animation, film and motion design. Students at the senior level have opportunities to integrate all three AF&MD areas or focus on a single digital technique. Students are encouraged to follow their passions and interests by focusing on the area or areas most suited to their individual career goals.

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

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

1. Interpret and apply formal elements and principles of design.
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship.
3. Generate individual response through concept and theory beyond formal elements to create personal content.
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary
5. Design and publish a professional portfolio and demo reel that meet current industry standards.
6. Demonstrate technical, aesthetic, and conceptual decisions based on application of the creative design process for time-based media.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A "B" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL	111	English Composition	3		
ENGL	112	English Composition	3		

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

History (3 semester hours)
HIST

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE	100	Health and Wellness	1		
KINA	1		1		
KINA	1		1		

Applied Studies (3 semester hours)

FOUNDATION COURSES (15 semester hours)
Must pass all courses with a grade of "B" or higher.

ARTE	101	Two-Dimensional Design	3		
ARTE	102	Three-Dimensional Design	3		
ARTE	118	History of Art – Prehistory to Renaissance	3		
ARTE	119	History of Art – Renaissance to Present	3		
ARTS	151	Foundation Drawing I	3		

ANIMATION, FILM AND MOTION DESIGN MAJOR REQUIREMENTS
(51 semester hours) Must pass all major courses with a grade of "B" or higher.

Art History Course (3 semester hours)

ARTH	324	History of Graphic Design	3		

Animation, Film & Motion Design Courses (39 semester hours)

ARTA	123	Lights! Camera! Action!	3		
ARTA	223	Image and Motion	3		
ARTA	224	Principles of Film and Motion Design	3		
ARTA	225	Principles of Animation	3		
ARTA	323	Character Design and Story Concepts	3		
ARTA	324	2D Animation and Motion Design	3		
ARTA	325	3D Digital Modeling	3		
ARTA	326	Digital Filmmaking	3		
ARTA	327	Sound Principles and Production	3		
ARTA	424	Animation, Film & Motion Design Studio I	3		
ARTA	425	Animation, Film & Motion Design Studio II	3		
ARTA	426	Advanced Motion Studio	3		
		(May be repeated for a maximum of 6 credit hours)	3		
ARTA	427	Portfolio and Demo Reel	3		

Choose three (3) courses from the following: (9 semester hours)

ARTG	405	Web Site Design	3		
ARTG	406	Advanced Web Site Design	3		
ARTS	110	Digital Photography	3		
ARTS	152	Foundation Drawing II	3		
ARTS	360	Sketchbook	3		

Course	No	Title	Sem.hrs	Grade	Term/Trns

<u>Electives</u> (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ANIMATION, FILM & MOTION DESIGN

This is a recommended sequence of course work. Certain courses may have prerequisites or are offered only during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 110	Mathematics	3	ARTS 151	Foundation Drawing I	3
ARTE 118	History of Art, Prehistory to Renaissance	3	General Education Social/Behavioral Science		3
ARTE 101	Two-Dimensional Design	3	ARTE 119	History of Art, Renaissance to Present	3
ARTA 123	Lights! Camera! Action!	3	ARTE 102	Three-Dimensional Design	3
		15			15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 223	Image and Motion	3	ARTA 225	Principles of Animation	3
ARTA 224	Principles of Motion Design	3	ARTS 110	Digital Photography	
ARTH 324	History of Graphic Design	3		**OR**	
General Education History		3	ARTS 152	Foundation Drawing II	3
General Education Natural Science		3	General Education Natural Science with Lab		4
		15	KINE 100	Health and Wellness	1
			KINA	Activity	1
			General Education Applied Studies		3
					15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 323	Character Design & Story Concepts	3	ARTA 325	3D Digital Modeling	3
ARTA 324	2D Animation & Motion Design	3	ARTA 326	Digital Filmmaking	3
General Education Humanities		3	ARTA 327	Sound Principles and Production	3
General Education Fine Arts		3	ARTG 405	Web Site Design	
KINA	Activity	1		**OR**	
Elective or Minor		3	ARTS 360	Sketchbook	3
		16	General Education Social/Behavioral Science		3
					15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 424	Animation, Film & M. Design Studio I	3	ARTA 425	Animation, Film & M. Design Studio II	3
ARTA 426	Advanced Motion Studio	3	ARTA 427	Portfolio & Demo Reel	3
ARTG 405	Web Site Design		ARTA 426	Advanced Motion Studio	
	OR			**OR**	
ARTG 406	Advanced Web Site Design		Elective or Minor		3
	OR		Elective or Minor		3
ARTS 360	Sketchbook	3	Elective or Minor		2
Elective or Minor		3			14
Elective or Minor		3			
		15			

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

Financial Aid Checklist for adding New Program

Program is a new:

____Certificate (Graduate or Undergraduate) ____ Associate Degree (AA, AS, AAS)

__X__Bachelor Degree OK for aid ____ Graduate Degree

Since a Bachelor Degree 2/2/2015

Is part of the program being contracted to another entity to provide services? ___YES __X_NO

If YES, provide documentation of the percentage of the program that is provided by the outside entity, to include location of services, type of services, how the costs are to be allocated between entities and the time line to submit required documentation to HLC. According to federal regulations, if more than 25% of the program is contracted to an ineligible entity, HLC must determine and confirm in writing that the agreement meets its standards for contracting services. If 50% or more of the program is outsourced to another entity, it cannot be approved for financial aid.

For new certificate programs (Undergraduate or Graduate):

Is the program at least 15 weeks of instructional time and at least 16 credit hours in length for undergraduate Certificate or 10 weeks of instructional time and at least 8 credit hours in length for a graduate certificate?

_X__YES ___NO

If NO, program is not eligible for financial aid

The following is needed to submit for approval of financial aid by the Department of Education:

(A)Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as: (a) identification of several potential employers of program graduates; (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/) (c) surveys made by external agencies; (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

(B)When approval is obtained by the Trustees, CCHE and HLC, please submit to the Financial Aid Office copies of the letters of approval. All new programs that wish to have financial aid for students must be submitted to the Department of Education a minimum of 90 days prior to the program starting.

- ☐ Program meets the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.
- ☐ Program does not meet the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.

Financial Aid Director _____ Date 2/2/2015

Program or Concentration Addition
Library Information Sheet
Colorado Mesa University

Program Name: BFA, Animation, Film, and Motion Design

List or core and required courses courses:

Foundation Courses (15 credits)
ARTE 101 Two Dimensional Design
ARTE 102 Three Dimensional Design
ARTE 118 History of Art—Prehistory to Renaissance
ARTE 119 History of Art—Renaissance to Present
ARTS 151 Foundation Drawing I

Art History Courses (3 credits)
ARTH 324 History of Graphic Design

Animation, Film & Motion Design Major Courses (39)
ARTA 123 Lights! Camera! Action!
ARTA 223 Image and Motion
ARTA 224 Principles of Motion Design
ARTA 225 Principles of Animation
ARTA 323 Character Design & Story Concepts
ARTA 324 2D Animation & Motion Design
ARTA 325 3D Digital Modeling
ARTA 326 Digital Filmmaking
ARTA 327 Sound Principles & Production
ARTA 424 Animation, Film & Motion Design Studio I
ARTA 425 Animation, Film & Motion Design Studio II
ARTA 426 Advanced Motion Studio
ARTA 427 Portfolio & Demo Reel

Program Level: Certificate Associates **Bachelors** Masters

Recommendations for additions to the collection:

New ARTA courses were assessed individually, and the collection needs assessed in the individual courses.

Library Director: ___Sylvia L. Rael_ ___ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Art**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BFA** Program/degree Name: **Graphic Design**
Concentration/Emphasis: **Visual Design**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Eli Hall** Date: **2/1/2015**
Email: **emhall@coloradomesa.edu** Phone: **(970) 248-1456**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

20~~14~~15-20~~15~~16 PETITION/PROGRAM SHEET
Degree: Bachelor of Fine Arts
Major: Graphic Design
Concentration: Visual Design

About This Major . . .

The Graphic Design–Visual Design concentration focuses on established industry standards in print design, web design, and applied illustration. The Graphic Design Mac lab is furnished with Macintosh computers and the latest graphic design application software. Majors are strongly advised to purchase a Macintosh computer and corresponding software in order to become more individually proficient and productive. All Graphic Design courses have prerequisites. Entering students are encouraged to pay close attention to course sequencing and consult their advisor in order to complete the degree in four years. In addition, Graphic Design majors are required to complete an off-campus graphic design internship as a means of gaining applied experience in the profession. The successful Graphic Design degree candidate is prepared to enter professions within graphic design including advertising design, web design, corporate design, package design, illustration, and a myriad of related fields.

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

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

1. Interpret and apply formal elements and principles of design. (Specialized Knowledge)
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship. (Applied Learning)
3. Generate individual response through concept and theory beyond formal elements to create personal content. (Communication Fluency)
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary. (Critical Thinking/ Communication Fluency)
5. Design and publish a professional portfolio that meets current industry standards. (Applied Learning)
6. Demonstrate technical, aesthetic, and conceptual decisions based on the application of the design process. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A grade of B or A in all coursework toward the major content area
- No more than 6 semester hours of independent study courses can be used toward the degree.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the CMU catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current Colorado Mesa University catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3		
ENGL 112		English Composition	3		
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 1___					
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
Natural Sciences (7 semester hours, one course must include a lab)					
	L				
History (3 semester hours)					
HIST					
Fine Arts (3 semester hours)					

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1		
KINA 1___			1		
KINA 1___			1		
Applied Studies (3 semester hours)					
FOUNDATION COURSES (~~18~~ 15 semester hours)					
Must pass all courses with a grade of "B" or higher.					
ARTE 101		Two-Dimensional Design	3		
ARTE 102		Three-Dimensional Design	3		
ARTE 118		History of Art – Prehistory to Renaissance	3		
ARTE 119		History of Art – Renaissance to Present	3		
ARTS 151		Foundation Drawing I	3		
~~ARTS 152~~		~~Foundation Drawing II~~	~~3~~		
GRAPHIC DESIGN MAJOR REQUIREMENTS					
(~~48~~ 51 semester hours) Must pass all courses with a grade of "B" or higher. To continue in the program and eventually graduate as graphic design majors a student must earn, within no more than three attempts, at least a grade of "B" in the major requirements.					
Art History Course (3 semester hours)					
ARTH 324		History of Graphic Design	3		
Graphic Design Courses (~~45~~ 48 semester hours)					
ARTG 122		Design It!	3		
ARTG 215		Graphic Design I	3		
ARTG 221		Graphic Design II	3		
ARTG 222		Illustration I	3		
~~ARTG 224~~		~~Intro. to Motion Graphics~~	~~3~~		
ARTG 301		Computer Illustration	3		
ARTG 320		Letterforms & Typography	3		
ARTG 321		Advanced Typography	3		
ARTG 333		Illustration II	3		
~~ARTG 326~~		~~Motion Graphics~~	~~3~~		
ARTG 337		Illustration & Storyboard	3		
ARTG 338		Advertising Design I	3		
ARTS 360		Sketchbook	3		
ARTG 401		Digital Painting	3		
ARTG 405		Web Site Design	3		
ARTG 406		Adv. Web Design	3		
ARTG 450		Identity Design	3		
ARTG 493		Portfolio Development	3		
~~ARTG 499~~		~~Internship~~	~~3~~		

Course	No	Title	Sem.hrs	Grade	Term/Trns

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours. Excludes KINA activity courses.) (~~17~~ 14 semester hours; additional upper division hours may be needed.)

Course	No	Title	Sem.hrs	Grade	Term/Trns

SPECIAL REQUIREMENTS:

(1) In an effort to meet industry standards, Macintosh computers are used exclusively in all computer-based ARTG courses. Majors are strongly advised to consider purchasing a Macintosh and related print and web publication software for personal use.

(2)

~~ARTG 224, 225,~~ ARTG 300-level courses~~,~~ and ARTG 400-level courses may be taken upon acceptance into the Graphic Design Program.

(3) Admission in the program after the sophomore year will be contingent upon the student's satisfying the following requirements:

(a) Completion of Graphic Design Admission Application Form.

(b) Completion of ARTE 101 Two-Dimensional Design, ARTE 102 Three-Dimensional Design, ~~ARTS 151 Foundation Drawing I,~~ ARTG 215 Graphic Design I, ~~and~~ ARTG 221 Graphic Design II, and ARTG 222 Illustration I with a grade of B or A.

(c) A grade of B or A in all coursework in the major.

(d) Successful completion of the Graphic Design entrance exam with a minimum score of 80%.

(e) Portfolio Review comprised of Graphic Design work that meets the established Portfolio Review Criteria.

(f) Transfer students must pass the Portfolio Review and entrance exam to be formally accepted into the Graphic Design Program.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN GRAPHIC DESIGN – VISUAL DESIGN

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
MATH 110	Mathematics	3
~~ARTE 118~~	~~History of Art, Prehistory to Renaissance~~	~~3~~
ARTE 101	Two-Dimensional Design	3
ARTS 151	Foundation Drawing I	3
ARTG 122	Design It!	3
		15

Spring Semester		Hours
ENGL 112	English Composition	3
General Education Natural Science		3
General Education Social/Behavioral Science		3
~~ARTE 119~~	~~History of Art, Renaissance to Present~~	~~3~~
ARTE 102	Three-Dimensional Design	3
ARTG 215	Graphic Design I	3
		15

SOPHOMORE YEAR

Fall Semester		Hours
General Education History		3
General Education Natural Science with Lab		4
~~ARTS 152~~	~~Foundation Drawing II~~	~~3~~
~~ARTG 215~~	~~Graphic Design I~~	~~3~~
ARTG 221	Graphic Design II	3
ARTG 222	Illustration I	3
ARTE 118	History of Art, Prehistory to Ren	3
		16

Spring Semester		Hours
General Education Applied Studies		3
~~ARTG 224~~	~~Intro. to Motion Graphics~~	~~3~~
~~ARTG 337~~	~~Illustration and Storyboard~~	~~3~~
ARTG 301	Computer Illustration	3
ARTG 320	Letterforms and Typography	3
ARTG 333	Illustration II	3
ARTE 119	History of Art, Ren to Present	3
		15

JUNIOR YEAR

Fall Semester		Hours
ARTS 360	Sketchbook	3
ARTG 321	Advanced Typography	3
~~ARTG 338~~	~~Advertising Design I~~	~~3~~
ARTG 405	Web Site Design	3
KINE 100	Health and Wellness	1
General Education Fine Art		3
ARTG	Elective	3
		16

Spring Semester		Hours
General Education Humanities		3
~~ARTG 406~~	~~Adv. Web Design~~	~~3~~
ARTH 324	History of Graphic Design	3
Elective		3
~~ARTG 326~~	~~Motion Graphics~~	~~3~~
KINA	Activity	1
ARTG 337	Illustration & Storyboard	3
ARTG 338	Advertising Design I	3
		16

SENIOR YEAR

Fall Semester		Hours
General Education Social/Behavioral Science		3
ARTG 450	Identity Design	3
Elective or Minor		3
Elective or Minor		3
~~ARTG 499~~	~~Internship~~	~~3~~
KINA	Activity	1
ARTG 406	Advanced Web Site Design	3
		16

Spring Semester		Hours
ARTG 493	Portfolio Development	3
~~ARTG Elective~~		~~3~~
ARTG Elective		3
Elective or Minor		3
Elective or Minor		2
ARTG 401	Digital Painting	3
		14

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Art**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BFA** Program/degree Name: **Art**
Concentration/Emphasis: **K-12 Art Education**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

The Art Department proposes that the new course ARTS 110 Digital Photography replace the current course ARTS 231 Fibers Workshop I on the Art Specialization area of the program sheet for the BFA in Art, K-12 Art Education concentration. The faculty feel that the basic skills of using a DSLR camera and editing software are invaluable for anyone who will be working in the arts, whether in a studio, gallery, museum, or classroom.

The Center for Teacher Education is proposing to split EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in the sophomore/junior year. These new courses will be in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Teresa S. Garner** Date: **2/9/2015**
Email: **sgarner@coloradomesa.edu** Phone: **x1444**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/9/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/9/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/9/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Fine Arts
Major: Art
Concentration: K-12 Teaching

About This Major . . .

The Bachelor of Fine Arts degree leads to licensure for Colorado K-12 Art Education. The visual art emphasis includes coursework in theory, art history, and studio art. Art teaching methods courses in Elementary and Secondary Art are an integral part of the degree plan.

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.

A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education K-12 licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.

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

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

1. Interpret and apply formal elements and principles of design. (Critical Thinking)
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship. (Applied Learning)
3. Generate individual response through concept and theory beyond formal elements to create personal content. (Communication Fluency)
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary. (Specialized Knowledge/ Communication Fluency)
5. Create and sustain a body of work through self-directed research, experimentation, risk-taking, and reflective analysis. (Applied Learning)
6. Justify critical analysis of artwork based on material, conceptual, and critical analysis. (Critical Thinking)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Teacher Education Advisor Date

_____ _____20_____
Signature of Art Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- A B or higher in coursework toward the major content area
- **All EDUC prefix courses must be completed with a grade of B or better**
- Only 6 semester hours of independent study count toward the degree.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the Department Head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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		
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	1___				
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
*PSYC	233	Human Growth & Development	3		
* Must earn a "**B**" or higher					
Natural Sciences (7 semester hours, one course must include a lab)					
	___L				

Course	No	Title	Sem.hrs	Grade	Term/Trns
History (3 semester hours)					
HIST					
Fine Arts (3 semester hours)					
FINE	101	The Living Arts	3		
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1		
KINA	1___		1		
KINA	1___		1		
Applied Studies (3 semester hours)					
*SPCH	102	Speechmaking	3		
*Must earn a "**B**" or higher					
FOUNDATION COURSES (18 credit hours)					
Must pass all courses with a grade of "B" or higher.					
*ARTE	101	Two-Dimensional Design	3		
*ARTE	102	Three-Dimensional Design	3		
*ARTE	118	History of Art, Prehistory to Renaissance	3		
*ARTE	119	History of Art, Renaissance to Present	3		
*ARTS	151	Foundation Drawing I	3		
*ARTS	152	Foundation Drawing II	3		

ART – LEADING TO K-12 LICENSURE MAJOR REQUIREMENTS (33 semester hours) Must pass all courses with a grade of "B" or higher. To continue in the program and eventually graduate as K-12 licensure art majors a student must earn, within no more than three attempts, at least a grade of "B" in the major requirements.

Course	No	Title	Sem.hrs	Grade	Term/Trns
Art Specialization (24 credit hours)					
~~*ARTS~~	~~231~~	~~Fibers Workshop I~~	~~3~~		
ARTS	110	Digital Photography	3		
*ARTS	241	Clay Wrkshp I: Hand Building	3		
*ARTS	242	Workshop II: Beg. Throwing	3		
ARTT	270	Sculpture I	3		
*ARTS	274	Printmaking: Intaglio & Relief	3		
ARTS	291	Beginning Acrylic Painting	3		
ARTH	315	Nineteenth-Century Art	3		
ARTH	316	Twentieth-Century Art to 1950	3		

*Completion of ARTE 101, 102, 118, 119, ARTS 110, 151, 152, ~~231,~~ 241, 242 and 274 within the first 60 hours.

Course	No	Title	Sem.hrs	Grade	Term/Trns
Art Certification Specialty (6 semester hours of 300 Level ARTS or ARTT courses)					
ARTS	___		3		
ARTS	___		3		
Electives (3 semester hours)					
			3___		

K-12 LICENSURE REQUIREMENTS (32 Semester Hours)
*Prerequisites: ENGL 111 & 112 (or ENGL 129), SPCH 102, PSYC 233, EDUC 211 (All with grade of "B" or higher) and MATH 110 or higher (with grade of "C" or higher) and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term	
~~EDUC 211~~	~~Foundations of Education~~	~~2~~	_____	_____	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher	1 semester hours			8 Field Experience Hours
EDUC 215*	Teaching as a Profession	1 semester hours			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
ARTD 410	Elementary Art Ed. Methods	3	_____	_____	
ARTD 410L	Elementary Art Ed. Methods Lab	1	_____	_____	40 Field Experience Hours
ARTD 412	Secondary Art Ed. Methods	4	_____	_____	40 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4	_____	_____	60 Field Experience Hours
EDUC 499D*	Teaching Internship/Colloq.: Elementary	6	_____	_____	320 Field Experience Hours
EDUC 499H*	Teaching Internship/Colloq.: Secondary	6	_____	_____	320Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

ART CERTIFICATION SPECIALTY:

Students can fulfill this requirement by taking 6 semester hours of 300-level ARTS or ARTT studio art based courses.

1. K-12 Art licensure candidates are expected to show proficiencies in State of Colorado Performance-Based and Art Model Content Standards. Formal evaluation of that knowledge is shown through a professional proficiency portfolio, developed throughout licensure coursework and reviewed by both Art Education and Teacher Education faculty at the end of the student teaching internship.
2. Candidates are expected to earn a minimum grade of "B" in all licensure classes, which must be taken in sequence prescribed by the Center for Teacher Education. The licensure sequence is begun during the junior year (usually fall semester), and requires four semesters for completion.
3. Professional dispositions for teaching are measured throughout the licensure sequence and include qualities such as ethical and responsible behaviors, personal presentation, ability to work in collegial capacities, ability to manage time, paperwork and resources, and an aptitude for elevating the academic standing of the Art Education field.
4. Completion of admission to the K-12 Art Licensure program includes:
   A. All requirements and prerequisite courses are met for the Center for Teacher Education's application for admission (usually completed during the sophomore year).
   B. A meeting with Art Education faculty to discuss professional goals and establish a timeline for completion of requirements.
   C. Must pass all studio and art history courses with a grade of "B" or higher.
   D. Completion of ARTE 101, 102, 118, 119, ARTS 110, 151, 152, ~~231,~~ 241 and 274 within the first 60 hours.
   E. A professional disposition form completed in ARTD 410 and ARTD 412.
6. Art licensure students must pass the PLACE content exam with a minimum score of 220 (out of 300) points prior to student teaching (fee required).

NOTE: Additional fees are required through the licensure program and range from $200-$300, covering basic proficiency tests, fingerprinting, and content exam, in addition to the cost of textbooks and art materials.

Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor, approved by the Department Head and the Teacher Education Department.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ART – LEADING TO K-12 TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the two- year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111*	English Composition	3
General Education **MATH 110*** or higher		3
ARTE 118	History of Art, Prehistory to Renaissance	3
ARTE 101	Two-Dimensional Design	3
ARTS 151	Foundation Drawing I	3
KINE 100	Health and Wellness	1
		16

Spring Semester		Hours
ENGL 112*	English Composition	3
General Education Natural Science		3
General Education Social/Behavioral Science		3
ARTE 119	History of Art, Renaissance to the Present	3
ARTE 102	Three-Dimensional Design	3
KINA	Activity	1
EDUC 115*	What It Means to be a Teacher	1
		17~~6~~

SOPHOMORE YEAR

Fall Semester		Hours
General Education Social/Behavioral Science (**PSYC 233***)		3
ARTS 242 Workshop II: Beg. Throwing		3
General Education Fine Arts (FINE 101)		3
General Education Natural Science with Lab		4
ARTS 152	Foundation Drawing II	3
KINA	Activity	1
		17

Spring Semester		Hours
ARTS 241	Clay Workshop I: Hand Building	3
ARTS 274	Printmaking: Intaglio & Relief	3
~~ARTS 231~~	~~Fibers Workshop I~~	~~3~~
ARTS 110	Digital Photography	3
General Education History		3
~~***EDUC 211~~	~~Foundations of Education~~	~~2~~
EDUC 215*	Teaching as a Profession	1
General Education Applied Studies (**SPCH 102***)		3
		16~~7~~

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

JUNIOR YEAR

Fall Semester		Hours
ARTT 270	Sculpture I	3
ARTH 315	Nineteenth-Century Art	3
ARTS 291	Beginning Acrylic Painting	3
EDUC 342	Pedagogy and Assessment: Sec/K-12	3
EDUC 343	Teaching to Diversity	3
		15

Spring Semester		Hours
ARTH 316	Twentieth-Century Art to 1950	3
ARTS 300 Level – Art Certification Specialty		3
General Education Humanities		3
ARTD 410	Elementary Art Education Methods	3
ARTD 410L	Field/Studio Exp – Elem. Art Ed Methods	1
		13

SENIOR YEAR

Fall Semester		Hours
ARTD 412	Secondary Art Education Methods	4
EDUC 442	Integrating Literacy Across the Curriculum	4
ARTS 300 Level – Art Certification Specialty		3

Elective	3	**Spring Semester**		**Hours**
	14	EDUC 499D	Teaching Internship – Elementary	6
		EDUC 499H	Teaching Internship – Secondary	6
				12

***Courses in bold letters** are prerequisites to upper division; Education courses must be taken in sequence and clusters as indicated. ENGL 111 and 112, PSYC 233, SPCH 102, and EDUC 211 must have a grade of B or higher; MATH 110 must have a grade of C or higher.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: Prior to Student Teaching Internship, you must pass a Major Field Achievement Test (exit exam). In this major, it is the PLACE exam.

Intra-Departmental Curriculum Change Memo

Department Name: Art

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☐	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☐	☐	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	☐	☐	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☐	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☐	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☐	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☐	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☐	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☐	Current year's program sheet marked up with proposed changes.
Modify a program that	☒	☐	Current year's program sheet marked up with proposed changes

a. does not alter faculty, space, library, lab or other resource requirements, AND
b. does not alter any program student learning outcomes, AND
c. does not affect any other department, AND
d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☐	Justification and course teach-out plan.
Deactivate a program.	☐	☐	Justification and course teach-out plan.
Reactivate a program.	☐	☐	Justification and course teach-out plan.

For program modification type the justification for the change below:

The changes made to the Art Department's Graphic Design Minor reflect the changes to the Baccalaureate program changes that are being submitted. Leaving the minor the way it was would have caused hidden prerequisites and these changes eliminate that problem.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eli Marco Hall** Date: **2/4/2015**
Email: emhall@coloradomesa.edu Phone: x1456

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Carolyn Quinn-Hensley** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Teresa S. Garner** Date: **2/4/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

20~~14~~15-20~~15~~16 PETITION/PROGRAM SHEET
Minor: Graphic Design

About This Minor . . .

The Graphic Design Minor will acquaint students with some of the core elements related to the study and profession of Graphic Design. Courses will consist of both academic lecture and practical studio. This minor provides students an opportunity to integrate personal creativity with any specified major degree. A background in Graphic Design can promote a variety of professional opportunities including areas of applied design, public relations, business graphics, product design, marketing, and advertising.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Graphic Design Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Minor Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 3.00 cumulative GPA or higher in the minor is required
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

REQUIRED COURSES (24 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course	No	Title	Sem.hrs	Grade	Term/Trns
Lower Division Required Courses:					
ARTE	101	Two-Dimensional Design	3		
ARTE	102	Three-Dimensional Design	3		
~~ARTS~~	~~151~~	~~Foundation Drawing I~~	~~3~~		
ARTG	215	Graphic Design I	3		
ARTG	221	Graphic Design II	3		
ARTG	222	Illustration I	3		

Course	No	Title	Sem.hrs	Grade	Term/Trns
Upper Division Required Courses:					
ARTG	301	Computer Illustration	3		
ARTG	320	Letterforms & Typography	3		
~~ARTG~~	~~338~~	~~Advertising Design I~~	~~3~~		
ARTG	321	Advanced Typography	3		

Notes: (1) In an effort to meet industry standards, Macintosh computers are used exclusively in all computer-based ARTG courses. Majors are strongly advised to consider purchasing a Macintosh and related publication software for personal use.
(2) Graphic Design majors are required to complete a formal Portfolio Review before being admitted to 300 level Graphic Design courses.

Intra-Departmental Curriculum Change Memo

Department Name: Social and Behavioral Sciences

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. CRMJ 302 Ethics in Criminal Justice Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 311 Victimology Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 315 Research Methods in Criminal Justice Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 325 Juvenile Justice and Delinquency Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 330 Domestic Violence Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 335 Community Policing Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 340 Community Corrections Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 360 Crime and Deviance Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 370 Criminology Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328

			CRMJ 375 Women and Crime Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 387 Crime and Inequality Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 395 Independent Study Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 396 Topics (1-3) Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 405 Civil Liability for Law Enforcement and Corrections Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 410 Criminal Investigations Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 412 Constitutional Law Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 415 Counter-Terrorism and Law Enforcement Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 420 Criminal Law Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 425 Trial, Evidence and Legal Advocacy Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 465 Contemporary Issues in Criminal Justice Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 485 Research Methods II Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 490 Comparative Criminal Justice Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 495 Independent Study (1-3) Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328 CRMJ 496 Topics (1-3) Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328

			CRMJ 499 Internship (1-15) Old: CRMJ 110, CRMJ 201 New: CRMJ 310, CRMJ 320, CRMJ 328
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **John G. Reece** Date: **2/4/2015**
Email: joreece@coloradomesa.edu Phone: 1541

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/15**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**
If new department, please enter name:

Course prefix: **CRMJ** Course number: **210** Credit hours: **4**

Course name: **Emergency Dispatching**

Course abbreviated schedule name (24 characters maximum): **Emergency Dispatching**

Contact hours per week: Lecture Lab Field Studio Other **6**

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture/Laboratory: Vocational/Technical

Academic engagement minutes for a term: 4500 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **ENGL 111**	**3**	2. **MATH 107 or higher**	**3**
3. **CRMJ 201**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BAS**	**Criminal Justice**
2.	**BA**	**Criminal Justice**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **Yes**
If yes, explain: **All needed equipment will be provided by Grand Junction Regional Communications Center.**

LAB FACILITIES: Does the course require additional lab facilities? **Yes**
If yes, explain: **Class is held offsite at the Grand Junction Regional Communication Center located at the Grand Junction Police Department. Lab facility/classroom will be provided at that location.**

Course description as it will appear in the printed catalog:
Fundamentals of emergency dispatching. Includes basic principles of emergency communications operations and technology, call management and classification, legal aspects of dispatching, and stress management. Extensive practical training in police and fire emergency dispatching scenarios.

Justification for the proposed new course (enter below):

This course was developed in response to an industry need for professionals capable of performing the duties required of emergency dispatchers. The occupation has become increasingly complex, demanding significant technological skills, expertise in dispute resolution, emergency first aid, negotiation, and advanced customer service and communication techniques. The job vacancy rate in Colorado for 2010-2012 is between 12-13%. The five year average vacancy rate for the Grand Junction Regional Communication Center is 24%. This course represents a collaborative effort between Western Colorado Community College, the Grand Junction Police Department, and the Grand Junction Regional Communication Center to address a critical need for industry professionals. Students will receive extensive practical training in addition to academic curriculum that meets national certification standards. In addition, this course will broaden the academic offerings and provide another potential pathway in the profession for students in the CMU Criminal Justice program. This course was offered as CRMJ Topics 296 in Fall 2014 and Spring 2015. The Spring 2015 class is full at the maximum capacity of 15 students.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Communication: Students will demonstrate proficient communication and writing skills that are formal and professional in nature.
2. Computational:
Students will demonstrate and apply mathematical concepts required of entry level law enforcement and criminal justice professionals.
3. Critical Thinking:
Students will acquire and demonstrate critical thinking skills by evaluating and analyzing contemporary issues in law enforcement and criminal justice using knowledge of criminal justice concepts, terminology, and theories.
4. Specialized Knowledge:
Students will demonstrate specialized and holistic knowledge of the Criminal Justice system and the law enforcement profession.
5. Applied Knowledge:
Students will demonstrate proficiency in basic skills required for entry level law enforcement and criminal justice professionals.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Computer systems as they relate to the dispatch function
- Computer Aided Dispatch (C.A.D.)
- Maps
- Radio Systems
- Phone Systems
- Crime and Driver/Registration Information Systems

2. Call Processing
- Customer Service
- Who, What, When, Where, Why and How of collecting information from the caller.
- Interrogation techniques, calming techniques
- First Responder safety questions
- Helping callers identify where they are at or the situation is occurring.
- Call types and the function of labeling a call

3. Fire Dispatching
- Equipment and language of the fire service
- Fire incident dispatch procedures
- The basics of incident command
- Follow up dispatch for major fire incidents
- Special incidents

4. Law Dispatching
- Equipment and language of law enforcement
- Law enforcement dispatch procedures
- Follow up for major law enforcement incidents
- Special incidents and special teams

5. Request Channels and their function
- How do dispatch agencies utilize a request channel
- What type of information is requested?
- Other uses of request channels

6. Communication Center Culture
- Work environment
- Interpersonal communications

7. Health/Wellness
- Shift work
- Diet and exercise
- Ergonomics

8. Liability

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Criminal Justice 1/8/2015

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Jane A. Quimby** Date: **1/12/2015**
Email: jaquimby@coloradomesa.edu Phone: 970-255-2611

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/12/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: 07 January 2015

Collection under review: CRMJ 210: Emergency Dispatching

Program level: **Certificate** Associates Bachelors Masters

Delivery mode: Hybrid lecture/lab

Library Liaison: Laureen Cantwell

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1. Current Collection Review

The proposed course focuses on the unique knowledge, skills and abilities required for working in the Emergency Telecommunications industry. The course will focus on the basics of the emergency communication center, emergency telecommunication technology, caller management, call classification, legal aspects and stress management.

a. Reference Sources

The reference collection includes several reference titles that would support this course:

- Sullivan, L. E. (2005). *Encyclopedia of law enforcement.* Thousand Oaks: Sage Publications.
  → This title includes entries on "Calls for Service", "Computer Aided Dispatch", "Emergency Service Units", and "Response Time".
- Fisher, B., & Lab, S. P. (2010). *Encyclopedia of victimology and crime prevention.* Thousand Oaks, Calif.: SAGE Publications.
- Wakefield, A., & Fleming, J. (2009). *The SAGE dictionary of policing.* Los Angeles; London: SAGE.
- Jackson, N. A. (2007). *Encyclopedia of domestic violence.* New York: Routledge.

b. Monographic Sources

A number of resources dedicated to emergency dispatch are available and updated through the Association of Public-Safety Communications Officials (APCO)'s website, https://www.apcointl.org/. APCO is the largest organization of public safety communications professionals dedicated to providing public safety communications expertise, professional development, technical assistance, advocacy and outreach.

Tomlinson Library has limited monograph materials dedicated to the topic. The following subject headings were searched and results were as follows:

- Emergency management -- Technological innovations (3 government documents)
- Emergency Communication Systems (many gov docs; 1 recent book)
- Emergency management – United States (3 recent books; many gov docs)
- Emergency management – Colorado (56 government documents)
- Call centers – Management (1 books quasi-related to topic, but published pre-2000)
- Crisis Management (8 relevant books published after 2000)
- Police -- Job stress (2 books published after 2000; 4 total)
- Emergency management – United States – Data processing (1 government document)

It's worth noting that many, if not most, of our government publications are available electronically—which means they provide convenient 24/7 access to students often offsite.

c. Periodicals (online and paper):

The library does not subscribe to any trade publications or journals dedicated specifically to emergency telecommunications.

Please see recommendations section of this document for additional information and thoughts with regard to collection building options.

d. Electronic Resources:

The library provides access to the licensed article database, Academic Search Complete, which include full-text journals regarding police and communications from a social science perspective in journals such as *Police Practice & Research* (available 2002 to present) and *Police Quarterly* (available 1999 to present). Furthermore, the licensed database Business Source Complete indexes the *International Journal of Emergency Management* and a link to the database of the National Criminal Justice Reference Service, a federal government agency, is also provided on the Library's web site.

The Library's general subject database, **Academic Search Complete**, provides adequate coverage of topic articles. A keyword search on the phrase "emergency dispatch" returned 49 article citations, 39 of which published since 2000. Approximately ½ of those articles were available full-text and the majority of the citations were citations from peer reviewed journals.

2. Recommendations for additions to the collection:

Given the lack of CMU subscriptions to periodicals dedicated to this topic, the library has consulted with relevant disciplinary faculty with regard to interest in and potential need for trade publication or other periodical subscriptions. The recommendations within this section reflect the results of conversations between disciplinary faculty and the library.

As much of the content necessary for successful completion of the course and subject knowledge development involves resources freely accessible from APCO's website, at this time it is not recommended that special funds be allocated to support this course and that any needs can be absorbed by the WCCC acquisitions budget for 2014-2015.

Should purchases be made to support this course, every effort will be made to acquire e-content over print, to support users primarily in need of remote access to resources.

3. **Analysis of library's collection:**
   - **X This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program.
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael **Date:** February 16, 2015

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Criminal Justice**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jane A. Quimby** Date: **1/12/2015**
Email: **jaquimby@coloradomesa.edu** Phone: **970-255-2611**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/12/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Criminal Justice

About This Major . . .

The Bachelor of Arts in Criminal Justice is designed to provide students interested in careers in the justice system with the knowledge, communication and critical thinking skills necessary for success in their field. Graduates secure positions in law enforcement, probation, parole and corrections. Many also use this degree as the starting point in their pursuit of a law degree. Finally, the degree will assist students in their upward mobility in their area of employment.

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

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

1. Describe how the United States' Criminal Justice System functions and the purpose of its various methods of social control, differentiating between the juvenile and adult systems.
2. Discuss the history, theory, and practice of each segment of the Criminal Justice System: police, courts, and corrections.
3. Use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies.
4. Practice quantitative and qualitative methods of conducting ethical criminal justice research, including the use of statistics.
5. Analyze ethical and contemporary issues surrounding the practice of criminal justice in a diverse society.
6. Demonstrate proficient communication and writing skills that are formal and professional in nature.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.5 cumulative GPA or higher in all CMU coursework
- 2.5 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 1___	_____	____	_____	_____

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

PSYC 150	General Psychology	3	_____	_____
SOCO 260	General Sociology	3	_____	_____
or				
SOCO 264	Social Problems	3	_____	_____

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History (3 semester hours)

HIST	____	_____	____	_____	_____

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____	____	_____	____	_____	_____

FOUNDATION COURSES (26 semester hours – must receive a grade of "C" or better in all courses)

Two **consecutive** classes in the **same** foreign language. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__	____	_____	____	_____	_____
FLA__	____	_____	____	_____	_____

CRMJ 110	Orientation to CJ Inquiry	1	_____	_____
CRMJ 201	Introduction to Criminal Justice	3	_____	_____
STAT 215	Statistics for So and Beh. Sci	4	_____	_____
CRMJ 302	Ethics in Criminal Justice	3	_____	_____
CRMJ 310	The Police Process	3	_____	_____
CRMJ 320	Corrections	3	_____	_____
CRMJ 328	The American Court System	3	_____	_____

B.A. CRIMINAL JUSTICE MAJOR REQUIREMENTS
(45 semester hours – must receive a grade of "C" or better in all core and restricted elective courses)

Core Classes (27 semester hours)

CRMJ 301	Criminal Procedure	3	_____	_____
CRMJ 315	Research Methods in CJ	3	_____	_____
CRMJ 485	Research Methods II	3	_____	_____
CRMJ 311	Victimology	3	_____	_____
CRMJ 325	Juvenile Justice & Delinquency	3	_____	_____
CRMJ 370	Criminology	3	_____	_____
CRMJ 420	Criminal Law	3	_____	_____
CRMJ 490	Capstone: Comparative CJ	3	_____	_____
CRMJ 387	Crime & Inequality	3	_____	_____
or				
SOCO 316	Social Inequalities	3	_____	_____

Restricted Criminal Justice Electives (18 Semester Hours) See list on page 3

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Unrestricted Electives (12 semester hours from any of the following disciplines: Criminal Justice, Political Science, Psychology, Public Administration, and/or Sociology)

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Criminal Justice Restricted **Electives (18 credits)**

CRMJ 210 Emergency Dispatch (4)
CRMJ 330 Domestic Violence (3)
CRMJ 335 Community Policing
CRMJ 340 Community Corrections (3)
CRMJ 360 Crime & Deviance (3)
CRMJ 375 Women & Crime (3)
CRMJ 395 Independent Study (1-3)
CRMJ 396 Topics* (1-3)
CRMJ 405 Civil Liability for Law Enforcement and Corrections (3)
CRMJ 425 Trial, Evidence, and Legal Advocacy (3)
CRMJ 465 Contemporary Issues in Criminal Justice (3) *
CRMJ 499 Internship (1-15) **
PSYC 320 Social Psychology (3)
PSYC 410 Drugs and Human Behavior (3)
PSYC 425 Forensic Psychology (3)
SOCO 325 Racial & Ethnic Relations (3)
SOCO 400 Classical Social Theory (3)

Other elective options will be considered on a case-by-case basis.

* May be taken more than one time if the course has a different topic.
** May only count as 1 to 3 credits toward the 15 requisite credits.

Selective Admissions: Completion of 7 credits of Criminal Justice courses to include CRMJ 110~~01~~, CRMJ 201, and one other Criminal Justice foundation course, MATH 110 (or higher), ENG 111, and STAT 215 – all with a "C" or better. GPA within these subjects must be at least 2.5. Overall cumulative GPA after 45 credit hours (approximately 3 semesters) must be at least 2.5. Transfer students will be evaluated on a case-by-case basis.

*Note: Students must earn a "C" or better in ~~both~~ CRMJ 110~~01~~ and CRMJ 201 prior to enrolling in any additional program specific courses. Foundation courses CRMJ 110, 201, 310, 320, and 328 must be completed with a "C" or better before enrolling in any other upper division criminal justice courses.~~All foundational courses must be completed with a "C" or better before enrolling in any other upper-division Criminal Justice courses~~ . Please see the Criminal Justice Student Handbook for more information.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN CRIMINAL JUSTICE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111 English Composition	3	ENGL 112 English Composition	3
General Education History	3	General Education Humanities	3
General Education Applied Studies	3	General Education Mathematics	3
General Education Social/Behavioral Sciences	3	CRMJ 201 Introduction to Criminal Justice	3
General Education Science	3	KINE 100 Health and Wellness	1
CRMJ 110 Orientation to Criminal Justice	1	KINA Activities (2 courses)	2
	16		15

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
General Education Fine Arts	3	General Education Science with a Lab	4
Foundation Course (Foreign Language)	3	Foundation Course (Foreign Language)	3
General Education Social/Behavioral Sciences	3	CRMJ 302 Ethics in Criminal Justice	3
CRMJ 310 Police Process	3	CRMJ 328 The American Court System	3
CRMJ 320 Corrections	3	STAT 215 Statistics for the Social/Behavioral Sciences	4
	15		17

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
CRMJ 315 Research Methods in Criminal Justice	3	CRMJ 485 Research Methods II	3
CRMJ 301 Criminal Procedure	3	CRMJ 325 Juvenile Delinquency	3
CRMJ 311 Victimology	3	CRMJ 370 Criminology	3
Criminal Justice Elective	3	Criminal Justice Elective	3
Unrestricted Elective	3	Unrestricted Elective	3
	15		15

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
CRMJ 420 Criminal Law	3	CRMJ 490 Capstone: Comparative CJ	3
CRMJ 387 Crime & Inequality	3	Criminal Justice Elective	3
or		Criminal Justice Elective	3
SOCO 316 Social Inequalities		Unrestricted Elective	3
Criminal Justice Elective	3		12

Criminal Justice Elective	3
Unrestricted Elective	3
	15

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BAS** Program/degree Name: **Criminal Justice**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jane A. Quimby** Date: **1/12/2015**
Email: **jaquimby@coloradomesa.edu** Phone: **970-255-2611**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/29/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/12/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Applied Science
Major: Criminal Justice
(POST Academy)

About This Major . . .
The Bachelor of Applied Science in Criminal Justice is designed to provide students interested in careers in the justice system, and specifically in policing/law enforcement, with the knowledge, communication, and critical thinking skills necessary for success in their field. Graduates will be job ready and able to secure positions in various policing/law enforcement positions (e.g., police officer, deputy sheriff, parole officer, etc.). The degree combines the technical skills required within entry-level law enforcement positions with the academic rigor of the baccalaureate degree. The degree will also assist students in their upward mobility in their area of employment.

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

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

1. Articulate an understanding of specialized and holistic knowledge of the Criminal Justice system and the law enforcement profession (specialized knowledge).
2. Demonstrate rigorous critical thinking skills by analyzing and evaluating contemporary issues in Criminal Justice (specialized knowledge and critical thinking).
3. Illustrate communication and writing skills that are formal and professional in nature (communication fluency).
4. Identify and apply appropriate, sound ethical standards and practices specific to law enforcement, the courts, and corrections (applied learning).
5. Demonstrate proficiency in the basic skills required for entry level law enforcement professionals, including firearms, arrest control, and tactical driving (applied learning).

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 33 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.5 cumulative GPA or higher in all CMU coursework
- 2.5 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 110 (or Higher)		_____	3	_____	_____
Humanities (3 semester hours)					
_____	____	_____	____	_____	_____
Social and Behavioral Sciences (6 semester hours)					
POLS 101		American Government	3	_____	_____
SOCO 264		Social Problems	3	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____
History (3 semester hours)					
HIST	____	_____	____	_____	_____
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
Students must take KINE 100, plus one 100-level KINA/HPWE or approved DANC course.					
KINE 100		Health and Wellness	1	_____	_____
KINA 1__		_____	1	_____	_____
KINA 127*		Physical Conditioning	1	_____	_____
(*KINA 127 is completed during the POST Academy)					
Applied Studies (3 semester hours)					
SPCH 101		Interpersonal Communication	3	_____	_____
B.A.S. MAJOR REQUIREMENTS (44 total semester hours - must receive a grade of "C" or better in all courses)					
Foreign Language Courses (6 semester hours)					
Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.					
FLA	___	_____	3	_____	_____
FLA	___	_____	3	_____	_____
Foundation Courses (20 semester hours)					
CRMJ 110		Orientation to Criminal Justice	1	_____	_____
CRMJ 201		Introduction to Criminal Justice	3	_____	_____
STAT 215		Statistics for Soc & Behav Sci	4	_____	_____
CRMJ 302		Ethics in Criminal Justice	3	_____	_____
CRMJ 310		Police Process	3	_____	_____
CRMJ 320		Corrections	3	_____	_____
CRMJ 328		American Court Systems	3	_____	_____
Core Courses (18 semester hours)					
CRMJ 301		Criminal Procedure	3	_____	_____
CRMJ 315		Research Methods I	3	_____	_____
CRMJ 370		Criminology	3	_____	_____
CRMJ 410		Criminal Investigations	3	_____	_____
CRMJ 420		Criminal Law	3	_____	_____
CRMJ 490		Capstone: Comparative CJ or			
CRMJ 499		Internship	3	_____	_____
Restricted Electives (9 semester hours, at least three of which need to be upper division – see list below). All college level courses appearing on your final transcript that will bring your total semester hours to 120 hours (must receive a grade of "C" or better in all courses).					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____

Restricted Electives (9 credit Hours)

CRMJ 210 Emergency Dispatch (4)
CRMJ 311 Victimology (3)
CRMJ 325 Juvenile Justice (3)
CRMJ 330 Domestic Violence (3)
CRMJ 335 Community Policing (3)
CRMJ 395 Independent Study (1-3)
CRMJ 396 *Topics (1-3)
CRMJ 405 Civil Liability (3)
CRMJ 415 Counter-Terrorism (3)
CRMJ 425 Trial, Evidence, and Legal Advocacy (3)
CRMJ 499 **Internship (1-3)
CRJW 270: Homicidal Drowning Investigations (2)
CRJW 280: Public Safety Diving Phase I (4)
CRJW 290: Underwater CSI (2)
CRJW 296: Topics (1-4)
FOAN 232: Survey of Forensic Science (3)
PADM 315: Public Management (3)

Other elective options will be considered on a case-by-case basis.

*May be taken more than one time if the course has a different topic

**May only count as 1 to 3 credits toward the 9 requisite credits

Bachelor of Applied Science: *36 Semester Hours taken as part of a state approved Associate of Applied Science (AAS) degree to include CRMJ 201 Introduction to Criminal Justice (3) and CRMJ 310 Police Process (3) or other approved courses within an established AAS program.

_____	____	_____	3	_____	_____
_____	____	_____	3	_____	_____

POST Academy (30 semester hours - must receive a grade of "C" or better in all courses). Courses are taken as part of a state approved POST Academy.

Course No	Title	Sem.hrs	Grade	Term/Trns
CRJW 101	Basic Police Academy I	6	_____	_____
CRJW 102	Basic Police Academy II	10	_____	_____
CRJW 105	Basic Law	6	_____	_____
CRJW 106	Arrest Control	3	_____	_____
CRJW 107	Law Enforcement Driving	2	_____	_____
CRJW 108	Firearms	3	_____	_____

Special requirements: To be admitted to the B.A.S. degree, certain prerequisites must be satisfied. Please see the Social and Behavioral Sciences department head or program faculty for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement.

Selective Admissions: Completion of 7 credits of criminal justice courses to include CRMJ 110~~01~~, CRMJ 201 and one other criminal justice initial core course, MATH 110 (or higher), ENG 111, and STAT 215 - all with a "C" or better. GPA within these subjects must be at least 2.5. Overall cumulative GPA after 45 credit hours (approx. 3 semesters) must be at least 2.5. Transfer students will be evaluated on a case-by-case basis.

*Note: Students must earn a "C" or better in both CRMJ 110~~01~~ and CRMJ 201 prior to enrolling in any additional program specific courses. Foundation courses CRMJ 110, 201, 310, 320, and 328~~All initial core courses~~ must be completed with a "C" or better before enrolling in any other upper division criminal justice courses. It is highly recommended that students complete **all** required coursework prior to enrolling in the POST Academy. Please see the criminal justice student handbook for more information. Students are encouraged to attend the Western Colorado Peace Officers Academy (WCPOA). Up to 31 credits can be transferred from other Colorado POST approved academies associated with accredited institutions of higher learning or through existing articulation agreements with Colorado Mesa University. Students wishing to transfer credit from all other academies (e.g., agency, private, or out-of-state academies) can earn up to 30 credit hours through the "Credit for Prior Learning" program: https://www.coloradomesa.edu/academics/cpl.html

Intra-Departmental Curriculum Change Memo

Department Name: Social and Behavioral Sciences

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. EMDP 211, Introduction to Emergency Management Old prerequisites - none New prerequisite - "Consent of Instructor"
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes

a. does not alter faculty, space, library, lab or other resource requirements, AND
b. does not alter any program student learning outcomes, AND
c. does not affect any other department, AND
d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings** Date: **2/11/2015**
Email: ejennings@coloradomesa.edu Phone: 1271

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **2/11/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/12/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**
If new department, please enter name:

Course prefix: **EMDP** Course number: **321** Credit hours: **3**

Course name: **Hazard Preparedness and Mitigation**

Course abbreviated schedule name (24 characters maximum): **Haz Prep & Mit**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **EMDP 211**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**CERT**	**Emergency Management and Disaster Planning**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Examination of methods and application of practices in preparing for and mitigating against hazards. Includes developing an understanding of risk and vulnerability, and their relationship with public policy and implementation actions relevant to hazard preparedness and mitigation.

Justification for the proposed new course (enter below):

This course is a required course offering related to the certificate in emergency management and disaster planning. The proactive elements of emergency management are preparedness and mitigation. Nearly all emergency management academic programs as well as the Federal Emergency Management Agency and the Standards on Disaster/Emergency Management Programs and Business Continuity Programs recognize preparedness and mitigation as key phases of emergency management. Furthermore, recent legislation requires emergency management agencies at the state and local levels of government to develop preparedness and mitigation plans. Developing an understanding of preparedness and mitigation activities contributes to more efficient response and recovery actions when hazards strike.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Synthesize current theories, principles, and practices in emergency management (specialized knowledge).

2. Communicate emergency management perspectives effectively to various audiences (communication).
3. Apply problem solving skills to preparedness and mitigation issues in emergency management (critical thinking).
4. Combine emergency management theory with practitioner experience and skills (applied learning).

Topical course outline: (List of topics only. Do not attach syllabus.)

I. Introduction – Preparedness and Mitigation
II. Hazards
III. Risk and Vulnerability
IV. Principles of Preparedness
V. Preparedness Activities
VI. Mitigation Strategies
VII. Mitigation Plans

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

1-19-2015. Final meeting with public administration and political science faculty approving course proposal.

10-27-14. Discussion with President Foster and Provost and Vice President for Academic Affairs (Dr. Futhey) attended by SBS department head (Dr. Herrick), Political Science faculty (Dr. Casey, Dr. Gollob) and Public Administration faculty (Dr. Jennings). Unanimous decision to develop and offer courses in emergency management and disaster planning.

Fall 2014. Several discussions involving SBS department head and all Political Science and Public Administration faculty in which all were supportive of the proposal.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings** Date: **1/19/2015**
Email: ejennings@coloradomesa.edu Phone: 1271

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/21/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: **EMDP 321: Disaster Preparedness and Mitigation**

Program level: **Certificate** Associates Bachelors Masters DNP

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:

      Dictionary of Disaster Medicine & Humanitarian Relief (2012 – 0nline)
      Man-made Catastrophes (2002)

      Encyclopedia of Public Administration & Public Policy 2 vol + Supp (2003)
      International Encyclopedia of Public Policy & Administration 4 vol (1998)
      International Dictionary of Public Management & Governance (2006)

   b. Monographic Sources:
      The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. Subjects and keywords were chosen based on the course description, SLOs, and topic outline. Duplication may occur because a title may have appeared in more than one search. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

      In addition to the purchased book collection, the Library is a partial government depository thus giving access to documents published by the various departments of the federal government. These are available in a variety of formats – paper, microform, CD, and online. In the area of emergency management there are a large number of documents dealing with planning and response to all types of

disasters. Some come from individual agencies/departments – FEMA, Homeland Security, Health – and many are transcripts of congressional hearings. These items are not reflected in the charts below because of the sheer volume – for example the subject search "emergency management" generated nearly 1000 documents or about 80% of the results. Most of these have been published post 9/11.

The three areas of the collection – paper, e-book, government documents – provide a good base upon which to build. The collection is very current with 83% of the areas surveyed having been published in the last 10 years and 58% in the last 5 years. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the class.

- Age Analysis of Monographic Collection

SU: Emergency management	Paper	E-Book
2015-	1	5
2010-2014	8	42
2005-2009	5	19
2000-2004	3	7
1990-1999	2	2
1980-1989	2	
Pre 1980		
TOTAL	21	75

HV 551-636: Disaster management	Paper	E-Book
2015-		
2010-2014	7	
2005-2009	10	
2000-2004	1	
1990-1999	3	
1980-1989		
Pre 1980	3	
TOTAL	24	

KW: Disaster preparedness	Paper	E-Book
2015-		
2010-2014	4	10
2005-2009	3	1
2000-2004	1	1
1990-1999		1
1980-1989		
Pre 1980		
TOTAL	8	13

KW: Hazard mitigation	Paper	E-Book
2015-		
2010-2014	7	19
2005-2009		8
2000-2004	2	
1990-1999	1	1
1980-1989	1	
Pre 1980		
TOTAL	11	28

KW: Disaster medicine	Paper	E-Book
2015-		
2010-2014	3	10
2005-2009		6
2000-2004	1	2
1990-1999		
1980-1989	1	
Pre 1980		
TOTAL	5	18

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 1 to 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. The average fill time for article requests is approximately 15 hours.

Keyword and subject searches for some of the topics to be covered in this course were done to see availability of resources. The journal literature is rich in articles on the varied aspects of emergency management both in the US and internationally. Many articles are on specific disasters – the pre-disaster preparation and planning or lack thereof, mitigation, and what has been learned.

A sampling of journal titles found in the above searches that are available to CMU students are listed below. Several full-text journal titles came up repeatedly – *Disasters, Journal of Contingencies & Crisis Management, International Journal of Mass Emergencies & Disasters, American Journal of Public Health, Risk, Hazards & Crisis in Public Policy*. All titles are available online unless otherwise indicated.

Administration and Society
Administrative Science Quarterly
American City and County
American Review of Public Administration
Disasters
Engineering Management Journal
ENR: Engineering News Record
Environment & Behavior
Fire Engineering
GAO Reports (full text in Business Source Complete)
Government Executive (1 month embargo)
International Journal of Mass Emergencies and Disasters
International Security
Journal of Business Continuity and Emergency Planning
Journal of Contingencies & Crisis Management
Journal of Planning Education & Research
Journal of Policy History
Nonprofit and Voluntary Sector Quarterly
PA Times
Policy Studies Journal
Professional Safety
Public Administration Review
Public Works Management & Policy
Risk Analysis: an International Journal
Risk Hazards & Crisis in Public Policy

Risk Management
Security: Solutions for Enterprise Security Leaders

American Journal of Public Health
Annals of Emergency Medicine
H&HN: Hospitals & Health Networks
Health Facilities Management
JEMS: Journal of Emergency Medical Services (print)
Journal of Environmental Health
Modern Healthcare
Public Health Reports

d. Electronic Resources:
<u>Indexes for journal articles:</u>
Business Source Complete
Academic Search Complete
Project Muse
SocINDEX with Full text
CINAHL
Homeland Security Digital Library
Humanities International Index
Wiley Online Library
Sage Journals Online
JSTOR

e. Media
The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Some titles that might be appropriate for this class are:
Facing Disaster (2013 – 44 min)
Hurricanes (2014 – 30 min)
New Era of Preparedness (2014 – 6 min)
Preparing for Emergencies (2014 – 8 min)

Library owned DVDs include:
Getting Ready for Disaster: One family's experience (2005 – 37 min)
Storm (Katrina 2005 – 60 min)
Storm That Drowned a City (Katrina 2006 – 56 min)
Wave That Shook the World (2005 – 56 min)

2. Recommendations for additions to the collection:

    a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
    b. Review pre-2000 materials for continued relevance. Identify titles that should be kept – core, historical, and still current titles – and those that need to be updated or withdrawn. Updates may take the form of new editions or new titles covering the same content.
    c. New materials will be purchased from the existing budget line for Public Administration/Public Safety

3. Analysis of library's collection:

    XX Materials for this course can be purchased with existing funds

    ☐ Extra funding is required to adequately meet the informational needs of the program.
    Estimated **one-time** resources needed $ _____
    Estimated **base building** resources needed $ _____

    ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: __Sylvia L. Rael_____ Date: ___February 18, 2015_____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**
If new department, please enter name:

Course prefix: **EMDP** Course number: **331** Credit hours: **3**

Course name: **Disaster Response and Recovery**

Course abbreviated schedule name (24 characters maximum): **Dis Resp & Rec**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **EMDP 211**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**CERT**	**Emergency Management and Disaster Planning**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Examination of practices and principles that promote effective disaster response and recovery operations. Review of popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches for disaster management. Includes developing an understanding of the Incident Command System, National Incident Management System, and emergency operations centers.

Justification for the proposed new course (enter below):

This course is a required course offering related to the certificate in emergency management and disaster planning. The reactive elements of emergency management are response and recovery. Nearly all emergency management academic programs as well as the Federal Emergency Management Agency and the Standards on Disaster/Emergency Management Programs and Business Continuity Programs recognize response and recovery as key phases of emergency management. Recent disasters as well as the implementation of the National Incident Management System at the federal, state and local levels of government stresses the importance of numerous stakeholders understanding their roles and responsibilities in responding to disasters.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Synthesize current theories, principles, and practices in emergency management (specialized knowledge).
2. Communicate perspectives effectively to various audiences (communication).
3. Apply problem solving skills to response and recovery issues in emergency management (critical thinking).
4. Combine emergency management theory with practitioner experience and skills (applied learning).

Topical course outline: (List of topics only. Do not attach syllabus.)

I. Introduction – Response and Recovery
II. Key stakeholders and actors
III. Human behavior in disasters
IV. Theoretical approaches to disaster management
V. Practical approaches to disaster management
VI. Response activities
VII. Recovery activities
VIII. The disaster declaration process.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

1-19-2015. Final meeting with public administration and political science faculty approving course proposal.

10-27-14. Discussion with President Foster and Provost and Vice President for Academic Affairs (Dr. Futhey) attended by SBS department head (Dr. Herrick), Political Science faculty (Dr. Casey, Dr. Gollob) and Public Administration faculty (Dr. Jennings). Unanimous decision to develop and offer courses in emergency management and disaster planning.

Fall 2014. Several discussions involving SBS department head and all Political Science and Public Administration faculty in which all were supportive of the proposal.

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings** Date: **1/19/2015**
Email: ejennings@coloradomesa.edu Phone: 1271

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/21/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: **EMDP 331: Disaster Response and Recovery**

Program level: **Certificate** Associates Bachelors Masters DNP

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:

      Dictionary of Disaster Medicine & Humanitarian Relief (2012 – 0nline)
      Man-made Catastrophes (2002)

      Encyclopedia of Public Administration & Public Policy 2 vol + Supp (2003)
      International Encyclopedia of Public Policy & Administration 4 vol (1998)
      International Dictionary of Public Management & Governance (2006)

   b. Monographic Sources:

      The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. Subjects and keywords were chosen based on the course description, SLOs, and topic outline. Duplication may occur because a title may have appeared in more than one search. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

      In addition to the purchased book collection, the Library is a partial government depository thus giving access to documents published by the various departments of the federal government. These are available in a variety of formats – paper,

microform, CD, and online. In the area of emergency management there are a large number of documents dealing with response to and recovery from all types of disasters. Some come from individual agencies/departments – FEMA, Homeland Security, Health – and many are transcripts of congressional hearings. These items are not reflected in the charts below because of the sheer volume – for example the subject search "emergency management" generated nearly 1000 documents or about 80% of the results. Most of these have been published post 9/11.

The three areas of the collection – paper, e-book, government documents – provide a good base upon which to build. The collection is very current with 82% of the areas surveyed having been published in the last 10 years and 55% in the last 5 years. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the class.

- Age Analysis of Monographic Collection

SU: Emergency management	Paper	E-Book
2015-	1	5
2010-2014	8	42
2005-2009	5	19
2000-2004	3	7
1990-1999	2	2
1980-1989	2	
Pre 1980		
TOTAL	21	75

HV 551-636: Disaster management	Paper	E-Book
2015-		
2010-2014	7	
2005-2009	10	
2000-2004	1	
1990-1999	3	
1980-1989		
Pre 1980	3	
TOTAL	24	

KW: Disaster response	Paper	E-Book
2015-		3
2010-2014	12	19
2005-2009	7	7
2000-2004	1	4
1990-1999	2	
1980-1989		
Pre 1980	1	
TOTAL	23	33

KW: Disaster medicine	Paper	E-Book
2015-		
2010-2014	3	10
2005-2009		6
2000-2004	1	2
1990-1999		
1980-1989	1	
Pre 1980		
TOTAL	5	18

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 1 to 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. The average fill time for article requests is approximately 15 hours.

Keyword and subject searches for some of the topics to be covered in this course were done to see availability of resources. The journal literature is rich in articles on the varied aspects of emergency management both in the US and internationally. Many articles are on specific disasters – the response and recovery activities, and what has been learned.

A sampling of journal titles found in the above searches that are available to CMU students are listed below. Several full-text journal titles came up repeatedly – *Disasters, Journal of Contingencies & Crisis Management, International Journal of Mass Emergencies & Disasters, American Journal of Public Health, Risk, Hazards & Crisis in Public Policy*. All titles are available online unless otherwise indicated.

Administration and Society
Administrative Science Quarterly
American City and County
American Review of Public Administration
Disasters
Engineering Management Journal
ENR: Engineering News Record
Environment & Behavior
Fire Engineering
GAO Reports (full text in Business Source Complete)
Government Executive (1 month embargo)
International Journal of Mass Emergencies and Disasters
International Security
Journal of Business Continuity and Emergency Planning
Journal of Contingencies & Crisis Management
Journal of Planning Education & Research
Journal of Policy History
Nonprofit and Voluntary Sector Quarterly
PA Times
Policy Studies Journal
Professional Safety
Public Administration Review
Public Works Management & Policy
Risk Analysis: an International Journal
Risk, Hazards & Crisis in Public Policy

Risk Management
Security: Solutions for Enterprise Security Leaders

American Journal of Public Health
Annals of Emergency Medicine
H&HN: Hospitals & Health Networks
Health Facilities Management
JEMS: Journal of Emergency Medical Services (print)
Journal of Environmental Health
Modern Healthcare
Public Health Reports

d. Electronic Resources:
Indexes for journal articles:
Business Source Complete
Academic Search Complete
Project Muse
SocINDEX with Full text
CINAHL
Homeland Security Digital Library
Humanities International Index
Wiley Online Library
Sage Journals Online
JSTOR

e. Media
The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Some titles that might be appropriate for this class are:
External Factors Affecting Business: Natural Disasters (2013 – 24 min)
Facing Disaster (2013 – 44 min)
Hurricanes (2014 – 30 min)

Library owned DVDs include:
NIMS/ICS Simulation Exercise Program for Multi-discipline Emergency Responders (2008)
National Disaster Medical System Delivering Medical Care in Times of Crisis (2007 – 11 min)
Storm (Katrina 2005 – 60 min)
Storm That Drowned a City (Katrina 2006 – 56 min)
Wave That Shook the World (2005 – 56 min)

2. Recommendations for additions to the collection:

    a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
    b. Review pre-2000 materials for continued relevance. Identify titles that should be kept – core, historical, and still current titles – and those that need to be updated or withdrawn. Updates may take the form of new editions or new titles covering the same content.
    c. New materials will be purchased from the existing budget line for Public Administration/Public Safety

3. Analysis of library's collection:

    XX Materials for this course can be purchased with existing funds

    ☐ Extra funding is required to adequately meet the informational needs of the program.
    Estimated **one-time** resources needed $ _____
    Estimated **base building** resources needed $ _____

    ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: __Sylvia L. Rael_____ Date: ___February 18, 2015_____

Dear UCC Subcommittee

I am responding to the concern that EMDP 321 and EMDP 331 have identical SLOs. You contend that they are not related theory and lab courses and therefore should have unique SLOs. EMDP 321 (Hazard Preparedness and Mitigation) and EMDP 331 (Disaster Response and Recovery) are related theory courses (related to the broader discipline and field of emergency management). Together they constitute the four phases of emergency management also referred to as the disaster cycle. While they incorporate separate theories, principles and practices, they are synthesized together and interact to address dealing with hazards and disasters. For example, preparedness (actions taken to increase a state of readiness to respond to hazards) has a direct impact on response (actions taken to save lives and protect property). Similarly, mitigation (actions taken to reduce the long-term impact of hazards) has a direct influence on recovery (actions taken to restore a community to its pre-disaster condition).

Consequently, I feel that having identical SLOs is not an issue in that the SLOs are general outcomes of the courses. The program curriculum and assessment map notes that different assessment methods are used for the courses as outlined below:

SLO2 – communicate emergency management perspectives to various audiences (communication fluency).

> EMDP 321 students will have to provide a written critique of a local government mitigation plan while EMDP 331 students will conduct a disaster case study with both a written and oral presentation.

SLO 3 – apply problem solving skills to issues in emergency management (critical thinking).

> Students in EMDP 321 will complete a research paper in which they develop and justify a position on a hazard mitigation issue and relate that position to alternative views within the community and policy environments. Students in EMDP 331 will complete a case study followed by development and justification of a solution in response and/or recovery issues.

SLO 4 – Combine emergency management theory with practitioner experience and skills (applied learning).

> EMDP 321 students will complete a mitigation plan review including recommendations for changes to the plan and justification for changes. Students in EMDP 331 will obtain several FEMA IS certificates related to the National Incident Management System and the Incident Command System.

Thank-you for your consideration on this issue.

Eliot Jennings

DEPARTMENT WORKSHEET FOR PROGRAM DELETION, DEACTIVATION, OR REACTIVATION
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**

Proposal Type: **Deactivation**

PROGRAM: Degree type: **BAS** Program/degree Name: **Public Administration/Public Safety**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

Justification for the proposed program deletion, deactivation, or reactivation (enter below):

The political science program recently received approval to offer a specialization in public administration for political science majors which will better serve students majoring in political science as well as those seeking to work in the public sector and/or pursuing an MPA degree. Moving public administration into the political science program aligns public administration as an academic field with the predominant model for providing an undergraduate education in public administration. A bachelor's degree in public administration is uncommon, with the majority of four-year institutions providing it as a track, specialization, concentration or minor within political science programs. The National Association of Schools of Public Affairs and Administration (NASPAA) only lists 14 schools that offer an undergraduate degree in public administration out of the 272 member institutions. The majority of undergraduate degrees offered by NASPAA schools are in political science or public policy.

There are relatively few students that seek the BAS in Public Administration / Public Safety degree at CMU. Over the last two years there have been only 5 students that have graduated with the degree. There are currently 18 declared majors for the degree. Of these 18, 5 will graduate this spring. Out of the remaining 13, 5 are students that came to CMU for the paramedic program which was deactivated in April, 2013 and subsequently transferred into the BAS in PA/PS program.

For proposals to delete or deactivate a program, include a detailed "teach-out" plan for students currently enrolled in the program.

There are currently 18 declared majors for the BAS in PA/PS degree. Of these, 5 will graduate in spring 2015. The teach-out plan for the remaining 13 students would be completed by the summer of 2016 by scheduling the following online courses as follows.

POLS 342 – Public Administration will be offered online fall 2015.
PADM 314 – Public Organization Theory will be offered online fall 2015.
PADM 315 – Public Management will be offered online fall 2015.
PADM 350 – Ethics in Public Administration will be offered online spring 2015 and spring 2016.
PADM 442 – Public Budgeting will be offered online spring 2015 and spring 2016.
PADM 446 – Public Personnel Management will be offered online summer 2015 and summer 2016.

Discuss the proposal with all departments that might be affected by the proposal. List the departments and the date and outcome of the discussion below.

Fall 2014. Several discussions involving SBS department head and political science and public administration faculty in which all were supportive of exploring deactivation of the BAS in PA/PS.

10-22-14. Concluding discussion with SBS department head (Dr. Herrick), Political Science faculty (Dr. Casey, Dr. Gollob and Dr. Flanik) and Public Administration faculty (Dr. Jennings) after several preliminary discussions. All were supportive of the proposal.

10-27-14. Discussion with President Foster and Vice-President of Academic Affairs (Dr. Futhey) attended by SBS department head (Dr. Herrick), political science faculty (Dr. Casey and Dr. Gollob) and Public Administration faculty (Dr. Jennings). All were supportive of the proposal.

Note: Proposals to reactivate a program must include a program sheet updated for the term in which the reactivation will take effect. If a program to be reactivated requires modification, submit a modification form as well.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings** Date: **1/12/15**
Email: **ejennings@coloradomesa.edu** Phone: **1271**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/21/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/21/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **New Program**

PROGRAM: Degree type: **CERT** Program/degree Name: **Emergency Management and Disaster Planning**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

Upon completion of the program, the student will be able to: (linkage to institutional SLOs are in parenthesis).
1. Synthesize current theories, principles and practices in emergency management. (Specialized knowledge)
2. Communicate emergency management perspectives to various audiences. (Communication fluency)
3. Apply problem-solving skills to issues in emergency management. (Critical thinking)
4. Combine emergency management theory with practitioner experience and skills. (Applied learning)

Curriculum and assessment map is provided in attachment 1.

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

Legislative Mission excerpt: "Colorado Mesa University shall also serve as a regional education provider."
Colorado Mesa University's mission: Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.
The program's primary goals are:
1. To provide students with the knowledge and skills needed to engage in emergency management and disaster

preparedness activities in public, private, and nonprofit organizations.

2. To prepare students for the certified emergency manager certification through the International Association of Emergency Managers (IAEM).

The program provides an additional opportunity for both students and the larger community to grow intellectually by providing courses that examine emergency management as an academic field based upon a growing interdisciplinary literature in emergency management. It provides the opportunity for professional growth by providing courses that facilitate obtainment of the IAEM certified emergency manager certificate. Finally, it provides for personal growth through academic rigor and promoting social responsibility for disaster preparedness at both the individual and community level.

The program provides additional opportunity for students in numerous majors to enhance their knowledge and skills that can be applied to their chosen careers. Emergency management impacts public, private and nonprofit organizations that must prepare for, respond to, recover from and mitigate against natural, technological and health hazards in their communities.

The program meets the regional mission of CMU by providing the only program in emergency management in Western Colorado. There are no undergraduate programs focused on emergency management at any public four-year institutions in Colorado. Red Rocks Community College in Denver offers a certificate and an AAS in emergency management and planning. Pikes Peak Community College in Colorado Springs offers an AAS in Homeland Security/Emergency Management. CSU-Pueblo offers a minor in homeland security but focuses on terrorism rather than taking an all-hazards approach to emergency management.

d. Program strengths, special features, innovations, and/or unique elements.

The program is a strong complement to individuals seeking or currently practicing in an emergency management capacity within a variety of professions. The program will assist those students seeking entry level positions in an emergency management related job by providing them with documented completion of training that helps satisfy the education/training requirements for entry level positions. The program demonstrates to employers that an applicant has the skills and knowledge that can make up for a lack of experience. Entry level positions are increasingly desiring persons that have certificates in emergency management. Having the professional certificate in emergency management and disaster planning gives the student an advantage when competing for jobs. For those already working in an emergency management related position, the program will assist them in pursuing the certified emergency manager certification through the International Association of Emergency Management (IAEM) by meeting the emergency management training requirements for that certification. The program courses will also prepare the students for the examination and essay components of the IAEM certification process. Students that complete the program courses will be well positioned to quickly and easily complete the IAEM certification process.

For students seeking a variety of majors, the program provides a strong addition to their major. A few of these include political science majors seeking employment in the public sector, business students seeking employment in the private sector, education majors, and health majors. The program will provide additional training so that students working in the public sector will be able to step into roles within public organizations dealing with disasters. Students seeking employment in the private sector will be able to contribute to the business continuity planning for those businesses. Students pursing employment in education will be able to bring additional knowledge and skills to their institutions related to preparing for and responding to disasters. Health majors will bring an emergency perspective to health organizations whether dealing with public health hazards or responding to disasters.

In addition to providing individual benefits to students, the program has societal impacts of assisting in reducing the impact of hazardous events and helping create safer communities in which to live, work and visit.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

The program has been shaped by the IAEM certified emergency manager certification process. In particular, the program helps meets the educational requirements for obtaining the IAEM certification by providing for 75 contact hours of emergency management training (IAEM limits credit for contact hours to 25 hours per course). IAEM is the preeminent professional organization for emergency managers with over 9,000 members worldwide.

f. Program admissions requirements (if any beyond admission to institution).

None

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

Emergency management is identified by the Bureau of Labor Statistics as one of the fastest growing professions through 2018. This growth is occurring as the effects of 9/11 and terrorism continue to impact public, non-profit and private sectors. Additionally, the increasing costs of dealing with natural hazards are impacting these organizations. The projected growth for emergency management specialists is projected to be 22%. The economic development and employer planning system (EDEPS) projects that job growth for emergency management directors (upper management) will be 8.3% through 2022.

The growth of emergency management academic programs continues to bring increased attention to emergency management. The 2014 FEMA Higher Education report indicates there are 133 programs ranging from PhD to undergraduate certificates (25 institutions offer the certificate). 64% of the institutions have had EM program enrollment growth rates over the last 3 years (21% no change and 15% declining rates). 78% of the institutions project growth rates over the next 3 years. CMU has the opportunity to address the growing profession and academic aspect of emergency management by the development of a professional certificate in emergency management and disaster planning.

Discussions regarding the program proposal were conducted as follows:

10-27-14. Discussion with President Foster and Provost and Vice President for Academic Affairs (Dr. Futhey) attended by SBS department head (Dr. Herrick), Political Science faculty (Dr. Casey, Dr. Gollob) and Public Administration faculty (Dr. Jennings). Unanimous decision to develop and offer a certificate in emergency management and disaster planning.

Fall 2014. Several discussions involving SBS department head and all Political Science and Public Administration faculty in which all were supportive of the program proposal.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).

There are no similar programs at CMU or on the Western Slope. The closest emergency management certificate program is offered through Red Rocks Community College in the Denver metropolitan area (RRCC also offers an AAS in emergency management and planning). Pikes Peak Community College in Colorado Springs offers an AAS in Homeland Security/Emergency Management.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

EMDP 211: Introduction to Emergency Management	3 credit hours
EMDP 321: Hazard Preparedness and Mitigation	3 credit hours
EMDP 331: Disaster Response and Recovery	3 credit hours

The suggested sequencing will be that students take EMDP 211 first and then take EMDP 321 and EMDP 331. EMDP 211 will typically be offered in the fall semester with EMDP 321 and EMDP 331 being offered in the spring semester.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

The program will be taught by existing public administration faculty.
Eliot Jennings, BS in Emergency Administration and Planning, University of North Texas
MPA, University of North Texas
PhD in Public Administration with concentration in Emergency Management, University of North Texas
10 years of experience in emergency management at the local government level (Galveston, TX).

No additional faculty required.

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

No additional resources will be required. Recommendations for additions to the Library’s collection will be done through the department’s annual allocation process.

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

Delivery mode for courses will be through traditional classroom instruction.

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

Not Applicable

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet?

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings** Date: **1/16/2015**

Email: **ejennings@coloradomesa.edu** Phone: **1271**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/21/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/21/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Emergency Management and Disaster Planning

Degree Title Certificate in Emergency Management and Disaster Planning

Name of Institution: Colorado Mesa University

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	5	6	7	8	8	8
1-b	Out-of-State Headcount	1	1	1	1	1	
2	Program Headcount	6	7	8	9	9	9
3-a	In-state FTE	1.5	1.8	2.1	2.4	2.4	2.4
3-b	Out-of-State FTE	.3	.3	.3	.3	.3	.3
4	Program FTE	1.8	2.1	2.4	2.7	2.7	2.7
5	Program Graduates	6	7	8	9	9	9

Note that a majority of the students will be current students supplementing their major with this program.

_____ _____

Signature of Governing Board Officer Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Emergency Management and Disaster Planning

Name of Institution: Colorado Mesa University

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	**No new physical space is needed. The only need will be for a classroom.**							
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES		**There are no new expenses for the program.**				
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer Title Date

Attachment 1: Curriculum and Assessment Map

2015-2016 PETITION/PROGRAM SHEET
Award: Professional Certificate
Program of Study:
Emergency Management and Disaster Planning

About This Certificate . . .

The certificate in emergency management and disaster planning is designed to provide students with the knowledge and skills needed to engage in emergency management and disaster preparedness activities in public, private, and nonprofit organizations. It also prepares students for successfully completing the exam and essay requirements for the International Association of Emergency Managers' certified emergency manager certification process. Completion of the certificate in emergency management and disaster planning will also contribute to the training requirements for the International Association of Emergency Managers' certified emergency manager certification process.

Upon completion of the program, the student will be able to
1. Synthesize current theories, principles, and practices in emergency management. (Specialized knowledge)
2. Communicate emergency management perspectives to various audiences. (Communication fluency)
3. Apply problem-solving skills to issues in emergency management. (Critical thinking)
4. Combine emergency management theory with practitioner experience and skills. (Applied learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of the Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

CERTIFICATE: Emergency Management and Disaster Planning

9 semester hours

Course No.	Title	Sem.hrs	Grade	Term
*EMDP 211	Introduction to Emergency Management	3	_____	_____
*EMDP 321	Hazard Preparedness and Mitigation	3	_____	_____
*EMDP 331	Disaster Response and Recovery	3	_____	_____

* Consult with Social and Behavioral Sciences Department advisor regarding prerequisite classes that might be necessary to take.

SUGGESTED COURSE SEQUENCING FOR A CERTIFICATE IN EMERGENCY MANAGEMENT AND DISASTER PLANNING

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the fall or spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Fall Semester	Hours	Spring Semester	Hours
EMDP 211 Intro to Emergency Management	3	EMDP 321 Hazard Preparedness and Mitigation	3
		EMDP 331 Disaster Response and Recovery	3

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

COLORADO MESA UNIVERSITY
Program Outcome and Assessment Plan Template

Program Name: Emergency Management and Disaster Planning Certificate
Date: January 15, 2015

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
Outcome #1 **Synthesize current theories, principles and practices in the field of emergency management. (specialized knowledge)**	EMDP 211 (B,) EMDP 321 (D) EMDP 331 (D)	**What:** Student will be able to define and properly use the key terms in the field of emergency management **How:** Scoring on examination questions on emergency management terminology.	Who: E. Jennings When: 2017		**Results:** **Key Findings:** **Conclusions:**	**Action:** **Re-evaluation Date:**
	EMDP 211 (B) EMDP 321 (D) EMDP 331 (D)	**What:** Student will be able to describe the scope and principle features of emergency management as a field of study, citing core theories and practices. **How:** Scoring on examination essay question.	Who: E. Jennings When: 2017			
Outcome #2 **Communicate emergency management perspectives to various audiences. (communication fluency)**	EMDP 211 (B)	**What:** Student will give an oral presentation on hazard preparedness. **How:** Scoring on oral presentation rubric.	Who: E. Jennings When: 2017			
	EMDP 321 (D)	**What:** Student will provide written critique of local government mitigation plan. **How:** Scoring on written critique rubric.				
	EMDP 331 (D)	**What:** Student will conduct a disaster case study (written and oral presentation) **How:** Scoring on case study rubric and oral presentation rubric.				

Outcome #3 **Apply problem solving skills to issues in emergency management (critical thinking)**	EMDP 321 (D)	**What:** Student will be able to develop and justify a position on a hazard mitigation issue and relate this position to alternative views within the community and policy environments. **How:** Scoring on research paper.	Who: E. Jennings When: 2017			
	EMDP 331 (D)	**What:** Student will complete a disaster case study followed by development and justification of a solution to response and/or recovery issues **How:** Scoring on case study rubric.	Who: E. Jennings When: 2017			
Outcome # 4 **Combine emergency management theory with practitioner experience and skills (applied learning)**	EMDP 211 (B)	**What:** Student will conduct an interview of an emergency management official regarding the field of emergency management. **How:** Scoring on interview rubric.	Who: E. Jennings When: 2017			
	EMDP 321 (D, A)	**What:** Student will complete a mitigation plan review including recommendations for changes to the plan and justification for changes. **How:** Scoring on mitigation plan review rubric.	Who: E. Jennings When: 2017			
	EMDP 331 (D, A)	**What:** Student will obtain FEMA IS 100, IS 200 and IS 700 certificates (ICS 100, 200 and NIMS). **How:** Student will pass FEMA IS 100, 200 and 700 exams and obtain certificate.	Who: E. Jennings When: 2017			

Adapted from Colorado Mesa University Social and Behavioral Sciences programs, Long Beach City College and Indiana State University assessment plans

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: New Program: **Emergency Management and Disaster Planning Certificate**

Program level: **Certificate** Associates Bachelors Masters DNP

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:

      Dictionary of Disaster Medicine & Humanitarian Relief (2012 – 0nline)
      Man-made Catastrophes (2002)

      Encyclopedia of Public Administration & Public Policy 2 vol + Supp (2003)
      International Encyclopedia of Public Policy & Administration 4 vol (1998)
      International Dictionary of Public Management & Governance (2006)

   b. Monographic Sources:

      The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. Subjects and keywords were chosen based on the course descriptions, SLOs, and topic outlines for the courses that will make up the program. Duplication may occur because a title may have appeared in more than one search. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

      In addition to the purchased book collection, the Library is a partial government depository thus giving access to a large number of federal documents published

by the various departments of the federal government. These are available in a variety of formats – paper, microform, CD, and online. In the area of emergency management there are a large number of documents dealing with planning and response to all types of disasters. Some come from individual agencies/departments – FEMA, Homeland Security, Health – and many are transcripts of congressional hearings. These items are not reflected in the charts below because of the sheer volume – for example the subject search "emergency management" generated nearly 1000 documents or about 80% of the results.

The three areas of the collection – paper, e-book, government documents – provide a good base upon which to build. The collection is very current with 83% of the areas surveyed having been published in the last 10 years and 58% in the last 5 years. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the classes.

- Age Analysis of Monographic Collection

SU: Emergency management	Paper	E-Book
2015-	1	5
2010-2014	8	42
2005-2009	5	19
2000-2004	3	7
1990-1999	2	2
1980-1989	2	
Pre 1980		
TOTAL	21	75

HV 551-636: Disaster management	Paper	E-Book
2015-		
2010-2014	7	
2005-2009	10	
2000-2004	1	
1990-1999	3	
1980-1989		
Pre 1980	3	
TOTAL	24	

KW: Disaster preparedness	Paper	E-Book
2015-		
2010-2014	4	10
2005-2009	3	1
2000-2004	1	1
1990-1999		1
1980-1989		
Pre 1980		
TOTAL	8	13

KW: Disaster response	Paper	E-Book
2015-		3
2010-2014	12	19
2005-2009	7	7
2000-2004	1	4
1990-1999	2	
1980-1989		
Pre 1980	1	
TOTAL	23	33

KW: Hazard mitigation	Paper	E-Book
2015-		
2010-2014	7	19
2005-2009		8
2000-2004	2	
1990-1999	1	1
1980-1989	1	
Pre 1980		
TOTAL	11	28

KW: Disaster medicine	Paper	E-Book
2015-		
2010-2014	3	10
2005-2009		6
2000-2004	1	2
1990-1999		
1980-1989	1	
Pre 1980		
TOTAL	5	18

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 1 to 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. The average fill time for article requests is approximately 15 hours.

Keyword and subject searches for some of the topics to be covered in the courses for this program were done to see availability of resources. The journal literature is rich in articles on the varied aspects of emergency management both in the US and internationally. Many articles are on specific disasters – the planning or lack thereof, mitigation, recovery, response, and what has been learned.

A sampling of journal titles found in the above searches that are available to CMU students are listed below. Several full-text journal titles came up repeatedly – *Disasters*, *Journal of Contingencies & Crisis Management*, *International Journal of Mass Emergencies & Disasters*, *American Journal of Public Health*, *Risk, Hazards & Crisis in Public Policy*. All titles are available online unless otherwise indicated.

Administration and Society
Administrative Science Quarterly
American City and County
American Review of Public Administration
Disasters
Engineering Management Journal
ENR: Engineering News Record
Environment & Behavior
Fire Engineering
GAO Reports (full text in Business Source Complete)
Government Executive (1 month embargo)
International Journal of Mass Emergencies and Disasters
International Security
Journal of Business Continuity and Emergency Planning
Journal of Contingencies & Crisis Management
Journal of Planning Education & Research
Journal of Policy History
Nonprofit and Voluntary Sector Quarterly
PA Times
Policy Studies Journal
Professional Safety
Public Administration Review
Public Works Management & Policy
Risk Analysis: an International Journal
Risk Hazards & Crisis in Public Policy

Risk Management
Security: Solutions for Enterprise Security Leaders

American Journal of Public Health
Annals of Emergency Medicine
H&HN: Hospitals & Health Networks
Health Facilities Management
JEMS: Journal of Emergency Medical Services (print)
Journal of Environmental Health
Modern Healthcare
Public Health Reports

d. Electronic Resources:
<u>Indexes for journal articles:</u>
Business Source Complete
Academic Search Complete
Project Muse
SocINDEX with Full text
CINAHL
Homeland Security Digital Library
Humanities International Index
Wiley Online Library
Sage Journals Online
JSTOR

e. Media

The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Some titles that might be appropriate for this program are:

External Factors Affecting Business: Natural Disasters (2013 – 24 min)
Facing Disaster (2013 – 44 min)
Hurricanes (2014 – 30 min)
New Era of Preparedness (2014 – 6 min)
Preparing for Emergencies (2014 – 8 min)

Library owned DVDs include:

Getting Ready for Disaster: One family's experience (2005 – 37 min)
NIMS/ICS Simulation Exercise Program for Multi-discipline Emergency Responders (2008)
National Disaster Medical System Delivering Medical Care in Times of Crisis (2007 – 11 min)
Storm (Katrina 2005 – 60 min)
Storm That Drowned a City (Katrina 2006 – 56 min)
Wave That Shook the World (2005 – 56 min)

2. Recommendations for additions to the collection:

   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.

   b. Two reference books, *Encyclopedia of Crisis Management* and *Encyclopedia of Disaster Relief,* will be purchased with existing funds.

   c. New materials will be purchased from the existing budget line for Public Administration/Public Safety

3. Analysis of library's collection:

   ☒ Materials for this course can be purchased with existing funds
   ☐ Extra funding is required to adequately meet the informational needs of the program.
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: _February 18, 2015_____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**
If new department, please enter name:

Course prefix: **HIST** Course number: **345** Credit hours: **3**

Course name: **The History of Immigration, Race, and Ethnicity in America**

Course abbreviated schedule name (24 characters maximum): **American Immigration**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Spring** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **HIST 131 or HIST 132**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**History**
2.	**BA**	**Secondary Education, History**
3.	**BA**	**Liberal Arts/Elementary Education, Social Sciences**
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the historical study of immigration, race, and ethnicity in the United States. Various approaches and unique methodologies in the study of these topics from early American history to the present. Investigation of the ways in which economic and racial considerations shaped Americans' debates about "fitness" for citizenship, freedom, and independence.

Justification for the proposed new course (enter below):

This course has been offered twice as an upper-division topics course and students who took the course commented as to the need for this course as a regular history offering. Many of the upper-division history topics courses following a chronological organization rather than a thematic one and there are currently no history courses that offer a more comprehensive study of immigration, race, and ethnicity within the context of American history. Furthermore, the content of this course would act as a supplementary study for elementary and secondary education students who are looking to take a class that further explores issues of diversity essential to the contemporary classroom.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Critically analyze primary sources.

2. Formulate a clear and persuasive argument based on evidence.

…

Topical course outline: (List of topics only. Do not attach syllabus.)

Week One – The Study of American Immigration and Ethnic History
Week Two – Settlers, Servants, and Slaves in Early America
Week Three – Citizenship and Migration before the Civil War
Week Four – European Migration and National Expansion in the Early Nineteenth Century
Week Five – The Southwest Borderlands/Whiteness Studies
Week Six – The Triumph of Nativism and Colonialism
Week Seven – Immigration and the Second Industrial Revolution
Week Eight – Immigrant Incorporation, Identity, and Nativism in the Early Twentieth Century
Week Nine – Historical Fiction and the Immigrant Experience
Week Ten - The Nativist Push during WWI and the 1920s
Week Eleven – Immigrants and Ethnics amid Depression and War
Week Twelve – Immigrants, the Cold War, and the New Frontier
Week Thirteen – The 1965 Immigration Act and the Legacy of the Sixties
Week Fourteen – The Strange Enigma of Race in Contemporary America
Week Fifteen – Racism without Racists?

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

Discussed course addition with Valerie Dobbs in the Center for Teacher Education, approved 2/4/2015

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Erika Jackson** Date: **1/25/2015**
Email: ejackson@coloradomesa.edu Phone: 248-1621

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **01/25/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **01/29/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: ____16 February 2015__

Course Number: ___HIST 345___

Course Name: The History of Immigration, Race, and Ethnicity in America

Catalog Description: An exploration of the historical study of immigration, race, and ethnicity in the United States. The course focuses on various approaches and unique methodologies in the study of these topics from early American history to the present. As a class, we will investigate the ways in which economic and racial considerations shaped Americans' debates about "fitness" for citizenship, freedom, and independence and how those discussions shaped the experiences of immigrants in America.

Program Level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: _Jim Dildine_

1. **Current Collection Review**

   a. **Reference Sources:**

   A keyword search for → ("United States--Emigration and imigration" OR "Emigration and Immigration" → displayed 3 relevant results:

   Encyclopedia of American immigration. Armonk, New York: M.E. Sharpe, 2001.
   Immigration: a documentary and reference guide. Westport, Conn: Greenwood Press, 2009.
   An Atlas of International Migration. London: Hanz Zell Publishers, 1993.

   Analysis: the Library's collection of reference materials on this topic could use some updated material if needed for instruction and research.

   b. **Monographic Sources:**

   Subject keywords sampled, based on the Topical Course Outline were ("United States—Emigration and immigration"), ("minorities—United

States—history" OR "United States—Race relations—History" OR "United States—Ethnic relations—history"), ("Immigrants in literature"), and (United States--Emigration and immigration--Government policy).

The table represents the total number of monographs held by CMU, within the Prospector lending group, and E-books on that topic, followed by the number of recent monographs (published in the last five years) in parenthesis. Government documents have been **included** as many are relevant to historical study of policy changes.

	CMU Monographs	Prospector (monographs)	E-book
United States Immigration	297 (11)	6,171 (767)	27 (20)
Minorities: Race & ethnicity	27 (5)	307 (48)	12 (12)
Immigrants in literature	14 (1)	222 (60)	5 (4)
Government policy	115 (5)	2,183 (499)	11 (9)

Analysis: Current monographs are sufficient for this course. Some purchases should be made with the existing budget to assure that new titles are available, particularly in the topic area of race and ethnicity. There is sufficient amount of material available in electronic format and through Interlibrary Loan to supplement the Library holdings.

c. Periodicals (online and print):

Black History Bulletin (CMU Periodicals, Academic Search Complete)
Diaspora (Academic Search Complete)
Ethnic & Racial Studies (SocIndex)
Ethnic Studies Review (US History in Context)
Ethnicities (Sage Premier Collection)
Ethnicity and Race in a Changing World: A Review Journal (Directory of Open Access Journals)
International Migration (Wiley Online Library)
Journal of Colonialism and Colonial History (Project Muse)
Journal of American Ethnic History (Academic Search Complete)
MultiCultural Perspectives (Academic Search Complete)
MultiCultural Review (Education Research Complete)
Race and Class (Sage Premier Collection)
Race and the Law Review (LexisNexis Academic)
Race and Ethnic Ancestry Law Journal (LexisNexis Academic)
Race, Gender and Class (SocINDEX)

Urban History Review (US History in Context)

Analysis: There is a good collection of journals available, although all but one journal is online. If a reading or browsing collection is desired, titles could be brought to the attention of the librarians.

d. Electronic Resources:

Search terms were identical to the monograph searches, using three of the Library's databases with coverage of history scholarship – Academic Search Complete (which searches multiple databases), JSTOR, and Project Muse. Numbers indicate the total full text articles with the number of recent (five years old or less) articles in parenthesis.

	Academic Search Complete	**JSTOR**	**Project Muse**
United States Emigration and Immigration	595 (269)	9,367 (562)	1,478 (533)
Minorities, Race & ethnicity	5,302 (2,345)	4,903 (963)	3,777 (1,312)
Immigrants in literature	163 (70)	141 (34)	7,588 (2,770)
Government policy	178 (96)	1,144 (229)	4,931 (1,771)

Analysis: While raw numbers of articles do not guarantee coverage in every topic area, they provide a good indication that current electronic resources are adequate for supporting coursework in this area. Because of the growing importance of minority studies in CMU's curriculum it is recommended that the library continue to update and support electronic resources related to this field of study.

2. Recommendations for additions to the collection:
The electronic and monograph collections are sufficient for research in most topic areas. Faculty are encouraged to monitor new topics that develop in the course of instruction to make certain that the Library is adding those materials to the collection. Additional monographic titles on immigration should be regularly added to the collection.

3. Library Research Support Statement:
The Library can offer research support for specific courses – through **instructional sessions** (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as / or an **"embedded librarian"** in the D2L areas CMU course sections. The Library can

also create **research / course guides** for CMU course sections – tailoring links, tools, e-reserve access, and more to the students and the topic of that section.

If desired, courses can make use of all of these options and the Library is interested in investigating customized possibilities with faculty.

4. **Analysis of library's collection:**
   - ☒ **This program requires no new library resources.**
   - ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ ___
   - ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael____ **Date:** __February 23, 2015___

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **History**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Erika Jackson** Date: **1/25/2015**
Email: **ejackson@coloradomesa.edu** Phone: **248-1621**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/25/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: History

About This Major . . .

The study of history prepares the student for understanding present society and culture through a study of the past. The history program familiarizes students with the great historical civilizations and issues that have shaped our present world. History teaches students how to critically analyze information and make a compelling argument; skills that everyone needs to be successful in all their endeavors. Internships are available through museums, historical societies and public agencies. CMU history graduates pursue careers in teaching and public history, as well as private employment, and have also been very successful in gaining entrance to graduate study and law school.

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

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

1. Formulate the relationships of cause and effect (Specialized Knowledge/Applied Learning);
2. Assess the importance of historical context (Specialized Knowledge/Applied Learning);
3. Critically analyze an argument based on secondary sources (Critical Thinking);
4. Critically analyze primary sources (Critical Thinking);
5. Formulate a clear and persuasive argument based on evidence (Communication Fluency);
6. Construct a clear thesis with strong topic sentences (Communication Fluency).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 1___		_____	____	_____	_____
Humanities (3 semester hours)					
_____	____	_____	____	_____	_____
Social and Behavioral Sciences (6 semester hours)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____
History (3 semester hours)					
HIST	131_	_____	____	_____	_____
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1____		_____	1	_____	_____
KINA 1____		_____	1	_____	_____
Applied Studies (3 semester hours)					
_____	____	_____	____	_____	_____

FOUNDATION COURSES 6 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__	____	_____	____	_____	_____
FLA__	____	_____	____	_____	_____

HISTORY MAJOR REQUIREMENTS
(51 semester hours)

History Core (18 semester hours) As part of the History core students are required to take HIST 101, 102, 132.

HIST 101	Western Civilizations	3	_____	_____
HIST 102	Western Civilizations	3	_____	_____
HIST 132	U.S. History	3	_____	_____
HIST 202	Intro to Historical Research	3	_____	_____
HIST 394	Junior Seminar in Historiography	3	_____	_____
HIST 404	Senior Seminar in Historical Research	3	_____	_____

History Electives (21 Upper Division Semester Hours)

European History: (6 semester hours) Choose two courses from the Electives list on pg 3.

HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____

World History: (3 semester hours) Choose one course from the Electives list on pg 3.

HIST ____	_____	3	_____	_____

U.S. History: (6 semester hours) Choose two courses from the Electives list on pg 3.

HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____

Topical History: (6 semester hours) Choose two courses from the Electives list on pg 3.

HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____

History Specialization (12 semester hours) Choose four additional Upper Division History courses selected from European, U.S., World or Topical History:

HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____
HIST ____	_____	3	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Course	No	Title	Sem.hrs	Grade	Term/Trns

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (29 semester hours; 4 hours of upper division will be needed.)

History Electives (21 Upper Division Semester Hours)

Two courses in **European** History. Select from:

HIST 300 History of England to 1660 (3)
HIST 301 History of Modern Britain (3)
HIST 302 History of Modern France (3)
HIST 303 History of Modern Germany (3)

HIST 330 History of 19th Century Europe (3)
HIST 331 The 20th Century (3)
HIST 350 Renaissance and Reformation (3)
HIST 360 Medieval Europe (3)
HIST 400 The Soviet Union and Eastern Europe (3)
HIST 430 The Ancient Mediterranean World (3)
HIST 445 The Holocaust (3)
HIST 450 European History and Film (3)

One Course in **World** History. Select from:

HIST 306 History of South and Southeast Asia (3)
HIST 310 Latin American Civilization (3)
HIST 333 The International History of the Cold War (3)
HIST 334 History of the British Empire (3)
HIST 340 History of the Middle East (3)

HIST 403 East Asia and the Modern World (3)
HIST 406 History of the African Continent (3)

Two Courses in **United States** History. Select from:

HIST 305 The Old South (3)

HIST 342 The Early American Republic (3)
HIST 344 The Age of Industry in America (3)
HIST 345 The History of Immigration, Race, and Ethnicity in America (3)
HIST 346 The 1950's and 1960's (3)
HIST 347 Global America: 1970-2000 (3)
HIST 370 Early U.S. Women's History (3)
HIST 371 20th Century U.S. Women's History (3)
HIST 415 Colonial America (3)

HIST 416 The American Revolution (3)
HIST 420 Civil War (3)

Two courses in **Topical** History. Select from:

HIST 315 American Indian History (3)

HIST 316 American Slavery (3)
HIST 320 The American West (3)
HIST 332 History of Modern Warfare (3)
HIST 355 Ancient and Medieval Cities (3)
HIST 375 American Sports History (3)
HIST 405 Introduction to Public History (3)
HIST 410 Environmental History (3)
HIST 425 The History of Sexuality (3)
HIST 435 Classical Archaeology (3)
HIST 440 Early & Medieval Christianity (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN HISTORY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
General Education History		3	General Education Humanities		3
General Education Applied Studies		3	General Education Mathematics		3
Natural Science		3	HIST 102	Western Civilizations	3
HIST 101 Western Civilizations		3	Elective		3
KINE 100	Health and Wellness	1	KINA	Activity (2 courses)	2
		16			17

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Fine Arts		3	General Education Natural Science with Lab		4
Foundation Courses (Foreign Language)		3	Foundation Courses (Foreign Language)		3
General Education – Social/Behavioral Science		3	General Education – Social/Behavioral Science		3
HIST 131	United States History	3	HIST 132	United States History	3
Elective		3	HIST 202	Intro to Historical Research	3
		15			16

JUNIOR YEAR

Fall Semester	Hours	Spring Semester		Hours
HIST 394 Junior Seminar in Historiography	3	History Elective	3	3
History Elective	3	History Elective		3
History Elective	3	History Elective		3
Elective	3	Elective		3
Elective	3	Upper Division Elective		3
	15			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester	Hours
HIST 404	Senior Seminar in Historical Research	3	History Elective	3
History Elective		3	History Elective	3
History Elective		3	History Elective	3
Upper Division Elective		3	Elective	3
Elective		2		12
		14		

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the c for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)

6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **History**
Concentration/Emphasis: **Secondary Education**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in the sophomore/junior year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

Furthermore, the addition of HIST 345 is also being proposed; this course has been offered twice as an upper-division topics course and students who took the course commented as to the need for this course as a regular history offering. Many of the upper-division history topics courses following a chronological organization rather than a thematic one and there are currently no history courses that offer a more comprehensive study of immigration, race, and ethnicity within the context of American history. Furthermore, the content of this course would act as a supplementary study for elementary and secondary education students who are looking to take a class that further explores issues of diversity essential to the contemporary classroom.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To

demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Erika Jackson** Date: **1/25/2015**
Email: **ejackson@coloradomesa.edu** Phone: **248-1621**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/25/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/4/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~-2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: History
Concentration: Secondary Teaching

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 University, 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 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 secondary licensure program provides teacher education candidates with broad content knowledge in history and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.
For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

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

1. Formulate the relationships of cause and effect (Specialized Knowledge/Applied Learning);
2. Assess the importance of historical context (Specialized Knowledge/Applied Learning);
3. Critically analyze an argument based on secondary sources (Critical Thinking);
4. Critically analyze primary sources (Critical Thinking);
5. Formulate a clear and persuasive argument based on evidence (Communication Fluency);
6. Construct a clear thesis with strong topic sentences (Communication Fluency).
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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	_____	_____

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	1___	_____	____	_____	_____

Humanities (3 semester hours)

_____	____	_____	____	_____	_____

Social and Behavioral Sciences (6 semester hours)

ECON	201 _	_____	____	_____	_____
*PSYC	233	_____	____	_____	_____

*Must receive grade of "B" or higher

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

_____	____	_____	____	_____	_____
_____	____	_____	____	_____	_____
_____	___L	_____	____	_____	_____

History (3 semester hours)

HIST	131_	_____	____	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Fine Arts (3 semester hours)

_____	____	_____	____	_____	_____

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

SPCH 102	Speechmaking	3	_____	_____

Must earn a "B" or higher

FOUNDATION COURSES (6 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__	____	_____	____	_____	_____
FLA__	____	_____	____	_____	_____

MAJOR REQUIREMENTS
(History 48 semester hours + Education 29 semester hours))

Social Science Core (9 semester hours)

ANTH 202	Introduction to Anthropology	3	_____	_____
GEOG 103	World Regional Geography	3	_____	_____
POLS 101	American Government	3	_____	_____
OR				
POLS 261	Comparative Politics	3	_____	_____

History Core (15 semester hours) As part of the History core students are required to take HIST 101, 102, 132.

HIST 101	Western Civilizations	3	_____	_____
HIST 102	Western Civilizations	3	_____	_____
HIST 132	U.S. History	3	_____	_____
HIST 202	Intro to Historical Research	3	_____	_____
HIST 404	Senior Seminar in Historical Research	3	_____	_____

History Electives (24 Upper Division Semester Hours)
Two Upper Division history courses chosen from **each** History area; European, U.S., and Topical; One course from World listed on page 4: Plus an additional Upper Division course from any area.

European History: (6 semester hours) Choose two courses from Electives list on pg 3.

HIST	____	_____	3	_____	_____
HIST	____	_____	3	_____	_____

World History: (3 semester hours) Choose one course from Electives list on pg 3.

HIST	____	_____	3	_____	_____

U.S. History: (6 semester hours) Choose two courses from Electives list on pg 3.

HIST	____	_____	3	_____	_____
HIST	____	_____	3	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Topical History: (6 semester hours) Choose two courses from Electives list below.

HIST	____	_____	3	_____	_____
HIST	____	_____	3	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns

Free Elective: (3 semester hours) Choose from any History Upper Division course.

HIST	**___**	**_____**	**3**	**_____**	**_____**

Secondary Education Requirements (29 semester hours)
***Prerequisites:** ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better) and formal acceptance to the Teacher Education Program

Course	No	Title	Sem.hrs	Grade	Term/Trns	
~~EDUC 211~~	~~Foundations of Education~~		~~2~~	~~_____~~	~~_____~~	~~20 Field Experience Hours~~
EDUC 115*		What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215*		Teaching as a Profession	1			12 Field Experience Hours
EDUC 342*		Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343*		Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 442		Integrating Literacy Across the Curriculum	4	_____	_____	60 Field Experience Hours
EDUC 497		Content Methodology Practicum	3	_____	_____	80 Field Experience Hours
EDUC 497B**		Methods of Teaching Secondary Social Studies	2	_____	_____	
EDUC 499G		Teaching Internship and Colloquium	12	_____	_____	600 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

All 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.

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

HISTORY ELECTIVES (24 SEMESTER HOURS)

Two course in **European** History. Select from:
HIST 300 History of England to 1660 (3)

HIST 301 History of Modern Britian (3)
HIST 302 History of Modern France (3)
HIST 303 History of Modern Germany (3)
HIST 330 History of 19th Century Europe (3)
HIST 331 The 20th Century (3)
HIST 350 Renaissance and Reformation (3)
HIST 360 Medieval Europe (3)
HIST 400 The Soviet Union and Eastern Europe (3)
HIST 430 The Ancient Mediterranean World (3)

HIST 445 The Holocaust (3)
HIST 450 European History and Film (3)

Two course in **Topical** History. Select from:
HIST 305 The Old South (3)
HIST 394 Junior Seminar in Historiography (3)

HIST 315 American Indian History (3)
HIST 316 American Slavery (3)
HIST 320 The American West (3)
HIST 332 History of Modern Warfare (3)
HIST 355 Ancient and Medieval Cities (3)
HIST 375 American Sports History (3)
HIST 405 Introduction to Public History (3)
HIST 410 Environmental History (3)
HIST 425 The History of Sexuality (3)
HIST 435 Classical Archaeology (3)
HIST 440 Early & Medieval Christianity (3)

Two Course in **United States** History. Select from:
HIST 342 The Early American Republic (3)
HIST 344 The Age of Industry in America (3)
HIST 345 The History of Immigration, Race, and Ethnicity in America (3)
HIST 346 The 1950's and 1960's (3)
HIST 347 Global America: 1970-2000 (3)
HIST 370 Early American Women's History (3)
HIST 371 20th Century U.S. Women's History (3)
HIST 415 Colonial America (3)

One Course in **World** History. Select from:
HIST 306 History of South and Southeast Asia (3)
HIST 310 Latin American Civilization (3)

HIST 333 The International History of the Cold War (3)
HIST 334 History of the British Empire (3)
HIST 340 History of the Middle East (3)
HIST 403 East Asia and the Modern World (3)

HIST 416 American Revolution (3)
HIST 420 Civil War (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN HISTORY – LEADING TO SECONDARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
History 131		3
Applied Studies **SPCH 102**		3
General Education Natural Science		3
HIST 101	Western Civilizations	3
KINE 100	Health and Wellness	1
		16

Spring Semester		Hours
ENGL 112	English Composition	3
General Education Humanities		3
General Education Mathematics		3
HIST 102	Western Civilizations	3
HIST 132	U.S. History	3
General Education Fine Arts		3
		18

SOPHOMORE YEAR

Fall Semester		Hours
Foundation Courses (Foreign Language)		3
HIST 202	Intro to Historical Research	3
PSYC 233	Human Growth and Development	3
Social Science Core		3
ECON 201	Principles of Macroeconomics	3
EDUC 115*	What It Means to be a Teacher	1
		16

Spring Semester		Hours
Foundation Courses (Foreign Language)		3
Natural Science with Lab		4
History Elective		3
History Elective		3
Social Science Core		3
		16

JUNIOR YEAR

Fall Semester		Hours
History Elective		3
History Elective		3
Social Science Core		3
History Elective		3
KINA Activities (2 courses)		2
EDUC 215*	Teaching as a Profession	1
		15

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

Spring Semester		Hours
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3
EDUC 343	Teaching to Diversity	3
History Elective		3
History Elective		3
		12

SENIOR YEAR

Fall Semester		Hours
EDUC 442	Integrating Literacy Across the Curriculum	4
EDUC 497	Content Methodology Practicum	3
EDUC 497B*	Methods of Teaching Secondary Social Studies	2
HIST 404	Senior Seminar in Historical Research	3
History Elective		3
		15

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Spring Semester	**Hours**	12
EDUC 499G Teaching Internship and Colloquium	12	

*Only offered in fall

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Liberal Arts/Elementary Education**
Concentration/Emphasis: **Social Sciences**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

We are proposing to split our EDUC 211 Foundations of Education into two courses with EDUC 115 taken in the freshman/sophomore year and EDUC 215 taken in the sophomore/junior year. We are proposing to have these new courses in a Mod 1 and Mod 2 format so that they can also be taken consecutively for transfer and students changing a major. The purpose for this split is to reach out to education majors earlier in their college career and to encourage a higher retention rate for all education majors.

Furthermore, the addition of HIST 345 is also being proposed; this course has been offered twice as an upper-division topics course and students who took the course commented as to the need for this course as a regular history offering. Many of the upper-division history topics courses following a chronological organization rather than a thematic one and there are currently no history courses that offer a more comprehensive study of immigration, race, and ethnicity within the context of American history. Furthermore, the content of this course would act as a supplementary study for elementary and secondary education students who are looking to take a class that further explores issues of diversity essential to the contemporary classroom.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To

demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Erika Jackson** Date: **1/25/2015**
Email: **ejackson@coloradomesa.edu** Phone: **248-1621**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **1/25/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Valerie Dobbs Date: 2/4/2015

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014~~ 2015-2016-PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Liberal Arts, Elementary Teaching
Concentration: Social Science

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 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 elementary licensure program provides teacher education candidates with a broad content knowledge and prepares them as teachers for grades kindergarten through six. A minimum of 60 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education elementary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 211, *Foundations of Education*, must be taken before applying to the program.
For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html
All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. 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.
2. Apply content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.
3. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication
4. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.
5. Synthesize concepts and research methods from different social science disciplines and apply these to particular social issues.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Content Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____

Signature of Registrar Date

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Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 125-126 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- **All EDUC prefix courses must be completed with a grade of B or better**
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Foreign language proficiency must be demonstrated by high school coursework (2 years), college coursework (2 semesters), or competency testing.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or 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.
- A grade of C or better must be earned in all required courses, unless otherwise stated.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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	_____	_____
Math: MATH 205 (3 semester hours) Must be taken after MATH 105. Must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.					
MATH 205		Elements of Mathematics II	3	_____	_____
Humanities (3 semester hours)					
ENGL*	____	_____	____	_____	_____
*Chose from 131, 132, 150, 222, 231, 232, 254, 255, 261, 262					
Social and Behavioral Sciences (6 semester hours)					
*PSYC 233		Human Growth & Development	3	_____	_____
GEOG 103		World Regional Geography	3	_____	_____
*Must earn a "B" or higher					

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					
_____	____	_____	____	_____	_____
History (3 semester hours)					
HIST 131		United States History	3	_____	_____
Natural Sciences (7 semester hours, one course must include a lab)					
BIOL 101		General Human Biology	3	_____	_____
BIOL 101L		General Human Biology Lab	1	_____	_____
PHYS 100		Concepts of Physics	3	_____	_____
OR					
PHYS 105/105L		Physics by Inquiry and Lab	3	_____	_____
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Foreign Language: Proficiency must be demonstrated in college or high school coursework. See note in Degree Requirements.					
Kinesiology (3 semester hours)					
KINE 100		Health and Wellness	1	_____	_____
KINA 1____		_____	1	_____	_____
KINA 1____		_____	1	_____	_____
Applied Studies (3 semester hours)					
SPCH 102		Speechmaking	3	_____	_____
Must earn a "B" or higher					

MAJOR REQUIREMENTS: LIBERAL ARTS CORE

(36 Semester Hours)

Literacy: (9 semester hours)					
ENGL 240		Children's Literature	3	_____	_____
ENGL 245		Imaginative Writing	3	_____	_____
ENGL 343		Language Systems and Linguistic Diversity	3	_____	_____
Mathematics: (6 semester hours)					
*MATH 105		Elements of Mathematics I	3	_____	_____
MATH 301		Math for Elementary Teachers	3	_____	_____
*Must earn a "C" or higher					
Kinesiology: (3 semester hours)					
KINE 321		Physical Activity and Health in the Classroom	3	_____	_____
Social Sciences: (9 semester hours)					
POLS 101		American Government	3	_____	_____
ECON 201		Principles of Macroeconomics	3	_____	_____
HIST 225		History of Colorado	3	_____	_____
Science: (6 semester hours)					
CHEM 100		Chemistry and Society	3	_____	_____
GEOL 100		Survey of Earth Science	3	_____	_____
Art: (3 semester hours)					
ARTD 410*		Elementary Art Ed Methods	3	_____	_____
*Prerequisites: EDUC 211, EDUC 341, EDUC 343					

Course	No	Title	Sem.hrs	Grade	Term/Trns
SOCIAL SCIENCE CONTENT AREA (15 semester hours)					
Required Courses: (9 semester hours)					
HIST	102	Western Civilizations	3		
ANTH	202	Introduction to Anthropology	3		
POLS	236	State and Local Government	3		

Course	No	Title	Sem.hrs	Grade	Term/Trns
Concentration: 6 semester hours chosen from Concentration Electives below.					
			3		
			3		

Elementary Education Requirements (-38 semester hours – 840 Field Experience Hours)

***Prerequisites:** ENGL 111, ENGL 112, SPCH 102, PSYC 233, EDUC 211 (all with a grade of B or better), and MATH 105 with grade of C or better and formal acceptance into the Teacher Education Program.

~~EDUC 211~~	~~Foundations of Education~~	~~2~~			~~2 semester hours~~	~~20 Field Experience Hours~~
EDUC 115*	What It Means to be a Teacher				1 semester hours	8 Field Experience Hours
EDUC 215*	Teaching as a Profession				1 semester hours	12 Field Experience Hours
EDUC 341*	Pedagogy & Assessment: K-6/Elementary	3			3 semester hours	20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3			3 semester hours	20 Field Experience Hours
EDUC 374	Exceptional and ELL	3			3 semester hours	
EDUC 378	Technology for K-12 Educators	1			1 semester hours	
EDUC 441	Methods of Teaching Lang. & Literacy: EL	6			6 semester hours	60 Field Experience Hours
EDUC 451	Methods of Teaching Math: EC/EL	3			3 semester hours	60 Field Experience Hours
EDUC 461	Methods of Teaching Science & Social Science: EC/EL	3			3 semester hours	60 Field Experience Hours
EDUC 471	Educational Assessment	1			1 semester hours	
EDUC 475	Classroom Management	1			1 semester hours	
EDUC 499C	Teaching Internship/Colloq.: EL	12			12 semester hours	600 Field Experience Hours

Commented [DJ1]: Add EDUC 115 & 215

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

Concentration: (6 semester hours) Chosen from:
HIST 305 The Old South (3)
HIST 342 The Early American Republic (3)
HIST 345 The History of Immigration, Race, and Ethnicity in America (3)
HIST 370 Early U.S. Women's History (3)
HIST 410 Environment History of the U.S. (3)
HIST 415 Colonial America (3)
HIST 416 The American Revolution (3)
HIST 420 Civil War (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN LIBERAL ARTS SOCIAL SCIENCE – LEADING TO ELEMENTARY TEACHER LICENSURE

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
CHEM 100	Chemistry and Society	3
HIST 131	United States History	3
POLS 101	American Government	3
PHYS 100	Concepts of Physics **OR**	3
PHYS 105	Physics by Inquiry **AND**	(2)
PHYS 105L	Physics by Inquiry Lab	(1)
KINA	Activity	1
		16

Spring Semester		Hours
ENGL 112	English Composition	3
HIST 102	Western Civilization	3
SPCH 102	Speechmaking	3
GEOL 100	Survey of Earth Science	3
GEOG 103	World Regional Geography	3
KINA	Activity	1
EDUC 115* What It Means to be a Teacher		1
		17~~6~~

SOPHOMORE YEAR

Fall Semester		Hours
BIOL 101	General Human Biology	3
BIOL 101L	General Human Biology Lab	1
ENGL ___	General Education Humanities (English)	3
PSYC 233	Human Growth and Development	3
MATH 105	Elements of Mathematics I	3
KINE 100	Health and Wellness	1
ENGL 245	Imaginative Writing	3
		17

Spring Semester		Hours
~~*EDUC 211~~	~~Foundations of Education~~	~~2~~
EDUC 215* Teaching as a Profession		1
ENGL 240	Children's Literature	3
MATH 205	Elements of Mathematics II	3
ANTH 202	Introduction to Anthropology	3
General Education Fine Arts		3
HIST 225	History of Colorado	3
		16~~7~~

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

JUNIOR YEAR

Fall Semester		Hours
ECON 201	Principles of Macroeconomics	3
EDUC 341	Pedagogy and Assessment: Elementary	3
EDUC 343	Teaching to Diversity	3
KINE/HPWA 320	Elementary Physical Education Methods	3
POLS 236	State and Local Government	3
Social Science Content Course*		3
		18

Spring Semester		Hours
EDUC 374	Exceptional and ELL	3
EDUC 378	Technology for K-12 Educators	1
MATH 301	Mathematics for Elementary Teachers	3
ENGL 343	Language Systems/Linguistic Diversity	3
ARTE 410	Elementary Art Methods	3
Social Science Content Course*		3
		16

*Choose from: ANTH 405, ANTH 410, HIST 305, HIST 342, HIST 370, HIST 415, HIST 416, HIST 410, HIST 420

SENIOR YEAR

Fall Semester		Hours
EDUC 441	Meth. of Teaching Language/Literature	6
EDUC 451	Methods of Teaching Math	3
EDUC 461	Meth. of Teaching Science/Social Studies	3
EDUC 471	Educational Assessment for K-12	1

Spring Semester		**Hours**
EDUC 499C	Teaching Internship/Colloq.: Elementary	12
		13

EDUC 475	Classroom Management for K-12	1
		13

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **History**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Erika Jackson** Date: **2/9/2015**

Email: **ejackson@coloradomesa.edu** Phone: **248-1621**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson** Date: **2/9/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick** Date: **2/9/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Minor: History

About This Minor . . .

The study of history prepares the student for understanding present society and culture through a study of the past. The history program familiarizes students with the great historical civilizations and issues that have shaped our present world. History teaches students how to critically analyze information and make a compelling argument; skills that everyone needs to be successful in all their endeavors. Internships are available through museums, historical societies, and public agencies.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of History Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Minor Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 2.00 cumulative GPA or higher in the minor is required
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

REQUIRED COURSES (24 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
HIST 101	Western Civilizations	3	_____	_____
HIST 102	Western Civilizations	3	_____	_____
HIST 131	United States History	3	_____	_____
HIST 132	United States History	3	_____	_____

Select one course from each of the following categories:

1. European History

HIST 300	History of England to 1660	3	_____	_____
HIST 301	History of Modern Britain	3	_____	_____
HIST 302	History of Modern France	3	_____	_____
HIST 303	History of Modern Germany	3	_____	_____
HIST 330	History of 19th Century Europe	3	_____	_____
HIST 331	The 20th Century	3	_____	_____
HIST 350	Renaissance & Reformation	3	_____	_____
HIST 360	Medieval Europe	3	_____	_____
HIST 400	The Soviet Union & Eastern Europe	3	_____	_____
HIST 430	The Ancient Mediterranean World	3	_____	_____
HIST 445	**The Holocaust**	**3**	_____	_____
HIST 450	**European History and Film**	**3**	_____	_____

2. United States History

HIST 342	The Early American Republic	3	_____	_____
HIST 344	The Age of Industry in America	3	_____	_____
HIST 345	The History of Immigration, Race, and Ethnicity in America	3	_____	_____
HIST 346	The 1950's and 1960's	3	_____	_____
HIST 347	Global America: 1970-2000	3	_____	_____
HIST 370	Early U.S. Women's History	3	_____	_____
HIST 371	20th Century U.S. Women's History	3	_____	_____
HIST 415	Colonial America	3	_____	_____
HIST 416	The American Revolution	3	_____	_____
HIST 420	Civil War	3	_____	_____

3. World History

HIST 306	History of South & Southeast Asia	3	_____	_____
HIST 310	Latin American Civilization	3	_____	_____
HIST 333	The International History of the Cold War	3	_____	_____
HIST 334	History of the British Empire	3	_____	_____
HIST 340	History of the Islamic World	3	_____	_____
HIST 403	East Asia & the Modern World	3	_____	_____
HIST 406	History of the African Continent	3	_____	_____

4. Topical History

HIST 394	**Junior Seminar in Historiography**	**3**	_____	_____
HIST 315	American Indian History	3	_____	_____
HIST 316	American Slavery	3	_____	_____
HIST 320	The American West	3	_____	_____
HIST 332	History of Modern Warfare	3	_____	_____
HIST 355	Ancient & Medieval Cities	3	_____	_____
HIST 375	American Sport History	3	_____	_____
HIST 405	Introduction to Public History	3	_____	_____
HIST 410	Environmental History	3	_____	_____
HIST 425	The History of Sexuality	3	_____	_____
HIST 435	Classical Archaeology	3	_____	_____
HIST 440	Early & Medieval Christianity	3	_____	_____

Intra-Departmental Curriculum Change Memo

Department Name: Social and Behavioral Sciences

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. PSYC 410 Drugs and Human Behavior Old pre-req: psyc 150 New pre-req: Junior or Senior standing PSYC 425 Forensic Psychology Old pre-req: psyc 150 New pre-req: Junior or Senior standing
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND			

c. does not affect any other department, AND
d. does not alter student admission or graduation requirements, AND
e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Jenny Peil** Date: **1/28/2015**
Email: jpeil@coloradomesa.edu Phone: 248-1449

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **2/3/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/15**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	210	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	SW for Diverse Populations	
Short title for schedule (max 24 char.)	Diverse Populations	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	0
Student preparation minutes for a term	4500	0
Prerequisites	Course Cr Hr 1. SOWK 150 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Knowledge and skills necessary for social work practice with diverse populations. Explores issues of stereotypes, prejudice, discrimination and oppression. Examines cultural diversity in U.S. society and how to increase self-awareness related to worldviews and beliefs about diversity issues. Emphasis on empowerment of individuals and groups and on multicultural competence. Prerequisite: SOWK 150.	Knowledge and skills necessary for social work practice with diverse populations. Explores issues of stereotypes, prejudice, discrimination and oppression. Examines cultural diversity in U.S. society and how to increase self-awareness related to worldviews and beliefs about diversity issues. Emphasis on empowerment of individuals and groups and on multicultural competence.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**Minor**	**Social Work**
2.	**BSW**	**Social Work**
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

We want to remove SOWK 150 Introduction to Social Work as the prerequisite for this course. We want students to be able to take SOWK 150 Introduction to Social Work and SOWK 210 SW Practices in Social Work concurrently. This will speed up the process in which students can complete a Minor in Social Work and/or apply for admittance into the Bachelor's in Social Work (BSW) degree.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

Upon completion of this course, a student should be able to:

1. Identify and explain the concepts prejudice, stereotypes, discrimination and privilege
2. Describe the values, knowledge and theories of multicultural social work practice
3. Develop understanding of personal biases and worldviews
4. Apply effective communication and interviewing skills to diverse populations
5. Demonstrate an understanding of confidentiality and boundaries issues
6. Demonstrate an understanding of cultural bound syndromes
7. Identify the historical impact on minority populations and ongoing oppression issues
8. Identify barriers to effective communication
9. Identify and describe Non Western and Indigenous Methods of Healing with social work competence
10. Identify culturally competent care with vulnerable populations, diverse populations, minorities and the underserved populations

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

Diversity in Social Work will cover a basic understanding of the multicultural dimensions of social work. This course will discuss diversity, cultural competence, worldviews, identity development, barriers and interventions. Overall, this course is designed to provide students the opportunity to gain cultural competence from a Social Work perspective.

Course Outline

Introduction to Social Work Concepts and Diversity
Cultural Competencies
Part I: The Conceptual Dimensions of Multicultural Social Work Practice Chapter 1: Principles and Assumptions of
Part II: Political Dimensions of Social Work Practice
Part III: Racial / Cultural Identity Development: SW Implications
Part IV: Practice Dimensions of Multicultural Social Work
Part V: System and Ecological Perspectives of Multicultural Social Work
Part VI: Profiles in Culturally Competent Care for Diverse Populations

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by this proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	311	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Ethical Issues in Social Work	
Short title for schedule (max 24 char.)	Ethical Issues	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	0
Student preparation minutes for a term	4500	0
Prerequisites	Course / Cr Hr 1. SOWK 150 Intro to SW 3 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. SOWK 150 Intro to SW 3 2. SOWK 210 Diverse Populations 3 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Analysis of specific ethical dilemmas from personal, professional and policy perspectives. Focus on ethical issues common to the social work profession and on the NASW Code of Ethics. Utilize code of ethics as guide to decision making. Explore relationship between professional ethical issues and the development of social policy. Prerequisite: SOWK 150.	Analysis of specific ethical dilemmas from personal, professional and policy perspectives. Focus on ethical issues common to the social work profession and on the NASW Code of Ethics. Utilize code of ethics as guide to decision making. Explore relationship between professional ethical issues and the development of social policy. Prerequisites: SOWK 150, SOWK 210.This course is only open to social work majors who have been formally accepted into the BSW program.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSW**	**Social Work**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

Per CSWE Commission Visitor recommendation. This course will no longer be offered as a social work elective and will become part of our required core social work curriculum for all BSW students. This course is typically taught as a junior level course (hence the 311 course number designation) and students need to acquire the necessary knowledge and skills from the two pre-requisites (SOWK 150 and SOWK 210) prior to taking this course. This will ensure that students are better prepared and able to succeed in this course.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

Upon completion of this course, a student should be able to:

1. Identify professional responsibilities and legality issues related to ethics in social work.
2. Describe the values, knowledge and principles related to social work ethics.
3. Apply effective communication in ethical situations with the use of ethical principles.
4. Demonstrate an understanding of confidentiality and boundaries issues.
5. Describe the ethical principles and NASW code of ethics.
6. Identify the ethical issues associated with working on a multidisciplinary team.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

Ethical Issues in Social Work will cover a basic understanding of the ethical issues in social work. This course will discuss values and professional ethics, guidelines for making ethical decisions, ethical dilemmas in professional practice, professional relationships and confidentiality. This course will also cover class discussions and activities from the Ethical Case Workbook. Overall, this course is designed to provide students the opportunity to gain an understanding of ethics from a social work perspective.

Part I: Introduction to Ethical Decision Making
- Ethical Choice in the Helping Profession
- Values and Professional Ethics
- Guidelines for Ethical Decision Making: Process and Tools
- Guidelines for Ethical Decision Making: Concepts, Approaches and Values

Part II: Ethical Dilemmas in Professional Practice
- Client Rights and Professional Expertise
- Value Neutrality and Imposing Values
- The Professional Relationship: Limits, Dilemmas and Problems
- Confidentiality, Informed Consent and the Duty to Protect

Part III: Application of Knowledge
- Social Justice, Limited Resources and Advocacy
- Social Work with Selected Client Groups
- Changing World, Changing Dilemmas
- Whose Responsibility are Professional Ethics

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by the proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	320	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	SW Practices in Mental Health	
Short title for schedule (max 24 char.)	Mental Health	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. SOWK 150 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. SOWK 150 3 2. SOWK 210 3 3. SOWK 311 3 4. SOWK 365 3 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Practice models and methods of intervention for effective social work practice in mental health care. Includes the promotion of mental health, the prevention of mental illnesses, and delivery of psychosocial treatment and rehabilitation services. Prerequisite: SOWK 150.	Practice models and methods of intervention for effective social work practice in mental health care. Includes the promotion of mental health, the prevention of mental illnesses, and delivery of psychosocial treatment and rehabilitation services. Prerequisites: SOWK 150, SOWK 210, SOWK 311, SOWK 365. This course is only open to social work majors who have been formally accepted into the BSW program.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSW**	**Social Work**
2.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

Per CSWE Commission Visitor recommendation. This course will no longer be offered as a required course for the social work minor and will become part of our required core social work curriculum for all BSW students. This course is typically taught as a junior level course (hence the 320 course number designation) and students need to acquire the necessary knowledge and assessment skills from the four pre-requisites (SOWK 150, 210, 311 and 365) prior to taking this course. This will ensure that students are better prepared and able to succeed in this course.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

1. Provide an overview of the history and treatment of mental illness.
2. Explore how the issues of social and economic justice and diversity affect the causes of mental illness, its treatment, and the formulation of mental health policy.
3. Examine the causes of mental illness, present assessment considerations, and discuss general intervention models.
4. Outline the role of the generalist in mental health services, and investigate the applicability of the generalist practice model in the mental health field.
5. Explore the concepts of stress, coping and strengths assessment as critical issues in mental health practice.
6. Have a basic understanding of the DSM-V.
7. Present an overview of the policies, models and practice of community-based mental health treatment as they apply to the chronically mentally ill.
8. Provide a preliminary overview of the effects and uses of major psychiatric medications.
9. Explain the role of evidence based practice in the treatment of mental illnesses.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

This course presents students with an introduction to the knowledge essential for generalist practice in the mental health field. SOWK 320 provides students who anticipate enrolling in a mental health practicum an opportunity to develop a more specialized knowledge base for practice. It is also useful for students interested in those practice arenas where mental health issues may affect the client population. Various theories and models of mental illness are presented, with an emphasis on a holistic, strengths model as a foundation for social work practice. Services offered for the prevention and treatments of mental illness are examined.

Introduction to Mental Health
History of Mental Health/Deinstitutionalization
The Brain
DSM-IV-TR and DSM-V, Biopsychosocial Risk and Resilience
Depressive Disorders
Bipolar Disorder
Anxiety Disorders
Schizophrenia
Suicide
Personality Disorders

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by this proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	385	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Intervention Methods III	
Short title for schedule (max 24 char.)	Intervention Methods III	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 320 / 3 4. SOWK 365 / 3 5. SOWK 375 / 3 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 311 / 3 4. SOWK 320 / 3 5. SOWK 365 / 3 6. SOWK 375 / 3 7. SOWK 387 / 3 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Emphasizes study of skills from a problem-solving strengths and empowerment perspective with organizations and community systems. Viewed as an integral component of a model for bringing about social change, especially at the mezzo and macro levels. Attention paid to developing processes of building constitutencies, mobilizing resources, networking, political participation, leadership development, and grassroots development. Introductory overview of strategies, tactics, and techniques of social change. Explores basic skills necessary to write effective grant proposals. Prerequisites: SOWK 150, SOWK 210, SOWK 320, SOWK 365, and SOWK 375. This course is only open to social work majors who have been formally accepted into the BSW program.	Emphasizes study of skills from a problem-solving strengths and empowerment perspective with organizations and community systems. Viewed as an integral component of a model for bringing about social change, especially at the mezzo and macro levels. Attention paid to developing processes of building constitutencies, mobilizing resources, networking, political participation, leadership development, and grassroots development. Introductory overview of strategies, tactics, and techniques of social change. Explores basic skills necessary to write effective grant proposals. Prerequisites: SOWK 150, SOWK 210, SOWK 311, SOWK 320, SOWK 365, SOWK 375 and SOWK 387. This course is only open to social work majors who have been formally accepted into the BSW program.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSW**	**Social Work**
2.		
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

The proposed modification for this course is to provide better sequencing and flow of courses in our BSW program. Students will complete Intervention Methods I their junior year during the fall, Intervention Methods II their junior year

during the spring, and this course during their senior year during the fall. This will allow students to learn about micro, mezzo, and macro level practice at a slower, more manageable pace. This will ensure that students are better prepared and able to succeed in this course.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

Upon completion of this course, a student should be able to:

1. Apply knowledge, values, and skills of generalist social work practice with systems of various sizes and types.

2. Understand the alternative conceptions of community and different models of mezzo- and macro-level practice.

3. Demonstrate awareness of the relationship between power and social change.

4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

6. Conceptualize, analyze, and synthesize social problems and how they can be addressed through mezzo- and macro-level social work interventions.

8. Demonstrate an increased understanding of cultural diversity and issues regarding gender and minorities within communities.

9. Apply the problem-solving method, empowerment perspective, systems perspectives, and strengths perspective in examining issues concerning values and ethics, diversity, social and economic justice, use of self, intervention skills and techniques at the mezzo and macro level.

10. Utilize social advocacy, social welfare policy, social action techniques and methods, evaluation, and interfacing of populations-at-risk with larger institutions.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

This class will be an introduction to generalist social work practice at the macro level. The course emphasizes study of skills from a problem-solving strengths and empowerment perspective with groups, organizations, and community systems. Practice III is viewed as an integral component of a model for bringing about social change, especially at the macro level. Attention is given to the tasks of interrelating client systems through developing the processes of building constituencies, mobilizing resources, brokering, advocacy, and negotiating and grassroots development. The course shall provide the student with an introductory overview of strategies, tactics, and techniques of social change with the objective of developing their ability to effectively apply them for generalist practice.

An Introduction to Macro Practice in Social Work
The Historical Roots of Macro Practice
Grassroots Movements
An Introduction to Mind Mapping
Understanding Community and Organizational Problems
Understanding Populations
Understanding Communities
Assessing Communities
Community Needs Assessment

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by this proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

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Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	387	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Social Work Research Methods	
Short title for schedule (max 24 char.)	Research Methods	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 320 / 3 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 311 / 3 4. SOWK 365 / 3 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Provides an overview of the principles and methods of basic social work research. Explores qualitative and quantitative research methods and how to critically consume research studies and use research findings to strengthen social work practice. Explore how quality research can assist in making important decisions about the design and implementation of projects, programs, and policies that address the social needs of diverse groups. Create research instruments for numerous purposes (e.g. intake, assessment, client satisfaction, facilitating group services, etc.) Prerequisites: SOWK 150, SOWK 210, and SOWK 320. This course is only open to social work majors who have been formally accepted into the BSW program.	Provides an overview of the principles and methods of basic social work research. Explores qualitative and quantitative research methods and how to critically consume research studies and use research findings to strengthen social work practice. Explore how quality research can assist in making important decisions about the design and implementation of projects, programs, and policies that address the social needs of diverse groups. Create research instruments for numerous purposes (e.g. intake, assessment, client satisfaction, facilitating group services, etc.) Prerequisites: SOWK 150, SOWK 210, SOWK 311, and SOWK 365. This course is only open to social work majors who have been formally accepted into the BSW program.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSW**	**Social Work**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

Per CSWE Commission Visitor recommendations. Students will be required to take SOWK 311 Ethical Issues prior to taking this course, which will help them acquire the necessary knowledge and skills related to ethics prior to learning about and conducting research. This will ensure that students are better prepared and able to succeed in this course.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

Upon completion of this course, a student should be able to:

1. Understand the scientific process of conducting social research.
2. Understand both qualitative and quantitative research methods of conducting research.
3. Understand the ethical issues involved in conducting and reporting research, particularly as these issues affect human lives.
4. Understand social work values and ethics that are pertinent to conducting or monitoring a research study.
5. Understand the basic assumptions inherent in the research process and the influence of gender, race, ethnicity, social class, sexual orientation, age, disability, and other factors on the research process.
6. Understand, evaluate, and utilize research studies as a consumer.
7. Conduct and/or assist others in conducting agency research as a producer.
8. Apply pertinent research principles and methods to social work practice.
9. Apply critical thinking skills to research within the context of professional social work practice.
10. Evaluate practice interventions.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

This course is designed to introduce undergraduate social work students to social and behavioral science research and research conducted in social agencies. This course presents students with an introduction to the purpose and various techniques of research in social work. The basic goal is to gather empirical evidence to answer questions about the nature of relationships between individuals, groups, institutions, and societies. This course will cover research designs, data collection techniques, and methods of data analysis. This course emphasizes research informed practice and practice informed research. As a professional social worker you will need to have several specific research skills to be effective in doing your work. These research skills include:

• Critically consuming research studies
• Using research findings of studies to strengthen your practice
• Evaluating the effectiveness of your practice
• Gathering data to plan for new agency programs
• Assisting in evaluating existing agency programs

The course will also include incorporating an experiential perspective which can enhance the understanding of social work research methods. For this reason the discussion and homework assignments are geared toward experiential learning.

Why Social Workers Need Research. Philosophies & Perspectives about Research
Research Ethics and Social Work Mandates
Research Ethics and Social Work Mandates, continued
Understanding the Research Topic

Defining and Measuring Concepts
Designing the Study. Considering Sampling Techniques
Constructing Surveys
Observational Studies
Preparing the Report
Program and Practice Evaluation

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by this proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
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Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
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DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	SOWK	
Course Number This can NOT be modified.	460	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Social Welfare Policy	
Short title for schedule (max 24 char.)	Policy	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: **NA** Field: **NA** Studio: **NA** Other: **NA**	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	
Prerequisites	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 320 / 3 4. SOWK 365 / 3 5. SOWK 375 / 3 6. SOWK 385 / 3 7. SOWK 387 / 3 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. SOWK 150 / 3 2. SOWK 210 / 3 3. SOWK 311 / 3 4. SOWK 320 / 3 5. SOWK 365 / 3 6. SOWK 375 / 3 7. SOWK 385 / 3 8. SOWK 387 / 3 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	Course Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Nature and development of American social policy. Includes history of currentstructures of social welfare services, the role of policy in service delivery and analysis of current social policy issues including gender policy, homelessness, health care policy, domestic poverty, and child welfare policy. Provides an overview of social policy and legislation and the processes of influencing public policy. It links policy with social work practice. Prerequisites: SOWK 150, SOWK 210, SOWK 320, SOWK 365, SOWK 375, SOWK 385, and SOWK 387.	Nature and development of American social policy. Includes history of currentstructures of social welfare services, the role of policy in service delivery and analysis of current social policy issues including gender policy, homelessness, health care policy, domestic poverty, and child welfare policy. Provides an overview of social policy and legislation and the processes of influencing public policy. It links policy with social work practice. Prerequisites: SOWK 150, SOWK 210, SOWK 311, SOWK 320, SOWK 365, SOWK 375, SOWK 385, and SOWK 387. This course is only open to social work majors who have been formally accepted into the BSW program.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSW**	**Social Work**
2.		
3.		
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10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

The proposed modification for this course is to provide better sequencing and flow of courses in our BSW program. Students will complete Intervention Methods I their junior year during the fall, Intervention Methods II their junior year during the spring, and Intervention Methods III their senior year during the fall. This course is the last course in the sequence and will be taken their senior year during the spring. This will allow students to learn about micro, mezzo, and macro level practice at a slower, more manageable pace. This will ensure that students are better prepared and able to succeed in this course.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

Upon completion of this course, a student should be able to:

1. Demonstrate the knowledge, values and skills needed for policy practice in a variety of social work practice settings.
2. Understand the evolution of social welfare policy and how social policy interacts with the history, mission and philosophy of the social work profession.
3. Understand major social welfare policies that have been created specifically to address the needs of individuals, families, groups and communities—particularly those in need.
4. Analyze the policies and services rendered by local, state, regional, and national agencies using frameworks with special attention to equity and social justice.
5. Recognize policy implications for social work practice.
6. Understand the appropriate role of government and the differential impact of policies and services on at-risk populations.
7. Apply advocacy efforts and understand the processes necessary to influence public policy at local, state and national levels.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

No changes proposed.

Topical course outline, current: (List of topics only. Do not attach syllabus.)

The purpose of this course is for social work students to acquire the knowledge, values and skills needed for policy practice in a variety of practice settings, as well as those needed for positions of leadership and influence as social workers, advocates, policy planners, administrators, lobbyists, and advisers to policy makers. Our goals are to:

1. Learn the evolution of social welfare policy and how social policy interacts with the history, mission and philosophy of the social work profession;
2. Develop an understanding of major social welfare policies that have been created specifically to address the needs of individuals, families, groups and communities—particularly those in need;
3. Be able to analyze the policies and services rendered by local, state, regional, and national agencies using frameworks with special attention to equity and social justice; and
4. Recognize policy implications for social work practice. Attention will be given to the appropriate role of government, to the differential impact of policies and services on at-risk populations, and to advocacy efforts by social workers.

How social work interacts with social policy
The Nature of Social Policy: Definitions of social policies, policy analysis framework
Historical Values Influencing Social Problems and Social Policies
The Economic System and Social Justice
Policies to Support Income
Policy Analysis, Advocacy & Oral Testimony
Health Care Policy: Health Care in the USA

Policy Issues

Topical course outline, proposed:

No changes proposed.

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

No other departments will be affected by this proposal.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Social and Behavioral Sciences** Type of course change: De-activation

Course prefix: **SOWK** Course number: **499** Credit hours: **3-5**

Course name: **Internship**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

The new Bachelor's in Social Work (BSW) program requires a year-long practicum placement for all students their senior year. The Field Education Director, Michelle Sunkel, will be required to place and supervise between 20-25 BSW students per year, so she will not have time to supervise additional students for the minor in Social Work.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: kjowens@coloradomesa.edu Phone: 970-248-1486

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BSW** Program/degree Name: **Social Work**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Description/Justification of Program Modification:

We are not making any additions to the program sheet. We are wanting to make small modifications to the program sheet, based largely on feedback we received from our recent CSWE accreditation commission visitor, Dr. Black. The changes are mostly in relation to sequencing of courses or prerequisites, in order to provide for a more logical flow of coursework. These modifications are as follows:

1. Delete SOCO 260 and SOWK 320 from the required foundation and introductory social work courses. Remove the prerequisite of SOWK 150 from SOWK 210. These changes will make it easier and quicker for students to be eligible to apply to get into the BSW program. This will be especially helpful for students transferring to CMU from other universities or those who are changing majors.

2. We will change the sequencing of classes that students take their junior and senior year, which will strengthen their learning process. Students will take Ethical Issues prior to taking Research Methods and they will take Intervention Methods I prior to taking Mental Health. Students will take two macro-level courses (Intervention Methods III and Social Welfare Policy) their senior year.

3. Delete Restricted Electives and have students take three required social work electives instead. This change is due largely to student feedback. BSW students want to take as many social work electives as they can prior to graduation, so that they have a broad, generalist-base of knowledge with which to practice. They were also having a difficult time registering for most of the restricted electives, as many are only offered on an every-other even or odd year basis, which did not work with their structured cohort schedules.

4. Add a list of recommended “other elective” options. Students routinely ask for these suggestions, so we decided to proactively list some that are well-suited or have overlap with the social work profession.

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program

modification, submit current program sheet marked up with all proposed changes.

4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**
Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015~~4~~-2016~~5~~ PETITION/PROGRAM SHEET
Degree: Bachelor of Social Work
Major: Social Work

About This Major . . .

Social Work is a profession dedicated to social and economic justice. Social workers focus primarily on the needs and empowerment of vulnerable, oppressed, at-risk populations, and those living in poverty. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, educational problems, disability, and mental illness.

The practice of social work requires knowledge of human development and behavior; of social, economic, and cultural institutions, and of the interaction of all these factors as well as skills in developing relationships, assessing needs and services while facilitating change. Social workers seek to strengthen relationships among people to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities. (http://www.socialworkers.org/)

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 will be able to:

1. Describe key components of the social work mission, history, core values, code of ethics, and core competencies (Specialized knowledge).
2. Demonstrate basic research skills of ethical collection and analysis of data, evaluation of research studies, application of research findings to practice, and evaluation of one's own practice interventions (quantitative fluency).
3. Demonstrate effective oral and written communication through professional documentation and/or oral presentations (communication fluency).
4. Demonstrate critical thinking skills through data collection, exploration of complex social issues, and formulating informed conclusions (critical thinking).

Commented [OK1]: Delete old Social Work SLO's and replace with:

1. Demonstrate social work core competencies and practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).

2. Demonstrate basic research skills of ethical collection and analysis of data, evaluation of research studies, application of research findings to practice, and evaluation of one's own practice interventions (quantitative fluency).

3. Demonstrate effective oral and written communication through professional documentation and/or oral presentations (communication fluency).

4. Demonstrate critical thinking skills through data collection, exploration of complex social issues, and formulating informed conclusions (critical thinking).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Commented [OK2]: Change years at the bottom of the pages; should read 2015-2016 Program Sheet for all pages of program sheet.

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.50 cumulative GPA or higher in coursework toward the major content area. To graduate with a major in social work, a student must earn, with no more than two attempts, at least a grade of "C" in all social work major requirements.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL	111	English Composition	3		
ENGL	112	English Composition	3		
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	1___				
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
Natural Sciences (7 semester hours, one course must include a lab)					
	___L				
History (3 semester hours)					
HIST					
Fine Arts (3 semester hours)					

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1		
KINA	1___		1		
KINA	1___		1		
Applied Studies (3 semester hours)					
FOUNDATION COURSES (9 semester hours)					
PSYC	150	General Psychology	3		
PSYC	233	Human Growth and Development	3		
SOCO	260	General Sociology	3		
SOCIAL WORK MAJOR REQUIREMENTS (54 semester hours)					
A 2.5 GPA is required in the major courses. To graduate with a major in social work, a student must earn, with no more than two attempts, at least a grade of "C" in all social work major requirements.					
Social Work Introductory Courses (9 semester hours)					
SOWK	150	Introduction to Social Work	3		
SOWK	210	SW for Diverse Populations	3		
SOWK	320	SW Practices in Mental Health	3		
**Student's majoring in social work must apply to get into the social work program PRIOR to taking any of the social work CORE courses. Application requirements include: completion of all general education requirements and the three foundation courses (maintaining a 2.0 GPA), completion of the three social work introductory courses (maintaining a 2.5 GPA), completion of 60+ credits (junior standing), and a formal application, essay and faculty evaluation. If accepted into the social work program, students will take the social work core courses in sequence as part of a cohort system their junior and senior years.					
Social Work Core Courses (27 semester hours)					
Junior Year:					
SOWK	365	SW Intervention Methods I	3		
SOWK	375	SW Intervention Methods II	3		
SOWK	385	SW Intervention Methods III	3		
SOWK	387	SW Research Methods	3		
Senior Year:					
SOWK	394	SW Practicum Seminar I	1		
SOWK	397	SW Practicum I	5		
SOWK	460	Social Welfare Policy	3		
SOWK	494	SW Practicum Seminar II	1		
SOWK	497	SW Practicum II	5		
Social Work Electives (6 semester hours) Select from social work electives on page 3. Must complete prerequisite SOWK 150 before enrolling in any SW electives.					
			3		
			3		

Commented [OK3]: Change: 6 semester hours

Commented [OK4]: Move: two Foundation Courses into SW Major Requirements section

Commented [OK5]: Delete SOCO 260 (no longer a required course for the BSW).

Commented [OK6]: Change: 60 semester hours

Commented [OK7]: Add two Foundation Courses directly below this section.

Commented [OK8]: Change: 6 semester hours

Commented [OK9]: Move: SOWK 320 is now part of the required social work core courses Jr. year.

Commented [OK10]: Change to read: **Student's majoring in social work must apply to get into the social work program PRIOR to taking any of the social work CORE courses. Application requirements include: completion of all general education requirements, completion of the two foundation courses, completion of the two social work introductory courses, completion of 60+ credits (junior standing), and a formal application, essay and faculty evaluation. If accepted into the social work program, students will take the social work CORE courses in sequence as part of a cohort system their junior and senior years.

Commented [OK11]: Change: 33 semester hours

Commented [OK12]: Add: (F)

Commented [OK13]: Add: (Sp.)

Commented [OK14]: Move: SOWK 385 SW Intervention Methods III from Jr. year to Sr. year required SW Core Course work.

Commented [OK15]: Add: (Sp.)

Commented [OK16]: Add: SOWK 311 Ethical Issues in Social Work (F) (move from a SW elective; now a required BSW Core Course).

Commented [OK17]: Add SOWK 320 SW Practices in Mental Health (Sp.) (no longer a SW Introductory course; now a SW Core course offered Jr. year).

Commented [OK18]: Add: (F)

Commented [OK19]: Add: (F)

Commented [OK20]: Add: (Sp.)

Commented [OK21]: Add: (Sp.)

Commented [OK22]: Add: (Sp.)

Commented [OK23]: Add SOWK 385 SW Intervention Methods III (F) (this course will be required as part of SW core course work during a student's Senior year).

Commented [OK24]: Students are now required to take 9 semester hours of Social Work Electives. Should read: (9 semester hours)

Restricted Electives (6 semester hours) Select from restricted electives list on page 3. Must complete prerequisites PSYC 150 and SOCO 260 before enrolling in any of the restricted electives.

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Foreign Language Requirement (6 semester hours)
Two consecutive classes in the same foreign language. FLAS 114 & 115 will not fulfill this requirement.
FLA__ _____ _____ ____ _____ _____
FLA__ _____ _____ ____ _____ _____

Electives (All college level courses appearing on your final transcript, **not listed above,** that will bring your total semester hours to 120 hours.) (20~~20~~ semester hours)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Commented [OK26]: Change wording to read: Other Electives (All college level courses appearing on your final transcript, not listed above, that will bring your total semester hours to 120 hours.) (23 semester hours)

Commented [OK25]: Delete this section. Students are no longer required to take any Restricted Electives as part of the BSW program.

Commented [OK27]: Add this section directly below the Other Electives section:

Recommended "other elective" options:

STAT 200 Probability and Statistics
or
STAT 215 Statistics for Social and Behavioral Sciences
CRMJ 201 Intro to Criminal Justice
CRMJ 311 Victimology
CRMJ 325 Juvenile Justice and Delinquency
CRMJ 300 Domestic Violence
PSYC 340 Abnormal Psychology
PSYP 305 Suicide Intervention Training (ASIST)
PSYC 335 Psychology of Women
PSYC 330 Psychology of Adolescence and Emerging Adulthood
PSYC 410 Drugs and Human Behavior
SOCI 101 Intro to Lesbian, Gay, Bisexual, and Transgender Studies
SOCO 264 Social Problems
SOCO 316 Social Inequality
SOCO 310 Sociology of Religion
SOCO 318 Sociology of Health and Illness
SOCO 331 Sociology of Aging

Social Work Electives

SOWK 301	Child Welfare	3
SOWK 308	Medical Social Work	3
SOWK 311	Ethical Issues in Social Work	3
SOWK 344	School Social Work	3
SOWK 350	Legal Aspects of Social Work	3
SOWK 377	Spirituality and Social Work	3
SOWK 381	Gerontology and Social Work	3
SOWK 396	Topics	3
SOWK 491	Directed Readings	3

Commented [OK28]: Delete SOWK 311 (no longer offered as a SW Elective).

Restricted Electives

SOCO 310	Sociology of Religion	3
SOCO 318	Sociology of Health and Illness	3
SOCO 331	Sociology of Aging	3
PSYC 335	Psychology of Women	3
PSYC 330	Psychology of Adolescence and Emerging Adulthood	3
PSYC 410	Drugs and Human Behavior	3

Commented [OK29]: Delete this section. Students are no longer required to take any Restricted Electives as part of the BSW program.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SOCIAL WORK

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the fall or spring semesters. It is the student's responsibility to meet with their assigned advisor and check the two-year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
General Education Humanities		3	General Education History		3
General Education Applied Studies		3	General Education Mathematics		3
General Education Science		3	SOWK 210	SW for Diverse Populations	3
SOWK 150	Introduction to Social Work	3	PSYC 150	General Psychology	3
KINE 100	Health and Wellness	1	KINA	Activities (2 courses)	2
		16			17

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Fine Arts		3	General Education Science with Lab		4
Foreign Language		3	Foreign Language		3
General Education – Social/Behavioral Science		3	General Education – Social/Behavioral Science		3
SOWK 320	SW Practices in Mental Health	3	SOCO 260	General Sociology	3
PSYC 233	Human Growth and Development	3	SOWK Elective		3
		15			16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
SOWK 365	SW Intervention Methods I	3	SOWK 375	SW Intervention Methods II	3
SOWK 387	SW Research Methods	3	SOWK 385	SW Intervention Methods III	3
Restricted Elective		3	Restricted Elective		3
SOWK Elective		3	Other Elective		3
Other Elective		3			12
		15			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
SOWK 460	Social Welfare Policy	3	SOWK 494	Social Work Seminar II	1
SOWK 394	Social Work Practicum Seminar I	1	SOWK 497	Social Work Practicum II	5
SOWK 397	Social Work Practicum I	5	Other Elective		3
Other Elective		3	Other Elective		3
Other Elective		3	Other Elective		2
		15			14

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)

Commented [OK30]: Delete SOWK 320
Commented [OK34]: Delete SOCO 260
Commented [OK31]: Add: Other Elective 3
Commented [OK32]: Add: Other Elective 3
Commented [OK35]: Add: Other Elective 3
Commented [OK36]: Add: Other Elective 3
Commented [OK33]: Change: 18
Commented [OK37]: Delete SOWK 387
Commented [OK42]: Delete SOWK 385
Commented [OK38]: Delete Restricted Elective
Commented [OK43]: Delete Restricted Elective
Commented [OK44]: Add SOWK 387 SW Research Methods
Commented [OK45]: Add: Other Elective 3
Commented [OK46]: Add SOWK 320 SW Practices in Mental Health
Commented [OK39]: Add SOWK 311 Ethical Issues in Social Work
Commented [OK40]: Add: SOWK Elective
Commented [OK41]: Add SOWK Elective
Commented [OK47]: Change: 15
Commented [OK48]: Delete SOWK 460 Social Welfare Policy
Commented [OK49]: Delete: Other Elective
Commented [OK50]: Add SOWK 385 SW Intervention Methods III
Commented [OK52]: Delete Other Elective 2
Commented [OK53]: Add SOWK 460 Social Welfare Policy
Commented [OK51]: Change: 12
Commented [OK54]: Change: 12

6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Social Work**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Description/justification of program modification:

We have two full-time faculty to oversee both a major and minor in social work. To make this sustainable long-term, we will need to cut back on the number of courses required for the minor in social work. We are proposing the following modifications:

1. We will drop the required credit hours from the current 24 to 15.

2. We will also drop the two psychology courses from the minor (PSYC 233 and PSYP 420) and have only social work courses offered. We believe that if students are wanting a minor in social work, it is because they are interested in learning specifically about social work. I spoke with Jessica Herrick and Susan Becker (who teach or oversee these two courses), and they were in agreement on these changes.

3. We will have five social work courses as part of the minor; three required courses and two electives.

4. We will delete SOWK 499 Internship from the minor. The new Bachelor's in Social Work (BSW) program requires a year-long practicum placement for all students their senior year. The Field Education Director, Michelle Sunkel, will be required to place and supervise between 20-25 BSW students per year, so she will not have time to supervise additional students for the minor in Social Work.

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Kymberly Owens** Date: **11/25/2014**

Email: **kjowens@coloradomesa.edu** Phone: **970-248-1486**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **12/22/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **1/2/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015~~4~~-2016~~5~~ PETITION/PROGRAM SHEET
Minor: Social Work

About This Minor . . .

Social Work is a profession dedicated to social and economic justice. Social workers focus primarily on the needs and empowerment of vulnerable, oppressed, at-risk populations, and those living in poverty. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, educational problems, disability, and mental illness.
The practice of social work requires knowledge of human development and behavior; of social, economic, and cultural institutions, and of the interaction of all these factors as well as skills in developing relationships, assessing needs and services while facilitating change. Social workers seek to strengthen relationships among people to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities. (http://www.socialworkers.org/)

POLICIES:
1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Commented [OK1]: Change years at bottom to read: 2015-2016 on all pages of program sheet.

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

REQUIRED COURSES (18 semester hours)

Course No	Title	Sem.hrs	Grade	Term
SOWK 150	Intro to Social Work	3		
SOWK 210	SW for Diverse Populations	3		
PSYC 233	Human Growth and Dev.	3		
SOWK 311	Ethical Issues in Social Work	3		
SOWK 320	Social Wk Pract. Mental Health	3		
PSYP 420	Counseling Proc. And Tech.	3		

ELECTIVES (6 semester hours)

At least 2 of the following classes:

Course No	Title	Sem.hrs	Grade	Term
SOWK 301	Child Welfare	3		
SOWK 308	Medical Social Work	3		
SOWK 344	School Social Work	3		
SOWK 350	Legal Aspects of Social Work	3		
SOWK 377	Spirituality and Social Work	3		
SOWK 381	Gerontology and Social Work	3		
*SOWK 499	Internship	3-5		

*SOWK 499 only open to students with a declared minor in social work, must complete application for internship, and meet certain criteria.

Commented [OK2]: Change to: (9 semester hours)

Commented [OK3]: Delete PSYC 233 Human Growth and Dev. (no longer required as part of the minor in SW).

Commented [OK4]: Delete SOWK 311 Ethical Issues in SW (no longer offered as part of the minor in SW).

Commented [OK8]: Delete SOWK 301 Child Welfare as an elective (now a required course for the mino).

Commented [OK5]: Delete SOWK 320 SW Practices in Mental Health (no longer offered as part of the minor in SW).

Commented [OK6]: Delete PSYP 420 Counseling Proc. And Tech. (no longer required as part of the minor in SW).

Commented [OK7]: Add SOWK 301 Child Welfare (now a required course for the minor in SW).

Commented [OK9]: Delete SOWK 499 Internship (no longer offered as part of the minor in SW).

Commented [OK10]: Delete this sentence (SOWK 499 no longer offered as part of the minor in SW).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA** Program/degree Name: **Sociology**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

NA

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

NA

d. Program strengths, special features, innovations, and/or unique elements.

NA

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

NA

f. Program admissions requirements (if any beyond admission to institution).

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

NA

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

NA

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

NA

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

NA

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

NA

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

NA

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Description/Justification for Program Modification:

1. Addition of GEOG 102 (Human Geography) to the foundation courses for the major

   We are adding this course as a way of introducing our students to a global perspective on society. This is particularly important as we are working toward including more of a global perspective within our existing upper-division coursework. I have spoken to both the the SBS Department Head and the course instructor about this change. Because we've added this course, the number of general electives our students will take to get to a total of 120 has decreased to 25.

2. Addition of a variety of restricted electives

   Many of these changes are meant simply to broaden the list of possibilities that our student can take to complement their Sociology major. The only exception to this is the Social Work courses, which are now listed separately because not all Social Work courses are open to students who are not Social Work Majors. I have spoken to representatives from each of the disciplines affected by this change.

3. Changes to the course sequencing

   Changes to the course sequencing are the result of two things: (1) the addition of GEOG 102 as a foundation course, and (2) a desire to create a more fluid transition between SOCO 202 and SOCO 303, so that students take the two courses in sequential semesters.

Required information for a program modification:

If change to program name, enter new name: **NA**
If change to the concentration/emphasis, enter: **NA**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published

proposal submission deadline.

5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Brenda Wilhelm** Date: **1/30/2015**

Email: **bwilhelm@coloradomesa.edu** Phone: **248-1429**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick** Date: **2/5/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)

Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Sociology

About This Major . . .

Sociology is the scientific study of social life, social change, social organization, and the complex social causes and consequences of human behavior. Since all human behavior is social, the subject matter of sociology covers a broad array of topics, including family, religion, crime, politics, life course, race, gender, and social class. Sociology provides many distinctive perspectives on the social world, as well as a range of research methodologies that can be applied to virtually any aspect of social life, from corporate downsizing to problems of peace and war to the expression of emotion and beyond. Because sociology addresses the most challenging issues of our time, it is an expanding field increasingly tapped by those who craft policies and create social programs (www.asanet.org/public/what.html).

Sociology majors gain important skills in critical thinking, research methods and responsible citizenship. Sociology majors are prepared for future graduate work in sociology and related disciplines, as well as for a wide variety of careers in such sectors as business, the health professions, the criminal justice system, social services, human resources and government.

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

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

1. Articulate the reciprocal relationship between individuals and society (Specialized Knowledge);
2. Interpret published statistical findings on social problems or issues (Quantitative Fluency);
3. Frame and answer complex questions about social issues using theoretical perspectives and the scholarship from the field of sociology (Specialized Knowledge, Critical Thinking);
4. Write a fully developed and empirically supported research paper in standard American Sociological Association (ASA) format (Communication Fluency);
5. Describe ways in which theories and research from the discipline of sociology are applied in real-world organizational and clinical settings (Applied Learning).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.50 cumulative GPA or higher in coursework toward the major content area No more than one "D" may be used in completing major requirements.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)					
ENGL	111	English Composition	3		
ENGL	112	English Composition	3		
Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH	1___				
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
Natural Sciences (7 semester hours, one course must include a lab)					
		L			
History (3 semester hours)					
HIST					
Fine Arts (3 semester hours)					

Course	No	Title	Sem.hrs	Grade	Term/Trns
OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)					
Kinesiology (3 semester hours)					
KINE	100	Health and Wellness	1		
KINA	1___		1		
KINA	1___		1		
Applied Studies (3 semester hours)					
FOUNDATION COURSE (6~~3~~ semester hours)					
GEOG	102	Human Geography	3		
SOCO	264	Social Problems	3		
SOCIOLOGY MAJOR REQUIREMENTS (52 semester hours) A 2.5 GPA is required in the major courses. No more than one "D" may be used in completing major requirements.					
Sociology Core (19 semester hours)					
SOCO	260	General Sociology	3		
SOCO	202	Intro to Sociological Inquiry	3		
STAT	215	Statistics for SBS	4		
SOCO	303	Sociological Research Methods	3		
SOCO	400	Classical Social Theory	3		
SOCO	410	Contemporary Social Theory	3		
Sociology Electives (18 upper division semester hours) Select from Sociology Electives on pg 3.					
			3		
			3		
			3		
			3		
			3		
			3		
Restricted Electives (9 upper division semester hours) Select from Restricted Electives list on pg 3.					
Foreign Language Requirement (6 semester hours) Two consecutive classes in the same foreign language. FLAS 114 & 115 will not fulfill this requirement.					
FLA__					
FLA__					
Electives (All college level courses appearing on your final transcript, **not listed above,** that will bring your total semester hours to 120 hours.) (~~28~~25 semester hours; 4 hours of upper division may be needed.)					

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SOCIOLOGY ELECTIVES:
SOCO 300 Political Sociology (3)
SOCO 305 Environmental Sociology (3)
SOCO 310 Sociology of Religion (3)
SOCO 312 Social Movements (3)
SOCO 314 Population (3)
SOCO 316 Social Inequality (3)
SOCO 318 Sociology of Health and Illness (3)
SOCO 320 Life Course Sociology (3)
SOCO 325 Racial & Ethnic Relations (3)
SOCO 331 Sociology of Aging (3)
SOCO 340 Sex and Gender (3)
SOCO 396 Topics (3)
SOCO 496 Topics (3)
or any other upper division Sociology elective approved by a Sociology Advisor.

RESTRICTED ELECTIVES:
CRMJ 311 Victimology (3)
CRMJ 330 Domestic Violence
CRMJ 360 Crime and Deviance
CRMJ 370 Criminology (3)
CRMJ 375 Women and Crime
CRMJ 387 Crime and Inequality
~~CRMJ 470 Restorative Justice (3)~~
PHIL 340 The Examined Life
PHIL 350 The Roots of Western Thought
PSYC 310 Child Psychology
PSYC 320 Social Psychology (3)
PSYC 330 Psych of Adolescents and Emerging Adulthood
PSYC 335 Psychology of Women (3)
PSYC Psychology of Adulthood
PSYC 370 Cross-Cultural Psychology (3)
PSYC Human Sexuality
SOWK 301 Child Welfare
SOWK 308 Medical Social Work
SOWK 344 Legal Aspects of Social Work
SOWK 377 Spirituality and Social Work
SOWK 381 Gerontology and Social Work
or any upper division courses from History or~~,~~ Political Science~~, or Social Work~~.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SOCIOLOGY – SOCIOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
General Education Humanities		3	General Education History		3
General Education Applied Studies		3	General Education Mathematics		3
General Education Science		3	Elective		3
Elective		3	Elective		3
KINE 100	Health and Wellness	1	KINA	Activities (2 courses)	2
		16			17

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Science with Lab		4	~~General Education Science with Lab~~		~~4~~
~~General Education Fine Arts~~		~~3~~	General Education Fine Arts		3
Foreign Language		3	Foreign Language		3
General Education – Social/Behavioral Science		3	General Education – Social/Behavioral Science		3
SOCO 260	General Sociology	3	SOCO 264	Social Problems	3
~~Elective~~			~~SOCO 202~~	~~Intro to Sociological Inquiry~~	~~3~~
GEOG102HumanGeography		3	STAT 215 3	Statistics for SBS	4
		~~15~~16			16

JUNIOR YEAR*

Fall Semester		Hours	Spring Semester		Hours
Upper Division SOCO Elective		3	SOCO 303	Sociological Research Methods	3
Upper Division SOCO Elective		3	Upper Division SOCO Elective		3
Upper Division Restricted Elective		3	Upper Division Restricted Elective		3
SOCO 202 Introduction to Sociological Inquiry		3	Elective		3
Elective		3			12
~~STAT 215~~	~~Statistics for SBS~~	~~4~~			
		~~16~~15			

SENIOR YEAR

Fall Semester		Hours
SOCO 400	Classical Social Theory	3
Upper Division SOCO Elective		3
Upper Division SOCO Elective		3
Upper Division Elective		3
Lower Division Elective		3
		15

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Spring Semester		**Hours**
SOCO 410	Contemporary Social Theory	3
Upper Division SOCO Elective		3
Upper Division Restricted Elective		3
Elective		3
Elective		1
		13

*~~Some~~ Many Upper division ~~courses~~ Sociology electives are offered on an alternate~~ive~~ year schedule~~s, so the student may need to make changes~~.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Sociology**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

NA

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

NA

d. Program strengths, special features, innovations, and/or unique elements.

NA

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

NA

f. Program admissions requirements (if any beyond admission to institution).

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

NA

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

NA

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

NA

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

NA

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

NA

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

NA

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.

(6) 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.

NA

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Description/Justification of the Program Modification:

1. Addition of SOCO 202 Introduction to Sociological Inquiry

   SOCO 202 was developed to be a "bridge" between our lower-division general education courses and our upper-division electives. It is meant to make sure that students are prepared in terms of both skills and content to succeed in upper-division courses. As such, our minors are missing an important foundation. This change is proposed in order to rectify that problem.

2. Deletion of SOCO 400 Classical Social Theory and SOCO 410 Contemporary Social Theory

   These two courses are considered the capstone sequence for our majors and are really beyond what a Sociology minor needs. Instead, we are adding SOCO 202 (see above) and an additional upper-division elective. This will both increase students' preparation for upper-division courses and expose them to another substantive area of Sociology. Students who wish to take the theory sequence will still be allowed to do so.

Required information for a program modification:

If change to program name, enter new name: **NA**
If change to the concentration/emphasis, enter: **NA**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Brenda Wilhelm** Date: **1/30/2015**
Email: **bwilhelm@coloradomesa.edu** Phone: **248-1429**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **2/4/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/15**

~~2014-2015~~2015-2016 PETITION/PROGRAM SHEET
Minor: Sociology

About This Minor . . .

Sociology is the study of social life, social change, social organization, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, as well as how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges widely from intimate families to hostile mobs; from organized crime to religious cults; and from the divisions of race, class and gender to the common beliefs in a culture. Sociology provides many distinctive perspectives on the social world, as well as a range of research methodologies that can be applied to virtually any aspect of social life, from corporate downsizing to problems of peace and war to the expression of emotion and beyond. Because sociology addresses the most challenging issues of our time, it is an expanding field whose potential is increasingly tapped by those who craft policies and create social programs. (www.asanet.org/public/what.html)

Sociology majors gain important skills in critical thinking, research methods, and responsible citizenship. Students who minor in sociology develop an understanding of social behavior and social organization that is useful in any career path they choose.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Sociology Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Minor Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 2.00 cumulative GPA or higher in the minor is required
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

REQUIRED COURSES (24 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course	No	Title	Sem.hrs	Grade	Term/Trns
SOCO	202	Intro to Sociological Inquiry	3		
SOCO	260	General Sociology	3		
SOCO	264	Social Problems	3		
~~SOCO~~	~~400~~	~~Classical Social Theory~~	~~3~~		
~~SOCO~~	~~410~~	~~Contemporary Social Theory~~	~~3~~		

Course	No	Title	Sem.hrs	Grade	Term/Trns
Additional Upper Division Hours in Sociology (~~12~~15)					
SOCO	____	_____	3		
SOCO	____	_____	3		
SOCO	____	_____	3		
SOCO	____	_____	3		
~~SOCO~~			~~3~~		

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Modifications of B.A. in Sociology

Description and justifications for proposed modifications:

1. Addition of GEOG 102 (Human Geography) to the foundation courses for the major

   We are adding this course as a way of introducing our students to a global perspective on society. This is particularly important as we are working toward including more of a global perspective within our existing upper-division coursework. I have spoken to both the the SBS Department Head and the course instructor about this change. Because we've added this course, the number of general electives our students will take to get to a total of 120 has decreased to 25.

2. Addition of a variety of restricted electives

   Many of these changes are meant simply to broaden the list of possibilities that our student can take to complement their Sociology major. The only exception to this is the Social Work courses, which are now listed separately because not all Social Work courses are open to students who are not Social Work Majors.

3. Changes to the course sequencing

   Changes to the course sequencing are the result of two things: (1) the addition of GEOG 102 as a foundation course, and (2) a desire to create a more fluid transition between SOCO 202 and SOCO 303, so that students take the two courses in sequential semesters.

Representatives of affected disciplines – Social Work (Kym Owens), Criminal Justice (Katie Dreiling), Psychology (Jessica Herrick), Philosophy (Les Miller), and Geography (Jim Curtsinger) – were contacted during the week of January 5, 2015; all were fine with the additions of their courses (or the changes that were made, in the case of Social Work). This proposal was also discussed with Jessica Herrick, the SBS Department Chair, prior to the paperwork being completed.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Social and Behavioral Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor** Program/degree Name: **Women's and Gender Studies**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

N/A

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

N/A

d. Program strengths, special features, innovations, and/or unique elements.

N/A

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

N/A

f. Program admissions requirements (if any beyond admission to institution).

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

N/A

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

N/A

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

N/A

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

N/A

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

N/A

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

N/A

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

(3) Rationale for the program to exceed 60 credit hours, if applicable.

(4) Rationale for prescribing General Education courses, if applicable.

(5) Rationale for prescribing Applied Studies courses, if applicable.

(6) 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.

N/A

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Justification/Description of the Program Modification

As the advisors to the minor, we decided that a program modification would be needed in order for students to be able to successfully complete the minor within a one to two year time span. Previously, ENGL 330: Women in World Thought and Literature and SOCO 340: Sex and Gender were two courses required for the minor, however ENGL 330 is not offered at least every other year and therefore would create a problem for those hoping to pursue the minor. Instead, we decided to modify the program so students now have a choice of required courses (they must choose two of the following three courses: ENGL 330, SOCO 340, or PSYC 335: Psychology of Women). Furthermore, we are changing the electives so students now need to choose the remaining nine credits from three different disciplines from the courses listed as electives; previously, students had to take a history and a psychology course from those offerings. The long term goal is for the minor to be truly interdisciplinary and we feel that, at this time, this is the best course of action.

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Brenda Wilhelm** Date: **1/30/2015**
Email: **bwilhelm@coloradomesa.edu** Phone: **248-1429**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson** Date: **01/30/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick** Date: **2/5/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

~~2014-2015~~ 2015-2016 PETITION/PROGRAM SHEET
Minor: Women's and Gender Studies

About This Minor . . .

The Women's and Gender Studies Minor recognizes the centrality of gender to a variety of disciplines, professions, and personal experiences and world views. Students will take coursework in at least three academic disciplines ~~History, Literature, Psychology, and Sociology~~ with an aim toward developing an interdisciplinary understanding of issues related to women and gender in both contemporary and historical contexts.

By augmenting students' chosen majors, the Women's and Gender Studies minor prepares students looking for strong interdisciplinary perspectives along their path to careers and/or further studies in social work, counseling, law, education, business, and the arts, among others.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Minor Requirements:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 2.00 cumulative GPA or higher in the minor is required
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

Course No	Title	Sem.hrs	Grade	Term/Trns
REQUIRED COURSES (6 Semester Hours)				
Two of the following courses:				
ENGL 330	Women in World Thought and Literature	3	_____	_____
SOCO 340	Sex and Gender	3	_____	_____
PSYC 335	Psychology of Women	3		

Course No	Title	Sem.hrs	Grade	Term /Trns
ELECTIVES (9 semester hours)				
~~HIST~~	_____	3	_____	_____
~~PSYC~~	_____	3	_____	_____
_____	_____	3	_____	_____

ELECTIVES (select three course from the list below, including one from History and one from Psychology)

ENGL 330 Women in World Thought and Literature (3)
HIST 370 Early U.S. Women's History (3)
HIST 371 20th Century U.S. Women's History (3)
HIST 425 The History of Sexuality (3)
PSYC 335 Psychology of Women (3)
PSYC 411 Human Sexuality (3)
PSYP 410 Marriage and Family Counseling (3)
SOCO 144 Marriage and Families (3)
SOCI 101 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
CRMJ 330 Domestic Violence (3)
CRMJ 375 Women and Crime
POLS 373 Global Politics of Women and Gender (3)

Or special course offerings such as Topics and Major Authors courses with the prior approval of minor advisor and Department Head.

Note that upper-division courses have prerequisites, which can be completed as a part of your General Education courses; prerequisites may be waived solely at the instructor's discretion. Some upper-division courses are offered in alternate years; students are advised to plan accordingly.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Theatre Arts**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BFA** Program/degree Name: **BFA Theatre Arts**
Concentration/Emphasis: **Acting/Directing**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

---

n/a

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

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n/a

d. Program strengths, special features, innovations, and/or unique elements.

This change is a result of the removal of applied studies from the General Education curriculum in its move to Essential Learning. In order to retain the necessary SPCH 112 Voice and Diction course, which had been an applied studies directive, we have moved the foreign language course requirements from 2 semesters to one. This change is required in order to maintain equivalency with other B.F.A. programs nationally, in addition to alignment with the National Association of Schools of Theatre best practices. The program sheet also reflects the reduction of 1 KINA credit to make room for ESSL 200 Essential Speech.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

n/a

f. Program admissions requirements (if any beyond admission to institution).

n/a

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

n/a

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.

n/a

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

n/a

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

n/a

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department’s recommendations for additions to the Library’s collection.

n/a

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.

n/a

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

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n/a

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Jill Van Brussel** Date: **2/5/2015**
Email: **jvanbrussel@coloradomesa.edu** Phone: **970 248-1307**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jill Van Brussel** Date: **2/5/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Timothy D Pinnow** Date: **2/5/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Fine Arts
Major: Theatre Arts
Concentration: Acting/Directing

About This Major . . .

The Department of Theatre offers one of the most successful theatre training degree programs in Colorado. Theatre Arts majors choose from four distinct concentrations (Acting/Directing, Design/Technical, Music Theatre and Dance) and acquire a sound understanding of the performing arts in state-of-the-art facilities.

The Acting/Directing concentration is constructed to help students meet the rigorous demands of a professional acting career and provide a strong foundation and practical experience for future directors. Beginning with the first semester, students enroll in performance courses taught by academically and professionally experienced faculty. Unlike larger institutions, acting opportunities in all productions at Colorado Mesa University are open to motivated and talented freshmen. In acting courses, students are exposed to techniques and approaches that are industry standards today. Training is grounded in Stanislavski, Meisner Cohen, and Chekhov. Voice and movement courses are complemented by performance opportunities in student and faculty directed productions. Acting students also audition for one act plays directed by the directing students each year. Experimental and other challenging productions are offered at the Mesa Experimental Theatre.

Colorado Mesa is strategically located at the hub of a circle of important entertainment centers such as Aspen, Telluride, Moab, and Park City, Utah. There are regional theatres of international repute within driving distance, such as the Utah Shakespeare Festival, the Denver Center for the Performing Arts, and the Colorado Shakespeare Festival. There is a thriving theatrical scene in Grand Junction that offers opportunities for summer employment, including CMUs own Mesa Repertory Theatre. At Colorado Mesa, we are committed to the philosophy of training theatrical entrepreneurs. We offer low teacher-to-student ratios so that personal attention and mentoring are possible. Our many graduates in the industry have informed us that Colorado Mesa´s approach was invaluable. For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

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

1. Communicate verbally contemporary and enduring concepts concerning Human Culture through participation and/or observation of the performing arts and speech. (Specialized Knowledge/ Communication)
2. Communicate non-verbally contemporary and enduring concepts concerning Human Culture through participation and/or observation of the performing arts and speech. (Specialized Knowledge/ Communication)
3. Create progressively more challenging projects through the use of intellectual and/or practical skills. (Applied Learning)
4. Demonstrate teamwork and problem solving skills through collaboration and cooperation on creative projects. (Critical Thinking)
5. Demonstrate the knowledge, skills, and versatility of the discipline from conceptualization to application. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

DEGREE REQUIREMENTS:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the for additional graduation information.

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.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL	111	English Composition	3		
ENGL	112	English Composition	3		

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	1___				

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

	__L				

Fine Arts (3 semester hours)

History (3 Semester Hours)

HEALTH AND WELLNESS LOWER DIVISION REQUIREMENT (minimum of 2 semester hours)

KINE 100	Health and Wellness	1		
KINA 1___		1		
~~KINA 1___~~		~~1~~		

ESSENTIAL LEARNING CAPSTONE (4 semester hours):

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3		
ESSL 200	Essential Speech (co-requisite)	1		

FOUNDATION COURSES (18 semester hours)

THEA 130	Script Analysis	3		
THEA 153	Acting I: Beginning Acting	3		
THEA 243	Theatre Practice: Scene Const.	3		
THEA 260	Costume Construction I	3		
SPCH 112	Voice and Diction	3		

Students must take these Theatre courses prior to their Junior Year

~~Two~~ One ~~consecutive~~ class~~es~~ in ~~the a~~~~same~~ foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__		3		
~~FLA__~~		~~3~~		

THEATRE ARTS – ACTING/DIRECTING MAJOR REQUIREMENTS (52 semester hours)

Acting/Directing Emphasis (52 Semester Hours)

Select 1 semester hour from THEA 117 or THEA 118:

THEA ___		1		
THEA 142	Make-Up or			
THEA 143	Costuming	3		
THEA 145	Intro to Dramatic Literature	3		
THEA 156	Acting II: Cont. Scenework	3		

Select 1 semester hour from THEA 217 or 218:

THEA ___		1		
THEA 253	Acting III: Stage Movement	3		
THEA 256	Acting IV: Auditions	3		

Select 1 semester hour from THEA 317 or 318:

THEA ___		1		
THEA 331	Theatre History I: 400 B.C. to 1642	3		
THEA 332	Theatre History II: 1642-Present	3		
THEA 381	Directing I	3		

Select 1 semester hour from THEA 417 or 418:

THEA ___		1		
THEA 401	Career Preparation	3		
THEA 494	Perf. Seminar (Capstone)	3		

Select 9 semester hours from the following Advanced Acting Options THEA 300, 353, 354, 356, 369, 453, 454, 459:

THEA ___		3		
THEA ___		3		
THEA ___		3		

Select 6 semester hours from the following Theatre Options: THEA, 322, 345, 380, 382, 411, 412 or ENGL 355:

THEA ___		3		

THEA ____ _____ 3 _____ _____

Select 3 semester hours from THEA 119, THEA 120, THEA 219, THEA 220 or THEA 147, THEA 148, THEA 247, THEA 248, or DANC 156, DANC 256, DANC 356:

_____ ____ _____ 1 _____ _____
_____ ____ _____ 1 _____ _____
_____ ____ _____ 1 _____ _____

Acting/Directing Majors are required to take SPCH 112 to fulfill their Essential Learning Applied Studies Requirement

Electives (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.) (13 semester hours; additional upper division hours may be needed.)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

THEATRE ARTS – Acting/Directing Concentration (52 Hours)

THEA 117 or 118 Play Production (1)
THEA 142 Make-Up or THEA 143 Costuming (3)
THEA 145 Introduction to Dramatic Literature (3)
THEA 156 Acting II: Contemporary Scenework (3)

THEA 217 or 218 Play Production (1)
THEA 253 Acting III: Stage Movement (3)
THEA 256 Acting IV: Auditions (3)
THEA 317 or 318 Play Production (1)
THEA 331 Theatre History I:400 BC to 1642 (3)
THEA 332 Theatre History II: 1642-Present (3)
THEA 381 Directing I (3)
THEA 417 or 418 Play Production (1)
THEA 401 Career Preparation (3)
THEA 494 Performance Seminar (Capstone) (3)

Select 9 semester hours from the following Advanced Acting options:
THEA 353 Advanced Acting: Styles in Acting (3)
THEA 354 Advanced Acting: The Meisner Approach (3)
THEA 356 Advanced Acting: Dialects (3)
THEA 300 Advanced Acting: Stage Combat (2)
THEA 453 Advanced Acting: Acting for the Camera
THEA 454 Adv.Acting: Elizabethan Acting Techniques(3)
THEA 459 Advanced Acting: Chekhov Technique (3)

Select 6 semester hours from the following Theatre Options:
THEA 322 Stage Management (3)
THEA 345 World Drama (3)
THEA 380 Playwriting (3)
THEA 382 Directing II (3)
THEA 411 American Drama (3)
THEA 412 Contemporary Drama (3)
ENGL 355 Shakespeare (3)

Select 3 semester hours from the following Performance Options:
THEA 119, 120, 219, 220 Tech Performance (1) **or**
THEA 147, 148, 247, 248 Drama Performance (1-2**) or**
DANC156, 256, 356 Dance Performance (1)

~~**Acting/Directing Majors are required to take SPCH 112 to fulfill their Essential Learning Applied Studies Requirement**~~

General Electives: 13 Hours Additional upper division hours may be needed

Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the Faculty Advisor and approved by the Department Head.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN THEATRE – ACTING/DIRECTING

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
MATH XXX (110 or higher)		3
Essential Learning History		3
THEA 117	Play Production – *fall or spring*	(1)
THEA 153	Acting I: Beginning Acting (Foundation)	3
THEA 243	Thea Practice: Scene Construction	3
		15-16

Spring Semester		Hours
ENGL 112	English Composition	3
THEA 118	Play Production – *fall or spring*	(1)
THEA 130	Script Analysis (Foundation)	3
THEA 145	Introduction to Dramatic Literature	3
THEA 156	Acting II: Contemporary Scenework	3
THEA 260	Costume Constructiiton	3
		15-16

SOPHOMORE YEAR

Fall Semester		Hours
~~Essential Learning Applied Studies (~~SPCH 112~~)~~ Voice and Diction		3
Essential Learning Fine Arts		3
FLA_XXX_ Foreign Language Req (Foundation)		3
KINE 100	Health and Wellness	1
~~THEA 142~~	~~Make-up~~	~~(3)~~
THEA 217	Play Production –*fall or spring*	(1)
~~THEA 260~~	~~Costume Construction I (Foundation)~~	~~3~~
THEA 253	Acting III: Stage Movement	3
Performance Option (THEA 147 Recommended)		1
		14-15~~8~~

Spring Semester		Hours
Essential Learning Natural Science		3
Essential Learning Humanities		3
Essential Learning ESSL 290 Maverick Milestone		3
Essential Learning ESSL 200 Essential Speech		1
~~FLA_XXX~~	~~Foreign Language Req (Foundation)~~	~~3~~
KINA XXX	Activity ~~(2 courses)~~	1~~2~~
THEA 218	Play Production –*fall or spring*	(1)
~~THEA 243~~	~~Thea Practice: Scene Const. (Foundation)~~	~~3~~
THEA 256	Acting IV: Auditions	3
Performance Option (THEA 148 Recommended)		1
		15-16

JUNIOR YEAR

Fall Semester		Hours
Essential Learning Social and Behavioral Sciences		3
THEA 317	Play Production –*fall or spring*	(1)
THEA 331	Theatre History I	3
THEA 381	Directing I	3
Theatre Option		3
Performance Option (THEA 247 recommended)		1
		13-14

Spring Semester		Hours
Essential Learning Social and Behavioral Sciences		3
THEA 142	Make-up or	
THEA 143	Costuming	
~~(~~3~~)~~		
THEA 318	Play Production –*fall or spring*	(1)
THEA 332	Theatre History II	3
THEA XXX	Advanced Acting Option	3
Theatre Option (THEA 411 or 412 recommended)		3
		15~~2~~-16

SENIOR YEAR

Fall Semester		Hours
Essential Learning Natural Science with Lab		4
THEA 401	Career Preparation	3
THEA 417	Play Production- *fall or spring*	(1)
THEA XXX	Advanced Acting Option	3
Elective or Minor		6
		16-17

Spring Semester		Hours
THEA 418	Play Production – *fall or spring*	(1)
THEA 494	Performance Seminar (Capstone)	3
THEA XXX	Advanced Acting Option	3
Elective or Minor		7
		13-14

Performance Options: THEA 119, 120, 219, 220 or THEA 147, 148, 247, 248 or DANC156, 256, 356
Theatre Options: THEA 322, 345, 380, 382,411, 412, or ENGL 355

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Advanced Acting Options: THEA 353, 354, 356. 369, 453, 454, 459
120 credit hours are required for graduation

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g,, Major Field Achievement Test).

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Theatre Arts**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BFA** Program/degree Name: **BFA Theatre Arts**
Concentration/Emphasis: **Music Theatre**

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

---

n/a

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

---

n/a

d. Program strengths, special features, innovations, and/or unique elements.

This change is a result of the removal of applied studies from the General Education curriculum in its move to Essential Learning. In order to retain the necessary SPCH 112 Voice and Diction course, which had been an applied studies directive, we have moved the foreign language course requirements from 2 semesters to one. This change is required in order to maintain equivalency with other B.F.A. programs nationally, in addition to alignment with the National Association of Schools of Theatre best practices. The program sheet also reflects the reduction of 1 KINA credit to make room for ESSL 200 Essential Speech.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

n/a

f. Program admissions requirements (if any beyond admission to institution).

n/a

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;

(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)

(c) surveys made by external agencies;

(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

n/a

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
n/a

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

n/a

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

n/a

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

n/a

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

---

n/a

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

---

n/a

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name:
If change to the concentration/emphasis, enter:
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:

Name: **Jill Van Brussel** Date: **2/5/2015**
Email: **jvanbrussel@coloradomesa.edu** Phone: **970 248-1307**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jill Van Brussel** Date: **2/5/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Timothy D Pinnow** Date: **2/5/15**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Fine Arts
Major: Theatre Arts
Concentration: Music Theatre

About this Major . . .

The Department of Theatre Arts offers one of the most successful theatre training degree programs in Colorado. Students majoring in Theatre Arts choose from four distinct concentrations (Acting/Directing, Design/Technical, Music Theatre and Dance) and acquire a sound understanding of the performing arts in newly built, state-of-the-art facilities.

The Music Theatre concentration provides strong technical foundations in Music, Theatre, and Dance. This approach is to create "triple threats" and enhance the young performer's potential for an exciting career in Musical Theatre. Students begin training with music theory and ear training, private voice instruction, choir and class piano. Acting I and II, Ballet and Tap are also included to complete first year academic requirements. To complement technical courses, students also participate in a wide variety of performance related assignments which include two Main stage productions, Experimental Theatre productions, choral ensembles, dance concerts, student directed one-acts, and technical crew assignments.

Students continue interdisciplinary course work in audition techniques and resume writing, as well as preparing and performing Vocal/Acting auditions and specialty performances throughout their next three years. The Music Theatre concentration offers highly personalized instruction from skilled professors who are seasoned performers, coaches, directors, teachers, and technicians; working graduates cite this as the prime reason for their success in gaining employment in both local and national venues. Music Theatre graduates currently work on Broadway, Off-Broadway, in National Broadway tours, Regional Theatres, dinner theatres, cruise ships, and with Disney and Universal Studios.

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

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

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

DEGREE REQUIREMENTS:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
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- Essential Learning Capstone should be completed between 45 and 75 hours.
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ESSENTIAL LEARNING REQUIREMENTS (31 semester hours): See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL	111	English Composition	3		
ENGL	112	English Composition	3		

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH	1___				

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

	___L				

History (3 semester hours)

HIST					

Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns

HEALTH AND WELLNESS LOWER DIVISION REQUIREMENT (minimum of 2 semester hours)

KINE	100	Health and Wellness	1		
KINA	1___		1		
~~KINA~~	~~1___~~		~~1~~		

ESSENTIAL LEARNING CAPSTONE (4 semester hours):

ESSL	290	Maverick Milestone (see English & math pre-reqs)	3		
ESSL	200	Essential Speech (co-requisite)	1		

FOUNDATION COURSES (12 semester hours)

THEA	142	Make-Up	3		
THEA	153	Acting I: Beginning Acting	3		
SPCH	112	Voice and Diction	3		

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~~Two consecutive~~ One class~~es~~ in ~~the same~~ a foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA__			3		
~~FLA__~~			~~3~~		

THEATRE ARTS – MUSIC THEATRE MAJOR REQUIREMENTS (58semester hours)

Select 1 semester hour from THEA 117 or THEA 118:

THEA			1		
THEA	156	Acting II: Cont. Scenework	3		
THEA	253	Acting III: Stage Movement	3		
THEA	255	Music Theatre Techniques	3		
THEA	341	Musical Theatre History and Literature	3		
THEA	355	Music Theatre Repertoire	3		
THEA	401	Career Preparation	3		
THEA	494	Perf. Seminar (Capstone)	3		
MUSA	114	Theory I	3		
MUSA	116	Ear Training/Sight Singing I	2		
MUSL	137	Voice Lessons	1		
MUSL	137	Voice Lessons	1		
MUSL	237	Voice Lessons	1		
MUSL	237	Voice Lessons	1		
MUSL	337	Voice Lessons	1		
MUSL	337	Voice Lessons	1		
MUSL	437	Voice Lessons	1		
MUSL	437	Voice Lessons	1		

Select 4 lower division semester hours from MUSP – choir ensembles:

MUSP			1		
MUSP			1		
MUSP			1		
MUSP			1		

Course No Title Sem.hrs Grade Term/Trns

Select 4 semester hours from list on pg 4. (Ballet Technique Courses):

DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____

Select 4 semester hours from list on pg 4. (Jazz Technique Courses):

DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____

Select 4 semester hours from DANC 177 & 177L, DANC 236, 237, 336, 337, 436, 437 (Tap Technique Courses):

DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____
DANC ____ _____ ____ _____ _____

Three Semester Hours chosen from the following Performance Options (3)

THEA 119,120, 219, 220 Technical Performance **or**
THEA 147,148,247, 248 Drama Performance **or**
DANC 155, 256, 356 Dance Performance

_____ _____ 1 _____ _____
_____ _____ 1 _____ _____
_____ _____ 1 _____ _____

Four Semester Hours chosen from the following Music Theatre Support Courses: (4)

ANY Theatre, Music or Dance Course

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Students deficient in Piano skills will be required to complete MUSA 130 Class Piano I (2) & MUSA 131 Class Piano II (2) (May take as lower division electives or MT Support Courses)

Students deficient in theory skills will be required to complete MUSA 113 Fundamentals of Theory before taking MUSA 114. (MUSA 113 may be taken as a lower division elective or MT Support Course)

MT Majors are required to take SPCH 112 to fulfill their Essential Learning Applied Studies requirement

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (**13 semester hours; additional hours of upper division may be needed.)**

Course No Title Sem.hr Grade Term/Trns

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
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_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Theatre Arts: Music Theatre Concentration (58 semester hours)

THEA 117 or 118 Play Production (1)
THEA 142 Make-up Foundations Course (3)
THEA 153 Acting I-Foundations Course (3)
THEA 156 Acting II –Contemporary Scenework (3)
THEA 255 Music Theatre Techniques(3)
THEA 341 Music Theatre History and Literature (3)
THEA 355 Music Theatre Repertoire (3)
THEA 401 Career Preparation (3)
THEA 494 Performance Seminar (Capstone) (3)
MUSA 114 Theory 1 (3)
MUSA 116 Ear Training/Sight Singing (2)
MUSL 137 Voice Lessons (1)
MUSL 237 Voice Lessons (1)
MUSL 337 Voice Lessons (1)
MUSL 437 Voice Lessons (1)

Select 4 lower division semester hours from MUSP – choir ensembles
MUSP courses

Select 4 semester hours from Ballet Technique Courses:
DANC 181 Ballet I (2)
DANC 234 Ballet IIA (2)
DANC 235 Ballet IIB (2)
DANC 334 Ballet IIIA (2)
DANC 335 Ballet IIIB (2)
DANC 434 Ballet IVA (2)
DANC 435 Ballet IVB (2)

Select 4 semester hours from Jazz Technique Courses:
DANC 182 Jazz I (2)
DANC 232 Jazz IIA (2)
DANC 2733 Jazz IIB (2)
DANC 332 Jazz IIIA (2)
DANC 333 Jazz IIIB (2)
DANC 432 Jazz IVA (2)
DANC 433 Jazz IVB (2)

Select 4 semester hours from Tap Technique Courses:
DANC184 Tap I (2)
DANC 235 Tap IIA (2)
DANC 237 Tap IIB (2)
DANC 335 Tap IIIA (2)
DANC 336 Tap IIIB (2)
DANC 435 Tap IVA (2)
DANC 436 Tap IVB (2)

Select 3 Semester Hours chosen from the following Performance Options
THEA 119,120, 219, 220 Technical Performance **or**
THEA 147,148,247, 248 Drama Performance **or**
DANC 156, 256, 356 Dance Performance

Select 4 Semester Hours chosen from the following Music Theatre Support Courses:
ANY Theatre, Music or Dance Course

Students deficient in Piano skills will be required to complete MUSA 130 Class Piano I (2) & MUSA 131 Class Piano II (2) (May take as lower division elective or MT Support Course)

Students deficient in theory skills will be required to complete MUSA 113 Fundamentals of Theory before taking MUSA 114. (MUSA 113 may be taken as a lower division elective or MT Support Course)

~~MT Majors are required to take SPCH 112 to fulfill their Essential Learning Applied Studies requirement.~~

General Electives: 13 Semester Hours; additional upper division hours may be needed.

Students are required to participate in exit examinations and other programs deemed necessary to comply with the college accountability requirement. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the Faculty Advisor and approved by the Department Head.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN THEATRE ARTS – MUSIC THEATRE CONCENTRATION

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the website for course availability.

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
MUSA 114	Theory I	3
MUSA 116	Ear Training/Sight Singing I	2
MUSL 137	Voice Lessons	1
MUSP XXX	Choral Ensemble	1
THEA 153	Acting I: Beginning Acting	3
DANC	Tap/Jazz/Ballet	2
Performance Option		1
		16

Spring Semester		Hours
ENGL 112	English Composition	3
Essential Learning History		3
MUSL 137	Voice Lessons	1
MUSP XXX	Choral Ensemble	1
THEA 118	Play Production	1
THEA 156	Acting II: Contemporary Scenework	3
DANC	Tap/Jazz/Ballet	2
Performance Option		1
		15

SOPHOMORE YEAR

Fall Semester		Hours
Essential Learning Social/Behavioral Sciences		3
MATH XXX	(110 or higher)	3
MUSL 237	Voice Lessons	1
MUSP XXX	Choral Ensemble	1
THEA 253	Acting III: Stage Movement	3
THEA 255	Music Theatre Techniques	3
DANC	Tap/Jazz/Ballet	2
		16

Spring Semester		Hours
Essential Learning Social/Behavioral Science		3
Essential Learning Natural Science w/lab		4
KINE 100	Health and Wellness	1
MUSL 237	Voice Lessons	1
MUSP XXX	Choral Ensemble	1
THEA 341	Musical Theatre History & Lit	3
DANC	Tap/Jazz/Ballet	2
		15

JUNIOR YEAR

Fall Semester		Hours
~~Essential Learning Applied Studies (SPCH 112)~~		~~3~~
FLA__Foreign Language Req.		3
~~Essential Learning Applied Studies (SPCH 112~~Voice and Diction~~)~~		~~3~~
MUSL 337	Voice Lessons	1
THEA 142	Make-Up	3
THEA 355	Music Theatre Repertoire	3
DANC	Tap/Jazz/Ballet	2
		1~~5~~

Spring Semester		Hours
Essential Learning Natural Sciences		3
Essential Learning ESSL 290 Maverick Milestone		3
Essential Learning ESSL 200 Essential Speech		1
~~FLA__Foreign Lang. Req~~		~~3~~
Essential Learning Humanities		3
MT Support Course		2
DANC	Tap/Jazz/Ballet	2
MUSL 337 Voice Lessons		1
Performance Option		1
		16~~5~~

~~6~~

SENIOR YEAR

Fall Semester		Hours
Essential Learning Fine Arts		3
MUSL 437	Voice Lessons	1
THEA 401	Career Preparation	3
Elective or minor		6
		13~~5~~

Spring Semester		Hours
KINA	Activity ~~(2 courses)~~	1~~2~~
THEA 494	Performance Seminar (MT Capstone)	3
MT Support Course		2
Elective or minor		7
MUSL 437 Voice Lessons		1
		14

Performance Option:-Select 3 credits from: THEA 119, 120,219,220**OR**THEA147,148,247,248 **OR**DANC156,256,356

120 credit hours required for graduation

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g,, Major Field Achievement Test).

Intra-Departmental Curriculum Change Memo

Department Name: Health Sciences

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. NURS 410/410L Public and Population Health old: NURS 220/220L new: NURS 320/320L NURS422/422L Nursing Roles in the Community old: NURS 220/220L new: NURS 320/320L
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.

Modify a program that	☒	☐	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e. does not adversely affect student progress through the program, AND f. does not create any hidden prerequisites.			

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan below.

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Baiely** Date: **1/22/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/22/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **320** Credit hours: **3**

Course name: **Health Assessment and Promotion for the Nurse**

Course abbreviated schedule name (24 characters maximum): **Health Assessment**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission to the RN-BSN Program or practicing RN with current license and permission of the instructor**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **NURS 320L**	**1**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Apply knowledge necessary for completing a child, adult, and geriatric client health assessment. Use history taking a physical assessment skills to develop appropriate interventions designed to assist clients with health promotion and lifestyle changes. Apply principles of health promotion through the life span in a variety of settings.

Justification for the proposed new course (enter below):

This course is for RN's who have completed and AAS degree or higher. The rigor of the course is designed for the working RN. The course content and Student Learning Outcomes are representative of a 300 level course.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Describe the interrelationship of health history, the physical examination, and the principles of growth and development across the lifespan and how each influences health promotion.
2. Analyze history-taking, physical examination, and general survey skills utilized to perform a complete health assessment on an adult client.

3. Describe selected models of wellness, health promotion, and health teaching that can be applied to nursing practice.

4. Differentiate concepts of health promotion throughout the lifespan.

5. Critique health teaching and counseling strategies used to improve client (family) self-care.

6. Analyze the complete health history, physical assessment, nutritional assessment, and health promotion and wellness strategy for a client. Demonstrate knowledge of the development of health promotion teaching tools.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Health History
2. Growth and Development
3. General Survey Skills
4. Health Promotion
5. Health Teaching
6. Focuses Assessment of systems
7. Complete Health Assessments
8. Specialized Assessments
9. Health Promotion Teaching Tools
10. Self-care

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **320L** Credit hours: **1**

Course name: **Health Assessment and Promotion for the Nurse Laboratory**

Course abbreviated schedule name (24 characters maximum): **Health Assessment Lab**

Contact hours per week: Lecture Lab **2** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Laboratory: Academic/Clinical

Academic engagement minutes for a term: 1500 Student preparation minutes for a term: 750

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission into RN-BSN program or practicing RN with current license and permission of the instructor**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **NURS 320**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Application of knowledge necessary for completing a child, adult, and geriatric client health assessment. Use of history-taking and physical assessment skills to develop appropriate interventions designed to assist clients with health promotion and lifestyle changes. Application of principles of health promotion through the lifespan in a variety of settings.

Justification for the proposed new course (enter below):

This course is for RN's who have completed and AAS degree or higher. The rigor of the course is designed for the working RN. The course content and Student Learning Outcomes are representative of a 300 level course.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Develop an interviewing strategy using critical thinking to assess the client with regard to family, culture, and health priorities.
2. Examine the interrelationship of health history, the physical examination, and the principles of grown and development across the lifespan and how each influences health promotion.
3. Demonstrate competence in history-taking, physical examination, and general survey in performing a health assessment on an adult client.

4. Apply selected tools for wellness assessment, risk appraisal, and risk reduction in nursing practice.
5. Perform a complete adult physical examination.
6. Demonstrate competency in health teaching and counseling to improve client knowledge and health accountability, health promotion throughout the lifespan with the individual.
7. Demonstrate clinical reasoning skills
8. Demonstrate strong communication skills with patient.
9. Demonstrate the ability to document assessment findings correctly.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Health History
2. Growth and Development
3. General Survey Skills
4. Health Promotion
5. Health Teaching
6. Focuses Assessment of systems
7. Complete Health Assessments
8. Specialized Assessments
9. Health Promotion Teaching Tools
10. Self-care

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: NURS 320 and NURS 320L: Health Assessment and Promotion for the Nurse

Program level: Certificate Associates **Bachelors** Masters DNP

Delivery mode: Lecture with Lab

Library Liaison: Barbara Borst

1. Current Collection Review

   The justification for this course indicates that it is a number change for an existing course with higher SLOs. The Library currently supports the content to be covered at both BSN and Masters/DNP levels. Thus, it is not necessary to do a library assessment.

2. Recommendations for additions to the collection:

   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.

3. Analysis of library's collection:
   - ☐ Materials for this course can be purchased with existing funds
   - ☐ Extra funding is required to adequately meet the informational needs of the program.
     Estimated **one-time** resources needed $ _____
     Estimated **base building** resources needed $ _____
   - **XX** No Library Assessment needed. No new content associated with this analysis.

Library Director: _Sylvia L. Rael_____ Date: __February 17, 2015_____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **428** Credit hours: **3**

Course name: **Evidenced Based Nursing and Research II**

Course abbreviated schedule name (24 characters maximum): **Research 2**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission to the RN-BSN Program**		2. **NURS 426**	**3**
3. **STAT 200**	**3**	4. **MATH 113**	**3**
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Application of research concepts in development of a formal research proposal related to nursing practice. Identification of a research question on a topic of interest, development of theoretical framework, literature review, sample selection, measurement strategies, data collection, and analysis methods are emphasized.

Justification for the proposed new course (enter below):

This course is for RN's who have completed and AAS degree or higher seeking a Bachelor's degree. Adding an additional research based course allows students to complete their research proposal.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Develop a research question related to nursing practice.
2. Conduct a literature review related to a selected research topic.
3. Relate a theoretical framework to the selected research topic and question.
4. Define an appropriate population and sample selection to answer the research question.
5. Determine the major elements of a measurement strategy to answer the research question.
6. Describe an appropriate data collection method to answer the research question.
7. Develop methods to establish trustworthiness of qualitative data, or internal and external validity of quantitative data.

8. Differentiate appropriate data analysis methods to answer the research question.
9. Apply research concepts in development of research proposal relevant to an area of interest.

Topical course outline: (List of topics only. Do not attach syllabus.)

Course outline

1. Overview of the research proposal process.
2. Selecting a research question
3. Determining the theoretical framework
4. Conducting a literature review
5. Selecting an appropriate population and sample
6. Measurement strategies
7. Data collection methods
8. Validity, reliability and trustworthiness
9. Data analysis to answer the research question
10. Pulling it all together into a research proposal

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1-22-2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: NURS 428: Evidence Based Nursing and Research II

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:

      Dictionary of Nursing Theory & Research. 3rd ed. 2006
      Encyclopedia of Nursing Research. 2006

   b. Monographic Sources:
      The collection was evaluated by doing a combination of keyword, subject and call number searches. Since this is an online course, it is noted that there is a strong representation of e-books. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

      There is a good base upon which to build. The collection is very current with 56.9% of the nursing/medical related titles having been published 2010 or later. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the class.

- Age Analysis of Monographic Collection

Evidence based nursing	Print	E-Book
2010 -	17	14
2005-2009	4	
2000-2004		
TOTAL	21	14

Evidence based practice – nursing research	Print	E-Book
2010 -	8	1
2005-2009	3	
2000-2004		
TOTAL	11	1

Nursing research methodology	Print	E-Book
2010 -	10	1
2005-2009		
2000-2004	5	1
1990-1999	3	
1980-1989	1	
TOTAL	19	2

Medicine research methodology	Print	E-Book
2010 -		3
2005-2009	2	3
2000-2004		3
1990-1999	1	
1980-1989		
TOTAL	3	9

Research design (all subject areas)	Print	E-Book
2010 -	14	10
2005-2009	9	11
2000-2004	8	3
1990-1999	19	7
1980-1989	18	
Pre 1980	6	
TOTAL	74	31

Theory, research & nursing	Print	E-Book
2010 -	26	15
2005-2009	7	4
2000-2004	7	5
1990-1999	4	5
1980-1989		
Pre 1980		
TOTAL	44	29

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 12 and 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. Average time to fill article requests is approximately 15 hours.

The journal literature is rich in articles on specific research projects as well as articles on the process/methodology of research. Subject/keyword searches in CINAHL on the process generated these numbers:

Topic	**Total number of articles**	**Academic articles**	**Academic articles with full text**
Research methodology	18,169	15,946	13,903
Research design	16,599	15,713	15,067
Nursing research	31,852	27,730	24,155
Nursing practice, evidence based	7,511	6,627	6,178

Additionally specific topics can be searched and limited to research articles and shaped by such limiters as age group, gender, and date.

Representative nursing research titles include:

Annual Review of Nursing Research
Applied Nursing Research
Health Environments Research & Design Journal
International Journal of Multiple Research Approaches
International Journal of Nursing Studies
Journal of Advanced Nursing
Journal of Applied Research
Journal of Nursing & Healthcare Research
Journal of Nursing Scholarship
Journal of Professional Nursing
Journal of Research in Nursing
Nurse Researcher
Nursing Ethics
Nursing Philosophy
Nursing Standard
Qualitative Research
Research & Theory for Nursing Practice
Research in Nursing & Health
Western Journal of Nursing Research

d. Electronic Resources:
   Indexes for journal articles:
   CINAHL Complete
   Informa Healthcare
   Medline/Pub Med
   Science Direct
   Wiley Online Library
   Sage Journals Online

   Other Online Resources
   Cochrane Library Online (Systematic Reviews)
   EBM Guidelines
   Up-To-Date
   Micromedex (includes *Care Notes System* for patient education)
   Redbook Online

e. Media
   The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications.

2. Recommendations for additions to the collection:

   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
   b. E-books will be selected whenever possible to provide availability to the distant student.
   c. New materials will be purchased from the existing budget line for Health Sciences

3. Analysis of library's collection:
   XX Materials for this course can be purchased with existing funds
   ☐ Extra funding is required to adequately meet the informational needs of the program.
   Estimated **one-time** resources needed $ _____
   Estimated **base building** resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____ Date: _____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **430** Credit hours: **3**

Course name: **Leadership for the RN**

Course abbreviated schedule name (24 characters maximum): **RN Leadership**

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Lecture

Academic engagement minutes for a term: 2250 Student preparation minutes for a term: 4500

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission to the RN-BSN Program**		2. **NURS 428**	**3**
3. **NURS 426**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **NURS 430L**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
The multiple nursing leadership roles at the baccalaureate level. Business and culture of health care. Roles include mentorship, change agents that inform, direct and manage the organizational structure, and evaluation of multiple heath care systems. Evaluation of legislative and organizational policies influencing health care trends.

Justification for the proposed new course (enter below):

This course is for RN's who have completed and AAS degree or higher seeking a Bachelor's degree. The rigor of this specific course is higher than previously thought when the course was developed, increasing the course by 1 credit hour to reflect the level of work that is expected in the course is appropriate. The course number was also changed in order of hierarchy to make sequencing align. Deleting the previous course and adding this course and its accompanying lab made sense as other changes were being implemented in this program.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Examine personal leadership philosophies as they relates to leadership styles.
2. Explore the concepts of power, empowerment, accountability and teamwork as foundational to an ethical organization and the practice of professional nursing.

3. Critique health care delivery systems as they impact safe delivery and practice patterns in nursing.

4. Analyze selected leadership and management theories as a foundation for health care policies as they relate to the current practice of nursing.

5. Analyze organizational structure as an influential component for nursing leadership.

6. Critique strategic planning for organizational growth and stability in health care settings.

7. Describe the complexity of financially supporting health services, organizational structures, and new delivery systems in the health care systems.

8. Evaluate the complexity of health care delivery systems responding to health care reform measures.

9. Identify the legislative and organizational policies that influence health care trends and the future of health care delivery in America.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Personal leadership philosophy
2. Personal leadership experience and style.
3. Role of a mentor in shaping the work environment.
4. Culture of the professional practice of nursing.
5. Concepts of power, empowerment, accountability and teamwork as foundational to an ethical organization and the practice of professional nursing.
6. Assess American health care delivery systems
7. Examine safe delivery and practice patterns in nursing.
8. Leadership and management concepts as a foundation for navigation of contemporary health care policies and initiatives.
9. Organizational structure
10. Strategic planning in nursing leadership.
11. Financial planning for health services, organizational structures, and delivery systems.
12. Health care reform
13. Legislative and organizational policies and influence on health care.
14. Health care trends and the future of health care delivery in America.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **430L** Credit hours: **1**

Course name: **Leadership for the RN Lab**

Course abbreviated schedule name (24 characters maximum): **RN Leadership Lab**

Contact hours per week: Lecture Lab **2** Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Laboratory: Academic/Clinical

Academic engagement minutes for a term: 1500 Student preparation minutes for a term: 750

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission to the RN-BSN Program**		2. **NURS 428**	**3**
3. **NURS 426**	**3**	4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **NURS 430**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Exploration of the multiple nursing leadership roles at the baccalaureate level. Business and culture of health care. Roles include mentorship, change agents that inform, direct, and manage the organizational structure, and evaluation of multiple heath care systems. Evaluation of legislative and organizational policies influencing health care trends.

Justification for the proposed new course (enter below):

This course is for RN's who have completed and AAS degree or higher seeking a Bachelor's degree. The course number has been changed in order of hierarchy to make sequencing align. Deleting the previous course and adding this course and its accompanying theory made sense as other changes were being implemented in this program.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Examine personal leadership philosophies as they relates to leadership styles.
2. Explore the concepts of power, empowerment, accountability and teamwork as foundational to an ethical organization and the practice of professional nursing.
3. Critique health care delivery systems as they impact safe delivery and practice patterns in nursing.

4. Analyze selected leadership and management theories as a foundation for health care policies as they relate to the current practice of nursing
5. Analyze organizational structure as an influential component for nursing leadership.
6. Critique strategic planning for organizational growth and stability in health care settings.
7. Describe the complexity of financially supporting health services, organizational structures, and new delivery systems in the health care systems.
8. Evaluate the complexity of health care delivery systems responding to health care reform measures.
9. Identify the legislative and organizational policies that influence health care trends and the future of health care delivery in America.

Topical course outline: (List of topics only. Do not attach syllabus.)

1. Personal leadership philosophy
2. Personal leadership experience and style.
3. Role of a mentor in shaping the work environment.
4. Culture of the professional practice of nursing.
5. Concepts of power, empowerment, accountability and teamwork as foundational to an ethical organization and the practice of professional nursing.
6. Assess American health care delivery systems
7. Examine safe delivery and practice patterns in nursing.
8. Leadership and management concepts as a foundation for navigation of contemporary health care policies and initiatives.
9. Organizational structure
10. Strategic planning in nursing leadership.
11. Financial planning for health services, organizational structures, and delivery systems.
12. Health care reform
13. Legislative and organizational policies and influence on health care.
14. Health care trends and the future of health care delivery in America.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published

proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: NURS 430: Leadership for the RN
NURS 430L: Leadership for the RN Lab

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture and Lab

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:
   Encyclopedia of Health Care Management 2004
   Encyclopedia of Leadership 4 vols. 2004
   Encyclopedia of Management 2009
   Encyclopedia of Management Theory 2013 (e-book)

   b. Monographic Sources:

   The collection was evaluated by doing a combination of keyword, subject and call number searches. Since this is an online course, it is noted that there is a strong representation of e-books. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

   There is a good base upon which to build. The collection is very current with 40.3% of the leadership/management related titles surveyed below having been published 2010 or later. 75% of these titles have been published since 2000. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the class.

- Age Analysis of Monographic Collection

Nursing leadership (keyword)	Print	E-Book
2010 -	19	16
2005-2009	15	1
2000-2004	13	
1990-1999	6	2
1980-1989	1	
Pre 1980	3	
TOTAL	57	19

Nursing services – administration (SU)	Print	E-Book
2010 -	6	6
2005-2009	9	
2000-2004	8	
1990-1999	12	
1980-1989	2	
Pre 1980	3	
TOTAL	40	6

Leadership styles (business) (KW)	Print	E-Book
2010 -	6	3
2005-2009	5	
2000-2004	3	1
1990-1999	5	1
1980-1989	1	
TOTAL	20	5

Leadership theories (KW)	Print	E-Book
2010 -	8	6
2005-2009	5	1
2000-2004	1	1
1990-1999	12	1
1980-1989		
TOTAL	26	9

Mentoring and nurses (KW)	Print	E-Book
2010 -	5	10
2005-2009	8	
2000-2004	4	
1990-1999	1	1
TOTAL	18	11

Health care reform (KW)	Print	E-Book
2010 -	8	16
2005-2009	25	4
2000-2004	12	3
1990-1999	16	2
TOTAL	61	25

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 12 and 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. Average time to fill articles request is approximately 15 hours.

The journal literature is rich in articles on management in specific areas of nursing – operating room, emergency, critical care - as well as articles on the broad areas of leadership, management, theories, mentoring. Subject searches in CINAHL generated these numbers:

Topic	**Total number of articles**	**Academic articles**	**Academic articles with full text**
Nursing administration	4,840	3,751	3,157
Nurse managers	4,768	3,742	3,307
Supervisors & supervision	6,293	4,742	3,992
Management styles	1,981	1,534	1,283
Management theory	246	197	165
Mentorship and nursing	2,093	1,655	1,470
Healthcare reform and nursing (kw)	4,389	3,080	2,685

Additionally, *Business Source Complete* provides many articles on leadership, management, and mentoring from the business perspective.

Representative journals include:

Human Relations
Human Resource Management
International Journal of Nursing Studies
Journal of Cultural Diversity
Journal of Nursing Administration (print)
Journal of Nursing Education
Journal of Nursing Management
Journal of Professional Nursing
Nurse Education in Practice
Nursing Economic$
Nursing Ethics
Nursing Inquiry
Nursing Management (print)
Nursing Management – UK

Nursing Science Quarterly
Nursing Standard
Perspectives in Health Information Management
Perspectives on Administration & Supervision
Public Personnel Management
Reflections on Nursing Leadership

d. Electronic Resources:
   Indexes for journal articles:
   CINAHL Complete
   Informa Healthcare
   Medline/Pub Med
   Science Direct
   Wiley Online Library
   Sage Journals Online
   Business Source Premier

e. Media
   The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Specific titles are available in the Library Catalog. There are numerous ones on mentoring and leadership.

2. Recommendations for additions to the collection:
   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
   b. E-books will be selected whenever possible to provide availability to the distant student.
   c. New materials will be purchased from the existing budget line for Health Sciences

3. Analysis of library's collection:
   XX Materials for this course can be purchased with existing funds
   ☐ Extra funding is required to adequately meet the informational needs of the program.
   Estimated **one-time** resources needed $ _____
   Estimated **base building** resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael___ Date: __February 16, 2015_____

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

NOTE: Each course addition must be submitted on a separate form.

Department Name: **Health Sciences**
If new department, please enter name:

Course prefix: **NURS** Course number: **432** Credit hours: **4**

Course name: **Capstone Leadership for the RN**

Course abbreviated schedule name (24 characters maximum): **Capstone**

Contact hours per week: Lecture **4** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):
Professional Immersion

Academic engagement minutes for a term: 9000 Student preparation minutes for a term: 6000

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

Is this to be a general education/essential learning course? **No** If yes, which category?

If this is a general education course,essential learning course, see requirements in Section III.L. of the Curriculum Policies and Procedures Manual at http://coloradomesa.edu/facsenate/curriculumresources.html

Is this to be an experimental course? **No** If yes, use the Intra-Departmental Curriculum Change Memo.

List all prerequisites for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Admission to the RN-BSN Program**		2. **Instructor permission**	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all co-requisites for this course. If none, indicate by checking here: ☒

Course	Credit Hours	Course	Credit Hours
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

(Submit a course modification request, as required, for each course listed above.)

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all courses for which this course is to be a prerequisite or corequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

DUPLICATION: Is there overlapping content with present courses offered on campus? **No**
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? **No**
If yes, explain:

EQUIPMENT: Does the course require additional equipment? **No**
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? **No**
If yes, explain:

Course description as it will appear in the printed catalog:
Contributions of the registered nurse to quality health care through lifelong learning and professional development of herself/himself and others, research data generation, clinical supervision and development of policy, and clinical practice guidelines. The registered nurse develops their professional practice in accordance with the health needs of the population / society and changing patterns of disease and illness.

Justification for the proposed new course (enter below):

A course needed to be developed that brought all of the concepts acquired in the RN-BSN program together with the real life experiences of this RN transitioning to a Bachelors prepared nurse. The credit for RN work experience and content learned to date will be summarized in a portfolio, professional presentation, or paper. The final product will be designed in a way that exhibits competency in the professional practice as a Bachelors prepared nurse.

Student learning outcomes:
Upon completion of this course, a student should be able to:

1. Describe different avenues available to professional nurses for continued role development. Value the ideal of.
2. Identify concepts of ongoing professional development through lifelong learning to support excellence in nursing practice and identifying opportunities and barriers.
3. Create a short and long term professional development plan.
4. Appraise progress towards professional development goals, revising approach as needed.

5. Explain the role of professional nursing development in providing quality patient care.
6. Determine current issues in health care that effect role change in the professional nurse.
7. Identify the communication and collaboration essentials among healthcare professionals are critical to delivering high quality and safe patient care.
8. Analyze the professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice that are fundamental to the discipline of nursing.
9. Synthesize theories and concepts from liberal education to build an understanding of the human experience.
10. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.

Topical course outline: (List of topics only. Do not attach syllabus.)

Documents to be included in the nurse portfolio, paper, & or presentation

Resume
College Transcripts
Personal Nursing Theory depicting values and approach
An outline of your plan for professional development with supporting documentation of activities and learning outcomes.
List of Volunteer Positions with Supporting Documentation
List of Professional Organization you are in with Supporting Documentation
Job Description Performance Evaluations
Competency Checklists
Copy of your Nursing License Certifications with renewal dates
Samples of Academic Work such as research
Professional Conferences Attended with Supporting Documentation
In-services Attended with Supporting Documentation
References and Recommendation Letters
Peer/Manager Evaluations
Lists of Committees you are on and type of work you have contributed to the committee
Educational Projects you have done such as in-services
Awards you have received

Content to be addressed form the students learning experience throughout the RN-BSN program

Current Issues in Health Care effecting role change
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice
Lifelong learners
Ethical reasoning in leadership
A socially responsible nurse.

Discuss the proposal with all departments that might be affected by the proposal.
List the departments and the date and outcome of the discussion below.

N/A

In addition to providing all the above information, also accomplish the following:

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:

Name: **Debra Bailey** Date: **1/8/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/26/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/8/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Library Curriculum Assessment
Tomlinson Library
Colorado Mesa University

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions.

Date of assessment: February 2015

Collection under review: NURS 432: Capstone Professional Trends in Nursing

Program level: Certificate Associates **Bachelors** Masters DNP

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:
      Encyclopedia of Health Care Management 2004
      Encyclopedia of Leadership 4 vols. 2004
      Encyclopedia of Management 2009
      Encyclopedia of Management Theory 2013 (e-book)
      Dictionary of Nursing Theory & Research. 3rd ed. 2006
      Encyclopedia of Nursing Research. 2006

   b. Monographic Sources:

      The collection was evaluated by doing a combination of keyword, subject and call number searches. There is a strong representation of e-books. E-books may be titles we purchase individually, as part of a subscription service or are available through the demand driven acquisition program we participate in via our membership in the Alliance.

      There is a good base upon which to build. The collection is very current with 41% of the nursing transition related titles and 38% of the research and leadership related titles surveyed below having been published 2010 or later. The charts below serve as a representative sampling of the collection and show a snapshot of several areas that will be covered in the class.

- Age Analysis of Monographic Collection

Nursing transitions	Paper	E-Book
2010-	15	4
2005-2009	5	1
2000-2004	4	1
1990-1999		
1980-1989		
Pre 1980		
TOTAL	24	6

Nursing/medical research methodology	Paper	E-Book
2010-	10	4
2005-2009	2	3
2000-2004	5	4
1990-1999	4	
1980-1989	1	
Pre 1980		
TOTAL	22	11

Research design (all subject areas)	Print	E-Book
2010 -	14	10
2005-2009	9	11
2000-2004	8	3
1990-1999	19	7
1980-1989	18	
Pre 1980	6	
TOTAL	74	31

Theory, research & nursing	Print	E-Book
2010 -	26	15
2005-2009	7	4
2000-2004	7	5
1990-1999	4	5
1980-1989		
Pre 1980		
TOTAL	44	29

Nursing leadership (keyword)	Print	E-Book
2010 -	19	16
2005-2009	15	1
2000-2004	13	
1990-1999	6	2
1980-1989	1	
Pre 1980	3	
TOTAL	57	19

Nursing services – administration (SU)	Print	E-Book
2010 -	6	6
2005-2009	9	
2000-2004	8	
1990-1999	12	
1980-1989	2	
Pre 1980	3	
TOTAL	40	6

Leadership styles (business) (KW)	Print	E-Book
2010 -	6	3
2005-2009	5	
2000-2004	3	1
1990-1999	5	1
1980-1989	1	
TOTAL	20	5

Leadership theories (KW)	Print	E-Book
2010 -	8	6
2005-2009	5	1
2000-2004	1	1
1990-1999	12	1
1980-1989		
TOTAL	26	9

c. Periodicals (online and paper):
The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 12 and 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. Average time to fill article requests is approximately 15 hours.

The journal literature is rich in articles on RN-BSN transitions, research and leadership. Articles cover specific research projects, the process/methodology of research, management in specific areas of nursing – operating room, emergency, critical care - as well as articles on the broad areas of leadership, management, theories, mentoring. Additionally, *Business Source Complete* provides many articles on leadership, management, and mentoring from the business perspective.

A sampling of journal titles that are available to CMU students are listed below. All titles are available online unless otherwise indicated.

Applied Nursing Research
Health Environments Research & Design Journal
Human Relations
Human Resource Management
International Journal of Nursing Studies (2 month embago)
Journal of Advanced Nursing
Journal of Applied Research
Journal of Nursing Administration (print)
Journal of Nursing & Healthcare Research
Journal of Nursing Education (print)
Journal of Nursing Management
Journal of Nursing Scholarship
Journal of Professional Nursing
Journal of Research in Nursing
Nurse Education in Practice (2 month embargo)
Nurse Researcher
Nursing Economic$
Nursing Ethics
Nursing Inquiry
Nursing Management (print)
Nursing Management – UK
Nursing Philosophy
Nursing Science Quarterly
Nursing Standard
Perspectives in Health Information Management
Perspectives on Administration & Supervision
Reflections on Nursing Leadership
Research in Nursing & Health
Western Journal of Nursing Research

d. Electronic Resources:
   Indexes for journal articles:
   CINAHL Complete
   Informa Healthcare
   Medline/Pub Med
   Science Direct
   Wiley Online Library
   Sage Journals Online
   Business Source Complete

   Other Online Resources
   Cochrane Library Online (Systematic Reviews)
   EBM Guidelines
   Up-To-Date
   Micromedex (includes *Care Notes System* for patient education)
   Redbook Online

e. Media
   The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Specific titles are available in the Library Catalog. There are numerous ones on mentoring and leadership.

2. Recommendations for additions to the collection:

   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
   b. E-books will be selected whenever possible to provide availability to the distant student.
   c. New materials will be purchased from the existing budget line for Health Sciences

3. Analysis of library's collection:
   ☒ Materials for this course can be purchased with existing funds
   ☐ Extra funding is required to adequately meet the informational needs of the program.
   Estimated **one-time** resources needed $ _____
   Estimated **base building** resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: ___Sylvia L. Rael_____ Date: February 16, 2015

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Health Sciences** Type of course change: Deletion

Course prefix: **NURS** Course number: **220** Credit hours: **3**

Course name: **Health Assessment for the RN**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here: ☐

1. **NURS 220L**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses and credit hours for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with the University's curriculum policy, in the absence of that articulation agreement. Deleting some courses and adding other courses that meet the criteria for upper division courses with additional credit hours will assist the RN-BSN program to meet both CMU curriculum credit hour and accreditation requirements.

NURS 220 is one of those course that will be deleted to make way for a 300 level course with more credit hours to meet the above mentioned requirements.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Health Sciences** Type of course change: Deletion

Course prefix: **NURS** Course number: **220L** Credit hours: **1**

Course name: **Health Assessment for the RN Lab**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here: ☐

1. **NURS 220**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses and credit hours for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with the University's curriculum policy, in the absence of that articulation agreement. Deleting some courses and adding other courses that meet the criteria for upper division courses with additional credit hours will assist the RN-BSN program to meet both CMU curriculum credit hour and accreditation requirements.

NURS 220L is one of those course that will be deleted to make way for a 300 level lab course.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Health Sciences** Type of course change: Deletion

Course prefix: **NURS** Course number: **424** Credit hours: **2**

Course name: **Leadership for the RN**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here:☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here:☐

1. **NURS 424L**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses and credit hours for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with the University's curriculum policy, in the absence of that articulation agreement.

NURS 424 was put through curriculum in 2014 It was discovered that the rigor of the existing course truly needed an additional credit hour so a new course (NURS 430) was developed to meet those requirements. NURS 424 is one of those course being deleted to make way for NURS 430. The course numbering is being changed to reflect an orderly flow though the RN-BSN course sequencing.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

Department Worksheet for a Course Deletion/De-activation/Re-activation

NOTE: Each course deletion must be submitted on a separate form.

Department Name: **Health Sciences** Type of course change: Deletion

Course prefix: **NURS** Course number: **424L** Credit hours: **1**

Course name: **Leadership for the RN Lab**

Term of change (last term be offered before deletion/de-activation or first term of re-activation): **Spring**
Academic year of change: **2014-15**

Is this a general education/essential learning course? **No** If yes, which category?

List all programs of study for which this course is a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

List all other courses for which this course is a prerequisite. If none, indicate by checking here: ☒

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

List all other courses for which this course is a co-requisite. If none, indicate by checking here: ☐

1. **NURS 424**	2.
3.	4.
5.	6.
7.	8.
9.	10.

(Submit a course modification request, as required, for each course listed above.)

Justification for the proposed course deletion, deactivation, or reactivation:

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses and credit hours for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with the University's curriculum policy, in the absence of that articulation agreement. NURS 424 was put through curriculum in 2014 It was discovered that the rigor of the existing course truly needed an additional credit hour so a new course (NURS 430) was developed to meet those requirements. The course numbering is being changed to reflect an orderly flow though the RN-BSN course sequencing.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: dbailey@coloradomesa.edu Phone: 970-248-1772

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/21/2015**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Health Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	NURS	
Course Number This can NOT be modified.	410	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Public and Population Health	
Short title for schedule (max 24 char.)	Population Health	
Credit Hours	2	3
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **2** Lab: Field: Studio: Other:	Lecture: **3** Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	1500	2250
Student preparation minutes for a term	3000	4500
Prerequisites	Course Cr Hr 1. Acceptance to the RN-BSN program 2. NURS 220 3. NURS 220L 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. Acceptance to the RN-BSN program 2. NURS 320 3. NURS 320L 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course Cr Hr 1. NURS 410L 1 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. NURS 410L 1 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here:☐
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
Catalog Description	Theoretical basis for nursing population and community aggregates. Analyze health of population from a macro-system perspective. Perspective utilized to assess the health of and plan interventions for populations. Evaluate efficacy of these interventions and consider the effect of policy and fiance on the health of these populations. Population risk reduction used to develop nursing interventionsfor high-risk aggregates. Application of course content will be demonstrated in the concurrent clinical course.	Theoretical basis for nursing population and community aggregates. Analyze health of population from a macro-system perspective. Perspective utilized to assess the health of and plan interventions for populations. Evaluate efficacy of these interventions and consider the effect of policy and finance on the health of these populations. Population risk reduction used to develop nursing interventions for high-risk aggregates.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with curriculum policy.

After initiation of NURS 410 and discovering the rigor of the course was higher than initially estimated the decision to make it a 3 credit hour course instead of a 2 credit hour course was made.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

1) Describe legal, ethical and economic issues affecting community health nursing practice.
2) Differentiate "protective and predictive factors that influence the health of individuals, families, groups, communities and populations."
3) Identify selected high-risk populations within the community and appropriate community and public health nursing interventions for these groups.
4) Utilize methods of community assessment and critical thinking in performing an assessment of a selected community.
5) Develop "an intervention plan that takes into account determinants of health, available resources, …activities that contribute to health, and the prevention of illness, injury, disability, and premature death" for an assigned population.
6) Demonstrate collaboration with community agencies in meeting the health needs of a population
7) Describe appropriate nursing assessment and interventions for risk reduction from environmental health hazards in community settings.
8) Explain appropriate clinical judgment and decision-making skills required in "timely nursing care during disasters, mass casualty, and other emergency situations."
9) Describe methods of collecting and analyzing epidemiological information.
10) Identify methods used in the surveillance and management of communicable diseases in populations.

11) Differentiate the implications of global community health versus the community health nurse's role in assessment, planning and prevention on a population.

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

NO change

…

Topical course outline, current: (List of topics only. Do not attach syllabus.)

New Topical Course Outline:
Intro to Public Health and Historical Context
Community & Population Assessment
Population Health Planning, Implementation, Evaluation
Cultural Diversity of Populations
Environmental Health of Communities
Global and International Health
Natural and Man-Made Disasters
Epidemiology
Communicable Diseases
Health Care Economics & Policy Health Promotion and Risk Reduction of Populations
Community Health Education for Aggregates

Topical course outline, proposed:

NO change
There is adequate SLO's and topics to easily cover 3 credit hours

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.
2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: **dbailey@coloradomesa.edu** Phone: **970-248-1772**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **970-248-1772**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR A COURSE MODIFICATION

Colorado Mesa University Curriculum Committees

NOTE: Each course modification must be submitted on a separate form.

Department Name: **Health Sciences**

Earliest term course can be offered: **Fall** Earliest academic year: **2015-16**

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

If there is no change to the course, but is specifically required (or no longer required) for a degree, certificate, or minor, this form is **NOT** to be completed. A **Program** Modification form needs to be completed instead.

	PRESENTLY OFFERED AS: (Fill in this column completely**)**	**PROPOSED TO BE OFFERED AS:** (Fill in ONLY if item is to be revised)
Course Prefix	NURS	
Course Number This can NOT be modified.	418	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Gerontological Nursing & Chronic Illness	
Short title for schedule (max 24 char.)	Gerontological Nursing	
Credit Hours	2	3
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **2** Lab: Field: Studio: Other:	Lecture: **3** Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	1500	2250
Student preparation minutes for a term	3000	4500
Prerequisites	Course / Cr Hr 1. Acceptance to the RN-BSN program 2. NURS 403 — 2 3. NURS 403L — 1 4. NURS 410 — 2 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. Acceptance to the RN-BSN program 2. NURS 320 — 3 3. NURS 320L — 1 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

Co-requisites	Course / Cr Hr 1. NURS 406 / 3 2. NURS 413 / 2 3. NURS 422 / 2 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course / Cr Hr 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
Catalog Description	Evaluate current key clinical information and issues central to caring for the highly specialized physiological and psycho-social needs of older adults. Review of the current financial, social, political, and cultural issues that affect nursing care for the elderly will be explored through a geriatric nursing curriculum in a scientifically sound, holistic process to provide care to this vulnerable population.	Evaluation of current key clinical information and issues central to caring for the highly specialized physiological and psycho-social needs of older adults. Review of the current financial, social, political, and cultural issues that affect nursing care for the elderly will be explored through a geriatric nursing curriculum in a scientifically sound, holistic process to provide care to this vulnerable population.

List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.	**BSN**	**RN-BSN**
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

Justification for the proposed course modification: (enter below)

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the program sheet revealed the need to adjust credits to align with curriculum policy.

After initiation of NURS 418 and discovering the rigor of the course was higher than initially estimated the decision to make it a 3 credit hour course instead of a 2 credit hour course was made.

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

1. Develop a personalized theory of aging after participating in debates comparing the positive and negative aspects of various theories developed to explain aging (e.g., disengagement theory vs. continuity theory)
2. Evaluate clinical experiences in environments that honor person-centered care as the standard of practice with older adults (e.g., community senior centers, assisted living, community retirement communities, and long term care facilities.
3. Assess attitudes, values, and life experiences of older adults.
4. Perform a self-assessment of attitudes, values, and life experiences regarding older adults
5. Identify biological, sociological, psychological, and life span development of the aging person.
6. Evaluate and compare models of care delivery for older adults in and outside of the U.S.
7. Evaluate the role of compassionate and/or missionary programs that serve populations in underdeveloped and developing countries, as well as countries experiencing crisis.
8. Identify ethical issues of aging.
9. Describe the complexity of aging in family systems, and the role of the family in aging process
10. Identify psychosocial issues of aging.
11. Identify appropriate wellness interventions for the geriatric population
12. Evaluate issues of care for the aging adult with chronic health issues

…

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

Same no changes

…

Topical course outline, current: (List of topics only. Do not attach syllabus.)

Topical Course Outline

Concepts related to global aging
Concepts related to theories of aging and development across the life-span development
Principles of cultural competence relevant to the area of gerontology
Principles of ethics as they relate to older adults
Concepts of the physiology of aging
Sociology of family networks and populations
Psychology of aging adults
Economics of health care
Chronic Illness in the aging population

Topical course outline, proposed:

NO changes

Discuss the proposal with all departments affected by the proposal.
List the departments and the date and outcome of the discussion below:

N/A only RN-BSN

In addition to providing all the above information, also accomplish the following:

1. If this proposal includes a catalog description change, submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. If this proposal includes a new topical course outline, submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/21/2015**
Email: **dbailey@coloradomesa.edu** Phone: **970-248-1772**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **1/22/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **970-248-1772**

For Graduate Curriculum Committee: submit this form to the GCC Chair.

For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.

For WCCC CC Curriculum Committee: submit this form to the WCCC CC Chair.

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

NOTE: All related course changes must be submitted on separate forms.

DEPARTMENT NAME: **Health Sciences**
If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BSN** Program/degree Name: **Nursing - RN-BSN Option**
Concentration/Emphasis:

Effective Term: **Fall** Effective Academic Year: **2015-16**

If the proposal is to add a program, enter the required information into each text box below.

If the proposal is to modify a program, enter the applicable information into each text box below. If a text box is not applicable, type "N/A".

If the proposal is to delete, deactivate, or reactivate a program, use the Interdepartmental Change Worksheet.

Required information for each proposal for a program addition:
(see Section IV.F.C of Curriculum Manual)

a. Identifying information (see above)

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
1) Identify program student learning outcomes (SLOs)
2) Identify linkage of program SLOs to institutional SLOs
3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
4) Identify planned assessments for the program SLO.

The program sheet for the RN-BSN program states that to obtain a Bachelor's Degree at CMU you must complete 40 hours of upper division electives. In the past the Colorado Articulation Model was used to substitute some courses for experience. The Articulation agreement dissolved in 2012. In the fall of 2014, an accelerated RN-BSN program was proposed, taken through curriculum, and implemented at CMU. As the curriculum review was completed at the end of the semester, attention to the Program sheet revealed the need to adjust credits to align with curriculum Policy. The modification of the RN-BSN program will align with CMU curriculum hours and accreditation requirements.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU)
In Bold below are the changes to get us in compliance of the curriculum policy.

NURSING MAJOR REQUIREMENTS

(40 semester hours) Must pass all courses with a grade of "C" or higher.

NURS 220 **(320)**	Health Assessment/Promotion	3	_____	_____
NURS 220L **(320L)**	Health Assessment/Promotion Lab	1	_____	_____
NURS 300	Developing the Baccalaureate Role	3	_____	_____
NURS 410	Population Health Nursing	3	_____	_____
NURS 410L	Population Health Nursing Lab	1	_____	_____
NURS 422	Nursing in the Community	2	_____	_____
NURS 422L	Nursing in the Community Lab	1	_____	_____
NURS 426	Nursing Research and Evidenced Based Practice **I**	3	_____	_____
NUR 428	Nursing Research and Evidenced Based Practice **II**	3	_____	_____
NURS 411 430	Leadership	3	_____	_____
NURS 411L 430l	Leadership Lab	1	_____	_____
NURS 418	Gerontological Nursing & Chronic Illness	3	_____	_____
NURS 432	Capstone NURSING	4	_____	_____

Upper Division Nursing Electives (students may choose 6 credit hours from the following listed courses. * The remaining 3 Upper Division Nursing Electives need to be approved by advisor)

NURS 408 Health Informatics	3	_____	_____
NURS 409 Quality Improvement	3	_____	_____
*Upper Division Nursing Elective	3	_____	_____
CMU upper division elective 300 or 400 level	3	_____	_____
	Total 40 Credits		

The above outline ensures that the RN-BSN Nursing program has 40 upper division credit hours. Up to 38 credit hours are allowed from prior registered nursing coursework

Please see each course modification, deletions and course addition forms for specific details.

Program Goals:

A graduate of the BSN Program will be able to:

1. Practice as a professional nurse
2. Pursue graduate education
3. Assume leadership roles
4. Participate in learning as a life-long process

STUDENT LEARNING OUTCOMES

CMU Baccalaureate Student Learning Outcomes	BSN Student Learning Outcomes (SLO's)	In this course the following SLO will be assessed each spring
#1 Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline	**#1 Professionalism:** Promotes a culture of respect and safety. **(Specialized knowledge; Applied Learning)**	

(Applied learning; Specialized knowledge).	**#2 Professional Development:** Communicates the importance of lifelong learning and professional career development. **(Applied Learning)**	
	#3 Evidence Based Practice: Integrates Evidence Based findings into professional nursing practice. **(Applied Learning)**	
#2 Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (**Intellectual skills – quantitative fluency).**	**#4 Math Reasoning:** Utilizes scientific inquiry and quantitative reasoning as a base for patient care decisions. **(Intellectual skills-Quantitative fluency)**	
#3 Make and defend assertions about a specialized topic in an extended well-organized mostly error-free document and an oral presentation that is appropriate to the discipline (**Intellectual skills – communication fluency)**	**#5 Collaborative Communication:** Collaborates in inter-professional communication to improve healthcare outcomes. **(Intellectual skills – Communication fluency)**	
	#6 Leadership: Integrates leadership and management principles in the delivery of health care. **(Intellectual skills – Communication fluency)**	
#4 Identify assumptions evaluate hypotheses or alternative views, articulate implications and formulate conclusions **(Intellectual skills – Critical Thinking).**	**#7Critical Thinking:** Employs critical thinking as a basis for nursing practice. (**Intellectual skills – Critical thinking)**	
	#8 Coordination of Care: Facilitates access to resources necessary to meet diverse health care needs**.** **(Intellectual skills-Critical Thinking)**	

c. Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.

No change

d. Program strengths, special features, innovations, and/or unique elements.

The RN-BSN nursing program has been in existence since 2003. The program has been the third step to the career ladder at Colorado Mesa University. Currently we have 60 -80 percent of the AAS- RN graduates continuing onto the RN-BSN program. This also serves as the next step in the career ladder for the MSN and DNP programs.

An agreement with Academic Partnership has increased the number of students in the RN-BSN program and the numbers continue to increase as the demand for more Bachelors prepared nurses increases.

The RN-BSN program is an online program serving nursing in students in more than 20 states in the US.

e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program's curriculum (i.e., effects such as length of the program, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?

The RN-BSN program is accredited under the general accreditation of the BSN program through CCNE. Accreditation is current 2009-2019.

f. Program admissions requirements (if any beyond admission to institution).

Applicants must meet the following requirements for RN to BSN admission:

- Complete Colorado Mesa University Application and submit application fee and transcript.
- Minimum GPA of 2.5 on a 4.0 scale.
- Graduated from a school regionally accredited by one of the following agencies:
  - *Regionally accredited agencies include:*
    - MSA - Middle States Association of Colleges and Schools
    - NWCCU - Northwest Commission on Colleges and Universities
    - NCA-HLC - North Central Association of Colleges and Schools
    - NEASC-CIHE - New England Association of Schools and Colleges
    - SACS - Southern Association of Colleges and Schools
    - WASC - ACCJU Western Association of Schools and Colleges for Community and Junior Colleges
    - WASC - ACSCU-Western Association of Schools and Colleges for Senior Colleges and Universities
- Successfully completed an associate degree or diploma program in nursing accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN), *formerly known as National League for Nursing Accrediting Commission, Inc. (NLNAC) and as part of the degree.* All prerequisites must be completed prior to starting the program.
  The following must also have been attained:
    - *Successful completion of at least 38 Nursing credits*
    - *Successful completion of Human Growth & Development*
    - *Successful completion of Pathophysiology*
- Have an active, unrestricted RN license from the United States.

Official Transcripts can be mailed to:

Colorado Mesa University Office of Admissions
RN-BSN Online
1100 North Avenue
Grand Junction, CO 81501-3122

g. Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) Employer need/demand as demonstrated by evidence such as:

(a) identification of several potential employers of program graduates;
(b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
(c) surveys made by external agencies;
(d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41

(2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”

Currently the RN-BSN program has 46 students enrolled in classes for spring 2015. Twenty Three of the students were generated from the agreement with Academic Partnership. This is expected to double by 2016 and continue to grow. The BSN market will expand by 35 percent in the next 10 years. In a position statement put forward by the Institute of Medicine (a guiding agency that sets the gold standard for practice in the field of nursing) mandates that 80 % of all RN’s would obtain a Bachelor’s degree by the year 2020. This mandate is lagging by over 500,000 nurses. It is currently estimated that BSN nurses only comprise 55 % of the US work force. The need for quality health care has been demonstrated many times in the research showing that BSN nurses in the hospital produce higher quality outcomes.

h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication)

.
Modification adding 9 credits of new courses and adjusting other courses.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

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1. By changing the Course Number for Health Assessment from NURS 220 and NURS 220L to NURS 320 and NURS 320L, four credits of the Universities required upper division 40 credits is met. The rigor of the course is higher than previously thought when the course was generated so changing from a 200 level course to a 300 level course is appropriate. The course is designed for Nurses that have passed the National NCLEX and are working as a RN.
2. Requiring an elective at the 300 or 400 level adds 3 credits of the 40 credits.
3. Current courses in the RN-BSN NURS 300, NURS 408, NURS 410 (expanding by 1 credit) , NURS 410L, NURS 422, NURS 422L, NURS 424, NURS 426 (expanding by 1 credit) and NURS 426L meet 20 of the credits.
4. Assigning NURS 409 as the elective needed for the RN-BSN nursing elective awards one more credit to the University requirements.
5. A second research course to complete a research proposal was added for 3 additional credits.
6. Leadership is being expanded to a 3 credit hour theory and an accompanying 1 credit Lab which increases that content area by one credit
7. NURS 418 Gerontology is expanded to 3 credits. The rigor of the course is higher than previously thought when the course was generated so changing the content and SLO’s are make sense for this course.
8. A capstone course was added to enable students to assist in transitioning the Rn to the BSN level and connect concepts in a meaningful way.

j. List of faculty and their qualifications. (Is there a need for additional faculty?)

Current faculty are teaching in the RN-BSN program. As the numbers grow the need to recruit and additional faculty member will be needed.

k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable. Department's recommendations for additions to the Library's collection.

None, Current program has all the resources needed with faculty, online distance education support, library support with distance education

l. Intended delivery mode for program. For programs delivering any of its coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA's office.

The program will continue to be delivered online. No change from current program other than update of two courses, and addition of credits.

m. For Professional, Technical or Other Programs, the justification must include:

(1) Rationale for program to be in the PTO category.
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
(3) Rationale for the program to exceed 60 credit hours, if applicable.
(4) Rationale for prescribing General Education courses, if applicable.
(5) Rationale for prescribing Applied Studies courses, if applicable.
(6) 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.

n. Enrollment Projections, Table 1. (at end of this document)

o. Physical Capacity Estimates, Table 2. (at end of this document)

p. Program Costs – Projected Expense and Revenue Estimates, Table 3. (at end of this document)

Required information for a program modification:

If change to program name, enter new name: **N/A**
If change to the concentration/emphasis, enter: **N/A**
Is there a revision to the program sheet? **Yes**

In addition to providing all of the above information, also accomplish the following:

1. Discuss the proposal with all departments affected by the program
2. If this proposal is for a program addition, complete the three CDHE tables at the end of this document.
3. If this proposal is for a program addition, submit complete program sheet. If this proposal is for a program modification, submit current program sheet marked up with all proposed changes.
4. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
5. Obtain departmental approval according to department-specific procedures.

* The most up-to-date program sheets are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.

PROPOSED AND PREPARED BY:
Name: **Debra Bailey** Date: **1/7/2015**
Email: **dbailey@coloradomesa.edu** Phone: **970-248-1772**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Tonya Chapin** Date: **2/6/2015**

APPROVED BY DEPARTMENT HEAD:
Name: **Debra Bailey** Date: **1/21/2015**

APPROVED BY DIRECTOR OF TEACHER EDUCATION (REQUIRED FOR TEACHING PROGRAMS)
Name: Date:

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: __RN-BSN program_____

Degree Title ____Bachelors, RN-BSN_____

Name of Institution: _____Colorado Mesa Univeristy_____

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	15	30	30	30	50	
1-b	Out-of-State Headcount	15	60	120	120	150	
2	Program Headcount	45	90	150	200	250	
3-a	In-state FTE						
3-b	Out-of-State FTE						
4	Program FTE						
5	Program Graduates						

NOTE this program admits five times per year. It is in its third cycle of admissions. It is difficult to determine actual growth based off one academic semester or two- seven week starts.

_____ _____

Signature of Governing Board Officer Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: _____RN-BSN PROGRAM_____

Name of Institution: ____Colorado Mesa University_____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

N/A online program through distant Education 1-8-2015

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE	N/A		Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty		1 FTE			
2	Financial Aid specific to program			2 FTE	2 FTE	2FTE
3	Instructional Materials					
4	Program Administration	Release of 3 credit hours per semester	Release of 3 credit hours per semester	Release of 3 credit hours per semester	Release of 3 credit hours per semester	Release of 3 credit hours per semester
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction	NONE				
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer Title Date

2015~~014~~-201~~5~~ 6PETITION/PROGRAM SHEET
Degree: Bachelor of Science in Nursing
Major: Nursing- RN-BSN Option

About This Major . . .

The Registered Nurse to Baccalaureate of Science in Nursing (BSN) Program is approved by the Colorado State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). This program is designed for Associate degree and Diploma RNs. The program provides educational experiences to prepare a professional nurse generalist to practice in a variety of health care settings. The program integrates nursing theory, practice, and science with a broad liberal arts education. The program has been developed to prepare a highly competent professional with the education necessary to meet the increasing need for quality health care in society today and provides students with the foundation for graduate study in nursing.

Colorado Mesa's BSN nursing program started in 1988 and has been fully accredited since its inception. The RN-BSN program began originally in 1979; the new program provides all nursing courses in an online format to provide better access to registered nurses.

For more information on this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

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

1. Promote a culture of respect and safety. (Specialized knowledge; Applied Learning)
2. Communicate the importance of lifelong learning and professional career development. (Applied Learning)
3. Integrate Evidence Based findings into professional nursing practice. (Applied Learning)
4. Utilize scientific inquiry and quantitative reasoning as a base for patient care decisions. (Quantitative fluency)
5. Collaborate in inter-professional communication to improve healthcare outcomes. (Communication fluency)
6. Integrate leadership and management principles in the delivery of health care. (Communication fluency)
7. Employ critical thinking as a basis for nursing practice. (Critical thinking)
8. Facilitate access to resources necessary to meet diverse health care needs. (Intellectual skills-Critical Thinking)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **( )** _____

I, (Signature)_____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

_____ _____20_____
Signature of Advisor Date

_____ _____20_____
Signature of Department Head Date

_____ _____20_____
Signature of Registrar Date

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 120 semester hours total (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 (A minimum of 15 taken at the 300-400 course levels within the major at CMU).2.00 cumulative GPA or higher in all CMU coursework
- 2.00 GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Up to 38 credits will be awarded for prior registered nursing (RN) course work
-
- ~~38 credits will be awarded for prior registered nursing coursework according to the Colorado Articulation Model.~~

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

Math: (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Alegebra	4~~*~~	_____ _____

~~*3credits apply to the General Ed requirements and 1 credit applies to elective credit~~

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

PSYC 150	General Psychology	3	_____	_____
PSYC 233	Human Growth & Development	3	_____	_____

(PSYC 150 and PSYC 233 are also program requirements)

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L_____ ____ _____ _____

History (3 semester hours)
HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

Course	No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

KINE 100	Health and Wellness	1	_____	_____
KINA 1____	_____	1	_____	_____
KINA 1____	_____	1	_____	_____

Applied Studies (3 semester hours)

_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (15 semester hours)

BIOL 209	Human Anatomy and Physiology I	3	_____	_____
BIOL 209L	Human Anatomy and Physiology I Lab	1	_____	_____
BIOL 210	Human Anatomy and Physiology II	3	_____	_____
BIOL 210L	Human Anatomy and Physiology II Lab	1	_____	_____
BIOL 241	Pathophysiology	4	_____	_____
STAT 200	Probability and Statistics	3	_____	_____

NURSING MAJOR REQUIREMENTS
(40 ~~62~~ semester hours) Must pass all courses with a grade of "C" or higher.

NURS ~~23~~20	Health Assessment/Promotion	3	_____	_____
NURS ~~23~~20L	Health Assessment/Promotion Lab	1	_____	_____
NURS 300	Developing the Baccalaureate Role	3	_____	_____
~~NURS 408~~	~~Health Informatics~~	~~3~~	_____	_____
NURS 410	Population Health Nursing	~~2~~3	_____	_____
NURS 410L	Population Health Nursing Lab	1	_____	_____
NURS 422	Nursing in the Community	2	_____	_____
NURS 422L	Nursing in the Community Lab	1	_____	_____
NURS 426	Nursing Research and Evidence Based Practice I	3	_____	_____
NURS 428	Evidenced Based Practice II	3		
NURS 4~~24~~30	Leadership for the RN	~~2~~3	_____	_____
NURS 4~~24~~30L	Leadership for the RN Lab	1	_____	_____
NURS 418	Gerontological Nursing & Chronic Illness	~~2~~3	_____	_____
NURS 432	Capstone	4		
		Total	31	
~~Prior nursing coursework for RN~~		~~38~~		

Prior RN Nursing course work will be awarded up to 38 credits

Electives (~~6~~9 credits)

Upper Division Nursing Electives (~~2~~6 Semester Hours)
Students may choose 6 credit hours from the following listed courses. The remaining 3 Upper Division Nursing Electives need to be approved by advisor)

NURS 408 Health Informatics	3		
NURS 409 Quality Improvement	2 3		
Upper Division Elective General Education 300 or 400	3		
Total	39		
*MATH 113 College Algebra	1		

Total Credits for RN-BSN 40 Upper division Credits

Prior nursing coursework for RN	38		

Prior RN nursing course work will be awarded up to 38 credit hours

Previous RN degree _____
School: _____
NLN Accredited _____
Graduation Date _____
ACT-PREP Exams – Date Taken _____
38 credits will be awarded for prior registered nursing coursework according to the Colorado Articulation Model.

SUGGESTED COURSE SEQUENCING FOR RN-BSN PROGRAM

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
General Education	Natural Science with Lab	4	General Education	Natural Science	3
PSYC 150*	General Psychology	3	PSYC 233*	Human Growth and Development	3
General Education	History	3	General Education	Humanities	3
KINE 100	Health and Wellness	1	KINA Activity		1
		14			13

SECOND YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 209*	Human Anatomy and Physiology I	3	BIOL 210*	Human Anatomy and Physiology II	3
BIOL 209L*	Human Anatomy and Physiology I Lab	1	BIOL 210L*	Human Anatomy and Physiology II Lab	1
Elective		3	BIOL 241*	Pathophysiology	4
MATH 113*	College Algebra	4	General Education	Fine Arts	3
General Education	Applied Studies	3	STAT 200	Probability and Statistics	3
KINA Activity		1			14
		15			

*These courses are program pre-requisites. Please note that three program requirements, MATH 113, PSYC 150 and PSYC 233, were counted under general education totals.

~~THIRD YEAR~~

~~Semester I~~		~~Hours~~	~~Semester II~~		~~Hours~~
~~NURS 300~~	~~Developing the Baccalaureate Role~~	~~3~~	~~NURS 220~~	~~Health Assessment/Promotion~~	~~3~~
~~NURS 408~~	~~Health Informatics~~	~~3~~	~~NURS 220L~~	~~Health Assessment/Promotion Lab~~	~~1~~
		~~6~~	~~396/496~~	~~Nursing Elective~~	~~2~~
					~~6~~

~~FOURTH YEAR~~

~~Semester III~~		~~Hours~~	~~Semester IV~~		~~Hours~~
~~NURS 410~~	~~Population Health Nursing~~	~~2~~	~~NURS 424~~	~~Leadership for the RN~~	~~2~~
~~NURS 410L~~	~~Population Health Nursing Lab~~	~~1~~	~~NURS 424L~~	~~Leadership for the RN Lab~~	~~1~~
~~NURS 422~~	~~Nursing Roles in the Community~~	~~2~~	~~NURS 426~~	~~Nursing Research and Evidenced Based Practice~~	~~3~~
~~NURS 422L~~	~~Nursing Roles in the Community Lab~~	~~1~~	~~NURS 418~~	~~Gerontological Nursing and Chronic Illness~~	~~2~~
		~~6~~			~~8~~

THIRD YEAR

Module 1	Hours	
NURS 300	Developing the Baccalaureate Role	3
NURS 408	Health Informatics (elective)	3
		6

Module 2	Hours	
NURS 320	Health Assessment/Promotion	3
NURS320L	Health Assessment/Promotion Lab	1
Upper Division Elective 300 or 400		3
		7 hours

Module 3	Hours	
NURS 410	Population Health Nursing	3
NURS 410L	Population Health Nursing Lab	1
NURS 409	Quality Improvement	3
	Total	7

Module 4		Hours7
NURS 426	Nursing Research and Evidenced Based Practice I	3
NURS 422	Nursing Roles in the Community	2
NURS 422L	Nursing Roles in the Community Lab	1
	Total Total 66	

FOURTH YEAR

Module 5			Module 6		
NURS 418	Gerontological Nursing and Chronic Illness	3	NURS 430	Leadership for the RN	3
			NURS 430L		1
NURS 428	Nursing Research and Evidenced Based Practice II	3	NURS 432 Capstone		4
	Total	6		Total	8

NOTE: **Students may choose 6 credit hours of Upper Division Nursing Electives from the courses listed above. The remaining 3 Upper Division Nursing Electives need to be approved by an advisor**

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see your Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by **September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semesters of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (Exit Exam).