

Undergraduate Curriculum Committee
Agenda
October 23, 2014
University Center Room 222

- I. Announcements
 - a. New Library Representative, Jeff Grossman
- II. New Business
 - a. Kurt Haas – Essential Learning Update
(see Questions and Answers Concerning the Maverick Milestone Course distributed with agenda)
- III. Curriculum Proposals
 - a. Theatre (Speech)
 - i. Course addition
 - 1. ESSL 200 Essential Speech
 - b. Essential Learning
 - i. Course addition:
 - 1. ESSL 290 Maverick Milestone
 - c. Theatre
 - i. Intra-departmental changes (modify name of an emphasis, cognate, track or concentration):
 - 1. BA Theatre, Acting Directing – new name: BFA, Theatre Arts, Acting/Directing
 - 2. BA Theatre, Music Theatre – new name: BFA, Theatre, Music Theatre
 - 3. BA Theatre, Dance – new name: BFA, Dance
 - d. Social and Behavioral Sciences
 - i. Course additions:
 - 1. ARKE 205 Principles of Archaeology
 - 2. ARKE 300 Human Evolution
 - 3. ARKE 301 The Emergence of Human Culture
 - 4. ARKE 302 From Domestication to States
 - 5. ARKE 320 Colorado Archaeology
 - 6. ARKE 352 Paleoindian Archaeology
 - ii. Course Modifications:
 - 1. ARKE 325 Geoarchaeology
 - 2. ARKE 350 Southwestern Archaeology
 - 3. ARKE 410 Field Methods in Archaeology

4. ARKE 410L Field Methods in Archaeology Laboratory

iii. Program Modifications:

1. Minor, Archeology
2. Minor, Forensic Anthropology

IV. Old Business

- a. Pending corrections needed from September meeting have all been made:
 - i. Program Modification: AAS, Medical Laboratory Technician
 1. The statement at the bottom of page 2 of the program sheet will be changed to read “The following applied courses must be completed with a grade of “B” or higher: MLTP 102, MLTP 180, MLTP 182, MLTP 250, and MLTP 252.”
 - ii. Course additions: correct the forms to indicate that the following courses will be offered during the summer term:
 1. NURS 424 Leadership for the RN
 2. NURS 424L Leadership for the RN Lab
 3. NURS 426 Nursing Research and Evidence Based Practice

V. Other

Questions and Answers Concerning the Maverick Milestone Course

Question: What is the Maverick Milestone course?

Answer: The Maverick Milestone course is a 200-level interdisciplinary, topics-oriented, writing-intensive course designed to help students develop the ability to solve problems and approach ideas using more than one set of intellectual tools.

Students will be required to have completed between 45 and 75 credit hours' worth of work before taking the Milestone course and will write a significant amount of polished prose in the class, making the course an important transitional moment between the Essential Learning curriculum and their upper-division work in the major.

Q: Why offer the Milestone Course?

A: The Milestone Course is the curricular result of two years' worth of deliberation by multiple faculty groups from across campus. In response to national movements--such as the Lumina Foundation's Degree Qualifications Profile--and the insights into high-impact educational practices suggested by higher education leaders such as Ken Bain and Paul Gaston, our faculty adopted Baccalaureate and Essential Learning outcomes geared toward helping students embrace integrative approaches to their education. In particular, the Working Group to Review General Education unanimously adopted the following Essential Learning outcome: "students should be able to construct an academic project using techniques and methodologies from multiple disciplines." The intellectual skills associated with this outcome are indispensable for students as they enter a world where they will change not just jobs, but careers, several times during their lives, and in fields that increasingly demand people capable of understanding high volumes and broad varieties of information.

Secondarily, the course allows CMU to begin the process of treating its Essential Learning program in a more unified way. The course will provide an invaluable institutional checkpoint as we try to assess what our students know and can do at the midpoint of their lives here.

Q: How will we deliver these courses?

A: The "default" model imagined by the course's developers recommends the course be team-taught by two faculty from different disciplines. For instance, a Biology professor and a Sociology professor might teach a course on "Pandemics and Society," or a Nursing professor and a Literature professor might team up to teach a course on "Medicine in Literature." The courses may be thematic or more topical, perhaps responding to current events and debates in society.

The staffing model is based around **30 students per professor**. Thus, the aforementioned "Pandemics" course would be capped at 60 students, with the instructional strategy arranged by the two professors. One model for which we have prepared is that the class will be assigned two rooms, a large and a small. On a MWF class, both professors might meet with all 60 students on a Monday, then have the class split in two parts and meeting with each professor separately in two groups on Wednesday and Friday.

While that is the default assumption, the Essential Learning Committee will welcome proposals from more faculty or from single faculty, providing the course still meets the basic need to teach students how to use multiple strategies for approaching ideas. A single-faculty course might use guest speakers from the community to enhance the number of voices heard by

students, and a three-professor course could perhaps use some online-hybrid methods to manage the larger number of students in the class.

Q: Are faculty expected to teach these courses as overloads?

A: Absolutely not. Making the process manageable for our best faculty has been a priority from the start of our discussions about integrative learning at CMU. Faculty will need to collaborate with their Department Heads to plan how to manage their schedules so that such teaching fits into regular course loads. Different departments have widely varying practices and levels of flexibility in terms of the planning necessary to contribute to the Milestone courses.

Q: Will faculty be forced to teach these courses?

A: Again, absolutely not. This is an exciting opportunity to collaborate with other faculty in a unique teaching environment, but not everyone will want to participate, or be able to do so.

Q: Can our campus handle the logistics required to offer such courses?

A: As with any new required course, the initial implementation will require quite a few faculty doing new things. However, in addition to having a faculty that has expressed strong interest in offering these opportunities for our students, we have several factors in our favor. We have firm administrative support for providing classroom spaces and recruiting the necessary faculty. We have established the Essential Learning Committee as a faculty-led group to guide the process. And, we have time on our side. Even with the Milestone Course being a requirement for new students entering in Fall 2015, the 45-credit minimum requirement for taking the class means that we will not have to reach full capacity until Spring 2017, leaving us plenty of time to incrementally increase our offerings, develop our abilities, and troubleshoot.

Q: What is the Essential Speech course requirement?

A: One result of both the Baccalaureate review and the General Education review of learning outcomes was a renewed commitment to sharpening our students' abilities to orally present information. In fact, until now, oral proficiency was not an express student learning outcome. Students will take the one-credit Essential Speech course as a co-requisite for the Milestone Course, presenting the material they encounter in that interdisciplinary environment to their peers from other sections of the Milestone. The course should provide a baseline of skill that individual majors can build on in ways appropriate to their disciplines as they move into upper-division courses.

Q: Why is Applied Studies being removed?

A: The individual courses in the Applied Studies lower-division requirement are excellent. As a category, however, the Working Group to Review General Education could not find a curricular common thread in terms of either the type of content offered or types of skills developed. Most, if not all, the current Applied Studies courses will be able to retool and enter other Essential Learning categories.



DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

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

Department Name: **Theatre Arts**
If new department, please enter name:

Course prefix: **ESSL** Course number: **200** Credit hours: **1**

Course name: **Essential Speech**

Course abbreviated schedule name (24 characters maximum): **Essential Speech**

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: **Spring** Earliest academic year: **2014-15**

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

Is this to be a general education/essential learning course? **Yes** 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 112	3	2. MATH 110 or higher	3
3. At least 45 credit hours completed		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. ESSL 290	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.	BA	All
2.	BAS	All
3.	BBA	All
4.	BFA	All
5.	BS	All
6.	BSN	All
7.	BSW	All
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. ESSL 290	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: **SPCH 102 (Speechmaking) teaches some of the same basic content, but it has additional components and more depth as a 3-credit public speaking course.**

FACULTY FTE: Will additional faculty FTE be required? **Yes**

If yes, explain: **At the time when this course will be required of all students on campus, additional Speech faculty will probably be needed to cover all of the sections.**

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 confidence and competence in speaking through cross-curricular topics generated from individual Maverick Milestone coursework.

Justification for the proposed new course (enter below):

Requirement of Essential Speech guarantees that every student graduating from CMU completes basic public speaking curriculum, a skill vital to achieving the CMU vision of "preparing students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/global learning."

It will meet the following two Student Learning Outcomes:

Speaking - Present information effectively in spoken English. **In addition to advancing their oral communication skills from both peer and instructor feedback on all presentations, the use of video-recording allows students to gain tremendous insights and benefits from self-evaluations and also gives them video samples to use in a job market which increasingly requires such.**

Multiple disciplines - Construct an academic project using techniques and methodologies from multiple disciplines. **Pairing Essential Speech with the interdisciplinary Maverick Milestone coursework, takes the cross-curricular element one step further through student presentations on the interesting information being studied in Maverick Milestones beyond their own and culminates with a group presentation developing a common theme**

across the Milestone topics of the members in each group Teaching public speaking skills through the context of the Maverick Milestone topics advances every component of the CMU value of offering 'a learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem-solving, innovation, teamwork, and communication in students." (Colorado Mesa University Vision, Values, and Mission)

Student learning outcomes:

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

1. Deliver a variety of quality speeches.
2. Develop overall speech confidence.
3. Present and evaluate cross-curricular topics based on student's individual Maverick Milestone coursework.

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

Impromptu Speech
Self-Introduction Speech
Informative Speech
Group Presentation
Delivery essentials, handling speech anxiety, organizing speeches
Outlining basics, introduction/conclusion strategies, speaking informatively
Learning from peers and self, writing quality peer comments and video self-evaluations
Finding cross-curricular commonalities, successful use of visual aids, presenting in a group format

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.

This work was completed by the General Education Working Group and the Essential Learning Committee.

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: **Paula Casey**

Email: pcasey@coloradomesa.edu

Date: **9/15/2014**

Phone: 248-1816

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jill Van Brussel**

Date: **9/24/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Timothy Pinnow**

Date: **9/24/2014**

**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: 8 October 2014

Collection under review: ESSL 200 Essential Speech

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Cantwell, Lauren

1. Current Collection Review

a. Reference Sources:

A keyword search for → speech OR "oral communication" OR "visual communication" OR "public speaking" → displayed many results, 15 of which are reference titles. Ten (10) of these 15 titles are from 2000 or are more recent. A few titles of potential interest include:

- *American Speeches*. New York: Library of America, 2006. Print.
- Goethals, George R., Georgia Jones Sorenson, and James MacGregor Burns. *Encyclopedia of Leadership*. Thousand Oaks, Calif.: Sage Publications, 2004. Print.
- Straub, Deborah Gillan. *Voices of Multicultural America: Notable Speeches Delivered By African, Asian, Hispanic, and Native Americans, 1790-1995*. N.Y.: Gale Research, 1996. Print.
- Modern Language Association of America., and Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association of America, 2009. Print.

b. Monographic Sources:

To catch a broad swath of Speech-related content within our catalog, a "Subject keyword" search was performed for Speech, "Oral communication",

“Public speaking”, and “Visual communication”. The table below details the monographic holdings of the library for those Subject keywords.

LC Subject Heading:	Print	E-Book
Oral Communication	59	16
Public Speaking	116	20
Speech	247	206
Visual Communication	20	26
TOTAL*	382	268

* NOTE: Items may have more than one subject heading; each list may duplicate titles from the other subject areas listed as well.

While we have solid coverage regarding speech topics, which will support *speech*-related questions and needs for our students, the complicating factor may be the topics explored in the student’s Maverick Milestone course and the research/presentation they choose to pursue. This assessment covers the speech portion; future assessments of the Maverick Milestone course section proposals will cover the extent to which support is available, or will be pursued, for given ESSL290 sections (which will in turn help support the work students complete within ESSL 200).

c. Periodicals (online and paper):

By and large, the same caveats exist for Periodicals as for the Monograph and Reference areas of our collection – depending on the Maverick Milestone a student takes, their presentation topic(s) will vary. While we can evaluate our collection with *speech / public speaking* in mind, it’s impossible to evaluate our periodicals regarding presentations students might do in Essential Speech, as they’ll be tied to the students’ Milestones. What follows is regarding the periodicals for the study of speech / public speaking.

Our **EBSCO Discovery Service** (as of 10.09.2014): 109,676 *academic journal* results with the subject(s) speech, speech perception, speeches/addresses/etc., communication, public speaking, speech communication, rhetoric -- 98,997 of which are scholarly (peer reviewed) items from academic journals and available full text.

- **Communication & Mass Media Complete:** 54,627 of those 109-thousand are available through Communication & Mass Media Complete
- **PsycINFO:** 59,959 of the 109-thousand are available through Communication & Mass Media Complete
- **Business Source Complete:** 19,118 of the 109-thousand are available through Business Source Complete

A sampling of journal titles that have articles on oral communication, public speaking, speech, and/or visual communication include:

- *Quarterly Journal of Speech* (e-coverage between 1928 and current; print for late 1948 through late 2013; no print or microfiche)
- *Communication Education* (e-coverage between 1928 and current across 2 resources; print for 1999-2012; microfiche for 1989-1998)
- *Education* (e-coverage from Sept. 1999 to current; no print or microfiche)
- *Western Journal of Communication* (e-coverage between 1977 and 2013; no print or microfiche)
- *Journal of Communication* (e-coverage from 1951 to present; print coverage from 1977-Dec. 2012; microfiche from 1986-1998)
- *Journal of Social Psychology* (8 e-coverage options, from as early as 1930 to as recent as the past 18 months [embargo]; print access from 1975 to 2003)
- *American Speech* (e-coverage available from 1925 to 12 months ago [embargo]; no print or microfiche access)
- *Speech Monographs* (e-coverage from 1934 to 18 months ago [embargo]; no print or microfiche)

d. Electronic Resources:

Databases with indexed and/or full-text journal articles:

OmniFile Full Text Select
 Communication & Mass Media Complete
 Humanities International Index
 Academic Search Complete
 JSTOR
 Project Muse

...and many other databases, depending on subject of research/presentation
 ...NOTE: EBSCO holds OmniFile, Humanities International, Academic Search Complete, and Communication & Mass Media Complete.

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. Depending on the Maverick Milestone in which a student is enrolled and the research topic of interest, other film/media holdings within the library may be useful. A search of → speech OR communication OR “public speaking” → and limiting to “eVideo” formats within the catalog search results finds 1269 items, including:

- Cavendish Films., Films for the Humanities & Sciences (Firm). & Films Media Group. (2013). *Brilliant Public Speaking*. Films Media Group.

- Films for the Humanities & Sciences (Firm). Films Media Group., & Educational Video Group. (2012). *Organizing a Speech*. Films Media Group.
- Films for the Humanities & Sciences (Firm). & Films Media Group. (2014). *Conquering Communication Anxiety: Successful Speaking*. 2010 Revision. Films Media Group.
- Films for the Humanities & Sciences (Firm). Films Media Group., & Educational Video Group. (2012). *Communication or Frustration: Men and Women in Dialogue*. Films Media Group.
- Films for the Humanities & Sciences (Firm). Films Media Group., & Hiltz Squared Media Group Inc. (2009). *Just say it! Exploring the fear of public speaking*. Films Media Group.
- Films for the Humanities & Sciences (Firm). Films Media Group., & Spectra Media (Firm). (2006). *Freedom of speech: augmentative communication success stories*. Films Media Group.
- Educational Video Group. Films for the Humanities & Sciences (Firm)., & Films Media Group. (2013). *Campaign '12: Speeches from the Conventions*. Films Media Group.
- Educational Video Group. Films for the Humanities & Sciences (Firm)., & Films Media Group. (2013). *Great Speeches, Volume 27: John F. Kennedy, Neil Armstrong, Michelle Obama, Marco Rubio, and David McCullough Jr.* Films Media Group.
- Films for the Humanities & Sciences (Firm). Films Media Group., & Educational Video Group. (2012). *Great Moments from Great Speeches*. 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.

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: 10/16/14



DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

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

Department Name: **New**
If new department, please enter name: **Essential Learning**

Course prefix: **ESSL** Course number: **290** Credit hours: **3**

Course name: **Maverick Milestone**

Course abbreviated schedule name (24 characters maximum): **Milestone:**

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: **2014-15**

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

Is this to be a general education/essential learning course? **Yes** 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. ENGL 112	3	2. MATH 110 or higher	3
3. At least 45 credit hourse completed		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. ESSL 200	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	All
2.	BAS	All
3.	BBA	All
4.	BFA	All
5.	BS	All
6.	BSN	All
7.	BSW	All
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. ESSL 200	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:

Interdisciplinary, thematically-oriented transition from the Essential Learning program to specialized programs. Develop the ability to solve problems and approach ideas using more than one set of intellectual tools. Taken before the student completes 75 credit hours.

Justification for the proposed new course (enter below):

The Milestone Course is the curricular result of two years' worth of deliberation by multiple faculty groups from across campus. In response to national movements--such as the Lumina Foundation's Degree Qualifications Profile--and the insights into high-impact educational practices suggested by higher education leaders such as Ken Bain and Paul Gaston, our faculty adopted Baccalaureate and Essential Learning outcomes geared toward helping students embrace integrative approaches to their education. In particular, the Working Group to Review General Education unanimously adopted the following Essential Learning outcome: "students should be able to construct an academic project using techniques and methodologies from multiple disciplines." The intellectual skills associated with this outcome are indispensable for students as they enter a world where they will change not just jobs, but careers, several times during their lives, and in fields that increasingly demand people capable of understanding high volumes and broad varieties of information.

Secondarily, the course allows CMU to begin the process of treating its Essential Learning program in a more unified way. The course will provide an invaluable institutional checkpoint as we try to assess what our students know and can do at the midpoint of their academic lives.

Student learning outcomes:

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

1. Produce effective arguments and summaries in written English.
2. Construct an academic project using techniques and methodologies from multiple disciplines.
3. Demonstrate at least one other Essential Learning outcome as determined by instructors.

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

Each Milestone course will be thematic. The courses will cover a wide variety of topics. Individual professors will have latitude in how they organize the course, though each Milestone will require significant written work. Students in the course will construct cumulative projects appropriate to the disciplines being explored in a given section.

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.

We have met with department heads on three separate occasions (most recently in August 2014) to discuss the Milestone course. All department heads indicated support for this initiative. In addition, outlines of the proposals were presented to the entire campus in January 2013 and detailed versions of the proposals were presented to Faculty Senate as recently as September 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: **Kurt Haas; Doug O'Roark**

Email: khaas@coloradomesa.edu

Date: **9/22/2014**

Phone: 248-1104

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Steve Werman**

Date: **10/1/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Steve Werman**

Date: **10/1/2014**

**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 October 2014

Collection under review: ESSL 290 Maverick Milestone

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Cantwell, Lauren

1. Current Collection Review

a. Reference Sources:

As of Fall 2014, the number of reference volumes has in the Tomlinson Library Collection stands at 7,800 items. While we do collect reference titles, in print and electronic formats, across a wide range of topics and subject areas, it is not beyond the realm of possibility that a proposed ESSL 290 Maverick Milestone course section could benefit from additional reference titles accessible to faculty and students within the course, in print or electronically.

b. Monographic Sources:

The Library has over 155,000 monographs (book volumes) and roughly 45,000 eBooks supporting a wide range of topics and subject areas. There is certainly room for the monograph collection to grow, specifically in support of campus student learning objectives (SLOs) and Essential Learning courses, such as the Maverick Milestone, as well as other developing programs, courses, and research interests.

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 paper):

Tomlinson Library currently subscribes to 431 journals (owning over 35,000 volumes in print; and over 190,000 accessible via microfilm). We subscribe to over 29,000 journals electronically and full-text, across nearly 100 databases.

While these numbers are by no means small, there are many databases and journals to which we do not subscribe. As ESSL 290 courses are proposed, it will be important to consider if core content of interest will be available through our current subscriptions, or if additional subscriptions and / or subscription package realignments can be made to better support these courses and the students taking them.

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:

While our Fact Sheet (2012-2013) would imply significant access to eBooks and databases (~45,000 eBooks; ~100 databases), it should be stressed that – depending on the content planned for Milestone courses – pursuit of additional, persistent funding to enhance electronic resource offerings would be advantageous. This may mean enhancing current database subscriptions, or seeking out additional databases of value to our campus community.

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. Depending on the Maverick Milestone in which a student is enrolled and the research topic of interest, other film/media holdings within the library may be useful to their research and projects. Additional options for streaming content and media collection enhancement may be useful / worth consideration, depending on ESSL 290 courses proposed.

A quick search for “eVideo” in the Library catalog (that’s the format designation for the streaming video content of Films of Demand) presents over 18,000 results. A few quick numbers regarding that total include:

- Over 12,000 from “Films for the Humanities & Sciences”
- Nearly 800 from BBC Worldwide
- Over 300 from ABC News Productions, with another 300 from ABC International
- Over 1800 related to World politics and nearly 800 related to World War II (1939-1945)
- Over 4000 related to History
- Over 800 related to Technology
- Over 300 related to Communication and over 175 related to Mass Media
- Nearly 200 related to Biodiversity
- Nearly 250 related to Economics and about 200 related to Economic Conditions
- Over 200 related to Racism
- Nearly 200 related to Pollution
- Over 600 related to Diseases
- Just under 200 related to Literature, nearly 250 related to Drama, and over 250 related to Theatre
- Over 300 related to Women
- Over 200 related to Social Change

f. Additional Resource: Research and Instructional Services

Understanding the important research component of this course, and the interdisciplinary nature of the Maverick Milestone, the Library can offer research support for Maverick Milestones – 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, a Milestone could make use of all of these options and the Library is interested in investigating customized possibilities with faculty teaching Milestone section(s). With the coming adoptions of the **Information Literacy** and the **Ethical Reasoning** student learning objectives (SLOs) for Essential Learning courses, the fluency and experience of librarians in the ethical use of information and the development of information literacy skills can be leveraged to bolster the successfulness of Milestone SLOs as well as student success with course assignments and research projects.

2. Recommendations for additions to the collection:

- a. **Library assessments will be completed for each ESSL290** (Maverick Milestone) **course section proposal**. This will enable the Library to estimate the ability of the *current* collection to support that course section, and provide documentation of funding and material (books, etc.) needs to support that section.

As Milestone section proposals will be routed through the Essential Learning Committee, library assessments for Milestone course sections will be completed by the ex-officio Library representative serving on that committee.

This process will facilitate the expeditious and efficient ordering and processing of relevant materials. Any requests for additional funding will be noted on those library assessments, on a section by section basis.

- b. The Library hopes to **establish active and continuing participation between librarians and departmental faculty** in the selection of materials for the collection in support of Maverick Milestone courses and students. Faculty expertise is often a critical component in strategic collection growth and that will be no less important when the Milestone course is established.

As Milestone course sections are proposed and developed, those faculty working on ESSL 290 course sections might consult with the Library regarding available / accessible materials suitable for their course and/or what options there may be for strategic purchases.

Additionally, as the library assessment is conducted within ESL, faculty proposing ESSL 290 course sections will be consulted regarding additional content of potential interest and the strength (or lack thereof) of our collections in supporting their proposed course section. This is so that every effort is made to establish opportunities to provide CMU students and faculty with relevant content and materials in a timely and considerate manner.

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: 10/16/14



Intra-Departmental Curriculum Change Memo

Department Name: Theatre Arts

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, old title and new title.
Modify a course catalog description.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify a program that	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Deactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Reactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan in the box below.

The proposed name change of the BA in Theatre Arts Acting/Directing to BFA in Theatre Arts Acting/Directing merely reflects curricular changes made several years to conform with the requirements of a BFA.

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: **Jill Van Brussel**
Email: jvanbrussel@coloradomesa.edu

Date: **9/19/2014**
Phone: 1307

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jill Van Brussel**

Date: **9-19-14**

APPROVED BY DEPARTMENT HEAD:

Name: **Timothy Pinnow**

Date: **10-1-2014**

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.



2014-2015 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.

Signature of Advisor _____ Date _____ 20__

Signature of Department Head _____ Date _____ 20__

Signature of Registrar _____ Date _____ 20__

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
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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	_____	_____	_____	_____
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Humanities (3 semester hours)

_____	_____	_____	_____	_____
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Social and Behavioral Sciences (6 semester hours)

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

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

_____	_____	_____	_____	_____
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_____	L	_____	_____	_____
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Fine Arts (3 semester hours)

_____	_____	_____	_____	_____
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History (3 Semester Hours)

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

Course No	Title	Sem.hrs	Grade	Term/Trns
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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 112	_____	_____	_____	_____
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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	_____	_____

Students must take these Theatre courses prior to their Junior Year

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	_____	_____

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 General Education 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**
- DANC 156, 256, 356 Dance Performance (1)

Acting/Directing Majors are required to take SPCH 112 to fulfill their General Education 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
BACHELOR OF FINE ARTS 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	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH XXX	(110 or higher)	3	THEA 118	Play Production – <i>fall or spring</i>	(1)
	General Education History	3	THEA 130	Script Analysis (Foundation)	3
THEA 117	Play Production – <i>fall or spring</i>	(1)	THEA 145	Introduction to Dramatic Literature	3
THEA 153	Acting I: Beginning Acting (Foundation)	<u>3</u>	THEA 156	Acting II: Contemporary Scenework	<u>3</u>
THEA 243	Thea Practice: Scene Construction	3	THEA 260	Costume Construciton	3
		15-16			15-16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education	Applied Studies (SPCH 112)	3	General Education	Natural Science	3
	General Education Fine Arts	3		General Education Humanities	3
FLA XXX	Foreign Language Req (Foundation)	3	FLA XXX	Foreign Language Req (Foundation)	3
KINE 100	Health and Wellness	1	KINA XXX	Activity (2 courses)	2
THEA 142	Make-up	(3)	THEA 218	Play Production – <i>fall or spring</i>	(1)
THEA 217	Play Production – <i>fall or spring</i>	(1)	THEA 243	Thea Practice: Scene Const. (Foundation)	3
THEA 260	Costume Construction I (Foundation)	3	THEA 256	Acting IV: Auditions	3
THEA 253	Acting III: Stage Movement	3		Performance Option (THEA 148 Recommended)	<u>1</u>
	Performance Option (THEA 147 Recommended)	<u>1</u>			15-16
		14-18			

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education	Social and Behavioral Sciences	3	General Education	Social and Behavioral Sciences	3
THEA 317	Play Production – <i>fall or spring</i>	(1)	THEA 143	Costuming	(3)
THEA 331	Theatre History I	3	THEA 318	Play Production – <i>fall or spring</i>	(1)
THEA 381	Directing I	3	THEA 332	Theatre History II	3
	Theatre Option	3	THEA XXX	Advanced Acting Option	3
	Performance Option (THEA 247 recommended)	<u>1</u>		Theatre Option (THEA 411 or 412 recommended)	<u>3</u>
		13-14			12-16

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education	Natural Science with Lab	4	THEA 418	Play Production – <i>fall or spring</i>	(1)
THEA 401	Career Preparation	3	THEA 494	Performance Seminar (Capstone)	3
THEA 417	Play Production- <i>fall or spring</i>	(1)	THEA XXX	Advanced Acting Option	3
THEA XXX	Advanced Acting Option	3		Elective or Minor	<u>7</u>
	Elective or Minor	<u>6</u>			13-14
		16-17			

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

Advanced Acting Options: THEA 353, 354, 356, 369, 453, 454, 459

120 credit hours are required for graduation

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).



Intra-Departmental Curriculum Change Memo

Department Name: Theatre Arts

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, old title and new title.
Modify a course catalog description.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify a program that	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Deactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Reactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan in the box below.

The degree name change from BA Theatre Arts Musical Theatre to BFA Theatre Arts Musical Theatre reflects the curricular changes approved and implemented several years ago to conform with the requirements of the BFA.

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: **Jill Van Brussel**
Email: jvanbrussel@coloradomesa.edu

Date: **9/19/2014**
Phone: 1307

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jill Van Brussel**

Date: **9/19/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Timothy Pinnow**

Date: **10/1/2014**

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.

2014-2015 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:

- 1. Communicate verbally contemporary and enduring concepts concerning Human Culture through participation and/or observation of the performing arts and speech. (Specialized Knowledge/ Communication Fluency)
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 Fluency)
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.

Signature of Advisor _____ Date _____ 20__

Signature of Department Head _____ Date _____ 20__

Signature of Registrar _____ Date _____ 20__

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
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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 _____	_____	_____	_____
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Humanities (3 semester hours)

_____	_____	_____	_____
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Social and Behavioral Sciences (6 semester hours)

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

_____	_____	_____	_____
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_____	_____	_____	_____
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History (3 semester hours)

HIST _____	_____	_____	_____
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Fine Arts (3 semester hours)

_____	_____	_____	_____
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Course No Title	Sem.hrs	Grade	Term/Trns
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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 112 _____	_____	_____	_____
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FOUNDATION COURSES (12 semester hours)

THEA 142 Make-Up	3	_____	_____
THEA 153 Acting I: Beginning Acting	3	_____	_____

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	_____	_____

THEATRE ARTS – MUSIC THEATRE MAJOR REQUIREMENTS (58semester hours)

Select 1 semester hour from THEA 117 or THEA 118:

THEA _____	1	_____	_____
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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 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
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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

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)

Select 4 Semester Hours chosen from the following Music Theatre Support Courses:

ANY Theatre, Music or Dance 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 General Education 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 BACHELOR OF FINE ARTS 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	Spring Semester	Hours
ENGL 111 English Composition	3	ENGL 112 English Composition	3
MUSA 114 Theory I	3	General Education History	3
MUSA 116 Ear Training/Sight Singing I	2	MUSL 137 Voice Lessons	1
MUSL 137 Voice Lessons	1	MUSP XXX Choral Ensemble	1
MUSP XXX Choral Ensemble	1	THEA 118 Play Production	1
THEA 153 Acting I: Beginning Acting	3	THEA 156 Acting II: Contemporary Scenework	3
DANC Tap/Jazz/Ballet	2	DANC Tap/Jazz/Ballet	2
Performance Option	<u>1</u>	Performance Option	<u>1</u>
	16		15

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
General Education Social/Behavioral Sciences	3	General Education Social/Behavioral Science	3
MATH XXX (110 or higher)	3	General Education Natural Science w/lab	4
MUSL 237 Voice Lessons	1	KINE 100 Health and Wellness	1
MUSP XXX Choral Ensemble	1	MUSL 237 Voice Lessons	1
THEA 253 Acting III: Stage Movement	3	MUSP XXX Choral Ensemble	1
THEA 255 Music Theatre Techniques	3	THEA 341 Musical Theatre History & Lit	3
DANC Tap/Jazz/Ballet	<u>2</u>	DANC Tap/Jazz/Ballet	<u>2</u>
	16		15

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
General Education Applied Studies (SPCH 112)	3	General Education Natural Sciences	3
FLA_Foreign Language Req.	3	FLA_Foreign Lang. Req	3
MUSL 337 Voice Lessons	1	General Education Humanities	3
THEA 142 Make-Up	3	MT Support Course	2
THEA 355 Music Theatre Repertoire	3	DANC Tap/Jazz/Ballet	2
DANC Tap/Jazz/Ballet	<u>2</u>	MUSL 337 Voice Lessons	1
	16	Performance Option	<u>1</u>
			15

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
General Education Fine Arts	3	KINA Activity (2 courses)	2
MUSL 437 Voice Lessons	1	THEA 494 Performance Seminar (MT Capstone)	3
THEA 401 Career Preparation	3	MT Support Course	2
Elective or minor	<u>6</u>	Elective or minor	7
	15	MUSL 437 Voice Lessons	<u>1</u>
			14

Performance Option:-Select 3 credits from: THEA 119, 120,219,220OR**THEA**147,148,247,248
ORDANC156,256,356

120 credit hours required for graduation

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).



Intra-Departmental Curriculum Change Memo

Department Name: Theatre Arts

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new prerequisites.
Modify a course co-requisite within the same department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Course prefix, number, old title and new title.
Modify a course catalog description.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Current year's program sheet marked up with proposed changes.
Modify a program that	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Deactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.
Reactivate a program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Justification and course teach-out plan.

For program deletion, deactivation, or reactivation, type the justification for the change and the course teach-out plan in the box below.

The degree name change from BA Theatre Arts Dance to BFA Dance reflects curricular changes approved and implemented several years ago to conform with the requirements of the BFA.

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: **Jill Van Brussel**
Email: jvanbrussel@coloradomesa.edu

Date: **9/19/2014**
Phone: 1307

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jill Van Brussel**

Date: **9/19/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Timothy Pinnow**

Date: **10-1-2014**

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.



2014-2015 PETITION/PROGRAM SHEET

Degree: Bachelor of **Fine Arts**

Major: Theatre Arts

Concentration: Dance

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 can choose from four distinct concentrations (Acting/Directing, Design/Technical, Music Theatre and Dance)- and acquire a sound understanding of the performing arts in our newly built, state-of-the-art facilities. Dance, the newest concentration in the Theatre Arts, is thriving with an array of dance styles, performance opportunities and travel. Modern, jazz, ballet and tap are offered from beginning to professional levels. Other courses include composition, improvisation, pedagogy, history, music analysis, healthy dancer and repertory performance.

The faculty members have professional backgrounds in all forms of dance and musical theatre. With four dance concerts a year, Colorado Mesa University provides students with a chance to choreograph original works and to dance for and with visiting guest artists from the professional dance world. Students travel throughout the United States to share the art of dance with other universities and colleges. Dance at Colorado Mesa University features courses with an emphasis on positive reinforcement from challenging professors and a strong technical foundation. It is a place where dancers can establish lifelong relationships as they strive for excellence in the art of dance. 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.

Signature of Advisor Date _____ 20____

Signature of Department Head Date _____ 20____

Signature of Registrar Date _____ 20____

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 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 hrs)

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
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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)

FOUNDATIONS COURSES (12 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 _____

THEA 153 Acting I: Beginning Acting 3 _____

DANC 225 The Healthy Dancer 3 _____

THEATRE ARTS – DANCE CONCENTRATION

REQUIREMENTS

(58 semester hours)

DANC 250 Dance Improvisation 2 _____

DANC 255 Choreography 3 _____

DANC 310 Dance Pedagogy 3 _____

DANC 315 History & Philosophy of

Dance I 3 _____

DANC 316 History & Philosophy of

Dance II 3 _____

DANC 328 Music Analysis for Dance 3 _____

THEA 401 Career Preparation 3 _____

DANC 494 Senior Dance Capstone 3 _____

Select 6 sem hrs from DANC 234, 235, 334 335, 434, 435 (Ballet

Technique):

DANC _____

DANC _____

DANC _____

Select 6 sem hrs from DANC 232, 233, 333, 334, 433, 434 (Jazz

Technique):

DANC _____

DANC _____

DANC _____

Select 4 sem hrs from DANC 184, DANC 236, 237, 336, 337, 436, 437

(Tap Technique):

DANC _____

DANC _____

DANC _____

Select 4 semester hours from DANC 183, DANC 230, 231, 330, 331,

430, 431 (Modern Technique):

DANC _____

DANC _____

DANC _____

**SUGGESTED COURSE SEQUENCING FOR A MAJOR IN
BACHELOR OF FINE ARTS ~~THEATRE ARTS~~ – DANCE ~~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	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH XXX	(110 or higher)	3		General Education Fine Arts	3
KINE 100	Health and Wellness	1		General Education History	3
THEA 153	Acting I: Beginning Acting	3		KINA Activity Course	1
DANC 234	Ballet IIA	2		DANC 235 Ballet IIA	2
DANC 232	Jazz IIA	2		DANC 233 Jazz IIB	2
		14		DANC 156 Dance Performance	1
					15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education – Social/Behavioral Science		3	General Education Social/Behavioral Science		3
FLA (Foreign Language)		3	FLA (Foreign Language)		3
DANC 225 Healthy Dancer		3	KINA Activity Course		1
DANC 250 Dance Improvisation		2	DANC 255 Choreography		3
Ballet Course		2	Tap Dance Course		2
Jazz Course		2	DANC 256		1
		15	Modern Dance Course		2
					15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Natural Science		3	General Education Natural Science w/lab		4
DANC 310 Dance Pedagogy		3	General Education Humanities		3
Tap Dance Course		2	DANC 328 Musical Analysis for Dancers		3
Modern Dance Course		2	Dance Technique Course		2
Dance Technique Course		2	Elective		2
Elective or Minor		4	DANC 356 Dance Performance		1
		16			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
General Education Applied Studies		3	DANC 316 History and Philosophy of Dance		3
DANC 315 History & Philosophy of Dance		3	DANC 494 Senior Dance Capstone		3
THEA 401 Career Preparation		3	DANC Dance Technique Course		2
DANC Dance Technique Course		2	Elective or Minor		4
Elective or minor		3	Support Course		3
DANC 456 Dance Performance		1			
		15			15

***Dance Emphasis Courses-Select 6 credits from Ballet 2XX or higher, 6 credits from Jazz 2XX or higher, 4 credits from Tap, 4 credits from Modern, 4 credits from Dance Performance or Choreography Practicum, and 8 credits from other DANC courses. DANC courses may be repeated once for credit.**

120 credit hours are required for graduation

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: **Social and Behavioral Sciences**

If new department, please enter name:

Course prefix: **ARKE**

Course number: **205**

Credit hours: **3**

Course name: **Principles of Archaeology**

Course abbreviated schedule name (24 characters maximum): **Arch. Principles**

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? **Yes** If yes, which category?

Social and Behavioral Sciences

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.	Minor	Archaeology
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. ARKE 410	2. ARKE 410L
3. ARKE 325	4. ARKE 350
5. ARKE 352	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:

Investigation of modern archaeology as an interdisciplinary anthropological science. Explores the objectives, methodologies and ethics of reconstructing prehistoric life.

Justification for the proposed new course (enter below):

As a sub-discipline of anthropology, archaeology also attempts to answer the grand question of social science: *what does it mean to be human?* Even still, archaeology uses methodologies, data and theoretical approaches that are unique among the anthropological fields. The proposed course will expose students, particularly those who have elected the archaeology minor, to the discipline in a far more comprehensive way than they would otherwise receive in ANTH202. Doing so will prepare minors to engage more fully with CMU's ARKE offerings and give them a much more solid base from which to deepen their knowledge of prehistory and how it is gained.

The proposed course will also be part of the Essential Learning curriculum. Students who complete the course will be able to critically assess the portrayal of archaeology and its conclusions in the popular media and learn how the scientific method applies to historical sciences. Students will also learn about the many different kinds of data used by archaeologists and the complexity of modern interdisciplinary archaeological research. Finally, students will be exposed to the deep ethical questions that need to be addressed by any person interested in the field, particularly in North America. *Who owns the past? What do Native Americans think about non-Indian led research into their ancestry? How do we balance the preservation of irreplaceable archaeological information with economic development? What's wrong with picking up an arrowhead anyway?*

The proposed course will meet three of the Essential Learning Outcomes

1. **Applied Learning/Specialized Knowledge**—For their term project, students will need to design an archaeological research project from inception to laboratory analysis, including budgeting time and money.
2. **Intellectual Skills/Communication Fluency**—The above project will be scaffolded into several short written works, each of which will allow students to grow in their abilities to express themselves creatively and scientifically.
3. **Intellectual Skills/Critical Thinking**—Archaeology uses static data (artifacts, etc.) to recreate dynamic living social systems. This necessarily requires a strong ability to cohere circumstantial evidence while also recognizing that the social systems being reconstructed may not resemble their own.

Student learning outcomes:

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

1. Identify the data needs, methodological approaches and theoretical outlooks of Americanist archaeology, as well as the way(s) archaeology interfaces with anthropology.
2. Evaluate archaeological interpretations and articulate how the reconstructions of prehistoric life are tentative, as are all scientific conclusions.
3. Describe the complexity of archaeological research and its goals, whether performed for "pure research" or done for the management of cultural resources.
4. Communicate the failings of such popular "archaeological" programs and media such as *Ancient Aliens* and *Fortean Times*, as well as sensationalist claims of dubious veracity, such as the presence of 15th century Chinese colonies in North America or evidence of human and dinosaur sympatry.
5. Appraise the desires of descendent communities with regard to their cultural patrimony and contrast these with the data needs of archaeology.

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

A history of the field; major theoretical trends

Practical Archaeology

Laws governing archaeological research

Research Funding

Ethical Obligations

Professional Ethics

Survey; Excavation; Artifact Analysis

Archaeological Chronometry

Past Environments

Technological Evolution

Reconstructing Diet

Bioarchaeology

Reconstructing Sociopolitical Systems

Archaeological Ethics and Descendent Communities

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: **John Seebach**

Email: jseebach@coloradomesa.edu

Date: **10/9/2014**

Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

**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: October 2014

Collection under review: ARKE 205: Principles of archaeology

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Oxford Companion to Archaeology (e-book). 2nd ed. (2012)*
- *Encyclopedia of Archaeology. 3 vols. (2001)*
- *Encyclopedia of Human Evolution & Prehistory. 2nd ed. (2000)*
- *Encyclopedia of Social & Cultural Anthropology (1996)*
- *Archaeological Atlas of the World (1975)*
- *Historical Dictionary of North American Archaeology (1988)*

b. Monographic Sources:

The collection was evaluated by doing a combination of keyword, subject and 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. Duplication may occur because a title may have appeared in more than one search. The e-books are mostly either from our Springerlink subscription, which may be too specialized to suit this course, or from the Demand Driven Acquisition e-book project we participate in through the Alliance. There is a good base collection upon which to build.

Additional materials may be found by searching the Hathi-Trust Digital Library found on the A-Z Database list.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	eBooks pre-2000
Archaeology - methodology (subject search)	9	47	12	0
Archaeology – Moral & ethical aspects (subject search) & archaeology ethics (keyword search)	8	3	1	0
Antiquities – Collection & preservation (subject search)	16	23	8	4
Archaeological theory (keyword search)	9	10	19	1
Preservation AND law (keyword search)	3	8	1	0
Indians of North America – Antiquities – Collection & Preservation (subject search)	11	11	2	0
TOTALS:	56	102	42	5

c. Periodicals (online and paper):

Articles on domestication and its associated topics are found in subject area journals for anthropology, archaeology, history, sociology, law and technology. 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 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.

Keyword and subject searches for some of the topics to be covered in this course produced a lengthy bibliography of full text articles.

Database/Index keyword search for...	Total results	Full text	Full text from scholarly journals
Ethics AND archaeology			
Academic Search Complete	278	225	175
bioarchaeology			
Science Direct	~3000	~1300 (subscribed/OA)	~1300 (subscribed/OA)
(“Rocky Mountains” OR “Front Range”) AND prehistory			
JSTOR	583	305	305

A sampling of journals with full text available that came up in these searches include:

- *African Archaeological Review* (Best coverage: Academic Search Complete, 1997-2013, 12 month embargo)
- *American Antiquity* (JSTOR, 1935-2011; 3 year embargo)
- *American Indian Quarterly* (Academic Search Complete, 1990-current)
- *Anthropological Quarterly* (Academic Search Complete & SocINDEX with Full Text, 1990-current; print 1977-2003)
- *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
- *Archaeology* (Academic Search Complete, 1999-current; print for 1966-1999, with gaps)
- *Arctic Anthropology* (Academic Search Complete, 1993-2013, 12 month embargo; Project MUSE, 2003-current)
- *Current Anthropology* (JSTOR, 1959-2008; SocINDEX with Full Text, 1990-2013, 12 month embargo; from publisher 1960-current; print 2009-2013)
- *History Today* (Best coverage: Academic Search Complete, 1975-current)
- *Journal of Anthropological Archaeology* (Science Direct, 1993-current)
- *Journal of Archaeological Method & Theory* (Academic Search Complete, 1999-2013, 12 month embargo; print 1974-current)
- *Journal of Archaeological Science* (Science Direct, 1993-current)
- *Near Eastern Archaeology* (Best coverage: OmniFile Full Text Select, 1999-current)
- *Southeastern Archaeology* (Academic Search Complete, 1999-current)
- *World Archaeology* (JSTOR, 1969-2007; Academic Search Complete, 1993-4/2013, 18 month embargo)

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

Academic Search Complete -- *African Archaeological Review, American Indian Quarterly, Anthropological Quarterly, Archaeology, Arctic Anthropology, History Today, Journal of Archaeological Method & Theory, Southeastern Archaeology, World Archaeology*
Science Direct -- *Journal of Anthropological Archaeology, Journal of Archaeological Science*
JSTOR -- *American Antiquity, Current Anthropology, World Archaeology*
OmniFile Full Text Select -- *Near Eastern Archaeology*
Project Muse -- *Arctic Anthropology*
SocIndex with Full Text -- *Current Anthropology*

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. Some representative titles that might be used in this course include:

- How to Build an Ancient Man* (2013)
- Last Neanderthal: competing theories of Human Origins* (2006)
- Odyssey: Other Peoples Garbage* (2014)
- Power of the Past* (2014)
- Rome: What Lies Beneath* (2014)
- Skeletons of Spitalfields* (2011)
- Unearthing Secret America* (2011)

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.
 - Books discussing archaeological method and theory are of particular interest to the faculty member for this course – these fall into the CC range of call numbers.
- b. Emphasis should be placed on updating old editions or buying same content in new titles
- c. Update reference books.
- d. 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.
- e. Review journal subscriptions for better backfile coverage if possible, example(s):
 - *Antiquity* (dates back to 1927)
- f. Journal(s) for which we might pursue currency in our subscription coverage:
 - *Journal of Field Archaeology* (5 year embargo in JSTOR)
- g. Additional new materials will be purchased from the existing budget line for History/Anthropology.

3. Analysis of library's collection:

- Existing funding is adequate to purchase needed materials.
- Extra funding is required to adequately meet the informational needs of the program.
 - Estimated **one-time** resources needed \$ 300
 - Estimated **base building** resources needed \$ _____
- No Library Assessment needed. No new content associated with this analysis.

Library Director: _____ Sylvia L. Rael _____ Date: _____ Oct. 17, 2014 _____



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: **ARKE**

Course number: **300**

Credit hours: **3**

Course name: **Human Evolution**

Course abbreviated schedule name (24 characters maximum): **Human Evol.**

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. ANTH 202 or ARKE 205	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.	Minor	Archaeology
2.	Minor	Forensic Anthropology
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:

Surveys human biological and cultural evolution from the Pliocene to the Pleistocene. Covers paleontological, archaeological and behavioral approaches to our evolutionary history. Provides basic introduction to Darwinian natural selection.

Justification for the proposed new course (enter below):

This is a standard course for most archaeology and anthropology curricula at universities around the world. Here at CMU, such a course will be of great benefit for students interested in both the ARKE and FOAN minors, as well as non-minor students interested in human origins. It will also provide another opportunity for faculty to use CMU's excellent collection of hominin cranial casts in the classroom as educational aids.

Student learning outcomes:

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

--

1. differentiate between the many species of hominin that share our evolutionary tree
2. summarize the biocultural origin of our species and describe how geology, climate change, anatomical and behavioral changes have led to modern human physiology and adaptations
3. express how Darwinian natural selection relates to the evolutionary process specifically with regard to *Homo sapiens*
4. explain the significance of major changes to our physiology such as the evolution of bipedalism, the loss of estrus, and the development of speech, among others.

1

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

Natural Selection, Darwin's *Origin of Species* and the *Descent of Man*

Geologic Time

The Evolution of the Primates

Early Hominins

Australopithecus sp.

Paranthropus sp.

Homo habilis

Hominins of the Middle Pleistocene

Homo ergaster

Homo erectus

Homo antecessor

Homo heidelbergensis

Upper Pleistocene Human Paleontology

Homo sapiens neanderthalensis

Homo sapiens idaltu

Homo sapiens sapiens

Homo floresiensis

The Denisovans

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.

Forensic Anthropology, September 12, 2014 – Discussed course changes with Melissa Connor, who approved the change to the Forensic Anthropology minor program sheet.

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: **John Seebach**

Email: jseebach@coloradomesa.edu

Date: **10/9/2014**

Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

**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: October 2014

Collection under review: ARKE 300: Human Evolution

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Encyclopedia of Evolution: Humanity's Search for its Origins* (1990)
- *Encyclopedia of Human Evolution & Prehistory. 2nd ed.* (2000)
- *Atlas of Early Man* (1976)
- *Encyclopedia of Archaeology. 3 vols.* (2001)
- *Oxford Companion to Archaeology (e-book). 2nd ed.* (2012)

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, which may be too specialized to suit this course, or from the Demand Driven Acquisition e-book project we participate in through the Alliance. There is a good base collection upon which to build.

Additional materials may be found by searching the *Hathi-Trust Digital Library* found on the A-Z Database list.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	eBooks pre-2000
Human evolution (subject search; other than GN 281-292 titles)	9	59	44	2
Hominids (subject search; other than GN 281-292 titles)	1	8	9	0
GN 281-292 (call number section for human evolution)	17	51	0	0
Human beings - Origin (subject search)	4	25	6	1
Prehistoric peoples (subject search)	8	115	12	0
Darwinism (keyword search)	6	38	9	0
TOTALS:	45	296	80	3

c. Periodicals (online and paper):

Articles on human evolution and its associated topics are found in subject area journals such as anthropology, archaeology, biology, and history. 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 fill time for an ILL request is 11 hours.

Sample searches show there is an abundance of articles available:

Database/Index	Total results	Full text	Full text from scholarly journals
SU: human evolution			
Discovery Service	14,469	12,074	5,156
SocIndex with Full Text	1517	1117	866
Project Muse	790	790	790
Biological Abstracts	1709	1528	1522
Database/Index	Total results	Full text	Full text from scholarly journals
KW: Darwinism			
Humanities International	808		399
Academic Search Complete	1797	1473	774

A sampling of journal titles that have articles on human evolution include:

- *American Journal of Physical Anthropology* (Wiley Online Library; 1918-current)
- *Annals of Human Biology* (Best coverage: InformaHealthCare, 1997-current)
- *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
- *BMC Evolutionary Biology* (Academic Search Complete, PubMed, 2001-current)
- *British Journal for the Philosophy of Science* (Academic Search Complete, 1996-2013, 12 month embargo; JSTOR 1950-2006)
- *Evolution* (Best coverage: Wiley Online Library, 1999-current)
- *Evolutionary Anthropology* (Wiley Online Library, 1992-current; Print, with gaps, from 1994-2010)
- *Human Biology* (Best coverage: Omni File Full Text Select, 1998-current)
- *Isis* (JSTOR, 1913-2008, 5 year embargo)
- *Journal for the Scientific Study of Religion* (Wiley Online Library, 2000-current; SocINDEX with Full Text, 1961-2013, 1 year embargo)
- *Journal of Evolution & Technology* (Academic Search Complete, 2007-current; some open access coverage from 1998-current)
- *Journal of Evolutionary Biology* (Best coverage: Wiley Online Library, 1988-current)
- *Journal of Human Evolution* (Science Direct, 1993-current)
- *PLoS ONE* (PubMed, 2006-current)
- *Rock Art Research* (OmniFile Full Text Select, 2005-current)
- *World Archaeology* (JSTOR, 1969-2007; Academic Search Complete, 1993-4/2013, 18 month embargo)
- *Zygon* (Best coverage: Wiley Online Library, 1966-current)

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

JSTOR (*World Archaeology*, *British Journal for the Philosophy of Science*, *Isis*)

Science Direct (*Journal of Human Evolution*)

Wiley Online Library (*AJPA*, *Zygon*, *Journal of Evolutionary Biology*, *Evolutionary Anthropology*, *Evolution*)

Academic Search Complete (*World Archaeology*, *Journal of Evolution & Technology*, *British Journal for the Philosophy of Science*, *BMC Evolutionary Biology*)

OmniFile Full Text Select (*Rock Art Research*, *Human Biology*)

SocINDEX with Full Text (*Journal for the Scientific Study of Religion*)

PubMed (*PLoS ONE*, *BMC Evolutionary Biology*)

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. The broad area of evolution is very well represented in this collection. 54 titles were found under the subject heading: human beings – origin. Some representative titles that might be used in this course include:

Are We Still Evolving? (2011)

Chimps R Us (2011)

Darwin's Theory Today (2010)
Evidence for Evolution (2010)
Homo Futurus: Challenge to Darwinian Thinking (2009)
How Did We Get Here? A History of the Human Species (2011)
Human Origins (2012)
Journey of Man: The Story of the Human Species (2009)
Last Neanderthal: Competing Theories of Human Origins (2006)
Of Apes & Men: The Story of the Human Species (2009)
Origins of Change: Heredity & Mutation (2005)
Origins of Darwin's Theory (2008)

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.
 - i. Major authors to pursue: Randall Susman (evolution), Ian Tattersall (human origins, human fossils, early hominids), and Chris Stringer (human history, human occupation, *homo sapiens*, global archaeology)
- b. Update reference books.
 - A reference title identified as highly valuable for this course, and which the Library does not own is: *The Encyclopedia of World Prehistory* – efforts should be made to acquire this item.
- 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. Review electronic access to journal content –
 - i. Journal(s) for which we might pursue currency in our subscription coverage:
 - *Isis* (5 year embargo in JSTOR)
 - ii. Journal(s) for which we might pursue stronger backfiles in our subscription coverage:
 - *Human Biology* (dates back to 1929)
 - *Journal of Human Evolution* (dates back to 1971)
 - iii. Consider a subscription to *AnthroSource* (a database covering a wide range of archaeological and anthropological topics) and/or more robust JSTOR subscriptions (which would provide greater journal access and coverage across disciplines)
- e. New materials will be purchased from the existing budget line for History/Anthropology.

3. Analysis of library's collection:

- Existing funding is adequate to purchase needed materials.
 Extra funding is required to adequately meet the informational needs of the program.
 Estimated **one-time** resources needed \$ 300
 Estimated **base building** resources needed \$ _____
 No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael Date: Oct. 17, 2014



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: **ARKE**

Course number: **301**

Credit hours: **3**

Course name: **The Emergence of Human Culture**

Course abbreviated schedule name (24 characters maximum): **Human Culture**

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. ANTH 202 or ARKE 205	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.	Minor	Archaeology
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:

Surveys human cultural evolution from the Lower Paleolithic to modern hunter-gatherer communities using archaeological and ethnographic approaches. Explores how our physiology and social behaviors are related to foraging.

Justification for the proposed new course (enter below):

This course focuses on the remote periods of our prehistory, with emphasis placed squarely on the evolution of tool technologies and social adaptations that effloresce into the hunting and gathering lifestyle. The course assesses hunting and gathering from archaeological and ethnographic perspectives, which will give students a well-rounded view of the human experience and the behavioral bases of all later adaptations. Attention will also be paid to cognitive changes in our species, as documented by early artistic and religious traditions.

Student learning outcomes:

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

1. Compare and contrast technological traditions from prehistory to the modern day
2. Articulate the importance of hunting & gathering to our evolutionary history
3. Appraise the misuse of anthropological findings about hunter-gatherers in popular culture
4. Express how the world is inhabited and explained by different groups of hunter-gatherers using ethnographic accounts

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

The dawn of tool technologies during the Lower Paleolithic

Continued technological evolution during the Middle and Upper Paleolithic

The Development of Language

The explosion of art and its importance to our evolution as a species

Hunter-gatherers from an archaeological perspective

Hunter-gatherers from a behavioral ecological perspective (Hadza)

Hunter-gatherer geography and traditional ecological knowledge (Tlingit)

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: **John Seebach**

Email: jseebach@coloradomesa.edu

Date: **10/9/2014**

Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

**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: October 2014

Collection under review: ARKE 301: Emergence of Human Culture

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Cambridge Encyclopedia of Hunters & Gatherers* (1999)
- *Atlas of World Cultures: A Geographical Guide to Ethnographic Literature* (1989)
- *Ancient Americans: A Reference Guide to the Art, Culture, & History of Pre-Columbian North and South America* (2001)
- *Encyclopedia of Human Evolution & Prehistory. 2nd ed.* (2000)
- *Atlas of Early Man* (1976)
- *Oxford Handbook of the Archaeology of Ritual & Religion* (2011)
- *Encyclopedia of Archaeology. 3 vols.* (2001)
- *Oxford Companion to Archaeology (e-book). 2nd ed.* (2012)

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, which may be too specialized to suit this course, or from the Demand Driven Acquisition e-book project we participate in through the Alliance. These snap shots reveal that the collection is very weak for this course.

Additional materials may be found by searching the *Hathi-Trust Digital Library* found on the A-Z Database list.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	eBooks pre-2000
Hunting & gathering societies (subject search)	5	11	1	0
Hunting AND gathering (keyword search)	7	14	1	0
Tlingit (keyword search)	6	10	1	0
Ethnographic accounts (keyword search)	1	2	5	1
Hunting and gathering peoples (GN 388 call number area)	1	7	0	0
TOTALS:	20	44	8	1

c. Periodicals (online and paper):

Articles on human culture and its associated topics are found in subject area journals for anthropology, archaeology, history, sociology, and technology. 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 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.

Keyword and subject searches for some of the topics to be covered in this course were done to see availability of resources.

Database/Index Subject search for...	Total results	Full text	Full text from scholarly journals
SU: hunting and gathering societies			
Discovery Service	3796	3434	1953
SocIndex with Full Text	273	240	207
Project Muse	39	39	39
Humanities International	303	212	212
KW: tools and paleolithic			
Academic Search Complete	542	370	341
Database/Index Keyword search for...			
KW: Tlingit			
Project Muse	192	192	192

A sampling of journals with full text available that came up in these searches include:

- *African Archaeological Review* (Best coverage: Academic Search Complete, 1997-2013, 12 month embargo)
- *American Antiquity* (JSTOR, 1935-2011; 3 year embargo)
- *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
- *Archaeology* (Academic Search Complete, 1999-current)
- *Arctic Anthropology* (Academic Search Complete, 1993-2013, 12 month embargo; Project MUSE, 2003-current)
- *Canadian Journal of Archaeology* (Academic Search Complete & OmniFile Full Text Select. 2004-current)
- *Holocene* (Academic Search Complete, 1998-current)
- *Human Nature* (SocINDEX with Full Text & Academic Search Complete, 2003-2013, 12 month embargo)
- *Journal of Anthropological Archaeology* (Science Direct, 1993-current)
- *Journal of Archaeological Method & Theory* (Academic Search Complete, 1999-2013, 12 month embargo; print 1974-current)
- *Journal of Archaeological Research* (Academic Search Complete, 1998-2013, 12 month embargo)
- *Journal of Archaeological Science* (Science Direct, 1993-current)
- *Journal of Human Evolution* (Science Direct, 1993-current)
- *Journal of World Prehistory* (Academic Search Complete, 1998-2013, 12 month embargo)
- *World Archaeology* (JSTOR, 1696-2007; Academic Search Complete, 1993-4/2013, 18 month embargo)

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

JSTOR – *American Antiquity*, *World Archaeology*

Project Muse – *Arctic Anthropology*

Academic Search Complete – *African Archaeological Review*, *Archaeology*,
Arctic Anthropology, *Canadian Journal of Archaeology*, *Holocene*,
Journal of Archaeological Method & Theory, *Journal of Archaeological
Research*, *Journal of World Prehistory*, *World Archaeology*

Science Direct – *Journal of Anthropological Archaeology*, *Journal of
Archaeological Science*, *Journal of Human Evolution*

SocIndex with Full Text -- *Human Nature*

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. Some representative titles that might be used in this course include:

Beyond Borders 2013
Guts: Origins of Us 2013
Hadzabe: the Forgotten Tribe 2013
Many Moons Away from Home 2013
Modern Marvels: Axes, Swords & Knives 2012

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.
 - Perhaps relevant works by Ian Tattersall, Chris Stringer, and/or Russell Susman
- b. Request one-time money to purchase 10-20 titles to support this course. Titles will be chosen in cooperation with Dr. John Seebach.
- c. Update reference books.
- d. 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.
- e. Review journal subscriptions for better backfile coverage if possible, examples:
 - *Antiquity* (dates back to 1927)
 - *Human Biology* (dates back to 1929)
 - *Journal of Human Evolution* (dates back to 1971)
- f. Journal(s) identified to which we have no full-text access:
 - *Kiva* (quarterly, Arizona Archaeological & Historical Society) has content relevant to archaeology and the historic/pre-historic study of Native Americans in the United States, particularly the west and southwest.
- g. Additional new materials will be purchased from the existing budget line for History/Anthropology.

3. Analysis of library's collection:

- Existing funding is adequate to purchase needed materials.
- Extra funding is required to adequately meet the informational needs of the program.
 - Estimated **one-time** resources needed \$ 300
 - Estimated **base building** resources needed \$ _____
- No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael Date: Oct. 17, 2014



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: **ARKE**

Course number: **302**

Credit hours: **3**

Course name: **From Domestication to States**

Course abbreviated schedule name (24 characters maximum): **Domes. to State**

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. ANTH 202 or ARKE 205	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.	Minor	Archaeology
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 human prehistory from the end of the Pleistocene to the evolution of state-level political organization 5000 years ago. Examples are drawn from around the globe.

Justification for the proposed new course (enter below):

This course is necessary as an introduction to the recent prehistoric past, with a focus on the later cultural developments around the world. In a sense, this class will cap a three course sequence after Human Evolution and the Emergence of Human Culture, giving CMU students a comprehensive introduction to archaeological research at the global scale. Importantly, this three-course sequence does not have to be taken in order to be understood, allowing all students to take the course that most fits their interests.

Student learning outcomes:

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

1. Describe later prehistory in several different regions of the world. Correlate events and cultural trajectories in prehistory to those of the historic era.

2. Critique how archaeologists and other social scientists conceive of cultural change, its causes, its initial conditions and its trajectories.
3. Evaluate the origins of such “modern” problems as inequality, racism and sexism.
4. Compare major episodes of culture change around the globe; assessing, for example, why most cultures around the world adopted domesticated plants and animals.

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

Cultural Evolution from a Theoretical Perspective

From Foragers to Farmers around the World

Mesolithic Europe

Domestication of Plants and Animals

Regional Neolithic Sequences

Southwest Asia

East Asia

The Americas

Africa

Europe

The Rise of Civilization

Southwest Asia

Mediterranean

South Asia

Southeast Asia

Mesoamerica

South America

North 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: **John Seebach**
Email: jseebach@coloradomesa.edu

Date: **9/12/2014**
Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**

Date: **09/16/2014**

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.

**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: October 2014

Collection under review: ARKE 302: From Domestication to States

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Oxford Companion to Archaeology (e-book). 2nd ed. (2012)*
- *Encyclopedia of Archaeology. 3 vols. (2001)*
- *Archaeological Atlas of the World (1975)*
- *Atlas of Early Man (1976)*
- *Atlas of World Cultures: A Geographical Guide to Ethnographic Literature (1989)*
- *Encyclopedia of Human Evolution & Prehistory. 2nd ed. (2000)*

b. Monographic Sources:

The collection was evaluated by doing a combination of keyword, subject and 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. Duplication may occur because a title may have appeared in more than one search. The e-books are mostly either from our Springerlink subscription, which may be too specialized to suit this course, or from the Demand Driven Acquisition e-book project we participate in through the Alliance. There is a small but solid base collection upon which to build.

Additional materials may be found by searching the *Hathi-Trust Digital Library* found on the A-Z Database list.

Topic	Print 2000- current	Print pre-2000	eBooks 2000- current	eBooks pre-2000
Prehistoric settlements (keyword search)	8	17	7	1
Paleonutrition, prehistoric peoples food (keyword search)	0	3	1	0
Social evolution (subject search)	5	14	7	0
Primitive societies (keyword search)	0	12	0	1
Agriculture, Prehistoric (subject search) & prehistoric farming (keyword search)	7	7	2	0
TOTALS:	20	53	17	2

c. Periodicals (online and paper):

Articles on domestication and its associated topics are found in subject area journals for anthropology, archaeology, history, sociology, biology and technology. 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 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.

Keyword and subject searches for some of the topics to be covered in this course revealed a wealth of full text articles.

Database/Index keyword search for...	Total results	Full text	Full text from scholarly journals
Foragers AND domestic*			
Academic Search Complete	120	101	96
EBSCO Discovery Service	266	233	176
“rise of civilization” AND Asia			
Science Direct	83	29	29
Civilization AND animals AND Asia			
Science Direct	3,891	577	577
JSTOR	9,371	4,931	4,931

A sampling of journals with full text available that came up in these searches include:

- *Agricultural Research* (Academic Search Complete & Omnifile Full text Select, 1994-current; print 1970-2006, with gaps)
- *American Antiquity* (JSTOR, 1935-2011; 3 year embargo)
- *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
- *Archaeology* (Academic Search Complete, 1999-current)
- *Arctic Anthropology* (Academic Search Complete, 1993-2013, 12 month embargo; Project MUSE, 2003-current)
- *Current Anthropology* (JSTOR, 1959-2008; SocINDEX with Full Text, 1990-2013, 1 year embargo; full text from publisher, 1960-current; print 2009-2013)
- *Holocene* (Academic Search Complete, 1998-current)
- *Human Biology* (Best coverage: Omni File Full Text Select, 1998-current)
- *Journal of Anthropological Archaeology* (Science Direct, 1993-current)
- *Journal of Archaeological Science* (Science Direct, 1993-current)
- *Southeastern Archaeology* (Academic Search Complete, 1999-current)
- *World Archaeology* (JSTOR, 1969-2007; Academic Search Complete, 1993-4/2013, 18 month embargo)

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

Academic Search Complete -- *Agricultural Research, Archaeology, Arctic Anthropology, Holocene, Southeastern Archaeology, World Archaeology*

Science Direct -- *Journal of Anthropological Archaeology, Journal of Archaeological Science*

JSTOR -- *American Antiquity, Current Anthropology, World Archaeology*

Omnifile Full Text Select -- *Agricultural Research, Human Biology*

Project MUSE -- *Arctic Anthropology*

SocIndex with Full Text -- *Current Anthropology*

Others: Wiley Online Library, Biological Abstracts

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. Some representative titles that might be used in this course include:

First Europeans: From Hunters to Farmers (2010)

Wild Tastes: Australia's Indigenous Foods (2013)

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. Emphasis should be placed on updating old editions or buying same content in more recent titles
 - c. Update reference books.
 - A reference title identified as highly valuable for this course, and which the Library does not own is: *The Encyclopedia of World Prehistory* – efforts should be made to acquire this item.
 - d. 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.
 - e. Review journal subscriptions for better backfile coverage if possible, example(s):
 - *Antiquity* (dates back to 1927)
 - *Human Biology* (dates back to 1929)
 - f. Additional new materials will be purchased from the existing budget line for History/Anthropology.

3. Analysis of library's collection:

- Existing funding is adequate to purchase needed materials.
- Extra funding is required to adequately meet the informational needs of the program.
 - Estimated **one-time** resources needed \$ 300
 - Estimated **base building** resources needed \$ _____
- No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael Date: Oct. 17, 2014



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: **ARKE**

Course number: **320**

Credit hours: **3**

Course name: **Colorado Archaeology**

Course abbreviated schedule name (24 characters maximum): **CO Archaeology**

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. ANTH 202 or ARKE 205	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.	Minor	Archaeology
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:

Surveys the prehistory of Colorado and adjacent portions of the Great Plains and Intermountain West from the Paleoindian era to the Protohistoric period. The focus will be on regional sequences and the major research questions.

Justification for the proposed new course (enter below):

Given the catchment area for CMU, a Colorado Archaeology course will introduce students to the archaeological resources of their "own backyard." Doing so will hopefully instill a sense of stewardship among students in the course, as many of Colorado's archaeological sites are being looted and destroyed for private gain. Attention will also be paid to Native perspectives on Colorado prehistory and archaeological research.

Student learning outcomes:

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

1. Identify and interpret the fundamentals of Colorado prehistory across space and through time
2. Compare prehistoric adaptations within the three dominant ecological regions of the state

3. Describe archaeological sites as non-renewable resources and be able to communicate to others the importance archaeology to Colorado's cultural heritage
4. Link the latest periods of prehistory to the modern indigenous peoples of the state
5. Express the importance of cultural resource management to our knowledge of Colorado prehistory, and understand the statutes governing archaeological research within the state

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

The Earliest Coloradoans

Prehistory of Eastern Colorado

Prehistory of the Rocky Mountains and the Front Range

Prehistory of the Western Slope

Connections Beyond Colorado

Great Plains

Southwest

Great Basin

The Structure of modern/recent Archaeological Investigations

The early Historic period in Colorado

Prehistoric Natives and Modern Colorado Indians

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: **John Seebach**

Email: jseebach@coloradomesa.edu

Date: **10/9/2014**

Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

**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: October 2014

Collection under review: ARKE 320: Colorado Archaeology

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Ancient Americans: A Reference Guide to the Art, Culture, & History of Pre-Columbian North and South America* (2001)
- *Historical Dictionary of North American Archaeology* (1988)
- *Dictionary of Prehistoric Indian Artifacts of the American Southwest* (1973)
- *Field Guide to Rock Art Symbols of the Greater Southwest* (1992) (also available as e-book)
- *Atlas of Ancient America* (1986)
- *Encyclopedia of Archaeology. 3 vols.* (2001)
- *Oxford Companion to Archaeology (e-book). 2nd ed.* (2012)

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. Duplication may occur because a title may have appeared in more than one search. There is a solid base collection upon which to build. One concern is that in some of the areas nearly half of the collection is in Special Collections. This limits student access to use in the building when the library is open.

Additional materials may be found by searching the *Hathi-Trust Digital Library* found on the A-Z Database list.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	eBooks pre-2000
Archaeology - Colorado (subject search)	16	26	2	4
Colorado antiquities (subject search)	6	75	8	11
E 78 C6 (call number section)	8	33	0	0
Colorado prehistory (keyword search)	2	4	0	1
TOTALS:	32	138	10	16

c. Periodicals (online and paper):

Articles on Colorado archaeology and its associated topics are found in subject area journals for anthropology, archaeology, and history. 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 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.

Keyword and subject searches for some of the topics to be covered in this course were done to see availability of resources. Students should be able to find adequate journal resources.

Database/Index keyword search for...	Total results	Full text	Full text from scholarly journals
“paleo Indians”			
JSTOR	~6600	~2600	~2600
(Colorado OR “great basin” OR “great plains”) AND archaeology			
Science Direct	~3000	~1300 (subscribed/OA)	~1300 (subscribed/OA)
(“Rocky Mountains” OR “Front Range”) AND prehistory			
Wiley Online Library	312	312	312

A sampling of journal titles found in the above searches include:

- *American Anthropologist* (Wiley Online Library, 1888-current; JSTOR, 1888-2006; print, 2007-2010)
- *American Antiquity* (JSTOR, 1935-2011; 3 year embargo)
- *American Journal of Physical Anthropology* (Wiley Online Library; 1918-current)
- *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
- *Archaeology* (Academic Search Complete, 1999-current; print for 1966-1999, with gaps)
- *Geoarchaeology* (Wiley Online Library, 1986-current)
- *Journal of Anthropological Archaeology* (Science Direct, 1993-current)
- *Journal of Archaeological Research* (Academic Search Complete, 1998-2013, 12 month embargo)
- *Journal of Archaeological Science* (Science Direct, 1993-current)
- *Journal of Field Archaeology* (JSTOR, 1974-2008, 5 year embargo)
- *Plains Anthropologist* (print only, 1977-current, latest received May 2013)

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

Academic Search Complete – *Archaeology*, *Journal of Archaeological Research*

Science Direct -- *Journal of Anthropological Archaeology*, *Journal of Archaeological Research*

Wiley Online Library – *American Anthropologist*, *American Journal of Physical Anthropology*, *Geoarchaeology*

JSTOR — *American Antiquity*, *Journal of Field Archaeology*

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.

A catalog search for archaeology results in 176 eVideos, media content that may be of interest to students in this course and the faculty member.

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. A high percentage of books in some of the topic areas are in Special Collections. Decision will need to be made whether to duplicate these materials for the circulating collection.



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: ARKE Course number: 352 Credit hours: 3

Course name: Paleoindian Archaeology

Course abbreviated schedule name (24 characters maximum): Paleoindian

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 [X] 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: []

Table with 4 columns: Course, Credit Hours, Course, Credit Hours. Row 1: 1. ANTH 202 OR ARKE 205, 3, 2.,

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

Table with 4 columns: Course, Credit Hours, Course, Credit Hours. Row 1: 1., 2.,

(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.	Minor	Archaeology
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:

Multifaceted analysis of the controversies surrounding the colonization of the western hemisphere and the Pleistocene and early Holocene archaeology of North America.

Justification for the proposed new course (enter below):

This course will add breadth to the current topical ARKE offerings. Paleoindian archaeology is one of the most complex and the most contentious subjects in American archaeology and students should be made aware of what is known and what is not known about the period and first American colonists.

Student learning outcomes:

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

1. Enumerate the archaeological, geochronological, geographical, physical anthropological, linguistic and genetic findings pertaining to the Paleoindian period of North American prehistory
2. Integrate the major findings from archaeology and its sub-disciplines concerning the Paleoindian era
3. Explain the major theoretical and empirical underpinnings of Paleoindian archaeology and anthropology
4. Characterize the nature of the Paleoindian archaeological record and its interpretations
5. Critique the issues within Paleoindian archaeology, for example, the ecological effects of colonists on a pristine ecosystem.
6. Make sense of the political ramifications of Paleoindian research with regard to Native American origin stories.

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

The Pleistocene epoch and its environments
Controversies about the peopling of the Americas
The Early Paleoindian Era
The Late Paleoindian Era
Paleoindians in Central and South America
Paleoindian Bioarchaeology
Human effects on pristine environments
The sociopolitical ramifications of Paleoindian research

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: **John Seebach**

Email: jseebach@coloradomesa.edu

Date: **10/9/2014**

Phone: x1292

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

**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: October 2014

Collection under review: ARKE 352: Paleoindian Archaeology

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: James Dildine and Barbara Borst

1. Current Collection Review

a. Reference Sources:

- *Archaeology of Prehistoric Native America: an Encyclopedia* (1998)
- *Historical Dictionary of North American Archaeology* (1988)
- *Ancient Americans: A Reference Guide to the Art, Culture, & History of Pre-Columbian North and South America* (2001)
- *Atlas of Ancient America* (1986)
- *Dictionary of Prehistoric Indian Artifacts of the American Southwest* (1973)
- *Field Guide to Rock Art Symbols of the Greater Southwest* (1992) (also available as e-book)
- *Encyclopedia of Archaeology. 3 vol.* (2001)
- *Oxford Companion to Archaeology (e-book). 2nd ed.* (2012)

b. Monographic Sources:

The collection was evaluated by doing a combination of keyword, subject and 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. Duplication may occur because a title may have appeared in more than one search. There is a small but solid base collection upon which to build.

Additional materials may be found by searching the *Hathi-Trust Digital Library* found on the A-Z Database list.

Topic	Print 2000-current	Print pre-2000	eBooks 2000-current	eBooks pre-2000
Paleoindians (subject search)	10	17	1	4
Pleistocene AND archaeology (keyword search)	4	5	8	2
Material culture AND archaeology (N. American) (keyword search)	8	7	1	0
Bioarchaeology (keyword)	5	1	7	0
North American – Antiquities (subject search)	2	22	1	0
Indians and North America – Antiquities (subject search)	5	39	1	1
Settlers AND Indians (keyword search)	12	13	5	0
TOTALS:	46	104	24	7

c. Periodicals (online and paper):

Articles on paleoindian archaeology and its associated topics are found in subject area journals such as anthropology, archaeology, and history. 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 fill time for an ILL request is 11 hours.

Sample searches show there is an abundance of articles available:

Database/Index keyword search for...	Total results	Full text	Full text from scholarly journals
“paleo Indians”			
Discovery Service	~1200	~900	~650
Pleistocene AND archaeology			
Humanities International Index	214	214 (linked)	180 (linked)
“material culture”			
Project Muse	613	535	535

A sampling of journal titles that have articles on paleoindian archaeology include:

- *American Antiquity* (JSTOR, 1935-2011; 3 year embargo)
- *American Indian Quarterly* (Academic Search Complete, 1990-current)
- *American Journal of Archaeology* (JSTOR, 1897-2010; 4 year embargo)
- *American Journal of Physical Anthropology* (Wiley Online Library; 1918-current)

- *Annual Review of Anthropology* (JSTOR, 1972-2008; 5-6 year embargo)**
 - *Antiquity* (Best coverage: US History in Context; 1993-4/2014; 6 month embargo)
 - *Archaeology* (Academic Search Complete, 1999-current; print for 1966-1999, with gaps)
 - *Arctic Anthropology* (Academic Search Complete, 1993-2013, 12 month embargo; Project MUSE, 2003-current)
 - *Canadian Journal of Archaeology* (Academic Search Complete, 2004-current)
 - *Human Biology* (Best coverage: OmniFile Full Text Select, 1998-current)
 - *Journal of Anthropological Archaeology* (Science Direct, 1993-current)
 - *Journal of Archaeological Science* (Science Direct, 1993-current)
 - *Journal of Island & Coastal Archaeology* (Academic Search Complete, 2006-4/2013, 18 month embargo)
 - *Journal of Northwest Anthropology* (Academic Search Complete, 2010-current)
 - *Journal of World Prehistory* (Academic Search Complete, 1998-2013, 12 month embargo)
 - *Midcontinental Journal of Archaeology* (OmniFile Full Text Select, 1998-current)
 - *Plains Anthropologist* (print only, 1977-current, latest received May 2013)
 - *PLoS ONE* (PubMed, 2006-current)
 - *Southeastern Archaeology* (Academic Search Complete, 1999-current)
 - *Southwestern Lore* (print only, v.3 [1937] through v. 61 [1995] with gaps)
 - *World Archaeology* (JSTOR, 1969-2007; Academic Search Complete, 1993-4/2013, 18 month embargo)
- ** Slated for cancellation.

d. Electronic Resources:

Databases with full-text and/or indexed journal articles:

JSTOR -- *American Antiquity*, *American Journal of Archaeology*, *Annual Review of Anthropology*, *World Archaeology*

Academic Search Complete – *American Indian Quarterly*, *Archaeology*, *Arctic Anthropology*, *Canadian Journal of Archaeology*, *Journal of Island & Coastal Archaeology*, *Journal of Northwest Anthropology*, *Journal of World Prehistory*, *Southeastern Archaeology*, *World Archaeology*

OmniFile Full Text Select — *Human Biology*, *Midcontinental Journal of Archaeology*

Science Direct – *Journal of Anthropological Archaeology*, *Journal of Archaeological Science*

Project MUSE – *Arctic Anthropology*

PubMed -- *PLoS ONE*

Wiley Online Library – *American Journal of Physical Anthropology*

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. Titles available are listed in the library catalog. Representative titles:

Journey to 10,000 BC (2010)

Native Americans (2005)

No Bones Unturned: Bioarchaeology & Forensic Anthropology (2006)

Odyssey. Seeking the First Americans (1980, 2013)

Odyssey. Myths and Moundbuilders (1920, 2013)

Whose Land Is This? (2011)

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. Request one-time money to purchase 5-10 titles to support this course. Titles will be chosen in cooperation with Dr. John Seebach.
- c. Update reference books.
 - A reference title identified as highly valuable for this course, and which the Library does not own is: *The Handbook of North American Indians* – efforts should be made to acquire this item.
- d. 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.
- e. Review electronic access to journal content –
 - i. Two journals identified to which we have no full-text access:
 - *Kiva* (quarterly, Arizona Archaeological & Historical Society) has content relevant to archaeology and the historic/pre-historic study of Native Americans in the United States, particularly the west and southwest.
 - *Journal of California and Great Basin Anthropology* (bi-annual; Malki Museum Press, with San Diego State, since 1975) is of regional importance while covering a broad swath of anthropological subjects, including archaeology.
 - ii. Journal(s) for which we might pursue currency in subscription coverage:
 - *Southwestern Lore* (we have some print from 1937-1995)
 - iii. Journal(s) for which we might pursue stronger backfiles in our subscription coverage:
 - *Antiquity* (dates back to 1927)
 - *Southeastern Archaeology* (dates back to 1982)
 - *American Indian Quarterly* (dates back to 1974)
 - iv. The *Annual Review of Anthropology* is slated for cancellation.
- f. Additional new materials will be purchased from the existing budget line for History/Anthropology.

3. Analysis of library's collection:

- Existing funding is adequate to purchase needed materials.
- Extra funding is required to adequately meet the informational needs of the program.
Estimated **one-time** resources needed \$ 300
Estimated **base building** resources needed \$ _____
- No Library Assessment needed. No new content associated with this analysis.

Library Director: _____ Sylvia L. Rael _____ Date: Oct. 17, 2014 _____



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	ARKE																																													
Course Number This can NOT be modified.	325	Please submit a course add and a course delete form if a course number is to be changed.																																												
Course Title	Geoarchaeology																																													
Short title for schedule (max 24 char.)	Geoarchaeology																																													
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																																													
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Co-requisites	Course	Cr Hr	Course	Cr Hr
	1.		1.	
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
	7.		7.	
	8.		8.	
	9.		9.	
	10.		10.	
	If none, check here: <input checked="" type="checkbox"/>		If none, check here: <input checked="" type="checkbox"/>	
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 of aspects of geological science used to solve archaeological problems. Focus is on Mountain West, site formation and data recovery.			

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	Archaeology
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)

Students should have a basic introduction to archaeology as a field of study before studying more in-depth topics such as Geoarchaeology.

Student Learning Outcomes, current:

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

1. Understand archaeological remains as part of the geological fabric
2. Articulate how geological processes can help and hinder archaeological data recovery and interpretation

- 3. Describe the importance of geomorphology, stratigraphy and sedimentology to our understanding of archaeological site formation
- 4. Differentiate the preservative conditions found in various geological systems (alluvial, colluvial, etc.)
- ...

Student Learning Outcomes, proposed:

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

Same as current

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

Archaeological problem solving with geological tools
Geomorphology of the Mountain West
Geochemistry and pedogenesis
Stratigraphy
Archaeological visibility and its effects on our knowledge of prehistory
Site Formation/Site Preservation
Field Methods and Introduction to Environmental Archaeology

Topical course outline, proposed:

Same as current

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: **John Seebach**

Email: **jseebach@coloradomesa.edu**

Date: **9/12/2014**

Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

Co-requisites	Course	Cr Hr	Course	Cr Hr
	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	
	If none, check here: <input checked="" type="checkbox"/>		If none, check here: <input checked="" type="checkbox"/>	
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	Prehistory and cultural background of the southwestern United States. Prehistory of Arizona, Colorado, New Mexico, Utah and adjoining portions of Texas and Mexico highlighted.			

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	Archaeology
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)

Students should have a basic introduction to archaeology as a field of study before studying more in-depth topics such as the archaeological record of such a complex region as the American Southwest.

Student Learning Outcomes, current:

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

None

...

Student Learning Outcomes, proposed:

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

1. Compare and contrast the prehistoric cultures of the Four Corners and surrounding regions
2. Explain the different theories accounting for cultural changes and increasing complexity in the prehistoric Southwest
3. Discuss the history of Southwestern archaeology and its legacy into the present
4. Articulate how the cultures of the Southwest were adapted to their natural environments
5. Characterize the ways archaeologists are working with descendent communities in order to come to a richer understanding of prehistoric life
6. Interrelate the interpretations about Southwestern life that are drawn from archaeology and ethnography

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

First Peoples in the Southwest

The Archaic Period

The Adoption of Agriculture

The Four Corners

Elsewhere

The Addition and Elaboration of Pottery across the region

The Evolution of the Chacoan System

Mesa Verde

The Fremont

Southwestern Rock Art

The Southwest at Spanish Contact

Topical course outline, proposed:

Same as current

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: **John Seebach**

Email: **jseebach@coloradomesa.edu**

Date: **10/09/2014**

Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

Co-requisites	Course	Cr Hr	Course	Cr Hr
	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	
	If none, check here: <input checked="" type="checkbox"/>		If none, check here: <input type="checkbox"/>	
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	Contemporary methods of archaeological field research, including survey, excavation, mapping and artifact collection. Emphasis is on data acquisition, record keeping and interpretation.			

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	Archaeology
2.		
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.)

Justification for the proposed course modification: (enter below)

ARKE 410 and 410L is a course that gives students practical, hands-on experience with archaeological survey, excavation and in-field artifact analysis. Proper understanding of this skillset requires a basic background knowledge of the goals and data needs of archaeology as a discipline, provided by the proposed pre-requisite ARKE 205.

Student Learning Outcomes, current:

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

None

...

Student Learning Outcomes, proposed:

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

1. Explain the field methodologies used in modern archaeological research
2. Differentiate between the theories underlying archaeological research
3. Establish the connection between the archaeological questions being asked and the methodologies needed to answer them.

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

Survey, Mapping, Recording Sites
GPS and GIS
Excavation Techniques and Rationales
Stratigraphy and its importance
Artifact Collection and Curation
Sample collection
Methodologies for dealing with historic artifacts and rock art
Project Budgeting and Management

Topical course outline, proposed:

Same as current

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: **John Seebach**

Email: **jseebach@coloradomesa.edu**

Date: **10/9/2014**

Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

For Graduate Curriculum Committee: submit this form to the GCC 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	ARKE																																													
Course Number This can NOT be modified.	410L	Please submit a course add and a course delete form if a course number is to be changed.																																												
Course Title	Field Methods in Archaeology Laboratory																																													
Short title for schedule (max 24 char.)	Fieldwork Lab																																													
Credit Hours	2																																													
Contact Hours (per week per semester) There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: Lab: Field: 2 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	1500																																													
Student preparation minutes for a term	750																																													
Prerequisites	<table border="0"> <tr> <td>Course</td> <td>Cr Hr</td> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> <tr> <td>6.</td> <td></td> </tr> <tr> <td>7.</td> <td></td> </tr> <tr> <td>8.</td> <td></td> </tr> <tr> <td>9.</td> <td></td> </tr> <tr> <td>10.</td> <td></td> </tr> </table> <p>If none, check here: <input checked="" type="checkbox"/></p>	Course	Cr Hr	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.		<table border="0"> <tr> <td>Course</td> <td>Cr Hr</td> </tr> <tr> <td>1. ARKE 205</td> <td>3</td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> <tr> <td>6.</td> <td></td> </tr> <tr> <td>7.</td> <td></td> </tr> <tr> <td>8.</td> <td></td> </tr> <tr> <td>9.</td> <td></td> </tr> <tr> <td>10.</td> <td></td> </tr> </table> <p>If none, check here: <input type="checkbox"/></p>	Course	Cr Hr	1. ARKE 205	3	2.		3.		4.		5.		6.		7.		8.		9.		10.	
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Co-requisites	Course 1. ARKE 410 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: <input type="checkbox"/>	Cr Hr 3	Course 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: <input type="checkbox"/>
	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	Contemporary methods of archaeological field research, including survey, excavation, mapping and artifact collection. Emphasis is on data acquisition, record keeping and interpretation.		

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	Archaeology
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)

ARKE 410 and 410L is a course that gives students practical, hands-on experience with archaeological survey, excavation and in-field artifact analysis. Proper understanding of this skillset requires a basic background knowledge of the goals and data needs of archaeology as a discipline, provided by the proposed pre-requisite ARKE 205.

Student Learning Outcomes, current:

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

None

Student Learning Outcomes, proposed:

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

1. Perform the basic activities necessary for modern archaeological research
2. Evaluate the rationale(s) for surveying for, recording and excavating archaeological sites.
3. Articulate the link between field research and the technologies used for completing/aiding archaeological research.

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

Survey, Mapping, Recording Sites
GPS and GIS
Excavation Techniques and Rationales
Stratigraphy and its importance
Artifact Collection and Curation
Sample collection
Methodologies for dealing with historic artifacts and rock art
Project Budgeting and Management

Topical course outline, proposed:

Same as current

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: **John Seebach**

Email: **jseebach@coloradomesa.edu**

Date: **10/9/2014**

Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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 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: **Archaeology**
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 at the present time.

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: **John Seebach**
Email: **jseebach@coloradomesa.edu**

Date: **9/12/2014**
Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.



2015-2016 PETITION/PROGRAM SHEET

Minor: Archaeology

About this Minor . . .

The Archaeology minor introduces students to the knowledge and skills necessary to carry out archaeological investigations and to treat what is recovered through such investigations appropriately. Courses taken as part of the minor will provide students with background knowledge of North American prehistory and in-depth studies of regional sequences within that prehistory. The Minor especially complements such degree programs as History and Geology. Students with the background in Archaeology and Cultural Resource Management that the Minor supplies will be well prepared to enter the burgeoning local market in these areas.

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.

Signature of Archaeology Advisor _____ Date _____ 20__

Signature of Department Head _____ Date _____ 20__

Signature of Registrar _____ Date _____ 20__

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.

Course No	Title	Sem.hrs	Grade	Term	Course No	Title	Sem.hrs	Grade	Term
REQUIRED COURSES (23-14 semester hours)					ELECTIVE COURSES (9 semester hours, at least 3 of which have to from the ARKE selections numbered 300 or higher)				
ANTH 202	Intro to Anthropology	3			ARKE 300	Human Evolution	3		
ARKE 205	Principles of Archaeology	3			ARKE 301	Emergence of Human Culture	3		
ARKE 225	Intro to N Amer Archaeology	3			ARKE 302	From Domestication to States	3		
ARKE 410	Archaeological Fieldwork	3			ARKE 320	Colorado Archaeology	3		
					ARKE 325	Geoarchaeology**	3		
					ARKE 350	Southwest Archaeology	3		
ARKE 410L	Fieldwork LAB	2			ARKE 352	Ice Age Archaeology of N. Amer	3		
GEOL 332	Intro to GIS*	2			FOAN 180	Survey of Physical Anthropology			
GEOL 332L	Intro to GIS (LAB)	1			FOAN 180L	Phys. Anth. Lab			
ARKE 350	Southwest Archaeology	3			GEOG 102	Human Geography			
					GEOL 332	Intro to GIS**	2		
					GEOL 332L	Intro to GIS (LAB)	1		
					HIST 355	Ancient and Medieval Cities***	3		
					HIST 405	Intro to Public History***	3		
					HIST 435	Classical Archaeology***	3		
					ARKE 410	Archaeological Fieldwork	3		
					ARKE 410L	Fieldwork LAB	2		

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* Requires a prerequisite—either GEOG 131 (3 credits) or GEOL 305 (1 credit).

** Prerequisite, GEOL 111/111L (4 credits). It is advised that students take the course in fulfillment of the General Education Laboratory Science requirement.

*** Requires a prerequisite—either GEOG 131 (3 credits) or GEOL 305 (1 credit). Given the importance of GIS to employment in Cultural Resource Management, GEOG 332/L is strongly recommended for the minor.

[***Prerequisite, HIST 101.](#)

*** Prerequisites for HIST 405 and HIST 410 are listed in the Catalog as "HIST 131, 132, or consent of instructor." It is advised that students take a prerequisite course in fulfillment of the General Education History requirement.



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: **Forensic Anthropology**
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: **Melissa Connor**
Email: **mconnor@coloradomesa.edu**

Date: **9/12/2014**
Phone: **970-248-1219**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Erika Jackson**

Date: **9/16/2014**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **09/16/2014**

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.

20154-20165 PETITION/PROGRAM SHEET
Minor: Forensic Anthropology



About This Minor . . .

The Forensic Anthropology minor introduces students to the knowledge and skills necessary to employ anthropological techniques in a forensic context. Students will become familiar with both field and laboratory techniques used in forensic anthropology. Students in the minor use the Forensic Investigation Research Station a facility built to study the decomposition of the human body. The Minor especially complements such degree programs as Criminal Justice and Biology. Students with the background in Forensic Anthropology will be better prepared for jobs in areas related to death investigation.

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.

Signature of Advisor

Date

20

Signature of Department Head

Date

20

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.
- 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.

Course No	Title	Sem.hrs	Grade	Term
<u>REQUIRED COURSES</u> (16 semester hours)				
BIOL209	Anatomy & Physiology I	3	_____	_____
BIOL209L	Anatomy & Physiology I Lab	1	_____	_____
BIOL410	Human Osteology	3	_____	_____
BIOL410L	Human Osteology Lab	1	_____	_____
FOAN450	Research Methods in Anthro: Forensic Taphonomy	3	_____	_____
FOAN475	Human Remains Detection and Recovery	3	_____	_____
FOAN499	Internship (2 cr min)	2	_____	_____

ELECTIVES (Choose at least 6 credits from the following):

FOAN180	Survey of Phys Anthro and	3	_____	_____
FOAN180L	Survey of Phys Anthro lab	1	_____	_____
or				
FOAN232* [^]	Survey Forensic Science	3	_____	_____
<u>ARKE300 Human Evolution</u>		3	_____	_____
ARKE410	Field Methods in Archaeology	3	_____	_____
ARKE410L	Field Methods in Arch – Lab	2	_____	_____
BIOL217	Forensic Entomology	2	_____	_____
BIOL217L	Forensic Entomology lab	1	_____	_____

*Either FOAN 180 **and** 180L **or** FOAN 232 should be taken, however all three courses cannot count toward 6 credits of electives.

Course No	Title	Sem.hrs	Grade	Term
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