COLORADO MESA
U N I V E R S I T Y

Undergraduate Curriculum Committee
Agenda
December 11, 2014
University Center Room 222
3:30 PM

I.   Announcements

   a. The next meeting is January 22, 2015. As the proposal deadline falls on New Year's
       Day, proposals will be accepted through Friday, January 2.
   b. Subcommittee assignments will be distributed by Tuesday, January 6.
   c. There are only two more meetings this academic year in which proposed changes will be
       approved in time to make the 2015-16 Catalog.

II.   New Business

   a. Approval of Essential Learning Committee minutes from 11/12/2014
   b. Approval of Essential Learning Committee minutes from 11/19/2014

III. Old Business

   a. Proposal tabled from 10/23/14:
          i.   Add course to Essential Learning Category
                  1. ARKE 205 Principles of Archaeology

   b. The following corrections needed from 11/13/14 have been completed:
          i.   Program Addition, BS., Chemistry, Biochemistry
                  1. Change BIOL 314L to BIOL 341L
                  2. Reformat the BS, Chemistry program sheet so that the core
                     matches the Biochemistry concentration.
          ii. EDEC change memos
                  1. Correct prerequisite wording for EDEC 299
                  2. Catalog description changes: list EDEC 230 only one time
                  3. The correct course titles for EDEC 240, 290, and 299 are:
                         a. EDEC 240 Curriculum and Development: Early
                            Childhood
                         b. EDEC 290 Early Literacy for the Young Child
                         c. EDEC 299 Student Teaching in Early Education
                  4. Other discrepancies in course titles were discovered and
                     corrected to the following:
                         a. EDEC 102 Introduction to Early Childhood
                            Professions Lab Experiences
                         b. EDEC 250 Exceptionalities in Early Education

IV.   Curriculum Proposals

   a. Kinesiology

          i.   Change memo: modify a course prerequisite within the same department:
                  1. KINE 309 Anatomical Kinesiology
                  2. KINE 335 Sport in Society
                  3. KINE 360 Motor Learning

ii. Course Addition
1. KINE 310 Methods of Exercise Instruction

iii. Program Modifications
1. BA, Kinesiology, Adapted Physical Education
2. BA, Kinesiology, Fitness and Health Promotion
3. BS, Exercise Science
4. BS, Sport Management
5. Minor, Sport Management
6. Certificate, Personal Training

b. Computer Science, Mathematics, and Statistics

i. Change memo: modify a course prerequisite within the same department:
1. MATH 253 Calculus III

c. Theatre

i. Program Addition
1. BA, Theatre Arts

d. Social and Behavioral Science

Political Science

i. Course Additions
1. EMDP 211 Introduction to Emergency Management
2. POLS 151 Introduction to Political Ideas
3. POLS 270 World Politics
4. POLS 353 Politics of Natural and Human Resources
5. POLS 354 Political Geography
6. POLS 356 Indigenous Politics
7. POLS 366 Government and Politics of Asia
8. POLS 372 Peace and Conflict Studies
9. POLS 373 Global Politics of Women and Gender
10. POLS 462 Public Policy: Theory and Practice
11. POLS 471 Politics of Global Governance
12. POLS 472 International Political Economy
13. POLS 482 International Relations Theory
14. SOCI 270 Introduction to Pre-Law Studies
15. SOCI 401 LSAT Preparation
16. SOCI 470 Pre-Law in Practice

ii. Course Deletion
1. POLS 370 World Politics

iii. Program Modifications
1. BA, Political Science
2. Minor, Political Science
3. Minor, International Studies
4. Minor, Women's and Gender Studies

Archaeology

    iv. 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

    v. Program Modifications
1. Minor, Archaeology
2. Minor, Forensic Anthropology

V.   Other

Announcements:
a. Discussion of recent VALUE rubric pilots.
b. Discussion of underenrollment in the Milestone pilots.
c. Noted the approval of the Milestone and Essential Speech courses by UCC.

1. **Approved** a motion to approve POLS 270 as an Essential Learning course.

2. **Tabled** a motion to approve POLS 151 as an Essential Learning course pending the address of all three SBS-category Essential Learning outcomes.

3. **Approved** a motion to approve ARKE 205 **conditional** upon the changing of the language about Essential Learning outcomes to reflect them more clearly.

4. **Tabled** a motion to add SPCH 101 to the SBS category and SPCH 102 to the Humanities category.

Essential Learning Committee Minutes
November 19, 2014
EH 207

Announcements:
a. Continue publicity for Milestone Courses.
b. Begin work on Essential Learning course review.

1. **Approved** (unanimously) a motion to approve POLS 151 as an Essential Learning course in the SBS category.

2. **Approved** (unanimously) a motion to approve ARKE 205 as an Essential Learning course in the SBS category.

3. **Approved** a motion (with two dissenting votes) to approve placement of SPCH 101 in the SBS category. Dissenting concerns centered on precedents related to placing two SPCH courses in different categories.

4. **Approved** a motion (unanimously) to place SPCH 102 in the Humanities category.

The meeting ended with a brief discussion of the possibility of allowing some non-PTO programs to waive select Essential Learning requirements when program requirements in a given category exceed those in the EL curriculum. No action was taken.

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 <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, 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 <u>must</u> 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 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 (EL) curriculum. It will meet at least three of the EL Outcomes:

1. **Investigative/Analytical Thinking**— Over the course of the semester, students will be exposed to the basic categories of archaeological data and consider how conclusions are drawn from them. By its very nature, then, students in ARKE 205 will need to apply their newly-gained knowledge of, for example, stone tools in order to propose hypotheses about we can learn about human society through their analysis. This will culminate in the final project, where students will be asked to analyze an archaeological question, noting what kinds of research avenues they would need to follow in order to arrive at the best answer. What kinds of archaeological data would they need and why?

2. **Writing**— Several short written pieces will be assigned in this course. Each assignment will require students to demonstrate their understanding of one facet of archaeological analysis, such as radiocarbon dating, site formation, and faunal analyses. Together, these assignments will result in 10-15 pages of polished, outside-of-class writing.

3. **Examining Arguments**— Archaeology requires its practitioners to link the static objects of the present-day archaeological record to dynamic living systems in the past. This is not straightforward and yet is the archaeologist's stock-in-trade. Throughout the course, students will be asked to assess various scholars' linking arguments and discern whether the interpretations given "fit" the evidence. These assessments will necessarily be linked to different analytical methods and will require students to correlate findings/interpretations to the different ways archaeological questions are asked.

Beyond the EL Outcomes, students completing the course will be able to critically examine the portrayal of archaeology and its conclusions in the popular media. They will also 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? Am I looting an archaeological site by picking up an arrowhead?*

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**   Date: **10/9/2014**
Email: jseebach@coloradomesa.edu   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.

Intra-Departmental Curriculum Change Memo

Department Name: Kinesiology

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. Remove KINE 200 - History and Philosophy of Sport and Physical Education as a prerequisite for KINE 309 - Anatomical Kinesiology, KINE 335 - Sport in Society, and KINE 360 - Motor Learning.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND			

e.	does not adversely affect student progress through the program, AND
f.	does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

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

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: **Jeremy Hawkins**   Date:
10/29/2014
Email: jrhawkins@coloradomesa.edu   Phone: 248-1374

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date:
10/29/2014

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordovoa**   Date: **10/29/14**

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

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

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

COLORADO MESA
UNIVERSITY

DEPARTMENT WORKSHEET FOR A COURSE ADDITION
Colorado Mesa University Curriculum Committees

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

Department Name: **Kinesiology**
      If new department, please enter name:

Course prefix: **KINE**   Course number: **310**   Credit hours: **3**

Course name: **Methods of Exercise Instruction**

Course abbreviated schedule name (24 characters maximum): **Methods of Ex Instruct**

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 <u>general education/essential learning</u> 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 <u>prerequisites</u> for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **KINE 213**	**3**	2. **KINE 309**	**3**
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Fitness & Health Promotion**
2.	**CERT**	**Personal Training**
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 <u>must</u> 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:
    Practical experience in teaching safe and effective exercise for multiple populations.

Justification for the proposed new course (enter below):

The curriculum currently is missing a practical application component that has been identified as a weakness of Kinesiology programs nationwide. This course would fulfill this need and allow students to develop effective instructional strategies.

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

1. Identify exercise cautions and safety concerns.

2. Demonstrate the ability to clearly communicate specialized knowledge.

…

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

This theory/hands-on course is designed to help the student learn various safe and effective teaching methods and modalities that are appropriate for individuals as well as various age groups and physical abilities. This course is designed to introduce the student to group exercise class through a variety of types and styles of movement.
Phase One:
Lecture – Theory, Course Design, Safety Considerations, Monitoring Intensity
Phase Two:
Practice – Exposure to different styles of teaching (guest lectures), different modes of exercise
Phase Three:
Practical Application – Teaching exercise to the group

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

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Dr. Kristin Heumann**   Date: **11/1/2014**
Email: kheumann@coloradomesa.edu   Phone: 970.248.1763

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Dr. Jeremy Hawkins**   Date: **11/1/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Dr. Jill Cordova**   Date: **11/1/2014**

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.

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: November 2014

Collection under review: KINE 310: Methods of Exercise Instruction

Program level: Certificate Associates **Bachelors** Masters

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

   a. Reference Sources:
      Encyclopedia of Exercise Sport & Health 2004
      Encyclopedia of Muscle & Strength 2006
      Food & Fitness: A Dictionary of Diet & Exercise 1997 online

   b. Monographic Sources:
      The collection was evaluated by doing a combination of keyword, subject and call number searches. E-books do not appear in the call number searches. Subjects and keywords were chosen based on the course description, SLOs, and topic outline. Emphasis was placed on the instruction or teaching of exercise. Duplication may occur because a title may have appeared in more than one search.   Additionally, the Library has a number of activity/sport guidebooks with how-to-instructions. An area that appears to be weak is exercise safety.   The charts below are a representative sampling of the materials available.

- Age Analysis of Monographic Collection

KW: workout	Print	E-Book
2010 - present	5	1
2005-2009	5	
2000-2004	9	
1990-1999	2	
1980-1989		
1970-1979		
Pre 1970		
TOTAL	21	1

SU: exercise	Print	E-Book
2010 - present		
2005-2009	19	2
2000-2004	14	
1990-1999	5	1
1980-1989	1	
1970-1979	1	
Pre 1970		
TOTAL	40	3

RA 781: Exercise for health	Print
2010 - present	4
2005-2009	9
2000-2004	14
1990-1999	12
1980-1989	17
1970-1979	18
Pre 1970	3
TOTAL	77

RM 725: Therapeutic Exercise	Print
2010 - present	2
2005-2009	11
2000-2004	6
1990-1999	
1980-1989	
1970-1979	
Pre 1970	
TOTAL	19

GV 481: Group Exercise	Print
2010 - present	5
2005-2009	6
2000-2004	2
1990-1999	6
1980-1989	4
1970-1979	1
Pre 1970	1
TOTAL	25

GV 482: Exercise for men/women	Print
2010 - present	1
2005-2009	
2000-2004	2
1990-1999	4
1980-1989	2
1970-1979	
Pre 1970	
TOTAL	9

GV 502: Walking	Print
2010 - present	1
2005-2009	2
2000-2004	1
1990-1999	1
1980-1989	
1970-1979	
Pre 1970	
TOTAL	5

GV 546: Weight Training	Print
2010 - present	4
2005-2009	9
2000-2004	8
1990-1999	1
1980-1989	6
1970-1979	4
Pre 1970	
TOTAL	32

c. Periodicals (online and paper):
    The best access to articles is found by doing keyword or subject searches in the indexes listed below in section d. Most of the journals are available online but some have publisher embargos of 12 and 18 months on the full text. Those not available online or in the Library print collection may be obtained through Interlibrary Loan. The average fill time for Interlibrary Loan articles is 11 hours. Representative titles, with embargo periods, include:

    Popular magazines:
        American Fitness
        Health (San Francisco)
        Joe Weider's Muscle & Fitness
        Men's Fitness
        Shape

    Academic Journals
        ACSM's Health & Fitness Journal
        Adapted Physical Activity Quarterly
        International Journal of Exercise Science
        JOPERD
        Journal of Aging & Physical Activity
        Journal of Applied Biomechanics
        Journal of Physical Activity & Health
        Journal of Sport & Exercise Psychology
        Journal of Sports Sciences   (18 month embargo)
        Journal of Strength & Conditioning Research
        Journal of Teaching in Physical Education
        Measurement in Physical Education & Exercise Science
        Medicine & Science in Sports & Exercise
        Pediatric Exercise Science
        Physical Education & Sport Pedagogy   (18 month embargo)
        Physical Educator
        Research Quarterly for Exercise & Sport
        Strategies   (print)
        Strength & Conditioning Journal

d. Electronic Resources:
    Indexes for journal articles:
        SportDiscus with Full Text
        Education Research Complete
        ERIC
        Academic Research Complete

e. Media
The Library subscribes to *Films on Demand* – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Some titles that might be appropriate for this class are:
Physical Training Strategies: Preparing for a Purpose. 2004 26 min.
Pilates essentials. 2013 76 min.
Pilates in Pregnancy. 2013 82 min.
Gentle Yoga for Parkinson's Patients. 2011 38 min.
Tai Chi for Parkinson's Patients. 2011 30 min.

The Library also has a number of instruction DVDs for various exercise techniques. Some of these include:
Advanced Strength Training
Cardio Pilates
Classical Pilates Technique
Resistance Training Instruction: Lower Body
Resistance Training Instruction: Trunk
Resistance Training Instruction: Upper Body

The Library does not have any workout DVDs. A collection of these will need to be purchased since review of these DVDs will be an integral part of the class.

2. Recommendations for additions to the collection:
   a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.
   b. Review pre-2000 materials for continued relevance. Identify titles that should be kept – core, historical, and still current titles – and those that need to be updated or withdrawn. Updates may take the form of new editions or new titles covering the same content.
   c. Request one-time money to purchase 5-10 workout DVDs to support this course. Titles will be chosen in cooperation with Dr. Kristin Heumann

3. Analysis of library's collection:
   ☐ Materials for this course can be purchased with existing funds
   X Extra funding is required to adequately meet the informational needs of the program.
   Estimated **one-time** resources needed $ _150_____
   Estimated **base building** resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _Sylvia L. Rael_____ Date: __12/4/14_____

Kinesiology Program Modification Justifications

BA Kinesiology, Adaptive Physical Education

The Bachelors of Arts in Kinesiology with a concentration in Adaptive Physical Education program is being modified to bring it into compliance with the 60/60 rule. Shifting KINE 234 – Prevention and Care of Athletic Injuries and the CPR requirement under Foundation Courses accomplishes this purpose.

BA Kinesiology, Fitness and Health Promotion

The Bachelors of Arts in Kinesiology with a concentration in Fitness and Health Promotion program is being modified to bring it into compliance with the 60/60 rule and to accommodate a new course. Shifting KINE 234 – Prevention and Care of Athletic Injuries and the CPR requirement under Foundation Courses brought the program under compliance. The addition of KINE 310 – Methods of Exercise Instruction strengthened the program while the deletion of KINE 260 – School Health Education was required to make room for the new course.

BS, Exercise Science

The Bachelors of Science in Exercise Science program is being modified to bring it into compliance with the 60/60 rule and to provide Exercise Science students greater flexibility in their course offerings. Shifting CHEM 132/132L – General Chemistry and Lab and the CPR requirement under Foundation Courses brought the program under compliance. The Students matriculating in Exercise Science go a number of different routes post graduation. The additional changes allow for flexibility in a student's degree path while still meeting the basics of an Exercise Science degree.

BS, Sport Management

The Bachelors of Science in Exercise Science program is being modified to bring it into compliance with the 60/60 rule and to provide a sales course option for the students. Shifting ACCT 201 – Principles of Financial Accounting under Foundation Courses brought the program under compliance. Alumni from the program have reported that the addition of a sales course would strengthen the offerings of the program. Adding the course as an option provides this flexibility.

Minor, Sport Management

The Minor in Sport Management is being modified in accordance with alumni feedback. There was a need to provide an event planning option. KINE 340 – Sport Operations provides that option. The CPR requirement was removed as this is viewed as not a necessary requirement for individuals entering this field.

Professional Certificate, Personal Training

The addition of KINE 310 – Methods of Exercise Instruction was added to the Personal Training Professional Certificate to strengthen the certificate. The certificate is

missing a practical application component that has been identified as a weakness of Kinesiology programs nationwide. The addition of this course meets this need, allowing students to develop effective instructional strategies. The statement about passing all courses with a C or higher was added to eliminate confusion.

COLORADO MESA
U N I V E R S I T Y

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

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

DEPARTMENT NAME: **Kinesiology**
      If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA**   Program/degree Name: **Kinesiology**
                                      Concentration/Emphasis: **Adapted Physical Education**

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
       If change to program name, enter new name:
       If change to the concentration/emphasis, enter:
       Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **248-1715**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

About This Major . . .

Students who select this major will learn to adapt or modify the physical education curriculum and/or instruction to address specific abilities of individuals. Students will learn to develop activities that are appropriate and effective for persons with disabilities. Career opportunities include: adapted physical education teacher (K-12) which requires completing the K-12 concentration coursework; activity director at an assisted living center or rehabilitation facility; physical therapist*; occupational therapist*. Colorado Mesa students frequently continue their study towards graduate or professional degrees at other universities. For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.
*Career requires additional post-baccalaureate studies.

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

1. Describe physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
2. Apply motor development theory and principles related to skillful movement, physical activity, and fitness. (Communication Fluency, Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. Applied Learning, Quantitative Fluency)
4. Develop developmentally appropriate learning experiences that address the diverse needs of all individuals. (Applied Learning)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____ 20_____
Signature of Advisor   Date

_____ 20_____
Signature of Department Head   Date

_____ 20_____
Signature of Registrar   Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 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, <u>you must use it to fulfill the major requirement</u> and make a different selection within the general education requirement.

Course No Title	Sem.hrs	Grade	Term/Trns

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

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 1___ _____ ____ ____ _____

Humanities (3 semester hours)
_____ ____ _____ ____ ____ _____

Social and Behavioral Sciences (6 semester hours)
(Suggested – PSYC 150 –General Psychology)
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____

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

History (3 semester hours)
HIST ____ _____ ____ ____ _____

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

Course No Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS(6 semester hours)

Kinesiology (3 semester hours)
KINE 100   Health and Wellness   1   _____ _____
KINA 1____ _____   1   _____ _____
KINA 1____ _____   1   _____ _____

Applied Studies (3 semester hours)
_____ ____ _____ ____ ____ _____

FOUNDATION COURSES (~~4~~ 7-10 **semester hours**)
BIOL 209   Human Anatomy and
                Physiology   3   _____ _____
BIOL 209L   Human Anatomy and
                Physiology Lab   1   _____ _____
KINE 234 Prevention and Care of Athletic Injuries 3

Student must have current First Aid/CPR or take one of the following:
Current CPR Card? Yes / No   (If yes, provide a copy of the card.)
Or take one of the following: KINE 265 or KINE 250
KINE _____   3
_____ _____ _____

KINESIOLOGY MAJOR – ADAPTED PHYSICAL EDUCATION CONCENTRATION REQUIREMENTS
(~~56-59~~ 53 semester hours)

Required Core Courses (~~17-20~~ 17 semester hours)
KINE 200	History & Philosophy of Sport			
	& Physical Education	3	_____	_____
KINE 213	Applications of Physical Fitness			
	& Exercise Prescription	3	_____	_____
KINE 303	Exercise Physiology	3	_____	_____
KINE 303L	Exercise Physiology Lab	1	_____	_____
KINE 309	Anatomical Kinesiology	3	_____	_____
KINE 401	Org/Ad/Legal Considerations			
	of PE and Sports	3	_____	_____
KINE 494	Senior Seminar (Capstone)	1	_____	_____

~~Student must have current First Aid/CPR or take one of the following:~~
~~Current CPR Card? Yes / No (If yes, provide a copy of the card.)~~
~~Or take one of the following: KINE 265 or KINE 250~~
~~KINE ____ _____ 3 _____ _____~~

Required Concentration Courses (36 ~~39~~ semester hours)

PSYC 340	Abnormal Psychology	3	_____	_____
KINE 211	Methods of Lifetime, Individual			
	& Dual Activities	3	_____	_____
~~KINE 234~~	~~Prevention & Care of Ath Inj~~	~~3~~		
KINE 251	Water Safety Instructor	3	_____	_____
KINE 301	Health and Fitness Assessment	3	_____	_____
KINE 360	Motor Learning	3	_____	_____

KINE 410   Rehabilitative Exercises   3   _____ _____
KINE 415   Physical Activity& Aging   3   _____ _____
KINE 480   Inclusive Physical Activity   3   _____ _____
KINE 499   Internship   6   _____ _____

**Two courses selected from FLSL 111, FLSL 112, KINE 333 PSYC
233, PSYC 310, PSYC 330, PSYC 350**
_____   _____   3   _____ _____
_____   _____   3   _____ _____

Course No Title   Sem.hrs Grade Term/Trns

Electives (All college level courses appearing on your final transcript,
not listed above that will bring your total hours to 120 hours.)   20 – 23

hours. Depending on the courses taken to satisfy the concentration
requirement - Up to 5 hours of upper division electives may be required.
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

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

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN
KINESIOLOGY – ADAPTED PHYSICAL EDUCATION

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	BIOL 209	Human Anatomy and Physiology	3
KINE 200	History and Phil. of Sport & PE	3	BIOL 209L	Human Anatomy and Physiology Lab	1
General Education Fine Arts		3	KINE 213	Appl. of Phys. Fitness and Ex. Presc.	3
General Education Natural Science		3	MATH 110 or higher		3
General Education Humanities		3	General Education Applied Studies		3
		16			16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 211	Methods of Lifetime, Individual & Dual Activities	3	General Education History		3
KINE 234	Prevention and Care of Ath Inj	3	General Education Social/Behavioral Science		3
General Education Natural Science with Lab		4	KINA	Activities (2 courses)	2
General Education Social/Behavioral Science (Suggested PSCY150)		3	KINE 251	Water Safety Instructor Course	3
Electives		3	*KINE 250	Lifeguard Training OR	
		16	*KINE 265	First Aid & CPR/AED for the Health Care Provider	3
			Electives		3
					14-17

*First Aid/CPR Certification required.

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 309	Anatomical Kinesiology	3	KINE 301	Health and Fitness Assessment	3
KINE 360	Motor Learning	3	KINE 410	Rehabilitative Exercises	3
KINE 303	Exercise Physiology	3	KINE 415	Physical Activity and Aging	3
KINE 303L	Exercise Physiology Lab	1	KINE 480	Inclusive Physical Activity	3
Electives or Minor		6	Electives		3
		16			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
PSYC 340	Abnormal Psychology	3	KINE 494	Senior Seminar	1
KINE 401	Org/Ad/Legal	3	KINE 499	Internship	6
FLSL, PSYC or KINE option		3	FLSL, PSYC or KINE option		3
Elective or Minor		3	Electives		4
		12			14

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

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

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

DEPARTMENT NAME: **Kinesiology**
        If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BA**   Program/degree Name: **Kinesiology**
                                      Concentration/Emphasis: **Fitness and Health Promotion**

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future
        workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for
        graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what
    is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized
    accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
      If change to program name, enter new name:
      If change to the concentration/emphasis, enter:
      Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **10/29/14**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

COLORADO MESA
U N I V E R S I T Y

About This Major . . .

Students enrolled in this concentration should have a strong interest in the sciences as this program applies science to human function. The student will explore exercise physiology, anatomical kinesiology, community health, physical activity and aging, worksite health promotion, and sports nutrition, among other subject areas. Career opportunities include: sports and wellness program instructors and directors; strength coaches for college, university and professional sports* programs; managers and exercise leaders in corporate wellness programs; nutritionist*; occupational therapist*;and personal trainer.
    *Career requires additional post-baccalaureate studies.

Colorado Mesa students frequently continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, occupational therapy, physical education and public health.

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

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

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify exercise cautions and other safety concerns. (Critical Thinking)
4. Identify the scope and definitions of health, fitness, and human performance, with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
5. Describe and communicate how physical activity relates to health. (Communication Fluency)

NAME:_____   **STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____ **(   )** _____

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

_____20_____
Signature of Advisor   Date

_____20_____
Signature of Department Head   Date

_____20_____
Signature of Registrar   Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)

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

Course No Title	Sem.hrs	Grade	Term/Trns

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

ENGL 111 English Composition	3	_____	_____
ENGL 112 English Composition	3	_____	_____

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 1___ _____ ____ _____ _____

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

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

History (3 semester hours)
HIST ____ _____ ____ _____ _____

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

Course No Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)

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

Applied Studies (3 semester hours)
_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (10-13 ~~7~~ semester hours)

BIOL 203 Human Nutrition	3	_____	_____
BIOL 209 Human Anat and Physiology	3	_____	_____
BIOL 209L Human Anat & Physiology Lab	1	_____	_____
KINE 234 Prevention and Care of Athletic Injuries	3		

Student must have current First Aid/CPR or take one of the following:
Current CPR Card? Yes / No (If yes, provide a copy of the card.)
Or take one of the following: KINE 265 or KINE 250
KINE_____ 3
_____

KINESIOLOGY MAJOR – FITNESS & HEALTH PROMOTION CONCENTRATION REQUIREMENTS
(52-53 ~~55-59~~ semester hours)

Required Core Courses (17 ~~-20~~ semester hours)

KINE 200 History & Philosophy of Sport & Physical Education	3	_____	_____
KINE 213 Applications of Physical Fitness and Exercise Prescription	3	_____	_____
KINE 303 Exercise Physiology	3	_____	_____
KINE 303L Exercise Physiology Lab	1	_____	_____
KINE 309 Anatomical Kinesiology	3	_____	_____
KINE 401 Org/Ad/Legal Considerations of PE and Sports	3	_____	_____
KINE 494 Senior Seminar (Capstone)	1	_____	_____

~~Student must have current First Aid/CPR or take one of the following:~~
~~Current CPR Card? Yes / No (If yes, provide a copy of the card.)~~
~~Or take one of the following: KINE 265 or KINE 250~~
~~KINE ____ _____ 3 _____ _____~~

Required Concentration Courses (35-36 ~~38-39~~ **Semester Hours**)

~~KINE 234 Prevention and Care of Athletic Injuries~~	~~3~~		
~~KINE 260 School Health Education~~	~~3~~		
KINE 297 Practicum	2	_____	_____
KINE 301 Health and Fitness Assessment	3	_____	_____
KINE 310 Methods of Exercise Instruction	3		
KINE 333 Community Health	3	_____	_____
KINE 405 Sports Nutrition	3	_____	_____
KINE 411 Worksite Health Promotion	3	_____	_____
KINE 415 Physical Activity & Aging	3	_____	_____
KINE 480 Inclusive Physical Activity	3	_____	_____
KINE 499 Internship	6	_____	_____

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

Select two courses from the list below Courses with a lecture and lab are counted as one course. (6-7 Semester Hours)

_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (17-21) semester hours.)

_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____
_____ ____ _____ ____ ____ _____

RESTRICTED ELECTIVES:

BIOL 315 Epidemiology
KINE 370 & 370L Biomechanics (3) / Lab (1)
KINE 403 Advanced Strength and Conditioning (3)
KINE 404 Clinical Exercise Physiology and Advanced Exercise Prescription (3)
KINE 430 Medical Conditions and Pharmacology in Sports (3)
KINE 487 Structured Research (3)

KINE 396 or KINE 496 Topics (1-3 3)

PSYC 401 Sport Psychology (3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN KINESIOLOGY – FITNESS AND HEALTH PROMOTION

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 assignedadvisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	KINE 213	Appl. ~~Of~~ of Phys. Fitness and Ex. Presc.	3
KINE 200	History and Phil. of Sport & PE	3	MATH 110 or higher		3
General Education History		3	General Education Applied Studies		3
General Education Fine Arts		3	BIOL 209	Human Anatomy and Physiology	3
General Education Natural Science		3	BIOL 209L	Human Anatomy and Physiology Lab	1
		16			16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 234	Prevention and Care of Athletic Injuries	3	General Education Social/Behavioral Science		3
~~KINE 260~~	~~School Health Education~~	~~3~~	BIOL 203	Human Nutrition	3
*KINE 265	First Aid & CPR/AED for the Health		KINA XXX	Activity	1
	Care Provider 3		~~*KINE 265~~	~~First Aid & CPR/AED for the Health~~	
OR				~~Care Provider~~	~~3~~
*KINE 250	Lifeguard Training 3		~~OR~~		
			~~*KINE 250~~	~~Lifeguard Training~~	~~3~~
			KINE 297	Practicum	2
General Education Natural Science with Lab		4	Electives		~~3~~6
General Education Humanities		3			~~12~~15
General Education Social/Behavioral Science		3	~~*KINE 250 OR KINE 265 - If no current First Aid/CPR~~		
		13-16	~~Certification~~		

*KINE 250 OR KINE 265 - If no current First Aid/CPR Certification

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 301	Health and Fitness Assessment	3	~~KINE 309~~	~~Anatomical Kinesiology~~	~~3~~
KINE 303	Exercise Physiology	3	KINE 310	Methods of Exercise Instruction 3	
KINE 303L	Exercise Physiology Lab	1	KINE 415	Physical Activity & Aging	3
KINE 309	Anatomical Kinesiology 3		KINE Option OR ELECTIVES		3-4
KINE 333	Community Health	3	Electives or Minor		3
KINA XXX	Activity	1	KINE 411	Worksite Health Promotion	3
Electives or Minor		~~5~~2			15-16
		16			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 401	Org/Ad/Legal of PE/Sport	3	KINE 494	Senior Seminar	1
KINE 405	Sports Nutrition	3	KINE	Option	3-4
KINE 480	Inclusive Physical Activity	3	KINE 499	Internship	6
Electives	OR KINE Option	3-4	Elective or Minor		2-6
		12-13			12-17

NOTE: 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 PROGRAM ADDITION OR CHANGE
Colorado Mesa University Curriculum Committees

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

DEPARTMENT NAME: **Kinesiology**
        If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS**   Program/degree Name: **Exercise Science**
                                    Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
>   If change to program name, enter new name:
>   If change to the concentration/emphasis, enter:
>   Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **248-1715**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

COLORADO MESA UNIVERSITY

~~2014-2015~~ 2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Exercise Science

About This Major . . .

Students enrolled in this concentration should have a strong interest in the sciences as this program applies science to human function. The student will begin studies with science courses such as physics, general chemistry, and human anatomy & physiology. Continued studies will include courses such as: exercise physiology, anatomical kinesiology, biomechanics, physical activity and aging, medical conditions and pharmacology, and sports nutrition, among other subject areas. This major is designed to prepare students for graduate programs such as: physical therapy, physician's assistant, occupational therapy, and exercise physiology.

Colorado Mesa students frequently continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, physical therapy, occupational therapy, physical education and public health.

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

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

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. . (Applied Learning, Quantitative Fluency)
4. Describe procedures and/or statistical analyses for physiological assessments. (Quantitative Fluency)
5. Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
6. Demonstrate the ability to clearly communicate specialized knowledge. (Communication Fluency)

NAME:_____ **STUDENT ID #**_____

LOCAL ADDRESS AND PHONE NUMBER:_____

_____ ( ) _____

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

_____ 20_____
Signature of Advisor   Date

_____ 20_____
Signature of Department Head   Date

_____ 20_____
Signature of Registrar   Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher)
- 40 upper division credits (A minimum of 15 taken 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.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31semester 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, <u>you must use it to fulfill the major requirement</u> and make a different selection within the general education requirement.

Course No Title	Sem.hrs	Grade	Term

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

(ENGL 129, Honors English, may be substituted for ENGL 111 & ENGL 112.)

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

*3 credits apply to the General Ed requirements and additional credit(s) will apply to elective credit

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours) - PSYC 233 Human Growth and Development (suggested)*
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Natural Sciences (7 semester hours, one course must include a lab) – PHYS 111, 111L General Physics and Lab, PHYS 112, 112L General Physics and Lab (suggested)*
_____ ____ _____ ____ _____ _____
_____ ____ ___L _____ ____ _____ _____

*Although these are suggested courses for general education, these courses are required as prerequisites for the majority of graduate programs in physical therapy.

History (3 semester hours)
HIST   ____ _____ ____ _____ _____

Course No Title	Sem.hrs	Grade	Term

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

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Kinesiology (3 semester hours)
KINE 100 Health and Wellness	1	_____	_____
KINA 1____ _____	1	_____	_____
KINA 1____ _____	1	_____	_____

Applied Studies (3 semester hours)
_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (~~12~~ 17-20 **Semester Hours**)

STAT 200 Probability and Statistics	3	_____	_____
BIOL 209 Human Anatomy and Phys	3	_____	_____
BIOL 209L Human Anatomy & Phys Lab	1	_____	_____
CHEM 131 General Chemistry	4	_____	_____
CHEM 131L General Chemistry Lab	1	_____	_____
CHEM 132 General Chemistry	4	_____	_____
CHEM 132L General Chemistry Lab	1	_____	_____
KINE 265 First Aid & CPR/AED for the Health Care Provider OR Current Card	3	_____	_____

EXERCISE SCIENCE MAJOR REQUIREMENTS (~~59semester~~ 48-54 semester hours) Must pass all courses with a grade of "C" or higher.

~~CHEM 132 General Chemistry~~	~~4~~		
~~CHEM 132L General Chemistry Lab~~	~~1~~		
~~BIOL 409 Gross & Devel. Human Anatomy~~	~~2~~		
~~BIOL 409L Gross & Devel. Human Anat Lab~~	~~2~~		
~~BIOL 341 General Physiology~~	~~3~~		
~~BIOL 341L General Physiology Lab~~	~~1~~		
KINE 200 History and Phil of Sport & PE	3	_____	_____
KINE 213 Appl of Phy Fit & Ex Presc	3	_____	_____
KINE 234 Prevention & Care of Ath Inj	3	_____	_____
~~KINE 265 First Aid & CPR/AED for the Health Care Provider OR Current Card~~	~~3~~		
KINE 301 Health and Fitness Assessment	3	_____	_____
KINE 303 Ex Physiology	3	_____	_____
KINE 303L Ex Physiology Lab	1	_____	_____
KINE 309 Anatomical Kinesiology	3	_____	_____
KINE 370 Biomechanics	3	_____	_____
KINE 370L Biomechanics Lab	1	_____	_____
~~KINE 401 Org/Adm/Legal Cons of PE~~	~~3~~		
KINE 403 Advanced Strength and Conditioning **OR**	3	_____	_____
KINE 404 Clinical Exercise Physiology and Advanced Exercise Prescription	3	_____	_____
KINE 405 Sport Nutrition	3	_____	_____
KINE 415 Physical Activity & Aging	3	_____	_____
~~KINE 487 Structured Research~~	~~3~~		
KINE 494 Senior Seminar	1	_____	_____
KINE 499 Internship	3	_____	_____

~~**Electives** (12semester hours) (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.)~~

Select four courses from the list below. Courses listed with a lecture and lab are counted as one course. If you choose 200 level courses, make sure you choose 300 and above courses for electives to ensure having 40 hours of upper division courses for graduation.

BIOL 210 and 210L Human Anatomy and Physiology II (3) & (1)
BIOL 241 Pathophysiology (4)
BIOL 301 and 301L Genetics (3) & (1)
BIOL 341 and 341L General Physiology (3) & (1)
BIOL 409 and 490L Gross and Developmental Human Anatomy (2) & (2)
CHEM 311 and 311L Organic Chemistry (4) & (1)
CHEM 312 and 312L Organic Chemistry (4) & (1)
CHEM 315 and 315L Biochemistry (3) & (1)

KINE 401 Organization/Admin/Legal Considerations in PE & Sports (3)
KINE 403 Advanced Strength and Conditioning* (3)
KINE 404 Clinical Exer Phys & Adv Exer Prescriptions* (3)
KINE 410 Rehabilitative Exercises (3)
KINE 420 Therapeutic Modalities (3)
KINE 487 Structured Research (1-3)

PSYC 340 Abnormal Psychology (3)

*NOTE: Do not double count KINE 403/404 from the list of major requirements.

*MATH 113   College Algebra   1 _____   _____
_____   _____

Restricted Electives (12-16 semester hours):
_____ ____   _____   _____
_____ ____   _____   _____
          ____   _____
_____ ____   _____   _____
_____ ____   _____   _____
_____ ____   _____   _____
_____ ____
                    _____   ____   _____   _____

Suggested Electives (11-18 semester hours) All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours)
*MATH 113   College Algebra   1 _____ _____
_____

_____ _____ _____ _____
_____ _____
_____ _____ _____ _____
_____ _____
_____ _____

Graduate or Professional Schools in Exercise Science and Professional Schools in Medicine (MD), Physical Therapy (PT), Occupational Therapy (OT), and Physician Assistant (PA), and Chiropractic programs often have their own unique prerequisites that are not part of the exercise science major requirements. For example, two semesters of General Physics is are required for most graduate physical therapy programsMD, PT and Chiropratic programs. Because prerequisites vary significantly from school to school, students need to check specific requirements for schools where they are planning to apply for admission. Students need to check the prerequisites required for the specific schools for which they plan to apply for admission. The prerequisites could include any or all of the following: General Biology and Lab; General Physics I & II, Organic Chemistry; Biochemistry; Medical Terminology; Abnormal Psychology; Cell Biology; Trigonometry or Calculus; Microbiology; Pathophysiology
*MATH 113   College Algebra   1 _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____
_____   ____   _____   _____   _____

General Recommendations for Exercise Science Masters Programs:

Exercise Physiology:
BIOL 409, 409L Gross and Developmental Human Anatomy
CHEM 311, 311L, 312, 312L Organic Chemistry
KINE 487 Structured Research

Biomechanics:
BIOL 409, 409L Gross and Developmental Human Anatomy
PHYS 111, 111L, 112, 112L General Physics
MATH 151 Calculus I
KINE 487 Structured Research

General Recommendations for Graduate Professional Programs:

Medicine:
CHEM 311, 311L, 312, 312L Organic Chemistry
PHYS 111, 111L, 112, 112L General Physics
MATH 151 Calculus I
SOCO 260 General Sociology

Physician's Assistant:
BIOL 301, 301L Principles of Genetics
CHEM 311, 311L, 312, 312L Organic Chemistry
KINE 499 Internship
Lab-based Biology course
Additional Psychology course
Various Humanities courses

Physical Therapy:
BIOL 341, 341L General Physiology
BIOL 409, 409L Gross and Developmental Human Anatomy
PHYS 111, 111L, 112, 112L General Physics
PSYC 233 Human Growth and Development
PSYC 310 Child Psychology or PSYC 340 Abnormal Psychology

KINE 499 Internship

Occupational Therapy:
BIOL 409, 409L Gross and Developmental Human Anatomy
PHYS 111, 111L General Physics
PSYC 233 Human Growth and Development
PSYC 340 Abnormal Psychology
KINE 499 Internship

Sociology and/or Anthropology courses
Medical Terminology

Chiropractic:
CHEM 311, 311L, 312, 312L Organic Chemistry
PHYS 111, 111L, 112, 112L General Physics
Social Science and Humanities courses

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN EXERCISE SCIENCE

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	1	KINE 213	Appl of Phys Fitness and Ex Presc	3
KINE 200	History and Phil of Sport and PE	3	Gen Ed	Soc & Beh Science	3
KINA 1XX	Activity	1		**OR**	
PHYS 111	Gen Physics (Suggested) and	4	PSYC 233	Human Growth and Development	3
PHYS 111L	Gen Physics Lab	1	Gen Ed	History	3
	OR		PHYS 112	Gen Physics (Suggested) and	4
Gen Ed	Nat Science and	3	PHYS 112L	Gen Physics Lab	1
Gen Ed	Nat Science Lab	1		**OR**	
MATH 113	College Algebra	4	Gen Ed	Nat Science and	3
		16-17	Gen Ed	Nat Science Lab	1
					16-17

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 234	Prevention & Care of Ath Injuries	3	KINE 301	Health and Fitness Assessment	3
BIOL 209	Human Anatomy	3	Gen Ed	Soc & Beh Science	3
BIOL 209L	Human Anatomy Lab	1	Gen Ed	Humanities	3
STAT 200	Probability and Statistics	3	Gen Ed	Fine Arts	3
CHEM 131	General Chemistry	4	KINE 265	First Aid & CPR/AED for the	
CHEM 131L	General Chemistry Lab	1		Health Care Provider OR	
				Current Card	3
		15	CHEM 132	General Chemistry	4
			CHEM 132L	General Chemistry Lab	1
					14-1

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 301	Hlth & Fitness Assessment	3	KINE 265	First Aid and CPR/AED for the Health Care	
KINE 303	Exercise Physiology	3		Provider	3
KINE 303L	Exercise Physiology Lab	1		* OR Current Card	
KINE 309	Anatomical Kinesiology	3	KINE 415	Physical Activity & Aging	3
Restricted Elective Choice		3-5	KINE 370	Biomechanics	3
KINE 401	Org/Ad/Legal of PE/Sport	3	KINE 370L	Biomechanics Lab	1
KINA 1XX	Activity	1	BIOL 341	General Physiology	3
Gen Ed	Soc & Beh Science	2	BIOL 341L	General Physiology Lab	1
Electives		3	KINA XXX	Activity	1
		14-15 17	Restricted Elective Choice		3-5
			Gen Ed	Applied Studies	3
					17 14-1
					15-17

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 409	Gross & Devel. Human Anatomy	2			
BIOL 409L	Gross & Devel. Human Anat Lab	2	KINE 404	Clinical Ex Phys and Adv Ex Prescript	3
KINE 403	Advanced Strength & Cond	3		(If not planning on taking KINE 403)	
	(If not planning on taking KINE 404)		KINE 487	Structured Research	3
KINE 405	Sports Nutrition	3	KINE 494	Senior Seminar	1
Restricted Elective Choice		3-5	KINE 499	Internship	3
Electives		6	Restricted Elective Choice		3-5
		13-16	Electives		3-6
					13-16-18

Bachelor of Science: Exercise Science
Posted June 2014

POLICIES:

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

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

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

DEPARTMENT NAME: **Kinesiology**
     If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **BS**   Program/degree Name: **Sport Management**
                                     Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
   (1) Employer need/demand as demonstrated by evidence such as:
      (a) identification of several potential employers of program graduates;
      (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
      (c) surveys made by external agencies;
      (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
   (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
   (1) Rationale for program to be in the PTO category.
   (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
   (3) Rationale for the program to exceed 60 credit hours, if applicable.
   (4) Rationale for prescribing General Education courses, if applicable.

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

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
      If change to program name, enter new name:
      If change to the concentration/emphasis, enter:
      Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **248-1715**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

COLORADO MESA
U N I V E R S I T Y

About This Major . . .

The Bachelor of Science in Sport Management prepares students to enter the world of sport business or pursue a graduate degree. The Sport Management degree provides an overview of the history and role of sport in society, and covers topics such as leadership and ethics, governance and communication, and legal considerations in sport operations. Students will also obtain business administration skills through courses in accounting, marketing, economics, and business information technology.

Opportunities for college graduates with sport management education and experience are very diverse and challenging. As sport has evolved into an integral part of the American culture, the operations of sports programs have become more sophisticated and complex. With an understanding of the intricacies of sport activities and knowledge of effective business practices, graduates will be prepared to oversee sport programs and facilities. Sport Management positions are found in a variety of settings including schools, colleges, and universities, public and private agencies, government, and the military.

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. Critically evaluate the historical, socio-cultural, and philosophical aspects of sport. (Quantitative Fluency)
2. Apply fundamental concepts of management, administration, marketing, finance, and economics to sport organizations. (Applied Learning)
3. Construct codes of personal ethics and apply professional codes of ethics to a sport setting. (Critical Thinking)
4. Apply skill in interpersonal and organizational communication, to the mass media, in both print and electronic medium. (Communication Fluency)
5. Explain the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law and collective bargaining. (Critical Thinking)
6. Articulate the implications of the various agencies that govern sport at the professional, collegiate, high school, and amateur levels. (Specialized Knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____   _____20_____
Signature of Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No Title	Sem.hrs	Grade	Term/Trns

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

Math: MATH 113 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 113   College Algebra   4*   _____ _____
*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

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

History (3 semester hours)
HIST   ____ _____ ____ _____ _____

Course No Title	Sem.hrs	Grade	Term/Trns

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

OTHER LOWER DIVISION REQUIRMENTS (6 semester hours)
Kinesiology (3 semester hours)
KINE 100   Health and Wellness   1   _____ _____
KINA 1____ _____   1   _____ _____
KINA 1____ _____   1   _____ _____

Applied Studies (3 semester hours)
_____ ____ _____ ____ _____ _____

FOUNDATION COURSES (~~6~~ 9 semester hours)
MARK 231   Principles of Marketing   3   _____ _____
MANG 201   Principles of Management   3   _____ _____
ACCT 201 Principles of Fin Acctg 3

SPORT MANAGEMENT MAJOR REQUIREMENTS
(~~55 semester~~ 52 semester hours) A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.

Required Courses (~~55 semester~~ 52 semester hours)
CISB 101   Business Info Technology   3   _____ _____
~~ACCT 201   Principles of Financial Accounting   3   _____ _____~~
ECON 201   Principles of Macroeconomics   3   _____ _____
ECON 202   Principles of Microeconomics   3   _____ _____
KINE 200   History & Philosophy of Sport & Physical Education   3   _____ _____
KINE 205   Intro to Sport Management   3   _____ _____
KINE 335   Sport in Society   3   _____ _____
KINE 340   Sport Operations   3   _____ _____
KINE 350   Leadership and Ethics in Sport   3   _____ _____
KINE 342   Sport Law & Risk Management   3   _____ _____
KINE 345   Survey of Economics and Finance in Sport   3   _____ _____
KINE 401   Org. Ad./Legal Considerations in PE and Sport **OR**   3   _____ _____
MARK 335 Sales and Sales Mgmt 3
KINE 402   Sport Marketing   3   _____ _____
KINE 406   Governance and Communication in Sport   3   _____ _____
KINE 494A   Sport Mgmt Senior Seminar   1   _____ _____
KINE 499   Internship   12   _____ _____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours. (22 semester hours; 3 additional upper division hours are needed.)
*MATH 113   College Algebra   1   _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SPORT MANAGEMENT

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
KINE 100	Health & Wellness	1	CISB 101	Business Information Technology	3
KINE 200	History & Phil. of Sport & PE	3	MATH 113	College Algebra	4
KINE 205	Introduction to Sport Management	3	General Education	Humanities	3
General Education	Soc./Behavioral Science	3	General Education	Applied Studies	3
General Education	History	3			16
		16			

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
General Education	Soc/Beh Science	3	MARK 231	Principles of Marketing	3
General Education	Fine Arts	3	MANG 201	Principles of Management	3
General Education	Nat. Science	3	General Education	Nat. Sci. with Lab	4
KINA	Activity	1	ELECTIVES		3
~~ELECTIVES~~ ACCT 201 Principles of Financial Acctg		3			16
		16			

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
~~ACCT 201~~	~~Principles of Financial Accounting~~	~~3~~	KINE 335	Sport in Society	3
KINE 342	Sport Law and Risk Management	3	KINE 340	Sport Operations	3
KINE 345	Survey of Econ. & Finance in Sport	3	KINE 350	Leadership & Ethics in Sport	3
Electives		~~6~~9	KINE 402	Sport Marketing	3
		15	Electives		3
					15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
MARK 335	Sales and Sales Mgmt **OR**	3	KINE 499	Internship	12
KINE 401	Org./Admin./Legal Consid. in P.E.	3			12
KINE 406	Governance & Communication in Sport	3			
KINE 494A	Sport Mgmt Senior Seminar	1			
KINA	Activity	1			
Electives		6			
		14			

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

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

DEPARTMENT NAME: **Kinesiology**
　　　　If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor**　　　　Program/degree Name: **Sport Management**
　　　　　　　　　　　　　　　　　　　　　Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future
        workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for
        graduates of the proposed programs, signed by individual in a senior position of authority.
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what
    is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized
    accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
      If change to program name, enter new name:
      If change to the concentration/emphasis, enter:
      Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **248-1715**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

COLORADO MESA
U N I V E R S I T Y

About This Minor . . .

The minor in Sport Management provides a strong platform for students to combine their interests in business with the business of sports. Students will explore subject areas which include: principles of management, organization/administration/legal considerations, marketing, governance and communication, sport law and risk management, leadership, and ethics. This minor could complement business or mass communications majors.

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

NAME: _____   **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____   (_____) _____

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

_____   _____20_____
Signature of Sport and Fitness Management Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Degree Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- 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/Trns
REQUIRED COURSES (24 semester hours)				
MARK 231	Principles of Marketing	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
KINE 205	Intro to Sport Management	3	_____	_____
KINE 350	Leadership & Ethics in Sport	3	_____	_____
KINE 342	Sport Law & Risk Management	3	_____	_____
KINE 340	Sport Operations **OR**	3		
KINE 401	Organization/Adminstration/ Legal Considerations in PE & Sports	3		
~~KINE 401~~	~~Organization/Administration/ Legal Considerations in P.E. & Sports~~	~~3~~	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
KINE/MARK 402	Sport Marketing	3	_____	_____
KINE 406	Governance & Communication in Sport	3	_____	_____

~~Student must have current First Aid/CPR or take one of the following:~~
~~Current CPR Card?   Yes / No   (If yes, provide a copy of the card.)~~
~~Or take one of the following: KINE 265 or KINE 250~~
~~KINE _____ _____   3   _____ _____~~

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

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

DEPARTMENT NAME: **Kinesiology**
      If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **CERT**   Program/degree Name: **Personal Training**
                                      Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future
        workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for
        graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what
    is the student population served by program implementation?"

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.

(6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

N/A

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

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

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

Required information for a program modification:
      If change to program name, enter new name:
      If change to the concentration/emphasis, enter:
      Is there a revision to the program sheet? **Yes**

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Cordova**   Date: **10/29/2014**
Email: **jcordova@coloradomesa.edu**   Phone: **248-1715**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jeremy Hawkins**   Date: **10/29/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jill Cordova**   Date: **10/29/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

![Colorado Mesa University logo]

2014-2015 2015-2016 PETITION/PROGRAM SHEET
Award: Professional Certificate
Program of Study: Personal Training

About This Certificate . . .

Students enrolled in the Personal Training certificate program should have a strong interest in fitness, health promotion, and personal training. Students will engage in practical experiences that will help them with the possibility of a future career in personal training. Students will explore subject areas that include: anatomy, physiology, kinesiology, nutrition, applications of physical fitness, and exercise physiology. This program is designed to provide the student with the knowledge required to pass national certification examinations such as the National Strength and Conditioning Association – Certified Personal Trainer (MSCA-CPT), the American Academy of Sports Medicine Certified Personal Trainer (ACSM-CPT), and the National Academy of Sports Medicine Certified Personal Trainer (NASM-CPT) or Performance Enhancement Specialist (NASM-PES).

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

1. Evaluate the functions of the individual body systems.
2. Identify risk factors associated with chronic disease.
3. Identify exercise cautions and other safety concerns.
4. Describe procedures for physiological assessments.
5. Demonstrate the ability to clearly communicate specialized knowledge.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____   _____ 20_____
Signature of Advisor   Date

_____   _____ 20_____
Signature of the Department Head   Date

_____   _____ 20_____
Signature of Registrar   Date

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

Certificate Requirements:
▪ 2.00 cumulative GPA or higher in the certificate is required

![Colorado Mesa University logo]

About This Certificate . . .

Students enrolled in the Personal Training certificate program should have a strong interest in fitness, health promotion, and personal training. Students will engage in practical experiences that will help them with the possibility of a future career in personal training. Students will explore subject areas that include: anatomy, physiology, kinesiology, nutrition, applications of physical fitness, and exercise physiology. This program is designed to provide the student with the knowledge required to pass national certification examinations such as the National Strength and Conditioning Association – Certified Personal Trainer (MSCA-CPT), the American Academy of Sports Medicine Certified Personal Trainer (ACSM-CPT), and the National Academy of Sports Medicine Certified Personal Trainer (NASM-CPT) or Performance Enhancement Specialist (NASM-PES).

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1. Evaluate the functions of the individual body systems.
2. Identify risk factors associated with chronic disease.
3. Identify exercise cautions and other safety concerns.
4. Describe procedures for physiological assessments.
5. Demonstrate the ability to clearly communicate specialized knowledge.

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____   _____ 20_____
Signature of Advisor   Date

_____   _____ 20_____
Signature of the Department Head   Date

_____   _____ 20_____
Signature of Registrar   Date

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

Certificate Requirements:
▪ 2.00 cumulative GPA or higher in the certificate is required

Professional Certificate: Personal Training
Posted June 2014

- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- At least 33 percent of the credit hours required for the certificate must be in courses numbered 300 or above.
- CPR/First Aid Certification is a graduation requirement for this certificate.
- 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.

PROFESSIONAL CERTIFICATE: PERSONAL TRAINING
(~~29~~ 32 semester hours) Must pass all courses with a C or higher

Course No		Title	Sem Hrs	Grade	Term/Trns	Course No.		Title	Sem Hrs	Grade	Term/Trns
BIOL	209	Human Anat & Physiology	3			KINE	301	Health & Fitness Assessment	3		
BIOL	209L	Human Anat & Physiology Lab	1			KINE	303	Physiology of Exercise	3		
KINA	128	Int. Weight Training	1			KINE	303 L	Physiology of Exercise Lab	1		
KINE	213	Applications of Physical Fitness & Exercise Pres	3			KINE	309	Anatomical Kinesiology	3		
KINE	234	Prevention & Care of Athletic Injuries	3			KINE	403	Adv. Strength & Conditioning	3		
KINE	297	Practicum	2			KINE	405	Sports Nutrition	3		
						KINE	310	Methods of Exercise Instruction	3		

POLICIES:

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

COLORADO MESA
U N I V E R S I T Y

Intra-Departmental Curriculum Change Memo

Department Name: Computer Science, Mathematics and Statistics

Curriculum changes not listed below cannot be submitted on this form.

Use a separate form for each category of change.

Intention	Yes	No	Required information for course modification (provide in the text boxes in this column)
Establish an experimental (i.e., topics) course.	☐	☒	Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)
Modify a course prerequisite within the same department.	☒	☐	Course prefix, number, title and lists of old and new prerequisites. MATH 253 Calculus III. Old prerequisite is MATH 152 Calculus II. New prerequisite is MATH 152 Calculus II or MATH 136 Engineering Calculus II.
Modify a course co-requisite within the same department.	☐	☒	Course prefix, number, title and lists of old and new co-requisites.
Modify a course title.	☐	☒	Course prefix, number, old title and new title.
Modify a course catalog description.	☐	☒	Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)
Establish a cross-listed course within the same department.	☐	☒	Course prefix, number, and catalog description for the existing and the dual listed course. (New and modified course descriptions must be approved first by Course Description Evaluator.)

Intention	Yes	No	Required information for program modification (submit marked up program sheet)
Modify list of recommended electives in a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify sequencing of courses within a program.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify name of an emphasis, cognate, track, or concentration.	☐	☒	Current year's program sheet marked up with proposed changes.
Modify a program that	☐	☒	Current year's program sheet marked up with proposed changes
a. does not alter faculty, space, library, lab or other resource requirements, AND b. does not alter any program student learning outcomes, AND c. does not affect any other department, AND d. does not alter student admission or graduation requirements, AND e.　does not adversely affect student progress through the program, AND			

f.   does not create any hidden prerequisites.

Intention	Yes	No	Required information for program deletion, deactivation or reactivation (enter in text box below this table)
Delete a program.	☐	☒	Justification and course teach-out plan.
Deactivate a program.	☐	☒	Justification and course teach-out plan.
Reactivate a program.	☐	☒	Justification and course teach-out plan.

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

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

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

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

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Phil Gustafson**   Date:
10/29/2014
Email: pgustafs@coloradomesa.edu   Phone: x1176

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Lisa Driskell**   Date: **11/4/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Lori Payne**   Date: **11/04/14**

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

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

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

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

DEPARTMENT NAME: **Theatre Arts**

      If new department, please enter name:

Proposal Type: **New Program**

PROGRAM: Degree type: **BA**   Program/degree Name: **BA Theatre Arts**
                                           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.

1 and 2) Program Student Learning Outcomes (*linkage with institutional SLOs are italicized)*: 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)*

3) See Attachment 1 Curriculum Map

4) See Attachment 2 Planned Assessments

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

Students currently must choose a major that concentrates on one of four aspects of professional theatre performance – acting/directing, dance, design/technology, or musical theatre. The proposed program's primary goal is to encourage general theatre studies for students who may be interested in theatrical careers outside of performance, such as producing, arts administration, teaching, dramaturgy, and playwriting. The goal harmonizes with the CMU role and mission:

> Legislative Mission excerpt: "Colorado Mesa University shall also serve as a regional education provider." There are currently no BA-Theatre Arts programs within 150-miles drive of Grand Junction, so the addition of such a program would allow students interested in studying theatre to stay closer to home.

> Institutional Mission excerpt: "Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students…" This program would draw a broader spectrum of theatre students interested in a variety of non-performance careers.

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

This BA allows students who have a broad interest in theatre and dance to receive a degree nourishing those interests. Taking core courses that expand over all genres of theatre and dance meet the needs of those who do not necessarily want to narrow down to one specific area of study. For example, when they take history courses, the student decides whether they focus on theatre, dance or musical theatre. When looking at practicum courses, they may choose between theatre, dance, technical theatre and play production options and can continue to pursue that area or vary each semester. From onstage to backstage, from history to career preparation, these students will receive a wealth of information equipping them with the tools they need for a successful future in theatre arts.

- With around 130 majors, the department is large enough to produce an intensive performance schedule consisting of nearly 30 offerings per year, yet small enough for faculty members to devote their energies to the development of each student.

- The program offers a balanced approach that emphasizes the development of the young artist and promotes real-world experiences leading to careers in the theatre. Each semester, students receive additional training by guest artists from around the world from various backgrounds and areas of study.

- Graduates of Colorado Mesa University's programs can feel confident that they are prepared for success, whether in the pursuit of advanced academic training, entering the profession or creating their own companies.

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

The Bachelor of Arts in Theatre was designed using NAST (National Association of Schools of Theatre) guidelines for a Liberal Arts Degree in Theatre as well as Colorado Mesa University polices for curriculum structure, length and content. See NAST information below:
> **1. Standard.** Curricular structure, content, and time requirements shall enable students to develop a range of knowledge, skills, and competencies expected of those holding a liberal arts degree in theatre.
> **2. Guidelines**
>> a. Curricula to accomplish this purpose normally adhere to the following structural guidelines: Requirements in general studies comprise 50-70% of the total program; theatre, 20-25%; performance and theatre electives, 10-20%. Theatre studies, performance, and theatre electives normally total between 30% and 45% of the total curriculum.

There are no plans to seek accreditation at this time.

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

None

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future
        workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for
        graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what
    is the student population served by program implementation?"

(1) Employer need/demand
        (a) Primary employers for the graduates of this degree are arts non-profits. Current data from the Colorado
Creative Industries indicates that more than 75 arts non-profits work on the Western slope. These range in size from
organizations with only one full-time administrator and budgets under 200K to large organizations like the Telluride Film
Festival with budgets over $5million.
        (b) The U.S. Dept. of Labor expects the need for Arts Administrators to grow 3-6% in the next 8 years. (2011
        Handbook)

(2)   Student demand
        Of primary concern in the creation of the B.A. are the number of students who enter our defined concentrations
        only to find out they will not be able to succeed. Currently, for example, those students who realize that they will
        never be actors but still want to have a career in the theatre in areas such as administration, promotion, audience
        management, education, or development would need to transfer away from CMU in order to pursue their
        education. This degree will allow for much greater retention of current students as well as recruitment of new
        students.   Anecdotally, on a recent recruiting trip to a large high school theatre conference, 30% of the students
        who submitted interest cards to CMU were interested in areas that were most suited to a general B.A. degree.

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

.
        The proposed Theatre Arts BA program at CMU differs from the existing BA in its more generalized, "across the
board" offerings. No other existing programs are offered on campus. At present, three of the four Theatre Arts
concentrations (Music Theatre, Acting/Directing and Dance) have evolved to BFA status. The Design / Technology
concentration, while lacking faculty and courses to complete the transition to a BFA at this time, still offers a highly
focused degree experience.
        Geographically, the two closest comparable degrees are offered by University of Northern Colorado (300 miles) in
their newly formed Theatre Studies BA and UC Boulder's BA Theatre (250 miles). While comparable, neither degree has
the breadth or flexibility of CMU's proposed degree, making it an attractive option for those who wish to pursue a
generalist degree while remaining on the Western Slope.

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as

demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;

No new courses will be added. The curriculum is spelled out on the program sheet. It is duplicated here:

Foundation Courses (27 semester hours)

Foreign Language	6
THEA 130 Script Analysis	3
THEA 153 Acting I	3
THEA 243 Theatre Practice: Scene Construction	3
THEA 260 Costume Construction I	3
MANG 201 Principles of Management	3
MARK 231 Principles of Marketing	3
THEA 141 Theatre Appreciation	3

      Or

DANC 115 Dance Appreciation

      Or

FINE101 The Living Arts

Practice (Select 8 semester hours)

Drama Performance: THEA 147, 148, 247, 248, 347, 348, 447, 448	8
Dance Performance: DANC 156, 256, 356, 456	
Tech Performance: THEA 119, 120, 219, 220, 319, 320, 419, 420	
Play Production: THEA 117, 118, 217, 218, 317, 318, 417, 418	

History (6 semester hours)

THEA 331 Theatre History I	6
THEA 332 Theatre History II	
DANC 315 History and Philosophy of Dance I	
DANC 316 History and Philosophy of Dance II	
THEA 341 Musical Theatre History and Literature	

Career Preparation (3 semester hours)

THEA 401 Career Preparation	3

Capstone (3 semester Hours)

THEA 494 Acting/Directing and MT Capstone	3

Theatre/Dance Electives (9 semester hours)

(Select 9 cr Hrs from THEA/DANC/SPCH courses)	9

TOTAL CREDIT HOURS   **56**

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

While the department is currently involved in 3 tenure-track faculty searches, they are to fill existing positions. No additional faculty lines will be needed.

Paula Casey - B.S. in Speech Communication, Post-Degree in Secondary Education, M.A. in English/Rhetoric, Northern Arizona University

David Cox – B.A. Theatre Arts Mesa State College, MFA Theatre University of Utah, Member United Scenic Artists (local 826) and IATSE

Jeremy Franklin – B.M. Ouachita Baptist University, member NATS

Megan Glynn – B.A. Dance Chapman University, MFA Dance University of California, Irvine

Jeanine Howe – B.FA. Performance Otterbein College, MFA Directing Carnegie-Mellon University

Michael Moran – M.B.A. Mesa State College

Rick Moritz – B.A. History/Geography Metropolitan State College – Denver, M.A. Communication University of Colorado Denver

Timothy Pinnow – B.A. Musical Theatre and Psychology, Luther College, M.F.A. Theatre Performance University of Florida

Ann Sanders – Professor Emeritus, Dance

Jill Van Brussel – B.S. Biopsychology University of California, Santa Barbara, M.A. Theatre Bowling Green State University, M.F.A. Costume Design Purdue University

Sue Woodworth – B.A. Mass Communications and M.S. Speech Communications, Fort Hays University

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

No additional resources will be required.

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

Delivery mode will be on-site instruction.

m. For Professional, Technical or Other Programs, the justification must include:
   (1) Rationale for program to be in the PTO category.
   (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
   (3) Rationale for the program to exceed 60 credit hours, if applicable.
   (4) Rationale for prescribing General Education courses, if applicable.
   (5) Rationale for prescribing Applied Studies courses, if applicable.
   (6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

NA

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

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

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

Required information for a program modification:
   If change to program name, enter new name: **NA**
   If change to the concentration/emphasis, enter: **NA**

Is there a revision to the program sheet?

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

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

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

PROPOSED AND PREPARED BY:
Name: **Jill Van Brussel**   Date: **11/19/2014**
Email: **jvanbrussel@coloradomesa.edu**   Phone: **970 248-1307**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jill Van Brussel**   Date: **11-19-2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Timothy D Pinnow**   Date: **11/19/14**

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

For Graduate Curriculum Committee: submit this form to the GCC Chair.
For Undergraduate Curriculum Committee: submit this form to Academic Affairs via email at UCC_Chair@coloradomesa.edu.
For WCCC Curriculum Committee: submit this form to the WCCC CC Chair.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: __Theatre Arts: General Theatre Concentration__

Degree Title   ___BA. Theatre Arts__

Name of Institution: ____Colorado Mesa University_____

DEFINITIONS:
>   Academic year is the period beginning July 1 and concluding June 30.
>
>   Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.
>
>   FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.
>
>   Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:
>   To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.
>
>   To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.
>
>   The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	15	30	40	50	50	50
1-b	Out-of-State Headcount	5	7	10	15	15	15
2	Program Headcount	20	37	50	65	65	65
3-a	In-state FTE	225	450	600	750	750	750
3-b	Out-of-State FTE	45	105	150	225	225	225
4	Program FTE	9	18.5	25	32.5	32.5	32.5
5	Program Graduates	0	2	5	10	10	10

_____   _____
Signature of Governing Board Officer   Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: __Theatre Arts: General Theatre Concentration

Name of Institution: ____Colorado Mesa University_____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____
Governing Board Capital Construction Officer   Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom		7000						
Instructional Lab		15300(Theatres and shops)	No	New	Needs			
Offices		500						
Study		0						
Special/ General Use		1200						
Other								
TOTAL		24000						

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____
Governing Board Capital Construction Officer   Date

Approved Policy   I-B-10   June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.	NO	New	Resources	Needed	
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____   _____   _____

Signature of Governing Board Financial Officer   Title   Date

Approved Policy   I-B-12   June 5, 2003

ATTACHMENT 1: Curriculum Mapping

Courses	Objectives				
	Communicate	Create	Collaboration	Disc. knowledge	
DANC 115	R,U,AN,E			R,U,AP,AN	
DANC X56,X57	AN,E	R,U,AP,C Assessment Item B	R,U,AP,C Assessment Item B	AP	
DANC1XX, 2XX, 3XX, 4XX (technique)	R,U,AP,AN,E	R,U,AP,AN,C	R,U,AP,C	R,U,AP,E	
DANC 315/316	R,U,AP,AN,E	R,U,AP,AN,E		R,U,AP,AN,E	**Bloom (rev).**
DANC 328	R,U,AP,AN,E			R,U,AP,AN,E	R Remember
DANC 355	R,U,AP,AN,E	R,U,AP,AN,E	R,U,AP,AN,E	AP,AN,E	U Understand
DANC 255	R,U,AP,AN,E	R,U,AP,AN,E	R,U,AP,AN,E	AP,AN,E	AP Apply
DANC 494	R,U,AP,AN,E	R,U,AP,AN,E		AP,AN,E	AN Analyze
FINE 101	R,U,AN,E			R,U,AP,AN	E Evaluate
SPCH 101	R,U,AP	AP	AP, AN	U,AP	C Create
SPCH 102	R,U,AP,C	AP	C	U, C	
SPCH 112	R,U,AP			U, R, AP	
SPCH 203	R,U,AP	C	AN	U, E	
SPCH 304	R,U,AP	AP	AN	U, E	
SPCH 305	R,U,AP	AP	AN	U,E	
SPCH 306	R,U,AP	AP	AN	U,E	
SPCH 308	R,U,AP,C	AP, AN, E	AP	R, U, AP	
THEA X17, X18	**E,AP**	**AN,E,C**	**R,U,AP**	**R,U,AP**	
THEA X19, X20	U, AP	AN,AN Assessment Item B	AP Assessment Item B	AP	
THEA 130		C,AN,AP	C,AN,AP		
THEA 141	R,AN,E	R,U,C,E	AN,C	R,AN,AP	

THEA 142	R,AN,E	U,AP	E,AN	U,C,AP
THEA 143	U,E	AP,AN	E,U	AP,C,AN
THEA 145	R.U,E	AP,AN	E	R,U,E
THEA X47, X48	R, AP, AN, C	AP,C Assessment Item B	U, AP, AN,C Assessment Item B	R, U, AP, C
THEA 153	R,U,AP	U,C	U,AP	R,AN,E Assessment Item C
THEA 154	R,E,AP	U,AN,C	E,AP,C	R,U,E
THEA 243	U	AN,C	U	RU
THEA 244	U	AN,C	AP	R,U,E
THEA 253	C	C,AP	AN	C,AP,E
THEA 254	R,U,AP	U, AN, C	U, AP	R, U, AP, C
THEA 255		AP,AN,C		R,U,AP
THEA 260	U,R	AN,E	U,AP	C,E,AP
THEA 322	R,U,AP	AP,C	AP,C	AP,AM,E,C
THEA 331/332	U,AN,E	AN		R,U,AN,E
THEA 341	R,U,AP			AN,C
THEA 343	U,AP	AN,C,E	U	R,U,AN
THEA 344	U,AP	AN,C,E	U,AP	R,U,AN
THEA 353	U,AN,AP,C	AN,C,E	R,AP,E	R,U,AN,E
THEA 354	U,AN,AP,C	AN,C,E	R,E,AP	R,U,AP,E
THEA 355		U, AP, E, C	U, AP, C	
THEA 360	U,R,	AN,E	U,AP	C,E,AP
THEA 376	U,R,AN	R,UN,E,C	U,AP,E	R,U,AN,E
THEA 380		C,AN,AP		C,AN,AP
THEA 381	R,U,AP,AN,E,C	U,AP,AN,C	U,AP,E,C	R,U,AP,AN,E,C
THEA 382	R,U,AP,AN,E,C	U,AP,AN,C	U,AP,E,C	R,U,AP,AN,E,C
THEA 401		C,AP,AN		C,AP,AN
THEA 403	R,U,AN	R,AN	AP,C	R,U,AN

THEA 411	**U**	**C,AP,AN**		**C,R,U,E**
THEA 412	**U**	**C,AP,AN**		**C,R,U,E**
THEA 445/446	**U,AP** Assessment Item A/C	**U,AN,AP,E,C**	**U,AP,E**	**R,U,AN,AP**
THEA 453	**U,AN,AP,E**	**U,AP,C,E**	**U,AP,E**	**U,AP,AN,C,E**
THEA 454	**R,U,AN,E**	**U,AP,AN,C**	**U,AN,E**	**R,U,AP,AN,C**
THEA 459		**C,AP,AN**		**C,R,U,E**
THEA 494	**U, AP,AN,C** Assessment Item A/C	**AP,E, C**	**E, C**	**AP,E, C**

Educational Strategies [outcome is Developing(D) or Advanced(A)]	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
...urses (A)	**What:** Rubric graded by all faculty **How:** jury of the faculty during senior weekend in spring semester	**Who:** Jeremy Franklin **When:** Year 4 of cycle	Will be set following first data collection	**Results:** **Key Findings:** **Conclusions:**	**Action:** **Re-evaluation Date:**
...urses (B) ...urses (A)	**What:** Rubric comparing performance ability or technical ability judged by instructor other than course instructor **How:** Students will be scored as freshman in practicum and acting I course and again in the capstone courses	**Who:** Jill Van Brussel **When:** Year 3 of cycle	Will be set following first data collection	**Results:** **Key Findings:** **Conclusions:**	**Action:** **Re-evaluation Date:**
...mance, ...mance, ...formance, ...D,A)	**What:** Student performance rubric **How:** Scored for all students taking the production credit during a post-mortem of the production.	**Who:** Jeanine Howe **When:** Year 2 of cycle	Will be set following first data collection	**Results:** see attached **Key Findings:** **Conclusions:**	**Action:** In looking at the results, we were most concerned with the drop in the teamwork score from the freshman to sophomore year. As this data was all obtained in our courses connected with our performance season, we've decided to institute electing a student leader in each of our productions. That student, elected by the students, will function as a peer leader among the students and as an intermediary between the students and the faculty. This will also mirror the procedures used in professional theaters. **Re-evaluation Date:** S18
...urses in ...tration	**What:** faculty jury **How:** rubric scored by jury	**Who:** Jeremy Franklin **When:** Year 1 of cycle.	Will be set following first data collection. Data from	**Results:** see attached **Key Findings:** Dance and	**Action:** None taken at this time

			whether this issue was specific group of students or pervasive across all students	

Indiana State University Assessment Plans

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) or a more broad-based Bachelor of Arts: Theatre Arts and acquire a sound understanding of the performing arts in state-of-the-art facilities.

The Bachelor of Arts' primary goal is to encourage general theatre studies for students who may be interested in theatrical careers outside of performance or design/technology, such as producing, arts administration, teaching, dramaturgy, and playwriting. Beginning with the first semester, students follow a curriculum that offers a grounding in the fundamentals while allowing the flexibility to focus or move between dance, theatre, musical theatre or design/technical theatre options.

Colorado Mesa is strategically located at the hub of a circle of important entertainment centers such as Aspen, Telluride, Moab, and Park City, Utah. There are regional theatres of international repute within driving distance, such as the Utah Shakespeare Festival, the Denver Center for the Performing Arts, and the Colorado Shakespeare Festival. There is a thriving theatrical scene in Grand Junction that offers opportunities for summer employment, including CMUs own Mesa Repertory Theatre. At Colorado Mesa, we are committed to the philosophy of training theatrical entrepreneurs. We offer low teacher-to-student ratios so that personal attention and mentoring are possible. Our many graduates in the industry have informed us that Colorado Mesa´s approach was invaluable. For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

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

1. Communicate verbally contemporary and enduring concepts concerning Human Culture through participation and/or observation of the performing arts and speech. (Specialized Knowledge/ Communication
2. Communicate non-verbally contemporary and enduring concepts concerning Human Culture through participation and/or observation of the performing arts and speech. (Specialized Knowledge/ Communication)
3. Create progressively more challenging projects through the use of intellectual and/or practical skills. (Applied Learning)
4. Demonstrate teamwork and problem solving skills through collaboration and cooperation on creative projects. (Critical Thinking)
5. Demonstrate the knowledge, skills, and versatility of the discipline from conceptualization to application. (Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ **(   )** _____

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

_____   _____20_____
Signature of Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No Title   Sem.hrs Grade Term/Trns

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

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 1___ _____ ____ _____ _____

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

Natural Sciences (7 semester hours, one course must include a lab)
Course No   Title   Sem.hrs   Grade Term/Trns

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 _____ ____ _____ _____

FOUNDATION COURSES (27 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   _____ _____
MANG 201   Principles of Management   3   _____ _____
MARK 231   Principles of Marketing   3   _____ _____
THEA 141   Theatre Appreciation
                    Or
DANC 115   Dance Appreciation
                    Or
FINE101   The Living Arts   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   _____ _____

HISTORY (6 Semester Hours) from the following options:

THEA 331 Theatre History I
THEA 332 Theatre History II
DANC 315 History and Philosophy of Dance I
DANC 316 History and Philosophy of Dance II
THEA 341 Musical Theatre History and Literature
_____ ____ _____ 3   _____ _____
_____ ____ _____ 3   _____ _____

PRACTICE (8 Semester Hours) from the following options:

THEA 147, 148, 247, 248, 347, 348, 447, 448   Drama Performance
DANC 156, 256, 356, 456   Dance Performance:
THEA 119, 120, 219, 220, 319, 320, 419, 420   Tech Performance
THEA 117, 118, 217, 218, 317, 318, 417, 418   Play Production
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____
_____ ____ _____ __ _____ _____

CAREER PREPARATION (3 semester hours)

THEA 401 Career Preparation   3   _____ _____

CAPSTONE (3 semester hours)

THEA 494 Acting/Directing and MT Capstone 3   _____ _____

THEATRE/DANCE/SPEECH ELECTIVES (9 semester hours) from the following THEA/DANC/SPCH courses:

THEA Options: THEA 341, 114, 214, 314, 414, 116, 216, 316, 141, 142, 143, 145, 156, 196, 296, 396, 496, 213, 216, 243, 244, 253, 255, 256, 300, 316, 322, 331, 332, 341, 343, 344, 345, 353, 354, 355, 356, 360, 369, 376, 380, 381, 382, 395, 400, 403, 411, 412, 416, 453, 454, 459, 495, 499
General Electives: 27 Hours Additional upper division hours may be needed

DANC Options: DANC 115, 156, 169, 181, 182, 177, 180, 196, 219, 225, 230, 231, 232, 23, 234, 235, 236, 237, 250, 255, 256, 280, 290, 296, 310, 315, 316, 328, 330, 331, 332, 333, 334, 335, 336, 337, 355, 356, 390, 396, 430, 431, 432, 433, 434, 435, 436, 437, 456, 490, 495

SPCH Options: SPCH 101, 102, 112, 196, 203, 241, 303, 304, 305, 306, 308, 395, 396, 495, 496

General Electives: 27 Hours Additional upper division hours may be needed

Electives (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.)

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Students are required to participate in exit examinations or other programs deemed necessary to comply with the college accountability requirement. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the Faculty Advisor and approved by the Department Head.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN
THEATRE : THEATRE ARTS

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

FRESHMAN YEAR

Fall Semester		Hours
ENGL 111	English Composition	3
MATH XXX (110 or higher)		3
KINA	Activity (2 courses)	2
Practice Option		1
THEA 153	Acting I: Beginning Acting (Foundation)	3
THEA 243	Theatre Practice/Scene Const. (Foundation)	3
		15

Spring Semester		Hours
ENGL 112	English Composition	3
KINE 100	Health and Wellness	1
Practice Option		1
THEA 130	Script Analysis (Foundation)	3
THEA 141, DANC 115 OR FINE 101		3
THEA 260	Costume Construction I (Foundation)	3
		14

SOPHOMORE YEAR

Fall Semester	Hours
General Education Natural Science with Lab	4
FLA__ Foreign Language (Foundation)	3
MANG 201 Principles of Management (Foundation)	3
Theatre/Dance/Speech Elective	3
Practice Option	1
	14

Spring Semester	Hours
General Education Social/Behavioral Science	6
FLA__ Foreign Language (Foundation)	3
MARK 231 Principles of Marketing (Foundation)	3
Theatre/Dance/Speech Elective	3
Practice Option	1
	16

JUNIOR YEAR

Fall Semester	Hours
General Education History	3
Theatre, Dance or Music Theatre History Option	3
Theatre/Dance/Speech or General Elective (9) (upper div)	9
Practice Option (upper division)	1
	16

Spring Semester	Hours
General Education Humanities	3
General Education Natural Science	3
Theatre, Dance or Music Theatre History Option	3
Theatre/Danc/Speech or General Elective (6) (upper div)	6
Practice Option (upper division)	1
	16

SENIOR YEAR

Fall Semester	Hours
General Education Fine Arts	3
THEA 401 Career Preparation	3
THEA 445 Senior Design/Tech Cap. (fall or spring)	(3)
Theatre/Dance/Speech or General Elective (6) (upper div)	6
Practice Option (upper division)	1
	13-16

Spring Semester	Hours
General Education Applied Studies	3
THEA 446 Senior Cap. (fall or spring)	(3)
Theatre/Dance/Speech or Gen Elective (6-9) (upper div)	6-9
Practice Option (upper division)	1
	13-16

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).

Library Program Assessment
John U. Tomlinson Library
Colorado Mesa University

Date of Assessment: ___November 26, 2014_ _____

Purpose of Assessment: ___Program Evaluation_____

Program under review: ___Theatre Arts_____ _____

Program Level/s: _____BA_____

Liaison Signature: ___Jamie Walker_____

1. Collection Assessment

    This assessment was prepared with reference to Library of Congress Subject Headings. Subject headings were chosen to reflect required theater courses.

    a. Reference Support: A search of the online catalog for the subject term "theater" results in 57 entries. Online theater reference materials are also available through the library's <u>Oxford Reference</u> subscription.

    b. Monographic Sources: The library's online catalog (CMU) was searched for locally available materials including print books, e-books, videos, etc. Searches were first done for all monographic materials and then limited to those published from 2004 to current. Searches were also conducted for e-books. Lastly, the Prospector catalog was searched to determine what might be readily available from other libraries without regard to date. Specific subject searches are presented here:

Subject Heading	CMU All	CMU 2004-	CMU E-Books	Prospector
Theater	1444	276	47	23831
Theater history	191	29	2	10399
Theater – Production and direction	159	63	0	1396
Drama	5308	2258	48	152230
Drama -- Explication	4	0	0	49
Acting	317	88	1	3488
Costume	235	32	3	4908
Stage management	15	6	0	112
Dance	626	172	27	19087
Dance -- History	32	8	1	1761

Musical theater	32	22	5	399
Management	>10000	6067	2068	205500
Marketing	1543	673	221	29469

c. Electronic Resources: The library subscribes to a number of electronic resources suitable for those researching theater and related topics. E-books grow in number each year, and the above table under Monographic Sources shows we have a significant number. Given that e-books are relatively new on the market, most of them have been published within the last 10 years. The library also subscribes to article databases suitable for theater as noted in the next section. Through the library's 88 databases university researchers have indexing to over 70,000 journal titles, over 30,000 of which contain online full-text.

d. Periodicals: The library subscribes to about 10 print theater and dance periodical titles. Most periodical resources are now provided electronically and the library has access to vast numbers of these. The library subscribes to several electronic databases that are useful for theater research. Academic Search Complete and OmniFile Select are broad subject databases that include considerable theater-related resources. More subject specific databases useful for theater include Drama Criticism, Humanities International Index, and Literature Online. The library also subscribes to a discovery tool, EBSCO Discovery Service, which searches across most of the library's databases including ASC and several others mentioned above. To provide a sample of what we have available, two databases were searched using the subject headings from section 1b above. The Academic Search Complete database (ASC) was first searched. ASC indexes nearly 14,000 journals with 9,000 in full-text. ASC has partial full-text coverage from current back as far as 1887, but coverage is primarily from the late 1980s onward. The EBSCO Discovery Services database (EDS) was also searched to uncover resources beyond ASC. Results of individual searches are shown in the table below. These search results suggest there is a significant amount of material available in periodical resources, much with online full text. Materials not available through Colorado Mesa University can be provided by the Interlibrary Loan Department. Article requests are provided through 2 programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to 245 academic library journal collections. The average amount of time it takes to fill an article request is 11 hours. Most requests are filled through this program. Beyond that, OCLC Resource Sharing gives access to 72,000 library collections worldwide. Both of these programs also provide book chapters as scanned documents.

Subject Heading	Academic Search Complete	EDS
Theater	49144	1062758
Theater history	502	79285

Theater – Production and direction	1347	32117
Drama	31952	1459149
Acting	3350	1426625
Costume	4614	362350
Stage management	32	313401
Dance	32576	1274134
Dance -- History	176	60152
Musical theater	1388	316498
Management	334897	15796278
Marketing	89613	4406856

2. Recommendations for additions to the collection:

A few subjects such as Drama – Explication, or Stage Management are lacking in monographic materials It may be helpful to purchase some recent materials in these and other areas found to contain limited resources. Existing funds should be adequate to purchase new materials.

3. Analysis of library's collection:
   X This program requires no new library resources.
   ☐ Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed $ _____
   ☐ No Library Assessment needed. No new content associated with this analysis.

Library Director: _____Sylvia L. Rael_____ Date: _December 5, 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: **EMDP**   Course number: **211**   Credit hours: **3**

Course name: **Introduction to Emergency Management**

Course abbreviated schedule name (24 characters maximum): **Intro to EM**

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.		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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must </u>be included in each program of study listed above.)

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

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

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

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

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

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

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

Course description as it will appear in the printed catalog:
   Introduction to the complex and evolving field of emergency management. Understanding of key stakeholders, principles, and activities involved in an all-hazards, all-phases approach to dealing with disasters developed.

Justification for the proposed new course (enter below):

This course will strengthen the course offerings related to public administration in the political science program. Emergency management is one of the faster growing professions in the U.S. according to the U.S. Department of Labor. While emergency management is an interdisciplinary profession, preparing for, responding to, recovering from and mitigating against hazards remains primarily a local government responsibility delegated to public administrators. Developing a base-line knowledge of hazards and understanding of the key stakeholders, principles and activities involved in a comprehensive emergency management program is critical for those involved in governmental administration.

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

   1. Synthesize current theories, principles and practices in emergency management (specialized knowledge)

2. Communicate perspectives effectively to various audiences (communication)

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

Introduction – What is EM?
History of Emergency Management
Principles Hazards in the U.S.
Emergency Management Organization and Stakeholders
Phases of Emergency Management
    Preparedness
    Response
    Recovery
    Mitigation
Conclusion – The Future of Emergency Management.

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.

10-22-14. Concluding discussion with SBS department head (Dr. Herrick), Political Science faculty (Dr. Casey, Dr. Gollob, and Dr. Flanik) and Public Administration faculty (Dr. Jennings) after several preliminary discussions. All are supportive of the proposal.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **Eliot Jennings**   Date: **11/12/2014**
Email: ejennings@coloradomesa.edu   Phone: 1271

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **151**   Credit hours: **3**

Course name: **Introduction to Political Ideas**

Course abbreviated schedule name (24 characters maximum): **Intro to Political Ideas**

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

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

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

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

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

Is this to be a general education/essential learning course? **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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**Political Science**
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 <u>must</u> be included in each program of study listed above.)

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

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

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

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

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

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

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

Course description as it will appear in the printed catalog:
   Introduction to the major theories of human political organization and ideas that frame those approaches. Emphasis on theories of democracy, authoritarianism, liberalism, conservatism and contemporary ideologies of liberation (feminism, environmentalism and race).

Justification for the proposed new course (enter below):

The most recent program review of Political Science identified a need for an entry level political theory course to orient students to this major sub-field in the discipline and to prepare them to be more successful when they take the upper division theory courses in the program. CMU currently does not have such a course. Additionally, a general introduction to important political ideas that shape our own political system, and those of other countries around the world, would be a valuable addition to the essential learning offerings by developing the student's ability to critically analyze and evaluate arguments as well as construct their own arguments in the public sphere.

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

1. Articulate diverse perspectives surrounding a political issue (critical thinking)

2. Critically analyze the theories and concepts relevant to political science (specialized knowledge)…

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

I.   Ideas and Ideologies
II. The Democratic Ideal
III. Liberalism
IV. Conservatism
V.   Anarchism
VI. Fascism
VII. Socialism
VIII. Liberation ideologies
a.   Race
b.   Gender
c.   Theology
d.   Post-colonialism
IX. Environmentalism
X.   Fundamentalism and religious ideas
XI. Analyzing and applying political ideas

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.

Social and Behavioral Science Department – Several meetings with POLS faculty and Department Head Jessica Herrick in summer and fall of 2014. Widespread agreement to offer the course in POLS major and as an Essential Learning in Social and Behavioral Science category.

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: **Tim Casey**   Date: **9/10/2014**
Email: tcasey@coloradomesa.edu   Phone: 248-1095

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **270**   Credit hours: **3**

Course name: **World Politics**

Course abbreviated schedule name (24 characters maximum): **World Politics**

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

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

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

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
3.	**Minor**	**Political Science**
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 <u>must</u> 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. **POLS 482: International Relations Theory**	2.
3. **POLS 471: Global Governance**	4.
5. **POLS 472: International Political Economy**	6.
7.	8.
9.	10.

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

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

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

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

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

Course description as it will appear in the printed catalog:
    Introduction to structures, processes, and behaviors shaping world politics. Emphasis on states and their interactions as well as non-state actors and cultural, economic, and environmental forces shaping an emerging world community.

Justification for the proposed new course (enter below):

As part of the general curriculum re-design for the Political Science major, I propose to introduce POLS 270, "World Politics," to replace an equivalent course: POLS 370, "World Politics." POLS 270 will be identical in content to the deleted course, with modifications in student assessment to reflect its new status as a lower-division offering.

The rationales for changing World Politics from an upper-division to a lower-division course are as follows:

1) "World Politics" is a survey course for an entire field of Political Science. As such, it does not qualify as an upper-division course. This is particularly the case now that our program has expanded to offer more upper-division courses in the field of International Relations.

2) The proposed change aligns our program with the vast majority of undergraduate Political Science programs in North America.

3) The proposed change ensures that our revised curriculum treats the major fields of Political Science consistently. Since we plan to offer American Government, Political Ideas, and Comparative Politics as lower-division courses, there is no

longer a rationale for listing World Politics as an upper-division course.

Additionally, POLS 270 will replace POLS 261, "Comparative Politics," as our program's Essential Learning offering in international politics. The Political Science faculty feel that the demand for World Politics exceeds the demand for Comparative Politics among students from outside the discipline.

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)

2. Articulate diverse perspectives surrounding a political issue (critical thinking)

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

History of the International System

Theories of International Relations

1. Levels of Analysis
2. Realism
3. Liberalism
4. Constructivism
5. Marxism
6. Feminism
7. Psychology/Foreign Policy Analysis
8. Rational Choice
9. Two-level games

Structures and Processes in the International System

1. Global Security
2. International Political Economy
3. International Law
4. International Regimes
5. United Nations
6. Transnational Actors
7. The Changing Nature of War
8. Global Trade and Finance

Issues in Global Politics

1. Environmental Degradation
2. Terrorism
3. Nuclear Proliferation
4. Poverty, Development, and Hunger
5. Human Security
6. Human Rights
7. Humanitarian Intervention

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**
Email: bflanik@coloradomesa.edu   Phone: 248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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: November 2014

Collection under review: POLS 270: World Politics

Program level: Certificate   Associates   **Bachelors**   Masters

Delivery mode: Lecture

Library Liaison: Barbara Borst

1. Current Collection Review

The justification for this course indicates that it is replacing POLS 370: World Politics and is merely changing the course from upper division to lower division. It has basically the same course description and "will be identical in content" to POLS 370. Because we have been supporting the upper division course and the proposed content will not change, it is not necessary to do a library assessment.

2. Recommendations for additions to the collection:

     a. New titles for this course will be purchased on the recommendations of the departmental faculty and from standard selection sources.

3. Analysis of library's collection:
     ☐ Materials for this course can be purchased with existing funds
     ☐ Extra funding is required to adequately meet the informational needs of the program.
        Estimated **one-time** resources needed $ _____
        Estimated **base building** resources needed $ _____
     X No Library Assessment needed. No new content associated with this analysis.

Library Director: Sylvia L. Rael_____ Date: _12/4/14_____

COLORADO MESA
U N I V E R S I T Y

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: **POLS**   Course number: **353**   Credit hours: **3**

Course name: **Politics of Natural and Human Resources**

Course abbreviated schedule name (24 characters maximum): **Hmn/Ntrl Resc Politics**

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 <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must </u>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:
    Study of politics and public policy surrounding natural resource allocation, preservation, development and consumption by human social systems. Emphasis on challenges of public policy formation and implementation in areas of land, water, energy, minerals, food and habitat at domestic and global levels.

Justification for the proposed new course (enter below):

This course will add to the strength of the public policy offerings in the political science program by focusing on natural resource allocation. This is particularly relevant to CMU as 70% of Mesa County (and a majority of our 14 county service area) is federal public lands, and natural resources comprise a significant sector in the local and regional economy. This course will also strengthen the upper division elective opportunities available to students in the environmental science and other "hard science" programs. Students from this course will benefit from the active research of several CMU centers of research under the Redifer Research Institute including: The Natural Resource Center, The Water Center and the Center for Unconventional Energy.

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

1. •Articulate diverse perspectives surrounding a political issue (critical thinking)
2. •Critically analyze the theories and concepts relevant to political science (specialized knowledge)

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

I.   Introduction to politics of resource allocation
II. Scarcity
III. Property (origins, public vs. private)
IV. What are natural resources?
V.   Natural resource economics and valuation
VI. Energy
VII. Other mineral resources
VIII. Land
IX. Water
X.   Food
XI. Flora and Fauna
XII. Global Commons (oceans, atmosphere and ice)
XIII. Resource based conflicts
XIV. Resource governance and cooperation

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.

Social and Behavioral Science Department – Several meetings with POLS faculty and Department Head Jessica Herrick in summer and fall of 2014. Widespread agreement to offer the course in POLS major on alternating fall semesters.

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: **Tim Casey**   Date: **9/10/2014**
Email: tcasey@coloradomesa.edu   Phone: 248-1095

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **354**   Credit hours: **3**

Course name: **Political Geography**

Course abbreviated schedule name (24 characters maximum): **Political Geography**

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.		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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must</u> 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 ways in which physical landscapes shape political attitudes, ideas and institutions. Emphasis on key concepts of place, mapping, borders, territory, nationalism, and ecological and social impact of natural settings.

Justification for the proposed new course (enter below):

This course addresses a growing subfield within political science that has broad application beyond the discipline for international studies, environmental studies, GIS, geography archeology and history students. Drawing upon research done on public lands at the Natural Resource Center, this course will allow students to explore how politics, even in the global age, is rooted in people's sense of place and attachment to particular landscapes. This attachment often leads to conflict over spaces, from local public lands meetings to the territorial disputes between Israel and Gaza, Russia and the Ukraine. As such, this course fills a gap in the current curriculum by offering students insights into one of the oldest and yet most pressing and contemporary sources of political dispute and political identity.

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

1. •Articulate diverse perspectives surrounding a political issue (critical thinking)

2. •Critically analyze the theories and concepts relevant to political science (specialized knowledge)

3. •Devise a strategy to promote civic involvement within the broader community for themselves and others (civic engagement)

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

I.   What is Political Geography?
II. The Territorial State
III. The importance of space and place
IV. Visualizing space: the politics of mapping
V. Contesting landscapes
VI. Public vs. private lands
VII. Boundaries and borders
VIII. Nationalism, identity and place
IX. Ecology and impact of natural spaces
X. Local vs. global – the effects of parochialism and globalization
XI. Geo-politics

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.

Social and Behavioral Science Department – Several meetings with POLS faculty and Department Head Jessica Herrick in summer and fall of 2014. Widespread agreement to offer the course in POLS major.

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: **Tim Casey**   Date: **9/10/2014**
Email: tcasey@coloradomesa.edu   Phone: 248-1095

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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.

COLORADO MESA
UNIVERSITY

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: **POLS**   Course number: **356**   Credit hours: **3**

Course name: **Indigenous Politics**

Course abbreviated schedule name (24 characters maximum): **Indigenous Politics**

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

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

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

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must</u> 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:
   Study of interactions between the state and various indigenous peoples around the world. Internal political structure and practice of selected indigenous groups and the role of indigenous nations in global politics.

Justification for the proposed new course (enter below):

This course offers students the opportunity to study groups that are often at the opposite end of the power spectrum from the traditional focus on government elites and decision makers. This helps to balance the political science student's understanding of the breadth and depth of political power. Additionally, the subject matter adds to the diversity of offerings at CMU that focus on non-privileged perspectives. This is important to the values expressed in the university mission of diversity, critical thinking and human responsibility. The international focus allows support for programs such as international studies, history and archeology. CMU is a western university and the history of the west is often written in terms of encounters with indigenous populations that were here before the land was settled and incorporated into the US. As such, it is appropriate to offer a course that addresses the politics of those relationships and the governance of the peoples who first established society in this area.

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

1. •Defend a political argument using established methods (empirical and normative) in the field of political science

(intellectual skills, communication fluency)

2. •Critically analyze the theories and concepts relevant to political science (specialized knowledge)

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

I. Who are indigenous peoples?
II. Colonialism
III. Post-colonialism
IV. Identity and Indigeneity
V. Cultural genocide, assimilation and "reeducation"
VI. Right of self-determination
VII. Human rights and the indigenous
VIII. Regional case studies of indigenous politics
IX. Indigenous self-government: tribal elders and tribal councils
X. Global governance: NGOs and the indigenous peoples
XI. Clash of perspectives: indigenous vs. dominant social paradigm
XII. The future of indigenous sovereignty

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.

Social and Behavioral Science Department – Several meetings with POLS faculty and Department Head Jessica Herrick in summer and fall of 2014. Widespread agreement to offer the course in POLS major.

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: **Tim Casey**   Date: **9/10/2014**
Email: tcasey@coloradomesa.edu   Phone: 248-1095

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**　　　　Course number: **366**　　　　　　Credit hours: **3**

Course name: **Government and Politics of Asia**

Course abbreviated schedule name (24 characters maximum): **Gov't & Pol. of Asia**

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 <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
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 <u>must</u> 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:
   Study of political systems of China, Japan, Korea, India, and Indonesia. Emphasizes political development, sources, processes, and evaluation of policy making, and contemporary challenges facing these countries.

Justification for the proposed new course (enter below):

If the 20th Century was the "American Century," it's often said that ours will be the "Asian Century." Asia is home to over half world's population (including 62% of the world's Muslims), its most dynamic emerging economies, and many of its tensest conflicts (both interstate and civil). For these and other reasons, Asia is of key concern to US policymakers, as President Obama's recent geo-strategic "pivot" towards the region suggests.

This course is a systematic comparison of the five largest and/or most influential states in the region. For East Asia, I have included China, Japan, and Korea (North and South). For South Asia, I have included India and Indonesia.

This course is needed to strengthen our program's offerings in the field of Comparative Politics. Currently, we offer only two courses in this field: POLS 261, "Comparative Politics," and POLS 365, "European Politics." In the long term, I hope to continue to expand our regional course offerings, perhaps including Latin America, the Middle East, and Africa. For the reasons I laid out in the beginning paragraph, though, I feel strongly that Asia is the most important place to start.

Given Asia's obvious commercial and geopolitical significance, I believe this course would be of interest to Business students as well as social science students.

Student learning outcomes:

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)
2. Defend a political argument using established methods (empirical and normative) in the field of political science (intellectual skills, communication fluency)

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

Introduction

What is "Asia?" Why study it? What generalizations can be made about it?
How does "Asia" differ from the "West?" Case studies: "Asian Values" and Douglass North on historical political economy

China
Historical Background/State Formation
Political Culture
Ideology
Formal Institutions of Governance
Political Economy
Contemporary social, political, security, economic, and environmental issues

Japan
Historical Background/State Formation
Political Culture
Ideology
Formal Institutions of Governance
Political Economy
Contemporary social, political, security, economic, and environmental issues

India
Historical Background/State Formation
Political Culture
Ideology
Formal Institutions of Governance
Political Economy
Contemporary social, political, security, economic, and environmental issues

Korea
Historical Background/State Formation
Political Culture
Ideology
Formal Institutions of Governance
Political Economy
Contemporary social, political, security, economic, and environmental issues

Indonesia
Historical Background/State Formation
Political Culture
Ideology
Formal Institutions of Governance

Political Economy
Contemporary social, political, security, economic, and environmental issues

Regional Issues
Regionalization: ASEAN
Security: territorial/resource disputes
Development
Managing China's "rise"

Conclusion
An "Asian Century?" What will it look like?

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**
Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **372**   Credit hours: **3**

Course name: **Peace and Conflict Studies**

Course abbreviated schedule name (24 characters maximum): **Peace & Conflict Studies**

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.		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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
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 <u>must</u> 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:
    Interdisciplinary study of nature and causes of conflict, conflict resolution, and foundations of justice and peace. Analyzes historical and contemporary conflicts, both civil and international, and examines how evidence and theory are used to understand peace and conflict.

Justification for the proposed new course (enter below):

While existing courses in history, political science, and sociology focus on *specific* wars, revolutions, genocides, and insurgencies, none of our courses give conflict *in general* the detailed analytic treatment it deserves. Perhaps the closest we get is our offerings in International Relations. However, in the post-Cold War era, more people die from civil rather than international conflict, most casualties are civilians, and most violent conflict is in the Global South. Yet the field of International Relations retains its traditional preoccupation with great power politics and interstate war. This course therefore fills a key gap in our political science curriculum. It also helps to internationalize our program. Finally, because peace and conflict studies is a highly interdisciplinary field that tackles a subject of great importance and current relevance, it should attract students from many different majors in our department and perhaps beyond.

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)
2. Articulate diverse perspective surrounding a political issue (critical thinking)

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

INTRODUCTION
Conceptualizing peace and conflict
Ontology of causation

CAUSES OF CONFLICT
Nature and Nurture
Sex and Gender
Rational Choice
Psychology
Social Psychology I
Social Psychology II
Conflict Mobilization
Theories of Revolution

CASE STUDY
Disintegration of the Former Republic of Yugoslavia, 1980-1995

CONFLICT RESOLUTION
Political Institutional Design
Peace and Justice
Violence and Non-violence
Negotiation

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**
Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **373**   Credit hours: **3**

Course name: **Global Politics of Women and Gender**

Course abbreviated schedule name (24 characters maximum): **Global Pol Women & Gen**

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.		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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**Women's and Gender Studies**
3.	**Minor**	**International Studies**
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 <u>must </u>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:
    Analysis of women and gender in global security and the global political economy. Topics include violence and war, transnational activism, migration, development, human rights, sex work, and domestic work. Examines contemporary case studies, how evidence and theory are used to explain the gendered nature of global security and economic systems.

Justification for the proposed new course (enter below):

This course surveys the two leading sub-fields in International Relations—global security and global political economy—through a 'gendered lens.' Similar courses are increasingly offered in many leading Political Science departments. This course meets two needs: 1) an internationalized curriculum; 2) an increase in the number and diversity of our upper-division global politics courses. It will also help strengthen and diversify the courses offered in our new Women and Gender Studies Minor, which currently lacks a Political Science elective. The topics covered, including war and insurgency, transnational activism, migration, development, human rights, sex work, and the globalized 'caring economy,' add a crucial international dimension to the Minor, and should attract students from outside Women's and Gender Studies as well.

Student learning outcomes:

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)
2. Defend a political argument using established methods (empirical and normative) in the field of political science (intellectual skills, communication fluency)

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

INTRODUCTION AND CONCEPTUAL FRAMEWORKS

1. Introduction to Global Politics of Gender
   a. Conceptual foundations
   b. Patriarchy within and between nation-states
2. Sex vs. Gender
   a. Origins of patriarchy around the globe
   b. Essentialism vs. social construction of gender
   c. Three feminist approaches to peace
3. Feminism & Philosophy of Social Science
   a. Gender-based analytical frameworks (positivist vs. post-positivist ontology, epistemology)
   b. Gender as power
   c. Feminist vs. 'mainstream' methodologies

   SECURITY

4. The Myth of Protection
   a. Logic of masculinist protection
   b. Performativity and protection
   c. Do Muslim women need 'saving?'
5. Women in War, pt. I
   a. Women and the political economy of war
   b. Sexual violence and women's health in war
   c. Sex work in war
6. Women in War., pt. II
   a. Women in state armed forces
   b. Women in terrorism non-state armed forces
   c. Women's political activism against war & militarization
7. Men, Masculinities, and Foreign Policy
   a. Masculinity & US foreign policy
   b. 'Hyper-masculine' nation-states
8. Techno-strategic Discourse
   a. How discourse works
   b. Ethnography of US defense intellectuals
   c. British defense policy
9. Securitizing Women's Rights & Gender Equality
   a. Overview of gender & security
   b. Women's security as national security
   c. Securitization & its limits

   THE GENERDERED GLOBAL POLITICAL ECONOMY

10. Background
    a. Women and men in the global political economy
    b. Gendered patterns of production, employment, and consumption
    c. Gendered entitlement to land, water, and food
11. Economic Globalization
    a. Development institutions and neo-liberal globalization
    b. Globalization & business masculinities

      c.   Global cities and survival circuits
12. The 'Caring Economy'
      a.   Migrant domestic workers, case studies I
      b.   Migrant domestic workers, case studies II
      c.   Eldercare
13. Global Sex Work
      a.   Case studies
      b.   "Cam sites"
      c.   Debate: agency in global sex work
14. Issues
      a.   Gay rights
      b.   "Honor killings"
      c.   "Gender mainstreaming" in international institutions

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

Discussed course with coordinators of Women's and Gender Studies Minor, July-November 2014. Coordinators expressed support for course.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**
Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **462**   Credit hours: **3**

Course name: **Public Policy: Theory and Practice**

Course abbreviated schedule name (24 characters maximum): **Public Policy**

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

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

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

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must</u> 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:
    Overview of theory and practice of public policy making and implementation. Examination of participants and stages of public policy making. Analysis of success/failure of controversial public policies. Topics may include healthcare policy, drug policy and welfare.

Justification for the proposed new course (enter below):

The CMU Political Science Program currently lacks any general survey of public policy making. While we do offer courses on substantive policy issues, those courses are substantively different than this proposed course. This course will provide a general overview of public policy making from formulation to implementation.

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

1. Articulate diverse perspective surrounding a political issue (critical thinking).
2. Devise a strategy to promote civic involvement within the broader community for themselves and others (Civic Engagement).

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

Purpose of public policy
Actors in public policy

- Legislators
- Bureaucracy
- Citizens
- Business
- Media
- Courts
- Interest Groups

Defining problems
Agenda setting
Policy analysis
Policy Implementation
Substantive policy topics

- Healthcare
- Welfare
- Drugs

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

The addition of this course was discussed among the political science faculty in late August. There was unanimous consensus that this course was needed.

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: **Justin Gollob**   Date: **9/13/2014**

Email: jgollob@coloradomesa.edu   Phone: x1279

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **471**   Credit hours: **3**

Course name: **Politics of Global Governance**

Course abbreviated schedule name (24 characters maximum): **Global Governance**

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. **POLS 270 World Politics**	**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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
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 <u>must</u> 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:
    Analysis of management of world politics and economics by networks of states, international and regional organizations, and non-state participants. Includes human and environmental security, human rights, global health, organized crime, global political economy, and development. Examines sucessful and unsucessful problem management in a globalized world.

Justification for the proposed new course (enter below):

Globalization brings some incredible benefits, such as instantaneous communication, mobility of goods, ideas, and people, and the spread of human rights and democratic governance. Yet there is a darker side to globalization: infectious disease, climate change, arms proliferation, and global terrorism, to name just a few problems. These challenges are beyond the capability of any one state—or even group of states—to manage. Indeed, such "trans-sovereign" problems may be the defining problems of our time. Addressing them effectively requires global governance: the management of global politics and economics through networks of states, international and regional organizations, and sub-state and non-state actors.

The proposed course is a standard offering in Political Science departments in the Anglophone world. It will broaden our program's curriculum in global politics, which our students have requested. Its emphasis on current, pressing, high-profile issues should attract global-minded students from our program and beyond. It would be a logical upper-division choice for students who have taken POLS 270, "International Relations," (proposed), as it builds upon and significantly expands on that course.

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)
2. Defend a political argument using established methods (empirical and normative) in the field of political science (intellectual skills, communication fluency)

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

Introduction
What is "global governance?" Why does it matter?

Historical Development of Global Governance
Pre-Westphalia; governance in the era of nation-states; post-Cold War age

Theories of Global Governance
(neo)liberalism, (neo)realism, (neo)Marxism, constructivism

Governance: Actors
States, sub-state actors, IGOs, regional IGOs, non-state actors (terrorist, criminal, private security), network structures

Key Regimes
United Nations, Bretton Woods Institutions, NATO, European Union, ASEAN, African Union, International Law and Norms, Transnational Advocacy Networks

Issues
Human rights, Humanitarian intervention, peacekeeping and peacebuilding, failing states, terrorism, organized crime (drug, sex, organ trafficking), arms control (WMD and small arms), human security, development assistance, trade, finance, corporate social responsibility, environmental degradation

Conclusion
Dilemmas of global governance in the 21st Century

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**

Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **POLS**   Course number: **472**   Credit hours: **3**

Course name: **International Political Economy**

Course abbreviated schedule name (24 characters maximum): **Int'l Political Economy**

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 underlined 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. **POLS 270 World Politics**	**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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
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 <u>must </u>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:
    Analysis of origins, evolution, and trajectory of global political economy. Includes international regulation, trade, finance, and monetary systems, as well as development, foreign aid, migration, organized crime, and resource extraction. Explores theory and evidence used to explain global economic developments.

Justification for the proposed new course (enter below):

Today's globalized economy touches every aspect of our lives. For many social scientists, globalization *defines* our post-Cold War world. Yet, of the two major subfields of International Relations—Security and International Political Economy—our program currently only covers the former. We have two security courses: American Foreign and Security Policy, and Peace and Conflict Studies (proposed).

This proposed course would help to balance and expand our International Relations offerings. It would also strengthen our offerings in the field of Comparative Politics, because International Political Economy is a field that straddles the border between International Relations and Comparative Politics.

This course should interest not only Political Science majors, but also business majors and majors and minors in other social science programs, particularly Sociology and International Studies.

Student learning outcomes:

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

1. Critically analyze the theories and concepts relevant to political science (specialized knowledge)
2. Defend a political argument using established methods (empirical and normative) in the field of political science (intellectual skills, communication fluency)

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

Historical Development of the World Economy
Pre-industrial period
Industrial age
Post-communist era

"Classical" Theories of IPE
Mercantilism (Hamilton)
Liberalism: Ricardo, Smith,
Marxism: Marx, Lenin
Polanyi

Post-War Theories of IPE

Hegemonic Stability
Complex interdependence/neo-liberalism (Keohane)
Modernization Theory
Dependency & World Systems Theory, Frankfurt School
Constructivism
Feminism
Deep Ecology / "Green Theory"

Governance: Actors

States
IMF, World Bank, GATT/WTO, G-8
Regional IGOs
Global Civil Society
Multi-national Corporations

Structures and Processes of the Global Economy

Global monetary regimes
International regulation (Drezner on Internet as case study)
Global finance
Global trade
Emergence of Global South (BRICs)
Development, poverty, and hunger

Issues/Debates
Foreign Aid
Migration
Organized Crime
Resource extraction—the "Race for What's Left"
"resource curse"—how does it work?

Decline of national sovereignty?
Feminized "care economy"
Is "development" "sustainable?"
Globalization vs. regionalization

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.

Discussions ongoing within Political Science program, July-November 2014. Drs. Casey, Flanik, Gollob, and Jennings all concurred to change.

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

1. Submit the course catalog description to the Course Description Evaluator a week prior to the published proposal submission deadline.

2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.

3. Obtain departmental approval according to department-specific procedures.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11/11/2014**
Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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.

COLORADO MESA
U N I V E R S I T Y

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: **POLS**   Course number: **482**   Credit hours: **3**

Course name: **International Relations Theory**

Course abbreviated schedule name (24 characters maximum): **IR Theory**

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 <u>general education/essential learning</u> 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 <u>prerequisites</u> for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **POLS 270: World Politics**	**3**	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**International Studies**
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 <u>must</u> 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:
    Study of the major theoretical approaches to international relations and global politics. Special emphasis placed on foundational concepts such as the state, sovereignty, governance, borders, and emerging issues of identity, non-state participants, and human security.

Justification for the proposed new course (enter below):

In the most recent program review, students emphasized the need for additional upper division offerings in the areas of political theory and international relations. This course is a mainstay at most institutions offering a political science degree. We had not had the faculty to offer it previously with other courses needed, but with the expansion of the political science faculty, we have the opportunity to offer this course. It will provide students interested in the study of international affairs, a more topic relevant offering within the major to fulfill their upper-division political theory requirement.

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

1. •Defend a political argument using established methods (empirical and normative) in the field of political science (intellectual skills, communication fluency)

2. •Critically analyze the theories and concepts relevant to political science (specialized knowledge)

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

I. History of International Relations Theory
II. The "Great Debates"
    a. Levels of Analysis
    b. Agent/Structure
    c. The Third debate
III. Assumptions of Westphalian IR System
    a. What is a state?
    b. What is this sovereignty?
    c. Modernity and progress?
    d. Secularism?
    e. Critiques of Westphalian System
IV. Classic Approaches
    a. Realism
    b. Idealism
    c. Neo-Realism
V. New Approaches
    a. Constructivism
    b. Marxism
    c. Feminism
    d. Ecological Paradigm
    e. Political psychology
VI. Emerging Theoretical issues
    a. Governance vs. Governments
    b. Trans-sovereign issues
    c. Human vs. National Security
    d. Reemergence and growth of non-state actors
    e. Identity and IR Theory

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.

Social and Behavioral Science Department – Several meetings with POLS faculty and Department Head Jessica Herrick in summer and fall of 2014. Widespread agreement to offer the course in POLS major.

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: **Tim Casey**   Date: **9/10/2014**
Email: tcasey@coloradomesa.edu   Phone: 248-1095

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **SOCI**   Course number: **270**   Credit hours: **2**

Course name: **Introduction to Pre-Law Studies**

Course abbreviated schedule name (24 characters maximum): **Intro to Pre-Law Studies**

Contact hours per week: Lecture **2**   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: 1500   Student preparation minutes for a term: 3000

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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

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

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

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

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

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

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

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

Course description as it will appear in the printed catalog:
    Exploration of the path to law school. Dispels the myths about the practice of law and law school acceptance. Understanding of skills needed to succeed in law school. Career outlook and resources available to applicants. Open to all majors.

Justification for the proposed new course (enter below):

Pre-law students have few campus resources to consult when making the decision to attend law school. This course will help Freshmen and Sophomores decide whether law school is right for them and for their professional goals.

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

1.   Discover opportunities for employment in the legal field.

2.   Formulate an action plan for applying to law school.

…	

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

The utility of law school
Alternatives to law school
Skills needed for law school
Preparation for law school
Types of law
Application process

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

Discussed with the political science faculty and Department Head in August. There was consensus that this course would be a useful addition for SBS students.

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: **Justin Gollob**   Date: **9/5/2014**
Email: Phone:

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 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: **SOCI**   Course number: **401**   Credit hours: **3**

Course name: **LSAT Preparation**

Course abbreviated schedule name (24 characters maximum): **LSAT Prep**

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

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

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

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> 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 <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

	Degree Type	Program
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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

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

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

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

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

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

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

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

Course description as it will appear in the printed catalog:
    Preparation for the Law School Admissions Test (LSAT).

Justification for the proposed new course (enter below):

We have offered this class as a topics course and there is enough interest in having this course by the students to make it into a permanent course. In addition, Political Science is developing more courses for students interested in continuing on to Law School therefore interest in the LSAT prep course is expected to increase.

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

1. Identify strategies for success on standardized tests (LSAT).

2. Demonstrate competency in core areas tested on the LSAT.

…

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

Test-taking techniques
Time-saving methods
Improving analytical reasoning
Improving logical reasoning
Enhancing reading comprehension
Improving writing
Practicing with tests

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

Discussed with Jessica Herrick (SBS Department Head) and received approval. (9-1-14)

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: **Jessica Herrick**   Date: **9/2/2014**
Email: jherrick@coloradomesa.edu   Phone: 248-1932

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **9/2/2014**

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 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: **SOCI**   Course number: **470**   Credit hours: **3**

Course name: **Pre-Law in Practice**

Course abbreviated schedule name (24 characters maximum): **Pre-Law in Practice**

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

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

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

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

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

Is this to be a <u>general education/essential learning</u> 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 <u>prerequisites</u> for this course. If none, indicate by checking here: ☐

Course	Credit Hours	Course	Credit Hours
1. **Completed 60 credit hours**		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

List all <u>co-requisites</u> 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 <u>requirement</u> or a <u>listed choice</u>, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

	Degree Type	Program
1.	**BA**	**Political Science**
2.	**Minor**	**Political Science**
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 <u>must </u>be included in each program of study listed above.)

List all courses for which this course is to be a <u>prerequisite or corequisite</u>. 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:
   Prepare for law school. Information about types of law, career outlook, making connections, and selecting the right school. Building skills needed for law school. Understanding what is expected, how to apply. Hear from attorneys in the community. Open to all majors.

Justification for the proposed new course (enter below):

This course is intended for pre-law students and it will provide guided preparation for the law school application process while teaching the students essential skills for success in law school. Given the lack of law schools around the region, serious students find it hard to access information that will help them win admission and succeed in the classroom once admitted. This class helps fill this gap.

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

   1.   Develop a strong application for law school admission.

2.	Identify skills necessary for success in law school.

…

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

Building Law School Skills (reading, writing, and speaking)
The Application Process

- **LSAC**
- **LSAT**
- **Letters of Recommendation**
- **Personal Statement**
- **Diversity Statement**

Paying for Law School
Careers in Law
Advice from Current Lawyers
Mock Trial
Choosing a Law School
Other Careers in Law

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

Discussed with the political science faculty and Department Head in August. There was consensus that this course would be a useful addition for SBS students.

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: **Justin Gollob**   Date: **9/5/2014**
Email: jgollob@coloradomesa.edu   Phone: x1279

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/13/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/13/2014**

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 a Course Deletion/De-activation/Re-activation

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

Department Name: **Social and Behavioral Sciences**   Type of course change: Deletion

Course prefix: **POLS**   Course number: **370**   Credit hours: **3**

Course name: **World Politics**

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

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

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

	Degree Type	Program
1.	**BA**	**Political Science**
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 <u>must</u> be included in each program of study listed above.)**

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

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

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

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

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

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

As part of the general curriculum re-design for the Political Science major, I propose to delete this course and replace it with a new, equivalent course: POLS 270, to be titled "International Relations." The latter course will be equivalent in content to the deleted course, with modifications in student assessment to reflect its new status as a lower-division offering.

The rationales for changing "World Politics" from an upper-division to a lower-division course are as follows:

1) "World Politics" is a survey course for an entire field of Political Science. As such, it does not qualify as an upper-division course. This is particularly the case now that our program has expanded to offer more upper-division courses in International Relations.

2) The proposed change aligns our program with the vast majority of undergraduate political science programs in North America. The new course title is also more consistent with Political Science nomenclature.

3) The proposed change ensures that our revised curriculum treats the major fields of Political Science consistently. Since we plan to offer American Government, Political Ideas, and Comparative Politics as lower-division courses, there is no longer a rationale for listing World Politics as an upper-division course.

PROPOSED AND PREPARED BY:
Name: **William Flanik**   Date: **11116/2014**
Email: bflanik@coloradomesa.edu   Phone: 970-248-1280

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/17/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/17/2014**

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: **BA**   Program/degree Name: **Political Science**
                        Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

NA

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

NA

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

NA

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

NA

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

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

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

NA

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

NA

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

NA

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

NA

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

NA

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.
    (6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

NA

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

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

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

Required information for a program modification:
    If change to program name, enter new name: **NA**
    If change to the concentration/emphasis, enter: **NA**
    Is there a revision to the program sheet? **Yes**

Justification for the proposed program modification:
We are adapting the major in response to our 2013-2014 program review and new staffing. The revised major reflects our commitment to training students in the major subfields of the discipline as well as preparing them for a variety of occupational opportunities

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: **Justin Gollob**   Date: **9/14/2014**
Email: **jgollob@coloradomesa.edu**   Phone: **x-1279**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/17/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/17/2014**

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.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _____

Degree Title   _____

Name of Institution: _____

DEFINITIONS:

      Academic year is the period beginning July 1 and concluding June 30.

      Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

      FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

      Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

      To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

      To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

      The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount						
1-b	Out-of-State Headcount						
2	Program Headcount						
3-a	In-state FTE						
3-b	Out-of-State FTE						
4	Program FTE						
5	Program Graduates						

_____   _____
Signature of Governing Board Officer   Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: _____

Name of Institution: _____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____
Governing Board Capital Construction Officer   Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____
Governing Board Capital Construction Officer   Date

Approved Policy   I-B-10   June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____ _____ _____

Signature of Governing Board Financial Officer   Title   Date

About This Major . . .

The Political Science program provides students with a working knowledge of the concepts, theories and approaches to the discipline of Political Science and their practical application to political and governmental systems within the state, national and international arenas. Students majoring in Political Science are prepared for careers in government, law, criminal justice, and non-governmental organizations. Many graduates are currently employed as Congressional Staff members, Gubernatorial Staff, state agency officials, hold elective office or have successfully graduated from law school.

One attractive aspect of the program is the opportunity to intern in a variety of settings in Washington, D.C., Denver and Grand Junction. These internships allow students a chance to acquire practical experience while increasing the opportunity to network. Many of our student interns are now working in jobs they obtained directly as a result of their intern experience. CMU political science graduates have also been successful in gaining entrance to graduate and law schools. The Political Science program supports a Political Science Club, a local chapter of the national honor society Pi Sigma Alpha and the International Relations Club.

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.	Critically analyze the theories and concepts relevant to political science (Specialized Knowledge);
2.	Defend a political argument using established methods (empirical and normative) in the field of political science (Intellectual Skills, Communication Fluency);
3.	Articulate diverse perspective surrounding a political issue (Critical Thinking);
4.	Devise a strategy to promote civic involvement within the broader community for themselves and others (Civic Engagement)

NAME: _____	STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____	(_____) _____

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

_____	_____20_____
Signature of Advisor	Date

_____	_____20_____
Signature of Department Head	Date

_____	_____20_____
Signature of Registrar	Date

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

Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

GENERAL EDUCATIONGENERAL EDUCATION REQUIREMENTS (31-35 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general educationGeneral 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 educatioGeneral Education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trns

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

Math: MATH 110 **or higher** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
MATH 1___ _____ ____ _____ _____

Humanities (3 semester hours)
_____ ____ _____ ____ _____ _____

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

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

History (3 semester hours)
HIST ____ _____ ____ _____ _____

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

Course No	Title	Sem.hrs	Grade	Term/Trns

OTHER LOWER DIVISION REQUIREMENTS (6-9 semester hours)

Kinesiology (3 semester hours)
Students must take KINE 100, plus two 100-level KINA/HPWE or approved DANC course.
KINE 100   Health and Wellness   1   _____ _____
KINA 1____ _____ 1   _____ _____
KINA 1____ _____ 1   _____ _____

Applied Studies (3 Semester Hours)
_____ ____ _____ ____ _____ _____

Applied Studies (3 semester hours)
_____ ____ _____ ____ _____ _____

Foundational Courses (6 semester hours) Two **consecutive** classes in the **same** foreign language. FLAS 114 & 115 will **NOT** fulfill this requirement.
FLA ___ _____ ____ _____ _____
FLA ___ _____ ____ _____ _____

POLITICAL SCIENCE MAJOR REQUIREMENTS
(60 semester hours) Must pass all courses with a grade of "C" or higher.

Political Science Core (36 24 semester hours)
POLS 101   American Government   3   _____ _____
POLS 151   Introduction to Political Ideas   3   _____ _____
POLS 201   Introduction to Politics   3   _____ _____
POLS 236   State and Local Government   3   _____ _____
POLS 261   Comparative Politics   3   _____ _____
POLS 270   International RelationsWorld Politics   3   _____
POLS 324   The Legislative Process   3   _____ _____
POLS 325   The American Presidency   3   _____ _____
POLS 342   Public Administration   3   _____ _____
POLS 351   Political Behavior   3   _____ _____
POLS 370   World Politics   3   _____ _____
POLS 412   Constitutional Law   3   _____ _____
POLS 452   Political Theory: Classical/ Medieval   3   _____ _____
    OR
POLS 453   Political Theory: Modern   3   _____ _____
POLS 490   Senior Seminar: Political Science   3   _____ _____

Upper Division Political Science ElectivesPolitical Science/Public Administration Electives (12 5 Semester Hours) Select one course from each subfield from Electives list on pg 3.
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____

Political Theory (3 credit hours) Select one course.
POLS 452   Political Theory: Modern   3
POLS 453   Political Theory: Classical/ Medieval   3
POLS 482   International Relations Theory   3

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American Politics (3 credit hours) Select one course.
POLS 324   The Legislative Process   3
POLS 325   The American Presidency   3
POLS 328   The American Court System   3
POLS 412   Constitutional Law   3

Global Politics (3 credit hours) Select one course.
POLS 365   European Government
             and Politics   3
POLS 366   Government and Politics
             of Asia   3
POLS 372   Peace and Conflict Studies   3
POLS 373   Global Politics of Women
             and Gender   3
POLS 471   Politics of Global Governance   3
POLS 472   International Political Economy   3
POLS 475   American Foreign and
             National Security Policy   3

Political Issues (3 credit hours) Select one course.
POLS 352   Religion and Politics   3
POLS 353   Politics of Natural and Human
             Resources   3
POLS 354   Political Geography   3
POLS 356   Indigenous Politics   3
POLS 462   Public Policy: Theory and
             Practice   3
POLS 488   Environmental Politics and
             Policy   3

Public Administration (3 credit hours) Select one course.
PADM 315   Public Management   3
PADM 342   Public Administration   3
PADM 350   Ethics in Public Administration 3
PADM 442   Public Budgeting   3
PADM 446   Public Personnel Management   3
EMDP 211   Introduction to Emergency
             Management   3

Political Science Specialization (12 credits) Choose four additional
upper division courses from Political Theory, American Politics, Global
Politics, Political Issues and/or Public Administration:

_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____

Occupational Preparation (3 credit hours) Select one course.
STAT 215   Statistics for Social and

             Behavioral Sciences   4
SPCH 304   Communication and Conflict   3
SPCH 305   Communication: Culture,
             Diversity and Gender   3
SPCH 306   Communication and Leadership 3
SPCH 308   Argumentation and Debate   3
POLS 395   Independent Study   1-3
POLS 396   Topics   1-3
SOCI 470   Pre-Law in Practice   3
POLS 495   Independent Study   1-3
POLS 496   Topics   1-3
POLS 499   Internship   1-3

Restricted Electives (6 semester hours,) selected from the following
political science related Ccourses listed on pg 3.
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____

Language Requirements (6 semester hours) Two **consecutive** classes
in the **same** foreign language. FLAS 114 & 115 will **NOT** fulfill this
requirement.
FLA__ ____ _____ ____ _____ _____
FLA__ ____ _____ ____ _____ _____

Additional General Electives (All college level courses appearing on
your final transcript, **not listed above** that will bring your total semester
hours to 120 hours.) (23 16 semester hours; 1 up to 7 hours of upper
division may be needed if students selected EMDP 211, SOCI 101 and
STAT 215 to fulfill program requirements.)
Course No Title   Sem.hrs Grade Term/Trns
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
Course No Title   Sem.hrs Grade Term/Trns
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
Course No Title   Sem.hrs Grade Term/Trns
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____
_____ _____ _____ ____ _____ _____

POLITICAL SCIENCE/PUBLIC ADMIN. ELECTIVES:
POLS 328 The American Court System (3)
POLS 352 Religion and Politics (3)
POLS 365 European Government and Politics (3)
POLS 396 Topics (1-3)
POLS 452 Political Theory: Classical and Medieval (3)
OR 453 (if not used in core) Political Theory: Modern (3)
POLS 475 American Foreign and National Security Policy (3)

POLS 488 Environmental Politics and Policy (3)
POLS 499 Internship (1-15) only a maximum of three internship
credit hours count toward POLS elective credit in the major
PADM 314 Public Organization Theory (3)
PADM 315 Public Management (3)
PADM 442 Public Budgeting (3)
PADM 446 Public Personnel Management (3)

RESTRICTED ELECTIVES:
STAT 215: Statistics for the Social and Behavioral Sciences (4)   SOCI 303: Sociological Research Methods(3)

SOCI 101 Introduction to Lesbian, Gay, Bisexual and Transgender Studies (3)
SOCI 410 Death, Dying & Bereavement (3)
SOCO 300 Political Sociology (3)
HIST 303 History of Modern Germany (3)
SOCO 305 Environmental Sociology (3)
SOCO 310 Sociology of Religion (3)
SOCO 312 Social Movements (3)
SOCO 314 Population (3)
SOCO 316 Social Inequality (3)
HIST 315 American Indian History (3)
HIST 320 The American West (3)
PSYCH 320 Social Psychology (3)
EMDP 321 Hazard Mitigation and Preparedness
EMDP 331 Disaster Response and Recovery
SOCO 325 Racial and Ethnic Relations (3)
HIST 333 International History of the Cold War (3)

HIST 342 The Early American Republic (3)
HIST 346 The Unites States in the 1950's and 1960's (3)
HIST 347 Global America: 1970-2000 (3)
HIST 371 20th Century United States Women's History (3)
HIST 400 The Soviet Union and Eastern Europe (3)
HIST 403 East Asia and the Modern World (3)
HIST 406 History of the African Continent (3)
HIST 410 Environmental History of the United States (3)
CRMJ 420 Criminal Law (3)
HIST 425 The History of Sexuality
CRMJ 425 Trial, Evidence and Legal Advocacy (3)
CRMJ 470 Restorative Justice (3)
SOCO 300 Political Sociology (3)
SOCO 305 Environmental Sociology (3)
SOCO 312 Social Movements (3)
SOCO 314 Population (3)
PHIL 352 Ethics (3)

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SUGGESTED COURSE SEQUENCING FOR A MAJOR IN POLITICAL SCIENCE

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

FRESHMAN YEAR				
Fall Semester	**Hours**	ENGL 111	English Composition	3

Freshman Year

General Education~~General Education~~ History	3
General Education~~General Education~~ ~~Applied Studies~~Mathematics	3
General Education~~General Education~~ Natural Science	3
POLS 101 American Government	3
KINE 100 Health and Wellness	1
	16

Spring Semester	**Hours**
ENGL 112 English Composition	3
General Education~~General Education~~ Humanities	3
General Education~~General Education~~ ~~Mathematics~~Social/Behavioral Science	3
~~Elective~~POLS 150 Introduction to Political Ideas	3
~~Elective~~POLS 270 World Politics	3
KINA Activity (~~2~~1 courses)	~~2~~1
	~~17~~16

SOPHOMORE YEAR

Fall Semester	**Hours**
~~General Education~~General Education Fine Arts	3
General Education – Social/Behavioral Science	~~3~~
Language Requirement (Foreign Language)	3
~~General Education – Social/Behavioral Science~~	~~3~~
POLS 236 State and Local Government	3
POLS 201 Introduction to Politics ~~3~~	3
KINA Activity (1 course)	1
	~~15~~16

Spring Semester	**Hours**
~~General Education~~General Education Natural Science with Lab	4
Language Requirement (Foreign Language)	3
~~General Education – Social/Behavioral Science~~	~~3~~
POLS 261 Comparative Politics	3
ESSL 200 Essential Speech	1
ESSL 290 ~~Elective~~Milestone Course	3
	~~16~~14

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JUNIOR YEAR

Fall Semester	**Hours**
~~POLS 325 American Presidency~~Political Science Elective	3
~~POLS 342 Public Administration~~Political Science Elective	3
~~Upper Division POLS~~Political Science ~~E~~Elective	3
Restricted ~~Restricted~~ Elective	3
Elective	3
	15

Spring Semester	**Hours**
~~POLS 324 Legislative Process~~Occupational Preparation Course	3
POLS 351 Political Behavior	3
~~POLS 370 World Politics~~Political Science Elective	3
~~Upper Division POLS Elective~~Political Science Elective	3
Elective	~~3~~1
	~~15~~16

SENIOR YEAR

Fall Semester	**Hours**
POLS 490 Senior Seminar	3
~~POLS 452 Political Theory: Classical/Medieval *~~ ~~3~~	
~~or POLS 453 Modern Political Theory~~Political Science Specialization*	3
~~Upper Division POLS~~Political Science ~~Elective~~Specialization	3
~~Upper Division~~ Restricted Elective	3
Elective	3~~Elective~~
	~~2~~
	~~14~~15

Spring Semester	**Hours**
Elective	3
~~POLS 412 Constitutional Law~~Political Science Specialization	3
~~Upper Division POLS~~Political Science ~~Elective~~Specialization	3
Elective	3
	12

*One semester of Senior Year must be 15 semester hours. ~~NOTE: POLS 452 and POLS 453 are only offered in the Fall. You are required to take one of these courses.~~

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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).
7.

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COLORADO MESA
U N I V E R S I T Y

About This Minor . . .

A minor in Political Science is a great complement for students majoring in any other field, particularly Mass Communications and Criminal Justice. The degree provides a thorough understanding of politics and government organizations which is helpful to anyone working in a career that is either regulated by government, has government as a customer, or needs to lobby government to protect its interests.

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

NAME: _____   **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____   _____20_____
Signature of Political Science Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Minor Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 2.00 cumulative GPA or higher in the minor is required
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

REQUIRED COURSES (24 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
POLS 101	American Government	3	_____	_____
POLS 236	State & Local Government	3	_____	_____
POLS 261270	WorldComparative Politics	3	_____	_____
POLS 201	Introduction to Politics	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns

POLS 452151 ~~Political Theory: Classical/ Medieval~~ Introduction to Political Ideas   3
_____ _____

~~OR~~
~~POLS 453   Political Theory: Modern   3   _____ _____~~

Additional Upper Division Hours in Political Science (9)

POLS	____	_____	3	_____	_____
POLS	____	_____	3	_____	_____
POLS	____	_____	3	_____	_____

COLORADO MESA
U N I V E R S I T Y

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: **Political Science**
                                                           Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

NA

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

NA

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

NA

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

NA

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

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

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

NA

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

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

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NA
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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.

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

```
NA
```

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.
    (6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

```
NA
```

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

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

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

Required information for a program modification:
> If change to program name, enter new name: **NA**
> If change to the concentration/emphasis, enter: **NA**
> Is there a revision to the program sheet? **Yes**

Justification for the proposed program modification:
Changes are required given substantial changes to the core of the major. These changes reflect feedback from the 2013 POLS Program Review plus new POLS staff.

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: **Justin Gollob**   Date: **9/14/2014**
Email: **jgollob@coloradomesa.edu**   Phone: **x-1279**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/17/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11-20-2014**

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.

COLORADO MESA UNIVERSITY

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: **International Studies**
                                        Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

NA

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

NA

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

NA

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

NA

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

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
    (1) Employer need/demand as demonstrated by evidence such as:
        (a) identification of several potential employers of program graduates;
        (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
        (c) surveys made by external agencies;
        (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
    (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

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

NA

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

```
NA
```

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

```
NA
```

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

```
NA
```

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

```
NA
```

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.
    (6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

```
NA
```

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

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

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

Required information for a program modification:
      If change to program name, enter new name: **NA**
      If change to the concentration/emphasis, enter: **NA**
      Is there a revision to the program sheet? **Yes**

Justification for the proposed program modification:
New staff specializing in international relations allows us to offer more international studies related courses. These courses will be added to the menu of options under Social and Behavioral Science and will increase the range of offerings to students.

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

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

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

PROPOSED AND PREPARED BY:
Name: **Tim Casey**   Date: **9/14/2014**
Email: **tcasey@coloradomesa.edu**   Phone: **x-1095**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **11/17/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **11/20/2014**

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.

![Colorado Mesa University logo]

2014~~5~~-2015~~6~~ PETITION/PROGRAM SHEET
Minor: International Studies

About This Minor . . .

The International Studies Minor recognizes the complex interconnections between academic disciplines, peoples in cultural contexts, and opportunities for social and economic advancement for our graduates.

Students from a wide variety of disciplines can supplement their major in business, social sciences, natural sciences or humanities with an international focus through this minor. This will help them to understand the changing nature of their field while making their degree more marketable in a global workforce.

Students choose from a menu of options drawn from disciplines across the campus. The interdisciplinary nature of the international studies minor is essential for preparing our students to enter into the new global marketplace of ideas and goods. Students taking the International Studies Minor are encouraged to enhance their experience at Colorado Mesa by participating in a variety of Study Abroad opportunities available while attending CMU.

POLICIES:

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

NAME: _____ STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ (____) _____

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

_____ 20_____
Signature of International Studies Advisor   Date

_____ 20_____
Signature of Department Head   Date

_____ 20_____
Signature of Registrar   Date

International Studies Minor
Posted June 2014

2014~~-2015~~56 Program Sheet, Page 1 of 2

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

REQUIRED COURSES (24 semester hours)
FLA_ First semester of a second-year language
FLA ___ 211 _____ 3 _____ _____
INTS 101 Introduction to International Studies 3

Select **at least one course from each of the categories below** (15 hours). The remaining 3 hours may be selected from any category or combination of categories listed, or they may be met through a pre-approved study abroad program. At least 9 hours must be 300 level or higher. Please note that some of the upper division courses have prerequisites.

1. Business
BUGB 401 International Business (3)
ECON 201 Principles of Macroeconomics (3)
ECON 342 Intermediate Macroeconomics (3)

ECON 420 International Economics (3)
FINA 431 International Financial Management (3)
MARK 231 Principles of Marketing (3)

2. History
HIST 102 Western Civilization (3)
HIST 301 History of England Since 1485 (3)
HIST 306 History of South and Southeast Asia (3)
HIST 310 Latin American Civilization (3)

HIST 331 The Twentieth Century (3)
HIST 340 History of the Islamic World (3)
HIST 403 East Asia and the Modern World (3)

3. Languages and Literature
ENGL 231 Non-Western World Literature I (3)
ENGL 232 Non-Western World Literature II (3)
ENGL 330 Women in World Thought and Literature (3)

ENGL 478 20th Century British Literature (3)
FLAS 311 History and Culture of Spain (3)
FLAV 390 Special Studies in Foreign Language (3)

4. Natural Sciences and Mathematics
BIOL 315 Epidemiology (3)
BIOL 407 Tropical Field Biology (3)
BIOL 415 Tropical Ecosystems (3)
CHEM 300 Environmental Chemistry (3)
ENGR 131 Introduction to Cartography (3)
ENVS 210 Environmental Science and Technology II (3)

GEOL 103 Weather and Climate
GEOL 104 Oceanography (3)
GEOL 107 Natural Hazards and Environmental Geology
GEOL 332/332L Introduction to Geographic Information Systems and Lab (4)
GEOL 359 Survey of Mineral-Related Natural Resources (3)

5. Social and Behavioral Sciences
GEOG 103 World Regional Geography (3)
POLS 261 Comparative Politics (3)
POLS 365 European Politics (3)
POLS 370 270 World Politics (3)
SOCO 310 Sociology of Religion (3)
SOCO 314 Population (3)
POLS 482 International Relations Theory

POLS 366 Government and Politics of Asia (3)
POLS 372 Peace and Conflict Studies (3)
POLS 471 Politics of Global Governance (3)
POLS 472 International Political Economy (3)
POLS 4373 Global Politics of Women and Gender (3)

RECOMMENDATION – Study Abroad Experience

As part of their program, students will be encouraged to participate in an international experience in consultation with their advisors. This experience could be a semester or summer abroad, an international internship, an intensive immersion language program in another country, or participation in a growing number of study abroad opportunities offered by Colorado Mesa University. The credits received from this experience could be used to fulfill general education requirements or program requirements including unrestricted electives, but are not intended to add to the 120 hour graduation requirement. Substitutions would need to be approved by an advisor and department chair prior to the international experience.

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

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

DEPARTMENT NAME: **Social and Behavioral Sciences**
        If new department, please enter name:

Proposal Type: **Program Modification**

PROGRAM: Degree type: **Minor**   Program/degree Name: **Women's and Gender Studies**
                                        Concentration/Emphasis:

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

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

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

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

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

a. Identifying information (see above)

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

NA

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

NA

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

NA

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

NA

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

NA

g. Rationale and justification for the program demonstrating the demand, as evidenced by:
  (1) Employer need/demand as demonstrated by evidence such as:
     (a) identification of several potential employers of program graduates;
     (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/)
     (c) surveys made by external agencies;
     (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.Page 27 of 41
  (2) Student demand as demonstrated by evidence such as surveys of potential students to answer the question: "what is the student population served by program implementation?"

NA

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

NA

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

```
NA
```

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

```
NA
```

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

```
NA
```

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

```
NA
```

m. For Professional, Technical or Other Programs, the justification must include:
    (1) Rationale for program to be in the PTO category.
    (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
    (3) Rationale for the program to exceed 60 credit hours, if applicable.
    (4) Rationale for prescribing General Education courses, if applicable.
    (5) Rationale for prescribing Applied Studies courses, if applicable.
    (6) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

```
NA
```

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

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

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

Required information for a program modification:
      If change to program name, enter new name: **NA**
      If change to the concentration/emphasis, enter: **NA**
      Is there a revision to the program sheet? **Yes**

Justification for the proposed program modification:
Adding POLS 373 as a listed choice will broaden and diversify the Women's and Gender Studies Minor in two ways. First, the Minor currently lacks a political science course. Second, the Minor currently only has one other course with an explicit international focus.

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: **Bill Flanik**　　　　　　　　　　　　　　　　Date: **9/14/2014**
Email: **bflanik@coloradomesa.edu**　　　　　　　　　Phone: **x-1280**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**　　　　　　　　　　　　　　　Date: **11/17/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**　　　　　　　　　　　　　　Date: **11/17/2014**

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.

COLORADO MESA
U N I V E R S I T Y

About This Minor . . .

The Women's and Gender Studies Minor recognizes the centrality of gender to a variety of disciplines, professions, and personal experiences and world views. Students will take coursework in History, Literature, Psychology, and Sociology with an aim toward developing an interdisciplinary understanding of issues related to women and gender in both contemporary and historical contexts.

By augmenting students' chosen majors, the Women's and Gender Studies minor prepares students looking for strong interdisciplinary perspectives along their path to careers and/or further studies in social work, counseling, law, education, business, and the arts, among others.

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

NAME: _____   **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____   ( ) _____

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

_____   _____20_____
Signature of Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Minor Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- 2.00 cumulative GPA or higher in the minor is required
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.

Course No Title	Sem.hrs	Grade	Term/Trns		Course No Title	Sem.hrs	Grade	Term /Trns
REQUIRED COURSES (6 Semester Hours)					**ELECTIVES** (9 semester hours)			
ENGL 330 Women in World Thought					HIST _____ _____	3	_____	_____
and Literature	3	_____	_____		PSYC _____ _____	3	_____	_____
SOCO 340 Sex and Gender	3	_____	_____		_____ _____ _____	3	_____	_____

ELECTIVES (select three course from the list below, including one from History and one from Psychology)

HIST 370	Early U.S. Women's History (3)	
HIST 371	20th Century U.S. Women's History (3)	
HIST 425	The History of Sexuality (3)	
PSYC 335	Psychology of Women (3)	
PSYC 411	Human Sexuality (3)	
PSYP 410	Marriage and Family Counseling (3)	
SOCO 144	Marriage and Families (3)	
SOCI 101	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
CRMJ 375	Women and Crime	
POLS 373	Global Politics of Women and Gender	

Or special course offerings such as Topics and Major Authors courses with the prior approval of minor advisor and Department Head.

Note that upper-division courses have prerequisites, which can be completed as a part of your General Education courses; prerequisites may be waived solely at the instructor's discretion. Some upper-division courses are offered in alternate years; students are advised to plan accordingly.

DEPARTMENT WORKSHEET FOR 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	

Prerequisites	Course Cr Hr
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.
	          If none, check here: ☒
		Course Cr Hr
		1. ARKE 205
		2.
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.
		          If none, check here: ☐

	Course Cr Hr	Course Cr Hr
Co-requisites	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
	None	
Catalog Description	Introduction 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 <u>requirement</u> or a <u>listed choice</u>, 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 <u>must </u>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:

None

Student Learning Outcomes, proposed:
Upon completion of this course, a student should be able to:

1. Illustrate how archaeological remains are part of the geological fabric and are subject to geological forces.

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 between the preservative conditions found in various geological systems (alluvial, colluvial, etc.)

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**   Date: **10/9/2014**
Email: **jseebach@coloradomesa.edu**   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.

COLORADO MESA UNIVERSITY

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: **Spring**   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.	350	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Southwestern Archaeology	
Short title for schedule (max 24 char.)	Southwestern Archaeology	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	

Prerequisites	Course Cr Hr
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.
	     If none, check here: ☒
		Course Cr Hr
		1. ARKE 205
		2.
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.
		     If none, check here: ☐

	Course Cr Hr	Course Cr Hr
Co-requisites	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☒
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".	If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"
Catalog Description	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**   Date: **10/09/2014**
Email: **jseebach@coloradomesa.edu**   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 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: **Spring**   Earliest academic year: **2015-16**

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

	PRESENTLY OFFERED AS: (Fill in this column completely)	PROPOSED TO BE OFFERED AS: (Fill in ONLY if item is to be revised)
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.		
Course Prefix	ARKE	
Course Number This can NOT be modified.	410	Please submit a course add and a course delete form if a course number is to be changed.
Course Title	Field Methods in Archaeology	
Short title for schedule (max 24 char.)	Arch. Fieldwork	
Credit Hours	3	
Contact Hours **(per week per semester)** There is a CDHE required minimum. Check with Academic Affairs if unsure.	Lecture: **3** Lab: Field: Studio: Other:	Lecture: Lab: Field: Studio: Other:
Type of Instructional Activity (from Table III.2 of Policies Manual)	Lecture	Lecture
Academic engagement minutes for a term	2250	
Student preparation minutes for a term	4500	

Prerequisites	Course Cr Hr
	1. ARKE 225 3
	2. ARKE 350 3
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.
	     If none, check here: ☐
		Course Cr Hr
		1. ARKE 205 3
		2. ARKE 225 3
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.
		     If none, check here: ☐

	Course	Cr Hr	Course	Cr Hr
Co-requisites	1. ARKE 410L 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	2	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".		If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"	
Catalog Description	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 <u>requirement</u> or a <u>listed choice</u>, 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 <u>must </u>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**   Date: **10/29/2014**
Email: **jseebach@coloradomesa.edu**   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.

COLORADO MESA UNIVERSITY

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	Course Cr Hr 1. ARKE 225 3 2. ARKE 350 3 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	Course Cr Hr 1. ARKE 205 3 2. ARKE 225 3 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐

	Course	Cr Hr	Course	Cr Hr
Co-requisites	1. ARKE 410 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	3	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. If none, check here: ☐	
General Education/ Essential Learning	If in General Education/Essential Learning, specify category. Otherwise, select "None".		If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify "Drop"	
Catalog Description	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 <u>requirement</u> or a <u>listed choice</u>, 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 <u>must</u> 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**   Date: **10/29/2014**
Email: **jseebach@coloradomesa.edu**   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.

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**   Date: **12/2/2014**
Email: **jseebach@coloradomesa.edu**   Phone: **x1292**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **12/2/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **12/2/2014**

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.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _Archaeology Minor___

Degree Title   __Minor_____

Name of Institution: Colorado Mesa University

DEFINITIONS:
>
> Academic year is the period beginning July 1 and concluding June 30.
>
> Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.
>
> FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.
>
> Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:
>
> To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.
>
> To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.
>
> The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	7	15				60
1-b	Out-of-State Headcount						
2	Program Headcount	7	15				60
3-a	In-state FTE	3.5	7.5				30
3-b	Out-of-State FTE						
4	Program FTE	3.5	7.5				30
5	Program Graduates	1	2				10

_____   _____
Signature of Governing Board Officer   Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Archaeology Minor___

Name of Institution: Colorado Mesa University_____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____   _____
Governing Board Capital Construction Officer   Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____   _____
Governing Board Capital Construction Officer   Date

Approved Policy   I-B-10   June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

** If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

_____   _____   _____
Signature of Governing Board Financial Officer   Title   Date

Approved Policy   I-B-12   June 5, 2003

2015~~4-2015~~ 2016 PETITION/PROGRAM SHEET

Minor: Archaeology

COLORADO MESA
U N I V E R S I T Y

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.

_____ 20_____
Signature of Archaeology Advisor   Date

_____ 20_____
Signature of Department Head   Date
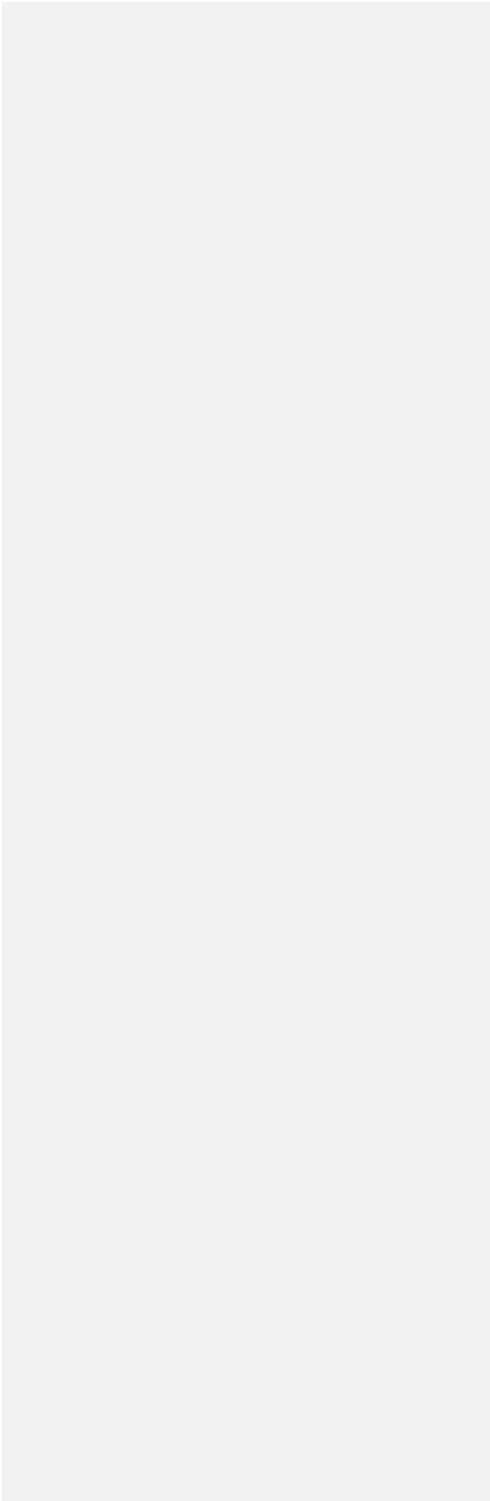
_____ 20_____
Signature of Registrar   Date

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

Degree Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Course No	Title	Sem.hrs	Grade	Term
REQUIRED COURSES (23 14 semester hours)				
ANTH 202	Intro to Anthropology	3		
ARKE 205	Principles of Archaeology	3		
ARKE 225	Intro to N Amer Archaeology	3		
ARKE 410	Archaeological Fieldwork*	3		
ARKE 410L	Fieldwork LAB*	2		
~~GEOL 332~~	~~Intro to GIS*~~	~~2~~		
~~GEOL 332L~~	~~Intro to GIS (LAB)~~	~~1~~		
~~ARKE 350~~	~~Southwest Archaeology~~	~~3~~		

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

~~* Requires a prerequisite—either GEOG 131 (3 credits) or GEOL 305 (1 credit).~~
* Prerequisites: ARKE 205 and ARKE 225, or consent of instructor

**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.

Archaeology Minor
Posted June 2014

2014-2015 Program Sheet, Page 2 of 2

***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**   Date: **12/2/2014**
Email: **mconnor@coloradomesa.edu**   Phone: **970-248-1219**

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Erika Jackson**   Date: **12/2/2014**

APPROVED BY DEPARTMENT HEAD:
Name: **Jessica Herrick**   Date: **12/2/2014**

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.

COLORADO MESA
U N I V E R S I T Y

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.

_____   _____20_____
Signature of Advisor   Date

_____   _____20_____
Signature of Department Head   Date

_____   _____20_____
Signature of Registrar   Date

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

Degree Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- 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
REQUIRED COURSES (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	_____	_____

Course No	Title	Sem.hrs	Grade	Term

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

Course No	Title	Sem.hrs	Grade	Term
FOAN180	Survey of Phys Anthro and	3	_____	_____
FOAN180L	Survey of Phys Anthro lab	1	_____	_____
or				
FOAN232*`	Survey Forensic Science	3	_____	_____
ARKE300	Human Evolution	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.

**Prerequisites: ARKE 205 and ARKE 225, or consent of instructor