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.
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 Name: Social and Behavioral Sciences

Course prefix: ARKE  Course number: 205  Credit hours: 3

Course name: Principles of Archaeology

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

Contact hours per week: Lecture 3  Lab  Field  Studio  Other

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

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

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

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

Is this to be a general education/essential learning course? Yes  If yes, which category? Social and Behavioral Sciences

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

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

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

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: □

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

List all 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 what 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 anyone 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 sympathy.
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
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.

<table>
<thead>
<tr>
<th>Intention</th>
<th>Yes</th>
<th>No</th>
<th>Required information for course modification (provide in the text boxes in this column)</th>
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<tbody>
<tr>
<td>Establish an experimental (i.e., topics) course.</td>
<td>☐</td>
<td>☒</td>
<td>Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)</td>
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<tr>
<td>Modify a course prerequisite within the same department.</td>
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<td>☐</td>
<td>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.</td>
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<td>Modify a course co-requisite within the same department.</td>
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<td>Course prefix, number, title and lists of old and new co-requisites.</td>
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<td>Modify a course title.</td>
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<td>Course prefix, number, old title and new title.</td>
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<td>Modify a course catalog description.</td>
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<td>Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)</td>
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<td>Establish a cross-listed course within the same department.</td>
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<td>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.)</td>
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<th>Intention</th>
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<th>Required information for program modification (submit marked up program sheet)</th>
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<td>Modify list of recommended electives in a program.</td>
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<td>Current year’s program sheet marked up with proposed changes.</td>
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<td>Modify sequencing of courses within a program.</td>
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<td>Modify name of an emphasis, cognate, track, or concentration.</td>
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e. does not adversely affect student progress through the program, AND
f. does not create any hidden prerequisites.
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<tr>
<th>Intention</th>
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<td>Delete a program.</td>
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<td>Justification and course teach-out plan.</td>
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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
10/29/2014
Email: jrhawkins@coloradomesa.edu
1374
Phone: 248-

REVIEWED BY DEPARTMENT’S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: Jeremy Hawkins
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.
NOTE: Each course addition must be submitted on a separate form.

Department Name: Kinesiology

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 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: ☐

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

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

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(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.
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

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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:

- *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
   - ✗ 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.
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**
Email: jcordova@coloradomesa.edu

**Email:**

**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.

Signature of Advisor __________________________ Date __________

Signature of Department Head __________________________ Date __________

Signature of Registrar __________________________ Date __________
Degree Requirements:
- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 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.

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<th>Course No Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
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<tr>
<td><strong>English</strong> (6 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)</td>
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<tr>
<td>ENGL 111 English Composition</td>
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<tr>
<td>ENGL 112 English Composition</td>
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<tr>
<td><strong>Math:</strong> 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.)</td>
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<tr>
<td>MATH 1</td>
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<tr>
<td><strong>Humanities (3 semester hours)</strong></td>
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<tr>
<td><strong>Social and Behavioral Sciences</strong> (6 semester hours)</td>
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<td>(Suggested – PSYC 150 – General Psychology)</td>
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<td><strong>Natural Sciences</strong> (7 semester hours, one course must include a lab)</td>
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<td><strong>History</strong> (3 semester hours)</td>
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<td>HIST</td>
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<td><strong>Fine Arts</strong> (3 semester hours)</td>
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Course No Title | Sem. hrs | Grade | Term/Trns
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**KINESIOLOGY MAJOR – ADAPTED PHYSICAL EDUCATION CONCENTRATION REQUIREMENTS**
(56-59 semester hours)

**Required Core Courses** (12-20 semester hours)

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<th>Sem. hrs</th>
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<td>KINE 100 Health and Wellness</td>
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<td>KINE 1 ______</td>
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<td>KINE 1 ______</td>
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<tr>
<td><strong>Applied Studies (3 semester hours)</strong></td>
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**FOUNDATION COURSES** (4-10 semester hours)

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<th>Term/Trns</th>
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<tbody>
<tr>
<td>BIOL 209 Human Anatomy and Physiology</td>
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<tr>
<td>BIOL 209L Human Anatomy and Physiology Lab</td>
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<tr>
<td>KINE 234 Prevention and Care of Athletic Injuries</td>
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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

**Required Concentration Courses** (36 semester hours)

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<th>Course No Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
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<tbody>
<tr>
<td>PSYC 340 Abnormal Psychology</td>
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<tr>
<td>KINE 211 Methods of Lifetime, Individual &amp; Dual Activities</td>
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<td>KINE 234 Prevention &amp; Care of Ath Inj</td>
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<td>KINE 251 Water Safety Instructor</td>
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<tr>
<td>KINE 301 Health and Fitness Assessment</td>
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<tr>
<td>KINE 360 Motor Learning</td>
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Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.
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<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
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<td>KINE 410</td>
<td>Rehabilitative Exercises</td>
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<td>KINE 415</td>
<td>Physical Activity &amp; Aging</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 480</td>
<td>Inclusive Physical Activity</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>KINE 499</td>
<td>Internship</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

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.
**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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
<td>ENGL 112</td>
<td>3</td>
</tr>
<tr>
<td>KINE 100</td>
<td>Health and Wellness</td>
<td>1</td>
<td>BIOL 209</td>
<td>3</td>
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<tr>
<td>KINE 200</td>
<td>History and Phil. of Sport &amp; PE</td>
<td>3</td>
<td>BIOL 209L</td>
<td>1</td>
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<tr>
<td>General Education Fine Arts</td>
<td>3</td>
<td>KINE 213</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Natural Science</td>
<td>3</td>
<td>MATH 110 or higher</td>
<td>3</td>
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<td>General Education Humanities</td>
<td>3</td>
<td>General Education Applied Studies</td>
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### SOPHOMORE YEAR

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

*First Aid/CPR Certification required.

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 309</td>
<td>Anatomical Kinesiology</td>
<td>3</td>
<td>KINE 301 Health and Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>KINE 360</td>
<td>Motor Learning</td>
<td>3</td>
<td>KINE 410 Rehabilitative Exercises</td>
<td>3</td>
</tr>
<tr>
<td>KINE 303</td>
<td>Exercise Physiology</td>
<td>3</td>
<td>KINE 415 Physical Activity and Aging</td>
<td>3</td>
</tr>
<tr>
<td>KINE 303L</td>
<td>Exercise Physiology Lab</td>
<td>1</td>
<td>KINE 480 Inclusive Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>Electives or Minor</td>
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<td>Electives</td>
<td>3</td>
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<td>15</td>
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### SENIOR YEAR

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

**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.

(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**  
Email: **jcordova@coloradomesa.edu**  
Date: **10/29/2014**

**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 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)
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)
Seethe 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
--- | --- | --- | ---
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 alab)
| | | |

History (3 semester hours)
HIST
| | |

Fine Arts (3 semester hours)
| | |

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

Course No Title | Sem.hrs | Grade | Term/Trns
--- | --- | --- | ---
KINE 100 | Health and Wellness | 1 | |
KINA 1 | | 1 | |
KINA 1 | | 1 | |

Applied Studies (3 semester hours)

FOUNDATION COURSES (10-13 2 semester hours)

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

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

Required Core Courses (17-20 semester hours)

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

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

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

Bachelor of Arts: Kinesiology – Fitness and Health Promotion

Posted June 2014

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

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term/Tmns</th>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term/Tmns</th>
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</table>

### 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 assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>ENGL 111 English Composition</td>
</tr>
<tr>
<td>KINE 100 Health and Wellness</td>
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<tr>
<td>KINE 200 History and Phil. of Sport &amp; PE</td>
</tr>
<tr>
<td>General Education History</td>
</tr>
<tr>
<td>General Education Fine Arts</td>
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<tr>
<td>General Education Natural Science</td>
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<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>KINE 234 Prevention and Care of Athletic Injuries</td>
</tr>
<tr>
<td>KINE 260 School Health Education</td>
</tr>
<tr>
<td>*KINE 265 First Aid &amp; CPR/AED for the Health Care Provider</td>
</tr>
<tr>
<td>OR *KINE 250 Lifeguard Training</td>
</tr>
<tr>
<td>General Education Natural Science with Lab</td>
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<tr>
<td>General Education Humanities</td>
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<td>General Education Social/Behavioral Science</td>
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<tr>
<th>JUNIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>KINE 301 Health and Fitness Assessment</td>
</tr>
<tr>
<td>KINE 303 Exercise Physiology</td>
</tr>
<tr>
<td>KINE 303L Exercise Physiology Lab</td>
</tr>
<tr>
<td>KINE 309 Anatomical Kinesiology</td>
</tr>
<tr>
<td>KINE 333 Community Health</td>
</tr>
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<td>KINA XXX Activity</td>
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<td>Electives or Minor</td>
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<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>KINE 401 Org/Ad/Legal of PE/Sport</td>
</tr>
<tr>
<td>KINE 405 Sports Nutrition</td>
</tr>
<tr>
<td>KINE 480 Inclusive Physical Activity</td>
</tr>
<tr>
<td>Electives OR KINE Option</td>
</tr>
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</tbody>
</table>

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.
   (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.
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 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.

Signature of Advisor ___________________________ Date ___________________________

Signature of Department Head ___________________________ Date ___________________________

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 (31 semester hours)
Seethe 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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 112</td>
<td>English Composition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 129</td>
<td>Honors English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 113</td>
<td>College Algebra</td>
<td>4*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Humanities (3 semester hours)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
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<th>Grade</th>
<th>Term</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
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<th>Term</th>
</tr>
</thead>
</table>

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)*

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
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<th>Term</th>
</tr>
</thead>
</table>

*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)

<table>
<thead>
<tr>
<th>Course No</th>
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<th>Grade</th>
<th>Term</th>
</tr>
</thead>
</table>

Bachelor of Science: Exercise Science

<table>
<thead>
<tr>
<th>Course No</th>
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<th>Grade</th>
<th>Term</th>
</tr>
</thead>
</table>

Other LOWER DIVISION REQUIREMENTS (6 semester hours)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
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</tr>
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</table>

Physical and Lab (suggested)*

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
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Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.

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See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

FOUNDATION COURSES (12-17-20 Semester Hours)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
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<th>Grade</th>
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</tr>
</thead>
</table>

EXERCISE SCIENCE MAJOR REQUIREMENTS (50 semester hours) Must pass all courses with a grade of “C” or higher.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
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Kinesiology (3 semester hours)

<table>
<thead>
<tr>
<th>Course No</th>
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</tr>
</thead>
</table>

Applied Studies (3 semester hours)

<table>
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<tr>
<th>Course No</th>
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Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

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*Math 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)

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Bachelor of Science: Exercise Science

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<th>Grade</th>
<th>Term</th>
</tr>
</thead>
</table>


### Restricted Electives:

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 210 and 210L</td>
<td>Human Anatomy and Physiology II (3) &amp; (1)</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Pathobiology (4)</td>
</tr>
<tr>
<td>BIOL 301 and 301L</td>
<td>Genetics (3) &amp; (1)</td>
</tr>
<tr>
<td>BIOL 341 and 341L</td>
<td>General Physiology (3) &amp; (1)</td>
</tr>
<tr>
<td>BIOL 409 and 490L</td>
<td>Gross and Developmental Human Anatomy (2) &amp; (2)</td>
</tr>
<tr>
<td>CHEM 311 and 311L</td>
<td>Organic Chemistry (4) &amp; (1)</td>
</tr>
<tr>
<td>CHEM 312 and 312L</td>
<td>Organic Chemistry (4) &amp; (1)</td>
</tr>
<tr>
<td>CHEM 315 and 315L</td>
<td>Biochemistry (3) &amp; (1)</td>
</tr>
<tr>
<td>KINE 401</td>
<td>Organization/Admin/Legal Considerations in PE &amp; Sports (3)</td>
</tr>
<tr>
<td>KINE 403</td>
<td>Advanced Strength and Conditioning* (3)</td>
</tr>
<tr>
<td>KINE 404</td>
<td>Clinical Exer Phys &amp; Adv Exer Prescriptions* (3)</td>
</tr>
<tr>
<td>KINE 410</td>
<td>Rehabilitative Exercises (3)</td>
</tr>
<tr>
<td>KINE 420</td>
<td>Therapeutic Modalities (3)</td>
</tr>
<tr>
<td>KINE 487</td>
<td>Structured Research (1-3)</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Abnormal Psychology (3)</td>
</tr>
</tbody>
</table>

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

### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 113</td>
<td>College Algebra</td>
</tr>
</tbody>
</table>

### 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
| Bachelor of Science: Exercise Science | 2014-2015/2015-2016 Program Sheet, Page 4 of 6 |

<table>
<thead>
<tr>
<th>Occupational Therapy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 409, 499L Gross and Developmental Human Anatomy</td>
</tr>
<tr>
<td>PHYS 111, 111L General Physics</td>
</tr>
<tr>
<td>PSYC 233 Human Growth and Development</td>
</tr>
<tr>
<td>PSYC 340 Abnormal Psychology</td>
</tr>
<tr>
<td>KINE 499 Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology and/or Anthropology courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chiropractic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 311, 311L, 312, 312L Organic Chemistry</td>
</tr>
<tr>
<td>PHYS 111, 111L, 112, 112L General Physics</td>
</tr>
<tr>
<td>Social Science and Humanities courses</td>
</tr>
</tbody>
</table>

| KINE 499 Internship |
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

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

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>KINE 234 Prevention &amp; Care of Ath Injuries</td>
<td>3</td>
<td>KINE 201 Health and Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 209 Human Anatomy</td>
<td>3</td>
<td>Gen Ed Soc &amp; Beh Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 209L Human Anatomy Lab</td>
<td>1</td>
<td>Gen Ed Humanities</td>
<td>3</td>
</tr>
<tr>
<td>STAT 200 Probability and Statistics</td>
<td>3</td>
<td>Gen Ed Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131 General Chemistry</td>
<td>4</td>
<td><strong>OR</strong> KINE 265 First Aid &amp; CPR/AED for the Health Care Provider</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131L General Chemistry Lab</td>
<td>1</td>
<td><strong>OR</strong> Current Card</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
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### JUNIOR YEAR

<table>
<thead>
<tr>
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<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>KINE 301 Hlth &amp; Fitness Assessment</td>
<td>3</td>
<td>KINE 265 First Aid &amp; CPR/AED for the Health Care Provider</td>
<td>3</td>
</tr>
<tr>
<td>KINE 303 Exercise Physiology</td>
<td>3</td>
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</tr>
<tr>
<td>KINE 303L Exercise Physiology Lab</td>
<td>1</td>
<td>Gen Ed Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KINE 309 Anatomical Kinesiology</td>
<td>1</td>
<td>KINE 370L Biomechanics Lab</td>
<td>1</td>
</tr>
<tr>
<td>Restricted Elective Choice 1-5</td>
<td>3</td>
<td>BIOL 341 General Physiology</td>
<td>1</td>
</tr>
<tr>
<td>KINE 401 Orig AEd at PE/Sport</td>
<td>3</td>
<td>KINE XXX Activity</td>
<td>3</td>
</tr>
<tr>
<td>KINA 1XX Activity</td>
<td>4</td>
<td>Restricted Elective Choice 3-5</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Soc &amp; Beh Science</td>
<td>3</td>
<td>Gen Ed Applied Studies</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td>14-15</td>
<td></td>
</tr>
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<td>14-15</td>
<td>4</td>
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### SENIOR YEAR

<table>
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<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 300 Gross &amp; Dev Human Anatomy</td>
<td>2</td>
<td>KINE 404 Clinical Ex Phys and Adv Ex Prescript</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 400A Gross &amp; Dev Human Anat Lab</td>
<td>2</td>
<td><strong>OR</strong> Gen Ed Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>KINE 403 Advanced Strength &amp; Cond</td>
<td>3</td>
<td>KINE 487 Structured Research</td>
<td>3</td>
</tr>
<tr>
<td>KINE 405 Sports Nutrition</td>
<td>3</td>
<td>KINE 494 Internship</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective Choice 1-5</td>
<td>3</td>
<td>Restricted Elective Choice 3-5</td>
<td>3</td>
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<td>Electives</td>
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<td>13-15</td>
<td></td>
</tr>
<tr>
<td>13-16</td>
<td>15-17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 NAME: Kinesiology

Proposal Type: Program Modification

PROGRAM: Degree type: BS
Program/degree Name: Sport Management

Concentration/Emphasis:

Effective Term: Fall

Effective Academic Year: 2015-16

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

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**
Email: jcordova@coloradomesa.edu

**REVIEWED BY DEPARTMENT’S CURRICULUM COMMITTEE REPRESENTATIVE:**
Name: **Jeremy Hawkins**

**APPROVED BY DEPARTMENT HEAD:**
Name: **Jill Cordova**

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

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 . . .

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.

Signature of Advisor __________________ Date ________

Signature of Department Head __________________ Date ________

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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem hrs</th>
<th>Grade Term/Tms</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 112</td>
<td>English Composition</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Math: MATH 113 or higher (3 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)

MATH 113 College Algebra 4* ___ ______

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

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

L

History (3 semester hours)

Bachelor of Science: Sport Management
Posted June 2014

Course No | Title                              | Sem hrs | Grade Term/Tms |
|-----------|------------------------------------|---------|---------------|

Fine Arts (3 semester hours)

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

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

Applied Studies (3 semester hours)

FOUNDACTION 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 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. (22semester hours; 3additional upper division hours are needed.)

*MATH 113 College Algebra 1 ___ _____

Bachelor of Science: Sport Management
Posted June 2014

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.

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>HOURS</th>
<th>SPRING SEMESTER</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>ENGL 111 English Composition</td>
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<td>ENGL 112 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>KINE 100 Health &amp; Wellness</td>
<td>1</td>
<td>CISB 101 Business Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 200 History &amp; Phil. of Sport &amp; PE</td>
<td>3</td>
<td>MATH 113 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>KINE 205 Introduction to Sport Management</td>
<td>3</td>
<td>General Education Humanities</td>
<td>3</td>
</tr>
<tr>
<td>General Education Soc./Behavioral Science</td>
<td>3</td>
<td>General Education Applied Studies</td>
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<td>General Education History</td>
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<tr>
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<td>ECON 202 Principles of Microeconomics</td>
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<td>General Education Soc/Beh Science</td>
<td>3</td>
<td>MARK 231 Principles of Marketing</td>
<td>3</td>
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<tr>
<td>General Education Fine Arts</td>
<td>3</td>
<td>MANG 201 Principles of Management</td>
<td>3</td>
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<tr>
<td>General Education Nat. Science</td>
<td>3</td>
<td>General Education Nat. Sci. with Lab</td>
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<td>KINA Activity</td>
<td>1</td>
<td>ELECTIVES</td>
<td>3</td>
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<td>ELECTIVES ACCT 201 Principles of Financial Acctg</td>
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<td>ACCT 201 Principles of Financial Accounting</td>
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<td>KINE 335 Sport in Society</td>
<td>3</td>
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<tr>
<td>KINE 342 Sport Law and Risk Management</td>
<td>3</td>
<td>KINE 340 Sport Operations</td>
<td>3</td>
</tr>
<tr>
<td>KINE 345 Survey of Econ. &amp; Finance in Sport</td>
<td>3</td>
<td>KINE 350 Leadership &amp; Ethics in Sport</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>69</td>
<td>KINE 402 Sport Marketing</td>
<td>3</td>
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<tr>
<td></td>
<td>15</td>
<td>Electives</td>
<td>2</td>
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<thead>
<tr>
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<th>HOURS</th>
<th>SPRING SEMESTER</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>MARK 335 Sales and Sales Mgmt. <strong>OR</strong></td>
<td>3</td>
<td>KINE 499 Internship</td>
<td>12</td>
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<tr>
<td>KINE 401 Org./Admin./Legal Consid. in P.E.</td>
<td>3</td>
<td></td>
<td>12</td>
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<tr>
<td>KINE 406 Governance &amp; Communication in Sport</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>KINE 494A Sport Mgmt Senior Seminar</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA Activity</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

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 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.
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.

Signature of Sport and Fitness Management Advisor Date 20

Signature of Department Head Date 20

Signature of Registrar Date 20
Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- 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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK 231</td>
<td>Principles of Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANG 201</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 205</td>
<td>Intro to Sport Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 350</td>
<td>Leadership &amp; Ethics in Sport</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 342</td>
<td>Sport Law &amp; Risk Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 340</td>
<td>Sport Operations <strong>OR</strong></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 401</td>
<td>Organization/Administration/ Legal Considerations in P.E. &amp; Sports</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 401</td>
<td>Organization/Administration/ Legal Considerations in P.E. &amp; Sports</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Course No | Title | Sem.hrs | Grade | Term/Trns |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE/MARK 402</td>
<td>Sport Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 406</td>
<td>Governance &amp; Communication in Sport</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
   (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.
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**
Email: **jcordova@coloradomesa.edu**
Date: 10/29/2014
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.
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.

Signature of Advisor ________________________________ Date ________________________________

Signature of the Department Head ________________________________ Date ________________________________

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
• 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*

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem Hrs</th>
<th>Grade</th>
<th>Term/Term</th>
<th>Course No</th>
<th>Title</th>
<th>Sem Hrs</th>
<th>Grade</th>
<th>Term/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>B IOL 209</td>
<td>Human Anat &amp; Physiology</td>
<td>3</td>
<td></td>
<td></td>
<td>KINE 301</td>
<td>Health &amp; Fitness Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B IOL 209L</td>
<td>Human Anat &amp; Physiology Lab</td>
<td>1</td>
<td></td>
<td></td>
<td>KINE 303</td>
<td>Physiology of Exercise</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 128</td>
<td>Int. Weight Training</td>
<td>1</td>
<td></td>
<td></td>
<td>KINE 303</td>
<td>Physiology of Exercise Lab</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 213</td>
<td>Applications of Physical Fitness &amp; Exercise Pres</td>
<td>3</td>
<td></td>
<td></td>
<td>KINE 309</td>
<td>Anatomical Kinesiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 254</td>
<td>Prevention &amp; Care of Athletic Injuries</td>
<td>3</td>
<td></td>
<td></td>
<td>KINE 403</td>
<td>Adv. Strength &amp; Conditioning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 297</td>
<td>Practicum</td>
<td>2</td>
<td></td>
<td></td>
<td>KINE 405</td>
<td>Sports Nutrition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>KINE 310</td>
<td>Methods of Exercise Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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).
# 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)

<table>
<thead>
<tr>
<th>Intention</th>
<th>Yes</th>
<th>No</th>
<th>Required information for course modification (provide in the text boxes in this column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an experimental (i.e., topics) course.</td>
<td>☐</td>
<td>☒</td>
<td>Use Course Addition form. (An experimental course may be offered only twice before request for permanency.)</td>
</tr>
<tr>
<td>Modify a course prerequisite within the same department.</td>
<td>☒</td>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>Modify a course co-requisite within the same department.</td>
<td>☐</td>
<td>☒</td>
<td>Course prefix, number, title and lists of old and new co-requisites.</td>
</tr>
<tr>
<td>Modify a course title.</td>
<td>☐</td>
<td>☒</td>
<td>Course prefix, number, old title and new title.</td>
</tr>
<tr>
<td>Modify a course catalog description.</td>
<td>☐</td>
<td>☒</td>
<td>Course prefix, number, title, old catalog description and new catalog description. (New and modified course descriptions must be approved first by Course Description Evaluator.)</td>
</tr>
<tr>
<td>Establish a cross-listed course within the same department.</td>
<td>☐</td>
<td>☒</td>
<td>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.)</td>
</tr>
</tbody>
</table>

## Intention Yes No Required information for program modification (submit marked up program sheet)

<table>
<thead>
<tr>
<th>Intention</th>
<th>Yes</th>
<th>No</th>
<th>Required information for program modification (submit marked up program sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify list of recommended electives in a program.</td>
<td>☐</td>
<td>☒</td>
<td>Current year’s program sheet marked up with proposed changes.</td>
</tr>
<tr>
<td>Modify sequencing of courses within a program.</td>
<td>☐</td>
<td>☒</td>
<td>Current year’s program sheet marked up with proposed changes.</td>
</tr>
<tr>
<td>Modify name of an emphasis, cognate, track, or concentration.</td>
<td>☐</td>
<td>☒</td>
<td>Current year’s program sheet marked up with proposed changes.</td>
</tr>
<tr>
<td>Modify a program that 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</td>
<td>☐</td>
<td>☒</td>
<td>Current year’s program sheet marked up with proposed changes</td>
</tr>
</tbody>
</table>
f. does not create any hidden prerequisites.
<table>
<thead>
<tr>
<th>Intention</th>
<th>Yes</th>
<th>No</th>
<th>Required information for program deletion, deactivation or reactivation (enter in text box below this table)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete a program.</td>
<td>☐</td>
<td>☒</td>
<td>Justification and course teach-out plan.</td>
</tr>
<tr>
<td>Deactivate a program.</td>
<td>☐</td>
<td>☒</td>
<td>Justification and course teach-out plan.</td>
</tr>
<tr>
<td>Reactivate a program.</td>
<td>☐</td>
<td>☒</td>
<td>Justification and course teach-out plan.</td>
</tr>
</tbody>
</table>

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

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

DEPARTMENT NAME: Theatre Arts
If new department, please enter name:

Proposal Type: 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.
   (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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>THEA 130 Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 153 Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 243 Theatre Practice: Scene Construction</td>
<td>3</td>
</tr>
<tr>
<td>THEA 260 Costume Construction I</td>
<td>3</td>
</tr>
<tr>
<td>MANG 201 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MARK 231 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>THEA 141 Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>DANC 115 Dance Appreciation</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>FINE101 The Living Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Practice (Select 8 semester hours)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Theoretical Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Performance:</td>
<td>THEA 147, 148, 247, 248, 347, 348, 447, 448</td>
</tr>
<tr>
<td>Dance Performance:</td>
<td>DANC 156, 256, 356, 456</td>
</tr>
<tr>
<td>Tech Performance:</td>
<td>THEA 119, 120, 219, 220, 319, 320, 419, 420</td>
</tr>
<tr>
<td>Play Production:</td>
<td>THEA 117, 118, 217, 218, 317, 318, 417, 418</td>
</tr>
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</table>

**History (6 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 331 Theatre History I</td>
<td>6</td>
</tr>
<tr>
<td>THEA 332 Theatre History II</td>
<td></td>
</tr>
<tr>
<td>DANC 315 History and Philosophy of Dance I</td>
<td></td>
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<tr>
<td>DANC 316 History and Philosophy of Dance II</td>
<td></td>
</tr>
<tr>
<td>THEA 341 Musical Theatre History and Literature</td>
<td></td>
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</table>

**Career Preparation (3 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 401 Career Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone (3 semester Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 494 Acting/Directing and MT Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Theatre/Dance Electives (9 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select 9 cr Hrs from THEA/DANC/SPCH courses)</td>
<td></td>
</tr>
</tbody>
</table>

**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
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**
Email: jvanbrussel@coloradomesa.edu

REVIEWED BY DEPARTMENT’S CURRICULUM COMMITTEE REPRESENTATIVE:
Name: **Jill Van Brussel**

APPROVED BY DEPARTMENT HEAD:
Name: **Timothy D Pinnow**

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

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.

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

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

<table>
<thead>
<tr>
<th>ASSIGNABLE SQUARE FEET</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
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<tbody>
<tr>
<td>TYPE OF SPACE</td>
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<tr>
<td>Classroom</td>
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<tr>
<td>Instructional Lab</td>
<td>15300(Theatres and shops)</td>
<td>No</td>
<td>New</td>
<td>Needs</td>
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<tr>
<td>Offices</td>
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<td>Study</td>
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<tr>
<td>Special/General Use</td>
<td>1200</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>24000</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* 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).

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

** 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.

<table>
<thead>
<tr>
<th>Signature of Governing Board Financial Officer</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>

Approved Policy I-B-12 June 5, 2003
## ATTACHMENT 1: Curriculum Mapping

<table>
<thead>
<tr>
<th>Courses</th>
<th>Objectives</th>
<th>Collaboration</th>
<th>Disc. knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 304</td>
<td>R, U, A, P</td>
<td>A, N</td>
<td>U, E</td>
</tr>
<tr>
<td>SPCH 305</td>
<td>R, U, A, P</td>
<td>A, N</td>
<td>U, E</td>
</tr>
<tr>
<td>THEA X17, X18</td>
<td>E, A, P</td>
<td>A, N, A, C</td>
<td>R, U, A, P</td>
</tr>
<tr>
<td>THEA X19, X20</td>
<td>U, A</td>
<td>A, N, A, N</td>
<td>R, U, A, P</td>
</tr>
<tr>
<td>THEA 130</td>
<td>C, A, A, N</td>
<td>A, N, A, C</td>
<td>R, U, A, N, A</td>
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<td>THEA 142</td>
<td>R,AN,E</td>
<td>U,AP</td>
<td>E,AN</td>
</tr>
<tr>
<td>THEA 143</td>
<td>U,E</td>
<td>AP,AN</td>
<td>E,U</td>
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<tr>
<td>THEA 145</td>
<td>R.U,E</td>
<td>AP,AN</td>
<td>E</td>
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<tr>
<td>THEA X47, X48</td>
<td>R, AP, AN, C</td>
<td>AP,C Assessment Item B</td>
<td>U, AP, AN,C Assessment Item B</td>
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<tr>
<td>THEA 153</td>
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<td>U,C</td>
<td>U,AP</td>
</tr>
<tr>
<td>THEA 154</td>
<td>R,E,AP</td>
<td>U,AN,C</td>
<td>E,AP,C</td>
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<td>THEA 243</td>
<td>U</td>
<td>AN,C</td>
<td>U</td>
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<td>THEA 244</td>
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<td>THEA 253</td>
<td>C</td>
<td>C,AP</td>
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<td>THEA 255</td>
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<td>U,AN,C</td>
<td>E,AP,C</td>
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<td>AN,E</td>
<td>U,AP</td>
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<tr>
<td>THEA 262</td>
<td>R,U,AP</td>
<td>AP,C</td>
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<td>THEA 322</td>
<td>U,AN,E</td>
<td>AN</td>
<td>R,U,AN,E</td>
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<td>THEA 331/332</td>
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<td>AN,C</td>
<td>R,U,AN</td>
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<td>THEA 341</td>
<td>R,U,AP</td>
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<td>THEA 343</td>
<td>U,AP</td>
<td>AN,C,E</td>
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<tr>
<td>THEA 344</td>
<td>U,AP</td>
<td>AN,C,E</td>
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</tr>
<tr>
<td>THEA 355</td>
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<td>U, AP, C</td>
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<td>THEA 360</td>
<td>U,R</td>
<td>AN,E</td>
<td>U,AP</td>
</tr>
<tr>
<td>THEA 376</td>
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<td>R,UN,E,C</td>
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<td>U,AP,AN,C</td>
<td>U,AP,E,C</td>
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<tr>
<td>THEA 382</td>
<td>R,U,AP,AN,E,C</td>
<td>U,AP,AN,C</td>
<td>U,AP,E,C</td>
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<tr>
<td>THEA 401</td>
<td>C,AP,AN</td>
<td>R,U,AN</td>
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<tr>
<td>THEA 403</td>
<td>R,U,AN</td>
<td>R,AN</td>
<td>AP,C</td>
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<td>THEA 411</td>
<td>U</td>
<td>C,AP,AN</td>
<td>C,R,U,E</td>
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</tr>
<tr>
<td>THEA 412</td>
<td>U</td>
<td>C,AP,AN</td>
<td>C,R,U,E</td>
</tr>
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<td>THEA 445/446</td>
<td>U,AP</td>
<td>U,AN,AP,E,C</td>
<td>U,AP,E</td>
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<td>THEA 459</td>
<td>C,AP,AN</td>
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<td>THEA 494</td>
<td>U,AP,AN,C</td>
<td>AP,E, C</td>
<td>E, C</td>
</tr>
<tr>
<td>Educational outcome is developing (D) or ceased (A)</td>
<td>Assessment Method(s)</td>
<td>Time of Data Collection/ Person Responsible</td>
<td>Desired Level of Accomplishment/ Benchmark</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Courses (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: |
| Courses (B) | 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: |
| Courses (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 |
| Courses in instruction | 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  
Conclusions: | Action: None taken at this time |
whether this issue was specific group of students or pervasive across all students
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 CMU’s 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)
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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 112</td>
<td>English Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math: MATH 110 or higher</td>
<td>(3 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (3 semester hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences (6 semester hours)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Natural Sciences (7 semester hours, one course must include a lab)</td>
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</tr>
</tbody>
</table>

OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)

<table>
<thead>
<tr>
<th>Kinesiology (3 semester hours)</th>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 100</td>
<td>Health and Wellness</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINA 1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Studies (3 semester hours)</td>
<td>SPCH 112</td>
<td>The Living Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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                          | 3 |                 |
| THEA 142   | Theatre Appreciation                          | 3 |                 |
| FINE 101   | 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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLA</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FLA</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

HISTORY (6 Semester Hours) from the following options:

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

PRACTICE (8 Semester Hours) from the following options:

| THEA 147  | Drama Performance                           | 3 |                 |
| DANC 156  | Dance Performance:                          | 3 |                 |
| THEA 199  | Tech Performance:                           | 3 |                 |
| THEA 117  | Play Production                             | 3 |                 |

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:


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

**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.)

<p>| | | |</p>
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<thead>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Fall</td>
<td>15</td>
<td>ENGL 111 English Composition</td>
<td>3</td>
</tr>
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<td></td>
<td></td>
<td>MATH XXX (110 or higher)</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>KINA Activity (2 courses)</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Practice Option</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEA 153 Acting I: Beginning Acting (Foundation)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEA 243 Theatre Practice/Scene Const. (Foundation)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>ENGL 112 English Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KINE 100 Health and Wellness</td>
<td>1</td>
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<td>Practice Option</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>THEA 130 Script Analysis (Foundation)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEA 141, DANC 115 OR FINE 101</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>THEA 260 Costume Construction I (Foundation)</td>
<td>3</td>
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### SOPHOMORE YEAR

<table>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>14</td>
<td>General Education Natural Science with Lab</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>FLA Foreign Language (Foundation)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MANG 201 Principles of Management (Foundation)</td>
<td>3</td>
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<td></td>
<td></td>
<td>Theatre/Dance/Speech Elective</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>Practice Option</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>General Education Social/Behavioral Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FLA Foreign Language (Foundation)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MARK 231 Principles of Marketing (Foundation)</td>
<td>3</td>
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<td></td>
<td>Theatre/Dance/Speech Elective</td>
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<td>Practice Option</td>
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</table>

### JUNIOR YEAR

<table>
<thead>
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<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>16</td>
<td>General Education History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre, Dance or Music Theatre History Option</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre/Dance/Speech or General Elective (9) (upper div)</td>
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<td></td>
<td></td>
<td>Practice Option (upper division)</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>General Education Humanities</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>General Education Natural Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre, Dance or Music Theatre History Option</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre/Dance/Speech or General Elective (6) (upper div)</td>
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<tr>
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<td>Practice Option (upper division)</td>
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</table>

### SENIOR YEAR

<table>
<thead>
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<th>Semester</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>13-16</td>
<td>General Education Fine Arts</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>THEA 401 Career Preparation</td>
<td>3</td>
</tr>
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<td></td>
<td></td>
<td>THEA 445 Senior Design/Tech Cap. (fall or spring)</td>
<td>(3)</td>
</tr>
<tr>
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<td></td>
<td>Theatre/Dance/Speech or General Elective (6) (upper div)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Practice Option (upper division)</td>
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</tr>
<tr>
<td>Spring</td>
<td></td>
<td>General Education Applied Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEA 446 Senior Cap. (fall or spring)</td>
<td>(3)</td>
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<tr>
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<td></td>
<td>Theatre/Dance/Speech or Gen Elective (6-9) (upper div)</td>
<td>6-9</td>
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<tr>
<td></td>
<td></td>
<td>Practice Option (upper division)</td>
<td>1</td>
</tr>
</tbody>
</table>

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).
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 Oxford Reference 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:

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

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>Academic Search Complete</th>
<th>EDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater</td>
<td>49144</td>
<td>1062758</td>
</tr>
<tr>
<td>Theater history</td>
<td>502</td>
<td>79285</td>
</tr>
</tbody>
</table>
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
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/fac senate/curriculumresources.html](http://coloradomesa.edu/fac senate/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: ☑

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<th>Course</th>
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List all co-requisites for this course. If none, indicate by checking here: ☑

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*(Submit a course modification request, as required, for each course listed above.)*
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: 

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<thead>
<tr>
<th>Degree Type</th>
<th>Program</th>
</tr>
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<tbody>
<tr>
<td>1. BA</td>
<td>Political Science</td>
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<tr>
<td>2.</td>
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

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

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

DUPICATION: 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

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.
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: ☒

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here:  

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</thead>
<tbody>
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<td>1. BA</td>
<td>Political Science</td>
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<td>2. Minor</td>
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(Submit a program modification request and a revised program sheet for each program listed above. All prerequisites to this course must be included in each program of study listed above.)

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

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</table>

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

DUPPLICATION: 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.)

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

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Field</th>
<th>Studio</th>
<th>Other</th>
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<tr>
<td>3</td>
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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:  

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Is this to be a general education/essential learning course? **Yes**  
If yes, which category? **Social and Behavioral Sciences**

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<td>2.</td>
<td>Minor International Studies</td>
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<td>2.</td>
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<tr>
<td>3. POLS 471: Global Governance</td>
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(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.
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
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 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: ☒

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: □

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

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

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(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  
Email: tcasey@coloradomesa.edu  
Date: 9/10/2014  
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.
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/fac senate/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: ☒  

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: 

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

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

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(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.
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   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

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

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

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(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
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 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: ☑

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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:  

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

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

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(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, 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  
Email: bflanik@coloradomesa.edu  
Date: 11/11/2014  
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 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: **0**  
- Field: **0**  
- Studio: **0**  
- Other: **0**

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/fac senate/curriculumresources.html](http://coloradomesa.edu/fac senate/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:  
- [X]

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List all **co-requisites** for this course. If none, indicate by checking here:  
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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

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

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

| 1. | 2. |
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(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.
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3. Obtain departmental approval according to department-specific procedures.

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

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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 GENERERDERED 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
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
Email: bflanik@coloradomesa.edu
Date: 11/11/2014
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.
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  No  J-Term  No  Spring  Yes  Summer  No

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](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: ☑

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: [ ]

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

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

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

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

<table>
<thead>
<tr>
<th>Purpose of public policy</th>
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<tr>
<td>Actors in public policy</td>
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<td>· Interest Groups</td>
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<td>Defining problems</td>
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<td>Policy analysis</td>
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<td>Policy Implementation</td>
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<td>Substantive policy topics</td>
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<td>· Healthcare</td>
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<td>· Welfare</td>
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<td>· Drugs</td>
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</table>

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 Name: Social and Behavioral Sciences

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: ☐

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here:

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

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

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(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 successful and unsuccessful 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
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: **X**  
- J-Term:  
- Spring: **X**  
- 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/fac senate/curriculumresources.html](http://coloradomesa.edu/fac senate/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: 

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List all **corequisites** for this course. If none, indicate by checking here: 

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

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

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(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.
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 **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](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 prerequisite[s] for this course. If none, indicate by checking here:  

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

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*(Submit a course modification request, as required, for each course listed above.)*
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☐

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

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

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(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**
Email: tcasey@coloradomesa.edu

Phone: 248-1095
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 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: ☒

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

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

List all 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**
Email: 
Date: 9/5/2014

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 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: ✗

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

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(Submit a course modification request, as required, for each course listed above.)
List all programs of study for which this course will be a requirement or a listed choice, including all degrees, majors, minors, certificates, concentrations, cognates, emphases, and options. If none, indicate by checking here: ☒

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

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

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

DUPICATION: 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 Name: Social and Behavioral Sciences

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 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: ☐

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

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<td>BA Political Science</td>
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<td>2.</td>
<td>Minor Political Science</td>
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<td>10.</td>
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</tbody>
</table>

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

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

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

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

DUPLICATION: Is there overlapping content with present courses offered on campus?  

No

If yes, explain:

FACULTY FTE: Will additional faculty FTE be required?  

No

If yes, explain:

EQUIPMENT: Does the course require additional equipment?  

No

If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities?  

No

If yes, explain:

Course description as it will appear in the printed catalog:
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.

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

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BA Political Science</td>
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<td>2.</td>
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<td>10.</td>
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</tbody>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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</tbody>
</table>

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

<p>| | |</p>
<table>
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<tbody>
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<td>1.</td>
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<td>3.</td>
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<td>9.</td>
<td>10.</td>
</tr>
</tbody>
</table>

(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 Email: bflanik@coloradomesa.edu
Date: 1116/2014 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.
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.
   (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;
j. List of faculty and their qualifications. (Is there a need for additional faculty?)

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.

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.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Full Implementation</th>
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<tbody>
<tr>
<td>1-a</td>
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<td>In-state</td>
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<td>Headcount</td>
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<td>Out-of-State</td>
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<td>Headcount</td>
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<td>In-state FTE</td>
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<tr>
<td>3-b</td>
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<td>Out-of-State</td>
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<td>FTE</td>
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<td>Program FTE</td>
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<td>Program</td>
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<tr>
<td>Graduates</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TYPE OF SPACE</th>
<th>ASSIGNABLE SQUARE FEET</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL NEEDED</td>
<td>AVAILABLE</td>
<td>RENOVATION</td>
<td>NEW CONSTRUCTION</td>
<td>LEASE/RENT</td>
<td>REVENUE SOURCE*</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>Immed</td>
<td>Future</td>
<td>Immed</td>
<td>Future</td>
<td></td>
<td></td>
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<tr>
<td>Instructional Lab</td>
<td></td>
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<td>Study</td>
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<td>Special/General Use</td>
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</tbody>
</table>

* 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).

<table>
<thead>
<tr>
<th>Operating Expenses:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Faculty</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2 Financial Aid specific to program</td>
<td></td>
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<tr>
<td>3 Instructional Materials</td>
<td></td>
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<tr>
<td>4 Program Administration</td>
<td></td>
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<tr>
<td>5 Rent/Lease</td>
<td></td>
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<tr>
<td>6 Other Operating Costs</td>
<td></td>
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<tr>
<td>7 Total Operating Expenses</td>
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<tr>
<td>Program Start-Up Expenses</td>
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<tr>
<td>8 Capital Construction</td>
<td></td>
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<tr>
<td>9 Equipment Acquisitions</td>
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<tr>
<td>10 Library Acquisitions</td>
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<tr>
<td>11 Total Program Start-Up Exp.</td>
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</tbody>
</table>

TOTAL PROGRAM EXPENSES

<table>
<thead>
<tr>
<th>Enrollment Revenue</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 General Fund: State Support</td>
<td></td>
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</tr>
<tr>
<td>13 Cash Revenue: Tuition</td>
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</tr>
<tr>
<td>14 Cash Revenue: Fees</td>
<td></td>
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</tbody>
</table>

Other Revenue

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Federal Grants</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16 Corporate Grants/Donations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17 Other fund sources *</td>
<td></td>
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<tr>
<td>18 Institutional Reallocation **</td>
<td></td>
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</tbody>
</table>

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
# Bachelor of Arts: Political Science

## 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](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.

Signature of Advisor ___________________________ Date ____________

Signature of Department Head ___________________________ Date ____________

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

**GENERAL EDUCATION REQUIREMENTS** (45-55 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 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 list of options and a requirement for your major.

<table>
<thead>
<tr>
<th>Course</th>
<th>No</th>
<th>Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term</th>
<th>Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 112</td>
<td>English Composition</td>
<td>3</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Math: MATH 110 or higher (3 semester hours, must receive a grade of “C” or better.)

| MATH 1 | | | | |

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)

| Humanities | | | | |

Social and Behavioral Sciences (6 semester hours)

| Social and Behavioral Sciences | | | | |

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

| Natural Sciences | | | | |

History (3 semester hours)

| History | | | | |

Fine Arts (3 semester hours)

| Fine Arts | | | | |

Course No Title Sem.hrs Grade Term/Trns

**OTHER LOWER DIVISION REQUIREMENTS** (6-23 semester hours)

Kinesiology (3 semester hours)

| KINE 100 | Health and Wellness | 1 | | |
| KINE 1 | | 1 | | |
| KINE 1 | | 1 | | |

Applied Studies (3 Semester Hours)

| Applied Studies | | | | |

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** (24 semester hours)

| POLS 101 | Americans 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 Relations/World Politics | 3 | | |
| POLS 325 | The Legislative Process | 3 | | |
| POLS 335 | The American Presidency | 3 | | |
| POLS 442 | Public Administration | 3 | | |
| POLS 351 | Political Behavior | 3 | | |
| POLS 370 | World Politics | 3 | | |
| POLS 412 | Constitutional Law | 3 | | |
| POLS 455 | Political Theory, Classical/Medieval | 3 | | |
| POLS 452 | Political Theory, Modern | 3 | | |

**Upper Division Political Science Electives**

| POLS 490 | Senior Seminar: Political Science | 3 | | |

| Upper-Division Political Science Electives | | | | |

| Political Theory (3 credit hours) Select one course from each subfield from Electives list on pg. 3 |

| POLS 452 | Political Theory, Modern | 3 | | |
| POLS 453 | Political Theory, Classical/Medieval | 3 | | |
| POLS 482 | International Relations Theory | 3 | | |
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

Political Issues (1 credit hour) 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

**RESTRICTED ELECTIVES:**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem. hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 488</td>
<td>Environmental Politics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 489</td>
<td>Internship (1-15)</td>
<td>only a maximum of three internship credit hours count toward POLS elective credit in the major</td>
</tr>
<tr>
<td>POLS 496</td>
<td>Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>POLS 499</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Language Requirements:** (6 semester hours) Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.

**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 POLS 365 for their major.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term/Tms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 201</td>
<td>Social Science</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**POLITICAL SCIENCE/PUBLIC ADMIN. ELECTIVES:**

| POLS 324: The American Court System | 3 |
| POLS 352: Religion and Politics | 3 |
| POLS 365: European Government and Politics | 3 |
| POLS 366: Topics | 3-12 |
| POLS 462: Political Theory: Classical and Medieval | 3 |
| OR 453 (if not used in core) | Political Theory: Modern | 3 |
| POLS 473: American Foreign and National Security Policy | 3 |

**Restricted Electives:**

- POLS 496: Topics
- POLS 499: Internship
- Behavioral Sciences
- Communication and Conflict
- Communication: Culture, Diversity and Gender
- Communication and Leadership
- Argumentation and Debate
- Independent Study
- Topics
- Pre-Law in Practice
- Independent Study
- Topics
- Internship

**Restricted Electives (6 semester hours)** selected from the following political science related courses listed on pg 3.

- Behavioral Sciences
- Communication and Conflict
- Communication: Culture, Diversity and Gender
- Communication and Leadership
- Argumentation and Debate
- Independent Study
- Topics
- Pre-Law in Practice
- Independent Study
- Topics
- Internship

**Language Requirements (6 semester hours)** Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.

- Foreign Language

**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.)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem. hrs</th>
<th>Grade</th>
<th>Term/Tms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 201</td>
<td>Social Science</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>ENGLISH COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>ENGL 111</td>
</tr>
</tbody>
</table>

Bachelor of Arts: Political Science

Posted June 2014
### Bachelor of Arts: Political Science

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>ENGL 112 English Composition 3</td>
</tr>
<tr>
<td>History 3</td>
<td>General Education General Education Humanities 3</td>
</tr>
<tr>
<td>General Education General Education</td>
<td>General Education General Education</td>
</tr>
<tr>
<td>S Studies</td>
<td>Mathematics 3</td>
</tr>
<tr>
<td>General Education General Education</td>
<td>Natural Science 3</td>
</tr>
<tr>
<td>Science 3</td>
<td>POLS 101 American Government 3</td>
</tr>
<tr>
<td>KINE 100</td>
<td>Health and Wellness 1</td>
</tr>
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<td>16</td>
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#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>General Education</td>
<td>General Education Fine Arts 3</td>
</tr>
<tr>
<td>General Education</td>
<td>Language Requirement (Foreign Language) 3</td>
</tr>
<tr>
<td>General Education</td>
<td>General Education Social/Behavioral Science 3</td>
</tr>
<tr>
<td>POLS 236</td>
<td>State and Local Government 3</td>
</tr>
<tr>
<td>POLS 201</td>
<td>Introduction to Social/Behavioral Science 3</td>
</tr>
<tr>
<td>Politics 3</td>
<td>Language Requirement (Foreign Language) 3</td>
</tr>
<tr>
<td>KINA Activity (1 course)</td>
<td>ESSL 200 Essential Speech 1</td>
</tr>
<tr>
<td></td>
<td>ESSL 290 Elective Milestone Course 3</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
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</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 375 American Presidency 3</td>
<td>POLS 351 Political Behavior 3</td>
</tr>
<tr>
<td>POLS 342 Public Administration 3</td>
<td>POLS 370 World Politics 3</td>
</tr>
<tr>
<td>Politics 3</td>
<td>Upper Division Elective 3</td>
</tr>
<tr>
<td>Restricted Elective 3</td>
<td>Upper Division Elective 3</td>
</tr>
<tr>
<td>Elective 15</td>
<td>Elective 41</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
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</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 490 Senior Seminar 3</td>
<td>Elective 3</td>
</tr>
<tr>
<td>POLS 452 Political Theory, Classical/Medieval 3</td>
<td>POLS 412 Constitutional Law 3</td>
</tr>
<tr>
<td>Upper Division POLS Political Science 3</td>
<td>Upper Division POLS Political Science 3</td>
</tr>
<tr>
<td>Upper Division Elective 3</td>
<td>Upper Division Elective 3</td>
</tr>
<tr>
<td>Restricted Elective 3</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Elective 15</td>
<td>Elective 12</td>
</tr>
</tbody>
</table>

*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.

**POLICIES:**

*Formatted: No underline

*Formatted: No underline

*Formatted: Justified, Tab stops: 1", Left + 3.5", Right + 5", Left + 6.75", Left + 7.5", Left
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. Finaly, 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.

NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).
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.

Signature of Political Science Advisor Date 20

Signature of Department Head Date 20

Signature of Registrar Date 20

Political Science Minor
Posted June 2014

2014-2015-2016 Program Sheet, Page 1 of 2
**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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 101</td>
<td>American Government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 236</td>
<td>State &amp; Local Government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 26270</td>
<td>WorldComparativePolitics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 201</td>
<td>Introduction to Politics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS</td>
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<td></td>
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</tr>
<tr>
<td>POLS</td>
<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>POLS</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Political Science Minor

Posted June 2014

2014-2015-2016 Program Sheet, Page 2 of 2
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.
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?

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

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?”

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).

i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;
j. List of faculty and their qualifications. (Is there a need for additional faculty?)

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)
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.
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

   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.
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.
   (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;
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)
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.
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.

___________________________  ____________________________
Signature of International Studies Advisor                          Date

___________________________  ____________________________
Signature of Department Head                          Date

___________________________  ____________________________
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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
</table>

**REQUIRED COURSES** (24 semester hours)

- FLA_ First semester of a second-year language
- INTS 101 Introduction to International Studies

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)
   - CHEM 315 Introduction to Cartography (3)
   - ENV 210 Environmental Science and Technology II (3)
   - ENGL 478 20th Century British Literature (3)
   - FLAS 311 History and Culture of Spain (3)
   - FLAV 390 Special Studies in Foreign Language (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 265 European Politics (3)
   - POLS 360 Comparative Politics (3)
   - POLS 365 European Politics (3)
   - POLS 367 Peace and Conflict Studies (3)
   - POLS 471 Politics of Global Governance (3)
   - POLS 472 International Political Economy (3)
   - SOCO 310 Sociological of Religion (3)
   - SOCO 314 Population (3)
   - 20145 Global Politics of Women and Gender (2)
   - POLS 482 International Relations Theory

**RECOMMENDATION – Study Abroad Experience**

International Studies Minor

Posted June 2014
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.
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.
   (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;
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)
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.
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.

Signature of Advisor ___________________________ Date _______________ 20

Signature of Department Head ___________________________ Date _______________ 20

Signature of Registrar ___________________________ Date _______________ 20

Minor Women’s and Gender Studies
2014-2015-2016 Program Sheet, Page 1 of 2
Posted June 2014
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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 330</td>
<td>Women in World Thought and Literature</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>SOCO 340</td>
<td>Sex and Gender</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term/Trns</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 370</td>
<td>Early U.S. Women’s History (3)</td>
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<tr>
<td>HIST 371</td>
<td>20th Century U.S. Women’s History (3)</td>
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<tr>
<td>HIST 425</td>
<td>The History of Sexuality (3)</td>
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<td>PSYC 335</td>
<td>Psychology of Women (3)</td>
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<td>PSYC 411</td>
<td>Human Sexuality (3)</td>
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<td>PSYP 410</td>
<td>Marriage and Family Counseling (3)</td>
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<td>Marriage and Families (3)</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Lesbian, Gay, Bisexual, and Transgender Studies</td>
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<tr>
<td>CRMJ 375</td>
<td>Women and Crime</td>
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<tr>
<td>POLS 373</td>
<td>Global Politics of Women and Gender</td>
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</tr>
</tbody>
</table>

Electives (select three course from the list below, including one from History and one from Psychology)

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 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 ☐

<table>
<thead>
<tr>
<th>PRESENTLY OFFERED AS:</th>
<th>PROPOSED TO BE OFFERED AS:</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
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<td><strong>Short title for schedule (max 24 char.)</strong></td>
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<tr>
<td><strong>Contact Hours (per week per semester)</strong></td>
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<tr>
<td>Studio: Other:</td>
<td>Lecture: Lab: Field:</td>
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<td><strong>Type of Instructional Activity (from Table III.2 of Policies Manual)</strong></td>
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<td><strong>Academic engagement minutes for a term</strong></td>
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<tr>
<td><strong>Student preparation minutes for a term</strong></td>
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<tr>
<td><strong>Prerequisites</strong></td>
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<td>1. ARKE 205</td>
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</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Co-requisites</th>
<th>Course</th>
<th>Cr Hr</th>
<th>Course</th>
<th>Cr Hr</th>
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If none, check here: ☒

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<th>General Education/ Essential Learning</th>
<th>If in General Education/Essential Learning, specify category. Otherwise, select “None”.</th>
<th>If proposing to add to General Education/Essential Learning, specify category. If proposing to drop from Gen Ed, specify “Drop”</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

| Catalog Description | Introduction of aspects of geological science used to solve archaeological problems. Focus is on Mountain West, site formation and data recovery. |

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

<table>
<thead>
<tr>
<th>Degree Type</th>
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<tr>
<td></td>
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</tbody>
</table>

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

Justification for the proposed course modification: (enter below)

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

Student Learning Outcomes, current:
Upon completion of this course, a student should be able to:

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.
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 [x] Summer [ ]

<table>
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<tr>
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<tr>
<td>(Fill in this column completely)</td>
<td>(Fill in ONLY if item is to be revised)</td>
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<td><strong>Course Prefix</strong></td>
<td>ARKE</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
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<tr>
<td>This can NOT be modified.</td>
<td>Please submit a course add and a course delete form if a course number is to be changed.</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Southwestern Archaeology</td>
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<tr>
<td><strong>Short title for schedule (max 24 char.)</strong></td>
<td>Southwestern Archaeology</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td><strong>Contact Hours (per week per semester)</strong></td>
<td>Lecture: 3 Lab: Field:</td>
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<td>There is a CDHE required minimum. Check with Academic Affairs if unsure.</td>
<td>Studio: Other:</td>
</tr>
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<td><strong>Type of Instructional Activity (from Table III.2 of Policies Manual)</strong></td>
<td>Lecture</td>
</tr>
<tr>
<td><strong>Academic engagement minutes for a term</strong></td>
<td>2250</td>
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<tr>
<td><strong>Student preparation minutes for a term</strong></td>
<td>4500</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>1. ARKE 205</td>
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<td>If none, check here:</td>
<td>If none, check here: [ ]</td>
</tr>
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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.
### Co-requisites

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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:

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

---

**Justification for the proposed course modification:**

(enter below)

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: 09/16/2014

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: 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.

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<tr>
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<tr>
<td>Course Title</td>
<td>Field Methods in Archaeology</td>
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<tr>
<td>Short title for schedule (max 24 char.)</td>
<td>Arch. Fieldwork</td>
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<tr>
<td>Credit Hours</td>
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**Co-requisites**

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If none, check here: ☐

**Catalog Description**

Contemporary methods of archaeological field research, including survey, excavation, mapping and artifact collection. Emphasis is on data acquisition, record keeping and interpretation.

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

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

**Justification for the proposed course modification:** (enter below)

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

**Student Learning Outcomes, current:**

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

None

...
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.
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.

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<td>Fieldwork Lab</td>
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</tr>
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<tbody>
<tr>
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</table>

| Student preparation minutes for a term | 750 |
| Prerequisites | Course | Cr Hr |
| 1. ARKE 225 | 3 |
| 2. ARKE 350 | 3 |
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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

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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: □

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

### Justification for the proposed course modification:

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.)

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Survey, Mapping, Recording Sites</td>
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<tr>
<td>GPS and GIS</td>
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<tr>
<td>Excavation Techniques and Rationales</td>
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**Topical course outline, proposed:**

Same as current

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

N/A

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

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

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

3. Obtain departmental approval according to department specific procedures.

PROPOSED AND PREPARED BY:
Name: **John Seebach**  
Email: **jseebach@coloradomesa.edu**  
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 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.

(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.

<table>
<thead>
<tr>
<th></th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-a In-state Headcount</td>
<td>7</td>
<td>15</td>
<td></td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>1-b Out-of-State Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Program Headcount</td>
<td>7</td>
<td>15</td>
<td></td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3-a In-state FTE</td>
<td>3.5</td>
<td>7.5</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3-b Out-of-State FTE</td>
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</tr>
<tr>
<td>4 Program FTE</td>
<td>3.5</td>
<td>7.5</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5 Program Graduates</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>ASSIGNABLE SQUARE FEET</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF SPACE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
<td>Immed</td>
<td>Future</td>
<td>Immed</td>
<td>Future</td>
<td></td>
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<tr>
<td>Instructional Lab</td>
<td></td>
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<tr>
<td>Offices</td>
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<tr>
<td>Study</td>
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<tr>
<td>Special/General Use</td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

* 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).

<table>
<thead>
<tr>
<th>ESTIMATED AMOUNT IN DOLLARS (PV)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenses:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1 Faculty</td>
<td></td>
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<tr>
<td>2 Financial Aid specific to</td>
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<tr>
<td>program</td>
<td></td>
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<tr>
<td>3 Instructional Materials</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4 Program Administration</td>
<td></td>
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<tr>
<td>5 Rent/Lease</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6 Other Operating Costs</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7 Total Operating Expenses</td>
<td></td>
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<tr>
<td>Program Start-Up Expenses</td>
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<tr>
<td>8 Capital Construction</td>
<td></td>
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<tr>
<td>9 Equipment Acquisitions</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10 Library Acquisitions</td>
<td></td>
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<tr>
<td>11 Total Program Start-Up Exp.</td>
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</tr>
<tr>
<td>TOTAL PROGRAM EXPENSES</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Revenue</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>12 General Fund: State Support</td>
<td></td>
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<tr>
<td>13 Cash Revenue: Tuition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>14 Cash Revenue: Fees</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15 Federal Grants</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16 Corporate Grants/Donations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Other fund sources *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Institutional Reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM REVENUE</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

** 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
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.

_________________________ 2020
Signature of Archaeology Advisor     Date

_________________________ 2020
Signature of Department Head       Date

_________________________ 2020
Signature of Registrar          Date

Archaeology Minor 2015-2016 Program Sheet, Page 1 of 2

Posted June 2014
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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title</th>
<th>Sem.hrs</th>
<th>Grade</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 202</td>
<td>Intro to Anthropology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ARKE 205</td>
<td>Principles of Archaeology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ARKE 225</td>
<td>Intro to N Amer Archaeology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARKE 410</td>
<td>Archaeological Fieldwork*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARKE 410L</td>
<td>Fieldwork LAB*</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 332</td>
<td>Intro to GIS</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 332L</td>
<td>Intro to GIS (LAB)</td>
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<tr>
<td>ARKE 300</td>
<td>Human Evolution</td>
<td>3</td>
<td></td>
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<tr>
<td>ARKE 301</td>
<td>Emergence of Human Culture</td>
<td>3</td>
<td></td>
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<tr>
<td>ARKE 302</td>
<td>From Domestication to States</td>
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<td>ARKE 350</td>
<td>Southwest Archaeology</td>
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<td>ARKE 352</td>
<td>Ice Age Archaeology of N. Amer.</td>
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<tr>
<td>FOAN 180</td>
<td>Survey of Physical Anthropology</td>
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<td>FOAN 180L</td>
<td>Phys. Anth. Lab</td>
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<td>GEOG 102</td>
<td>Human Geography</td>
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<td>GEO 332</td>
<td>Intro to GIS***</td>
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<tr>
<td>HIST 355</td>
<td>Ancient and Medieval Cities***</td>
<td>3</td>
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<tr>
<td>HIST 405</td>
<td>Intro to Public History****</td>
<td>3</td>
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<td>HIST 435</td>
<td>Classical Archaeology****</td>
<td>3</td>
<td></td>
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<tr>
<td>ARKE 300L</td>
<td>Archaeological Fieldwork*</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Requires a prerequisite—either GEOG 131 (3 credits) or GEOL 305 (1 credit).
* Prerequisites: ARKE 205 and ARKE 225, or consent of instructor
** Prerequisite, GEOG 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 2014-2015 Program Sheet, Page 2 of 2
Posted June 2014
***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.
   (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.
About This Minor . . .

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

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

NAME: ___________________________ STUDENT ID # ___________________________

LOCAL ADDRESS AND PHONE NUMBER: _____________________________________________

(        )

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

Signature of Advisor     Date

Signature of Department Head     Date

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.

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<th>Sem.hrs</th>
<th>Grade Term</th>
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<th>FOAN180L</th>
<th>FOAN232*</th>
<th>ARKE300</th>
<th>ARKE410</th>
<th>ARKE410L</th>
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</table>

- 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**