

Curriculum Committee Proposal Summary

2/25/2016

Department: Academic Affairs

Program Modification

Liberal Arts-Non-Education: 3250

Degree Type: BA

Modified Program Name: Liberal Arts--General Studies

Modified Program Name: LA-Gen Studies

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Replace the Interdisciplinary Core and Content Area sections with a 3 semester hour capstone project approved by an academic advisor and 37 upper division credits of the student's choice. Modify the "Special Requirements" section by deleting the acceptance and committee procedures required by the degree, and replacing them with a simple requirement to have an academic advisor with whom the student crafts a capstone project.

Justification:

The current configuration of the program makes it unnecessarily difficult for students to design their own track of study, especially transfer students and students that decide to develop such a program later in their student experience. By opening up the gate a little bit, students can still build a thoughtful path of study, but without the necessity of seeking waivers to the considerable number of policies attached to the current program.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Kurt Haas

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

2015-2016 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Liberal Arts – General Studies ~~Non-Education Option~~

About This Major . . .

While Colorado Mesa University provides a wide range of programs, the college may not offer a standard bachelor's degree program that serves a student's particular need. A liberal arts degree, however, is designed to offer a student the opportunity to craft a plan of study to suit his/her individual career and academic aspirations. Under the direction of an advisor, a liberal arts major will design a coherent program by choosing appropriate courses that focus on a very specific field of study.

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 interconnections of knowledge within and across at least two major disciplines;
2. Synthesize insights, content, and/or methodologies of two or more major disciplines
3. Develop solutions to specific problems by drawing from several relevant fields of study
4. Effectively defend conclusions in verbal and written presentations

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date _____ 20____

Signature of Department Head Date _____ 20____

Signature of Assistant Vice President of Academic Affairs Date _____ 20____

Signature of Registrar Date _____ 20____

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Before declaring a Liberal Arts—General Studies major, the student must have the permission of an academic advisor, who will also work with the student in constructing an appropriate course of study and Capstone Experience.

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

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

MATH 1 _____

_____ L

HIST _____

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

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____

FLA _____
FLA _____

Interdisciplinary Core (15-24 semester hours)-Capstone Experience
Thesis (3 semester hours of upper-division independent study,
internship, or other coursework as recommended by an academic
advisor) plus 12-21 lower division hours in content areas chosen below.

Other Upper Division Courses (37 credits of upper-division coursework in any discipline) **Content Area** (33-42 semester hours) See **Special Requirements**. Must be upper division hours chosen from two or three disciplines.

Course	No	Title	Sem.hrs	Grade	Term/Trms

Course	No	Title	Sem.hrs	Grade	Term/Trms

Electives (All college-level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.)
(12-30 semester hours; additional upper division hours may be needed.)

~~Liberal Arts—Non-Education Option Major Requirements~~
~~Special Requirements for non-Education candidates~~

~~**Declaration of major: A student cannot declare a liberal arts major until he or she has completed 60 semester hours of college-level work.** The final thirty hours must be completed after the declaration of the liberal arts major and approval of the program of study. To be accepted as a liberal arts major, a student must prepare a proposal for his or her course of study which explains (1) the reason that no other CMU major serves his or her needs and (2) the focus and purpose of the designed program of study. The student must also present a transcript of completed classes with the proposal. The proposal will be submitted to the department head, who will appoint three faculty members to the liberal arts committee to approve, disapprove, or modify the proposal. The committee will then choose a faculty advisor for the student. This advisor will then monitor the student's progress through the plan for the degree program and will also supervise the student's capstone thesis project. The thesis will be read and evaluated by the advisor and at least one other faculty member appointed by the liberal arts committee.~~

POLICIES:

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

Department: Art and Design

Program Additions

Studio Art

Degree Type: BA

Abbreviated Name: Studio Art

Proposed by: Alison Harris

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **Art and Design**

If new department, please enter name:

Program: Degree type: **BA**

Program/concentration Name: **Studio Art**

Abbreviated program/concentration (max 30 characters): **Studio Art**

PROPOSED AND PREPARED BY:

Name: **Alison Harris**

Date: **1/27/2016**

Email: **aliharris@coloradomesa.edu**

Phone: **248-1767**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
On November 13, 2015 the proposal was discussed with all affected by the program addition, and all parties agreed to creating the BA in Studio Art. The discussion was internal to the Art and Design department.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Carolyn Quinn-Hensley**

Date: **1/28/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Teresa S. Garner**

Date: **1/28/2016**

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

Name:

Date:

Submit to the chair of the appropriate curriculum committee.

Studio Art

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.
-

Student Learning Outcomes:

1. Interpret and apply formal elements and principles of design.
2. Demonstrate application of tools, materials, techniques, and proper use and care of equipment through quality craftsmanship.
3. Generate individual response through concept and theory beyond formal elements to create personal content.
4. Communicate clearly regarding the critical analysis of art and design, both historical and contemporary.
5. Create and sustain a body of work through self-directed research, experimentation, risk-taking, and reflective analysis.
6. Justify critical analysis of artwork based on material, conceptual and critical analysis.

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

The primary goal of a Bachelor of Arts in Studio Art is to allow students who are interested in studio art to pursue numerous career paths requiring an art education. Careers such as art therapy (double majoring in art and psychology) or owning/operating a gallery (combining art and business) are examples. Students pursuing a Bachelor of Arts-Studio Art degree would not be required to create a body of work to display in a senior show, but would be trained in professional art protocol. These students could customize their degrees to meet their individual needs and would be well prepared to enter the field and look for jobs that require a studio art education.

CMU's Vision, Values and Mission States:

"Because the environment in which it functions is in a constant state of change, the university, like its students, must recognize that growth and change are an integral part of our collective future. University stakeholders must embrace the notion that change and innovation within the institution should be the norm rather than a necessity in response to crises. In this context, then, our goals are built around the theme of "Achieving a Higher Degree." This theme reflects a key element of the university's strategic plan: the philosophy that as the institution adapts to its changing world, it does so with the overarching goal of supporting the residents of Western Colorado to achieve a higher degree of educational attainment by preparing students to function successfully in the future."

CMU Institutional Vision and Values states:

"A wide array of academic programs that are improved on an on-going, continuous basis for quality and relevance to Western Colorado's needs in the context of an ever-changing world."

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

A BA in Studio Art would offer a unique degree path for students who are seeking to build a career in the arts but do not want to become professional studio artists by working toward a BFA in Studio Art. The BA in Studio Art is a degree that would emphasize rigorous creative problem solving and critical thinking skills. It is designed to be a more broad-based liberal arts degree that would allow students to customize their coursework toward their specific career path. For the student with a BA in Studio Art, career paths might include a future in art related businesses, art therapy, or gallery and curatorial work, to name a few. It would also be good preparation for advanced degrees in a variety of disciplines.

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

NASAD (National Association of Schools of Art and Design) establishes national standards for undergraduate and graduate degrees and other credentials. They provide a list of standards for degrees in studio art. The standards are a valuable resource and, where possible, have been considered in the creation of the new BA in Studio Art. Even though the Art & Design Department is not at this time seeking accreditation from NASAD, it is possible that we may do so at a later date.

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

There are no special admissions requirements for this major.

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

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

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

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

(c) surveys made by external agencies;

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

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

1)(a)

Graduates with the skills and experience gained within a BA-based Studio Art degree will be prepared to serve as craft or fine artists.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook:

Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one.

Craft and fine artists held about 50,300 jobs in 2014 and about half were self-employed. The median annual wage for craft and fine artists was \$44,400 in May 2014.

Most fine artists earn a bachelor's or master's degree in fine arts in order to improve their skills and job prospects. A formal educational credential is typically not needed for craft artists. Craft and fine artists improve their skills through practice and repetition.

The CMU Art & Design Department faculty recognize that the BFA degree currently offered in our program is a professional degree. The BFA is typically for artists who want to pursue a professional career in the arts which include graduate studies. The BA program would serve the student population who would like to make art, improve their skills, and pursue a career but do not have a desire to follow up with graduate studies. These are students who may or may not want to participate in exhibition opportunities. Currently students in the latter category either complete the BFA or drop out and do not complete the program since they are not interested in that level of intensity. A BA degree would give these students another avenue to work on their art skills without the pressure of exhibition requirements. It would utilize current course work and would not present new costs to deliver.

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)

.
Every four-year college and University in the state of Colorado offers a BA in Art or in Studio Art. Some combine it with art history to create a BA in Art and Art History. These degrees are all very similar in design and offer the same professional opportunities. By creating this major, we will be offering a degree that is desired and is competitive with our peer institutions.

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;

There are no new courses; current classes will be sufficient to accommodate this program.

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

Current faculty is sufficient for the needs of this program.

Joshua Butler

MFA Printmaking, Colorado State University

BFA Printmaking, Colorado State University

Eric Elliott

MFA Painting and Drawing, University of Washington, Seattle

BA Art Practice, University of California, Berkeley

AA General Studies, Mesa Community College, AZ

Alison Harris

MFA Painting and Drawing, California State University, Long Beach

MEd, Curriculum Design, National University

BFA Painting and Drawing, Sonoma State University

BA Exercise Physiology, University of California, Davis

KyoungHwa Oh

MFA Ceramics, Southern Illinois University, Carbondale

BFA Ceramics, Washburn University, KS

Araan Schmidt

MFA Sculpture, University of Minnesota

BFA Sculpture, Kansas City Art Institute

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

Library holdings seem appropriate since resources of discipline have already been established for the current programs within the art department. The art department's

laboratories, clinical facilities and technologies are appropriate for the addition of the BA as they are already established for the current programs with in the art department.

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

We currently plan to offer all courses in a traditional face-to-face format on campus, as well as some online offerings.

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

m. (1) The BA in Studio Art will not be in the PTO category.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _____ BA _____

Degree Title _____ Studio Art _____

Name of Institution: _____ Colorado Mesa University _____

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	5	7	7	10	12	15
1-b	Out-of-State Headcount	1	1	1	2	2	3
2	Program Headcount	6	8	8	12	14	18
3-a	In-state FTE	4.5	6.3	6.3	9	10.8	13.5
3-b	Out-of-State FTE	0.9	0.9	0.9	1.8	1.8	2.7
4	Program FTE	5.4	7.2	7.2	10.8	12.6	16.2
5	Program Graduates	3	4	6	6	8	10

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: BA in Studio ArtName of Institution: Colorado Mesa University

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

Part A

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

Governing Board Capital Construction Officer_____
Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	Current physical capacity will accommodate this program.							
Instructional Lab								
Offices								
Study								
Special/ General Use								
Other								
TOTAL								

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

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

Governing Board Capital Construction Officer_____
Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

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

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

Signature of Governing Board Financial Officer

Title

Date

Financial Aid Checklist for adding New Program

Program is a new:

☐ Certificate (Graduate or Undergraduate)

☐ Associate Degree (AA, AS, AAS)

☒ Bachelor Degree

☐ Graduate Degree

Okay for Aid

Is part of the program being contracted to another entity to provide services? ☐ YES ☒ NO

If YES, provide documentation of the percentage of the program that is provided by the outside entity, to include location of services, type of services, how the costs are to be allocated between entities and the time line to submit required documentation to HLC. According to federal regulations, if more than 25% of the program is contracted to an ineligible entity, HLC must determine and confirm in writing that the agreement meets its standards for contracting services. If 50% or more of the program is outsourced to another entity, it cannot be approved for financial aid.

For new certificate programs (Undergraduate or Graduate):

Is the program at least 15 weeks of instructional time and at least 16 credit hours in length for undergraduate Certificate or 10 weeks of instructional time and at least 8 credit hours in length for a graduate certificate?

☐ YES ☐ NO

If NO, program is not eligible for financial aid

The following is needed to submit for approval of financial aid by the Department of Education:

(A) Rationale and justification for the program demonstrating the demand, as evidenced by:

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

(B) When approval is obtained by the Trustees, CCHE and HLC, please submit to the Financial Aid Office copies of the letters of approval. All new programs that wish to have financial aid for students must be submitted to the Department of Education a minimum of 90 days prior to the program starting.

- € Program meets the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.
- € Program does not meet the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.

Financial Aid Director

[Signature]

Date

10/18/15

2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Studio Art

About This Major . . .

A Bachelor of Art in Studio Art gives students strong technical skills and an art historical background while providing a general exposure to all of the disciplines in the studio art program. A BA in Art provides students numerous career paths requiring an art education. Students take a variety of 2D and 3D courses in drawing, painting, printmaking, ceramics, and sculpture. Students may customize their degree to meet their individual needs and would be well prepared to enter the art field and look for jobs that require a studio art education. For more information on what you can do with this major, go to

<http://www.coloradomesa.edu/career/whatmajor.html>

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

1. Interpret and apply formal elements and principles of design. (Critical Thinking)
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship. (Applied Learning)
3. Generate individual response through concept and theory beyond formal elements to create personal content. (Communication Fluency)
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary. (Specialized Knowledge/ Communication Fluency)
5. Create and sustain a body of work through self-directed research, experimentation, risk-taking, and reflective analysis. (Applied Learning)
6. Justify critical analysis of artwork based on material, conceptual, and critical analysis. (Critical Thinking)

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.
- No more than 6 semester hours of independent study courses can be used toward the degree.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

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

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

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 1					
--------	--	--	--	--	--

Humanities (3 semester hours)

--	--	--	--	--	--

Social and Behavioral Sciences (6 semester hours)

--	--	--	--	--	--

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

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History (3 semester hours)

HIST	131				
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Fine Arts (3 semester hours)

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Course	No	Title	Sem.hrs	Grade	Term/Trns
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OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone				
	(see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (6 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA					
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FLA					
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MAJOR REQUIREMENTS

(60 semester hours)

ART CORE (18 semester hours)

ARTE 101	Two-Dimensional Design	3			
ARTE 102	Three-Dimensional Design	3			
ARTE 118	History of Art, Prehistory to Renaissance	3			
ARTE 119	History of Art, Renaissance to Present	3			
ARTS 151	Foundation Drawing I	3			
ARTS 152	Foundation Drawing II	3			

STUDIO ART MAJOR REQUIREMENTS (42 semester hours)**Art Specialization** (9 semester hours)

ARTH 220	History of Modern Art	3			
ARTE 294	Sophomore Seminar	3			
ARTE 494	Studio Art Senior Seminar	3			

Art History (6 semester hours, 300-400 level)

ARTH		3			
ARTH		3			

Art Studio 200 level (12 semester hours)

ARTS 291	Painting I: Beginning Painting	3			
ARTT 270	Sculpture I	3			
ARTS 241 or 242	Beg. Hand Building or Beg. Wheel Throwing	3			
ARTS 274	Printmaking: Intaglio & Relief	3			

Art Studio 300 level (9 semester hours of ARTS or ARTT 300-level courses)

ART_ 3		3			
ART_ 3		3			
ART_ 3		3			

Art Studio 400 level (6 semester hours of ARTS or ARTT 400-level courses)

Course	No	Title	Sem.hrs	Grade	Term/Trns
ART_ 4			3		
ART_ 4			3		

Electives (17 semester hours; 16 of the 17 elective hours will need to be upper-division in order to meet the minimum required upper division hours.) (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.)

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

Additional fees are required throughout the studio art program for materials.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN STUDIO ART

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

FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111 English Composition	3	ENGL 112 English Composition	3
ESSL MATH 110 or higher	3	ESSL Humanities	3
ARTE 118 History of Art, Prehistory to Renaissance	3	ARTE 119 History of Art, Renaissance to Present	3
ARTE 101 Two-Dimensional Design	3	ARTE 102 Three-Dimensional Design	3
ARTS 151 Foundation Drawing I	<u>3</u>	ARTS 152 Foundation Drawing II	<u>3</u>
	15		15

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
ESSL Social/Behavioral Science	3	ESSL Natural Science w/Lab	4
ESSL Natural Science	3	KINE 100 Health and Wellness	1
ARTS 291 Painting I: Beginning Painting	3	KINA Activity	1
ARTT 270 Sculpture I	3	ESSL History	3
ARTH 220 History of Modern Art	<u>3</u>	ARTS 241/2 Beg. Hand Building or Wheel Throw.	3
	15	ARTE 294 Sophomore Seminar	<u>3</u>
			15

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
ESSL 290 Maverick Milestone	3	ESSL Social/Behavioral Sciences	3
ESSL 200 Essential Speech	1	ART_ 3__ 300-Level Studio	3
FLA_ Foreign Language	3	ART_ 3__ 300-Level Studio	3
ARTS 274 Printmaking: Intaglio & Relief	3	ARTH 3__ Upper Division Art History	3
ART_ 3__ 300-Level Studio	3	FLA_ Foreign Language	<u>3</u>
ESSL Fine Arts	<u>3</u>		15
	16		

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
Elective	3	Elective	3
Elective	3	ART_ 4__ 400-Level Studio	3
ART_ 4__ 400-Level Studio	3	Elective	3
ARTH 3__ Upper Division Art History	3	Elective	3
Elective	<u>2</u>	ARTE 494 Studio Art Senior Seminar	<u>3</u>
	14		15

POLICIES:

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

Course Additions

ARTS 270

Credit Hours 3

Course Title: Screen Printing I

Abbreviated Title: Screen Printing I

Contact hours per week: Lecture 1 Lab Field Studio 4 Other

Type of Instructional Activity: Hybrid Courses

Academic engagement minutes: 3750 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARTE 101 Two-Dimensional Design

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to concepts and techniques of screen print in a commercial and fine art environment. Includes multiple layer registration, CMYK process prints, linear printing with textiles, and secondary printing on 3D objects. Students will build their own portable press.

Justification:

The Art & Design Department has received a number of requests over the years for a screen printing course. In both Spring 2015 and Fall 2015 the department offered Screen Printing Topics courses. The Topics courses have been well-received with high student enthusiasm, and the department would like to continue offering this process to students. ARTS 270 completes a need and the department feels that it will be an appropriate expansion to our studio art area.

Topical course outline:

1. The technical process of screen print with image exposure
2. Construction of individual clam shell screen-printing press
3. Creating images via Multiple Registration and CMYK Printing
4. How to develop a Monoprint and Monotype
5. Introduction to printing on 3D objects
6. Introduction to group installations with screen print

Student Learning Outcomes:

1. Produce screen prints via water-based printing.
2. Develop complex images using Multiple Registration and CMYK Printing.
3. Compile self-response of concept development proposals which extend beyond formal and technical elements.
4. Discuss how to critically analyze conceptual development.
5. Demonstrate Studio Art Professionalism (Participation, Involvement, Community).
6. Take advanced courses in Screen Printing and apply Screen Printing in their own work.

Discussions with affected departments:

Course Additions

N/A

Proposed by: Teresa S. Garner

Expected Implementation: Fall 2016

Course Additions

ARTS 474

Credit Hours 3

Course Title: Throwing Workshop V

Abbreviated Title: Throwing Workshop V

Contact hours per week: Lecture 1 Lab Field Studio 4 Other

Type of Instructional Activity: Hybrid Courses

Academic engagement minutes: 3750 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARTS 444 Throwing Workshop IV

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of the potter's wheel to develop personal style in the throwing process. Independent work via student/professor contract. Body of work created for professional presentation.

Justification:

ARTS 474 will be the final course in the re-designed sequence of Wheel Throwing classes. ARTS 474 Throwing Workshop V students will create a body of work to exhibit and include in a portfolio-building senior experience. The student will create a proposal and a body of work that displays dedication to a sense of aesthetic sensibilities, technical vocabulary, and concept. Students will focus on preparing a portfolio and artist statement.

Topical course outline:

1. Exploration of thematic concepts for the development of a BFA exhibit in clay continued.
2. Development of a personal style on the potter's wheel including advanced alteration techniques.
3. Independent work via student/professor contract to create a body of artwork with professional presentation.
4. Learn to build portfolio and write a resume.
5. Apply to ceramic shows.

Student Learning Outcomes:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use varied thrown and altered techniques associated with forming pieces on the wheel.
4. Produce multiple wheel-thrown pieces with similar design relationships; make different interpretations of similar forms.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape.

Course Additions

6. Apply glazes with advanced techniques specific to high-fire ceramics.
8. Document a personal hands-on process through written explanation and photography, geared toward personal artistic focus and development in ceramics.
9. Fire and load kilns: loading and firing bisque kiln and loading and firing of gas kilns with instructor approval.
10. Mix glazes using knowledge of the basic functions of glaze materials; the pursuit of glaze calculation on a limited basis.

Discussions with affected departments:

N/A

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Additions

ARTS 488

Credit Hours 3

Course Title: Ceramic Sculpture Workshop IV

Abbreviated Title: Ceramic S. W. IV

Contact hours per week: Lecture 1 Lab Field Studio 4 Other

Type of Instructional Activity: Hybrid Courses

Academic engagement minutes: 3750 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARTS 484 Ceramic Sculpture Workshop III

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

General introduction to media, techniques, and history of ceramic art to create a deeper appreciation for the creative ceramics process. Further development of thematic concepts for the development of a BFA exhibit in clay. Independent work via student/professor contract.

Justification:

ARTS 488 Ceramic Sculpture Workshop IV will be the penultimate step in the redesigned sequence of ceramic sculpture classes. Students in the course will create a body of work to exhibit and include in a portfolio-building senior experience. Sophisticated and expansive projects will be individually designed by each student and will demonstrate a cumulative sense of aesthetic sensibilities, technical vocabulary, and concept. Students will focus on preparing a portfolio and artist statement; the semester's work will be influential in the development of both.

Topical course outline:

1. Research contemporary ceramics and ceramic artists.
2. Understand and explore basic issues, concepts, techniques, materials, and interpretations.
3. Use a sketchbook to investigate ideas.
4. Design projects based upon the stated objective and expected method(s) of execution.
5. Participate in controlled firings.
6. Be given opportunities to discuss thoughts, processes, mistakes, growths, content, and craftsmanship.
7. Apply to ceramic shows.
8. Build portfolio and write a resume.

Student Learning Outcomes:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with the hand building processes of making ceramic sculpture.
2. Utilize multiple firing processes associated with finishing sculpture work, including multiple glaze firings with successively lower temperatures.
3. Employ advanced techniques of hand-molded and constructed ceramics: pinch, coil, soft and hard slab construction with internal structural reinforcement or the use of an armature.

Course Additions

4. Employ the techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, tape resist.
5. Utilize basic design principals and express a personal aesthetic through sculpted object, with effort towards developing a personal style.
6. Utilize techniques of glaze application for multiple fire ceramics.
7. Assist in the firing of bisque fires in electric kilns, glaze firing in gas reduction kilns, low fire atmospheric and raku technique.
8. Use the process of making a two-part plaster mold for use with clay
9. Document their personal hands-on process through written explanation and photography geared towards personal artistic focus and development in ceramics.

Discussions with affected departments:

N/A

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Additions

ARTS 498

Credit Hours 3

Course Title: Ceramic Sculpture Workshop V

Abbreviated Title: Ceramic S. W. V

Contact hours per week: Lecture 1 Lab Field Studio 4 Other

Type of Instructional Activity: Hybrid Courses

Academic engagement minutes: 3750 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARTS 488 Ceramic Sculpture Workshop IV

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Further exploration of thematic concepts for the development of a BFA exhibit in clay. Independent work via student/professor contract. Artwork created for professional presentation.

Justification:

ARTS 498 Ceramic Sculpture Workshop V will be the final course in the redesigned ceramic sculpture sequence. In this course students will utilize and refine basic and advanced ceramics technique to produce decorative sculpture. For their final, students must exhibit a body of work. They will also refine their portfolio, artist statement, and resume.

Topical course outline:

1. Decide on format for final exhibit (BFA)
2. Use a primary medium, techniques, tools, and all other resources to create body of work
3. Understand how primary intention informs content
4. Apply to ceramic shows
5. Build portfolio and write a resume

Student Learning Outcomes:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with the hand building technique of making ceramic sculpture.
2. Utilize multiple firing processes associated with finishing sculpture work, including multiple glaze firings with successively lower temperatures.
3. Employ advanced techniques of hand-molded and constructed ceramics: pinch, coil, soft and hard slab construction with internal structural reinforcement or the use of an armature.
4. Employ the techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, tape resist.
5. Utilize basic design principals and express a personal aesthetic through sculpted objects, with effort towards developing a personal style.
6. Utilize techniques of glaze application for multiple fire ceramics.
7. Assist in the firing of bisque fires in electric kilns, glaze firing in gas reduction kilns, low fire

Course Additions

atmospheric and raku technique.

8. Use the process of making a two-part plaster mold for use with clay.

9. Document their personal hands-on process through written explanation and photography geared towards personal artistic focus and development in ceramics.

Discussions with affected departments:

N/A

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTA 223

Current

Course Prefix: ARTA

Course No.: 223

Credit Hours 3

Course Title: Image and Motion

Prerequisites:

Current: ARTE 101, ARTE 102, and ARTS 151

Proposed: No Prerequisites

Proposed

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

Justification:

Deleting the prerequisites will allow students to enter the AF&MD major early in their academic career so they may begin to develop basic conceptual and technical skills.

Discussions with affected departments:

N/A

Proposed by: Carolyn Quinn-Hensley

Expected Implementation: Fall 2016

Course Modifications

ARTA 225

Current

Proposed

Course Prefix: ARTA

Course No.: 225

Credit Hours 3

Course Title: Principles of Animation

Prerequisites:

Current: ARTE 101, ARTE 102 and ARTS 151

Proposed: No Prerequisites

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

Justification:

Deleting the prerequisites will allow students to enter the AF&MD major early in their academic career so they may begin to develop basic conceptual and technical skills.

Discussions with affected departments:

N/A

Proposed by: Carolyn Quinn-Hensley

Expected Implementation: Fall 2016

Course Modifications

ARTD 410

Current

Proposed

Course Prefix: ARTD

Course No.: 410

Credit Hours 3

Course Title: Elementary Art Education Methods

Prerequisites:

Current: EDUC 343, and EDUC 341 or 342, all with grade of "B" or higher

Proposed: EDUC 115, 215, and 343, all with grade of "B" or higher.

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

Justification:

This update to prerequisites brings ARTD 410 in line with curriculum changes made by the CTE last year.

Discussions with affected departments:

Valerie Dobbs, head of the Center for Teacher Education, was consulted via email on 1/20/16 regarding this change.

Proposed by: Teresa S. Garner

Expected Implementation: Fall 2016

Course Modifications

ARTD 410L

Current

Proposed

Course Prefix: ARTD

Course No.: 410L

Credit Hours 1

Course Title: Field/Studio Experience in Elementary Art
Education Methods

Prerequisites:

Current: EDUC 342 and EDUC 343.

Proposed: EDUC 115, 215, and 343, all with grade of "B" or higher.

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

Justification:

This update to prerequisites brings ARTD 410L in line with curriculum changes made by the CTE last year.

Discussions with affected departments:

Valerie Dobbs, head of the Center for Teacher Education, was consulted via email on 1/20/16 regarding this change.

Proposed by: Teresa S. Garner

Expected Implementation: Fall 2016

Course Modifications

ARTD 412

Current

Proposed

Course Prefix: ARTD

Course No.: 412

Credit Hours 4

Course Title: Secondary Art Education Methods

Prerequisites:

Current: EDUC 343, and EDUC 341 or 342, all with grade of "B" or higher

Proposed: EDUC 115, 215, and 343, all with grade of "B" or higher.

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

Justification:

This update to prerequisites brings ARTD 412 in line with curriculum changes made by the CTE last year.

Discussions with affected departments:

Valerie Dobbs, head of the Center for Teacher Education, was consulted via email on 1/20/16 regarding this change.

Proposed by: Teresa S. Garner

Expected Implementation: Fall 2016

Course Modifications

ARTG 301

Current

Course Prefix: ARTG

Course No.: 301

Credit Hours 3

Course Title: Computer Illustration

Abbreviated

Proposed

Digital Illustration

Digital Illustration

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

Art and Design BFA, Graphic Design-Visual Design: 3274

Justification:

The word "Computer" in the title "Computer Illustration" is outdated and should be replaced with the word "Digital." The title "Digital Illustration" will encompass the wide variety of digital devices that are in use by students and faculty alike.

Proposed by: Eli Marco Hall

Expected Implementation: Fall 2016

Course Modifications

ARTG 337

Current	Proposed
Course Prefix: ARTG	
Course No.: 337	
Credit Hours 3	
Course Title: Illustration and Storyboard	Illustration III
Abbreviated	Illustration III
Prerequisites:	
Current: ARTG 215, ARTG 221, ARTG 222, and ARTG 333	
Proposed: ARTG 333	
Description for catalog:	
Current: Traditional drawing skills used in illustration, character design, and storyboards as applied to visual storytelling. Emphasis placed on developing concepts, composition, and rendering skills as related to sequential images.	
Proposed:	
Exploration of storytelling through traditional and contemporary illustration medium. Emphasis placed on developing concepts, execution and professional practices.	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Art and Design BFA, Graphic Design-Visual Design: 3274	

Justification:

With the expansion of Illustration within the Graphic Design program, it is necessary to update the course title, catalog description, and prerequisites to create a clear sequential track.

Student Learning Outcomes, current:

1. Develop effective rendering techniques using Copic Sketch Marker and Prismacolor colored pencil mediums
2. Learn the different types of paper and their uses with the Copic Marker and Prismacolor colored pencil media
3. Explore different approaches to Character Design & Development
4. Become familiar with Storyboard Conventions including Composition Techniques & Camera Shots
5. Develop storyboards that tell a story (From Script to Image)
6. Create storyboards as a means to develop your characters
7. Understand storytelling within the Storyboarding framework

Student Learning Outcomes, proposed:

1. Develop effective rendering techniques using marker and colored pencil mediums
2. Develop effective rendering techniques using acrylic paint and guache
3. Create illustrations using different types of paper appropriate to a variety of techniques
4. Create illustrations that explore a variety of approaches to Illustration & production
5. Utilize professional Industry standards and practices when creating illustrations.

Proposed by: Eli Marco Hall

Expected Implementation: Fall 2016

Course Modifications

ARTG 405

Current

Course Prefix: ARTG

Course No.: 405

Credit Hours 3

Course Title: Web Site Design

Abbreviated

Proposed

Website Design

Website Design

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

Art and Design BFA, Graphic Design-Visual Design: 3274

Justification:

The current course title "Web Site Design" is a relic of the 1990's. To reflect contemporary usage the title should be changed to "Website Design."

Proposed by: Eli Marco Hall

Expected Implementation: Fall 2016

Course Modifications

ARTG 406

Current

Proposed

Course Prefix: ARTG

Course No.: 406

Credit Hours 3

Course Title: Advanced Web Site Design

UX Design

Abbreviated

UX Design

Description for catalog:

Current: Investigation, analysis and application of emerging Web Site design trends.

Proposed:

Investigation, analysis and application of user experience and emerging website design trends.

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

Art and Design BFA, Graphic Design-Visual Design: 3274

Justification:

"Advanced Web Site Design" is not as accurate of a title as "UX Design." This course will focus on teaching User Experience as it pertains to website design.

Proposed by: Eli Marco Hall

Expected Implementation: Fall 2016

Course Modifications

ARTG 437

Current

Course Prefix: ARTG

Course No.: 437

Credit Hours 3

Course Title: Illustration and Storyboard II

Abbreviated

Proposed

Illustration IV

Illustration IV

Description for catalog:

Current: Advanced illustration and storyboarding development focusing on concept, content, materials and techniques. Emphasis on individual artistic style and personal visual communication perception.

Proposed: Advanced illustration development focusing on concept, content, materials and techniques. Emphasis on individual artistic style and personal visual communication perception.

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

Art and Design BFA, Graphic Design-Visual Design: 3274

Justification:

As part of the expansion of Illustration within the Graphic Design program, it is necessary to update the title and class description of ARTG 437 to create a clear sequential track.

Student Learning Outcomes, current:

1. Develop individual personal goals using the Copic Sketch Marker and Prismacolor Colored Pencil mediums
2. Development of Storyboard and/or Character Designs based on individual personal portfolio needs
3. Determine an individual personal development project(s) that focuses on portfolio development based on your career goals

Student Learning Outcomes, proposed:

Proposed by: Eli Marco Hall

Expected Implementation: Fall 2016

Course Modifications

ARTG 493

Current

Course Prefix: ARTG

Course No.: 493

Credit Hours 3

Course Title: Portfolio Development

Prerequisites:

Current: ARTG 405

Proposed: ARTG 405 and ARTG 406

Description for catalog:

Current: Development of a portfolio package to be used as employment material. Emphasis placed on personal identity, resume development, and on an online and print-based portfolio presentation.

Proposed: Development of portfolio materials to be used for gaining employment. Emphasis placed on current industry professional practices including presentation formats, résumé development, contracts and salary negotiations.

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

Art and Design BFA, Graphic Design-Visual Design: 3274

Justification:

A prerequisite change is needed to ensure that students have sufficient knowledge in the creation of web content before they enter this course. The course description is being updated to read more clearly and reflect course content delivered in regards to salary negotiations, and contracts.

Topical course outline, current:

1. Portfolio Styles and Presentation Options
2. Portfolio websites
3. Digital vs Print Portfolios
4. Résumé & Cover Letters
5. Leave-behind Portfolios

Topical course outline, proposed:

1. Portfolio Styles and Presentation Options
2. Portfolio websites
3. Digital vs Print Portfolios
4. Résumé & Cover Letters
5. Leave-behind Portfolios
6. Salary Standards & Negotiations
7. Contracts for Design Professionals

Student Learning Outcomes, current:

In this 400-level portfolio development course, students will:

1. Develop a portfolio
2. Objectively audit the design work in your portfolio
3. Enhance or redesign current work to improve overall portfolio
4. Create a resume and cover letter highlighting skills and experience
5. Create a business card design
6. Create a digital PDF portfolio
7. Create a personal print portfolio contained within a folder, case or binder
8. Create a leave-behind portfolio

Course Modifications

9. Demonstrate relevant work experience by including real-world design work in your portfolio
10. Document design work via photography
11. Participate in AIGA Denver Portfolio Review (Date TBA)
12. Present portfolio during a portfolio presentation to the public

Student Learning Outcomes, proposed:

In this 400-level portfolio development course, students will:

1. Develop a portfolio to achieve your individual career goals/objectives
2. Determine individual career objectives and type of position you seek based on your observations, experience and research
3. Objectively audit the design work in your portfolio
4. Enhance or redesign current work to improve overall portfolio
5. Create a resume and cover letter highlighting skills and experience
6. Create a business card design
7. Create a digital PDF portfolio
8. Create a personal print portfolio contained within a folder, case or binder
9. Create a leave-behind portfolio
10. Demonstrate relevant work experience by including real-world design work in your portfolio
11. Practice Salary Negotiation techniques in mock-interviews
12. Learn best practices for presenting design work via photography
13. Participate in AIGA Denver Portfolio Review (Date TBA)
14. Present portfolio during a portfolio presentation to the public
15. Utilize Contracts and Forms for Designers

Proposed by: Teresa S. Garner

Expected Implementation: Fall 2016

Course Modifications

ARTS 241

Current

Course Prefix: ARTS

Course No.: 241

Credit Hours 3

Course Title: Workshop I: Hand Building

Abbreviated Workshop I: Hand Buil

Proposed

Beginning Hand Building

Begin. Hand Build.

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

Justification:

ARTS 241 Beginning Hand Building is an introduction to the unique properties of clay and glaze as applied to fine art. The updated title better describes the course content and should be less confusing or intimidating to non-Art & Design Department majors.

ARTS 241 is a listed choice in the proposed BA in Studio Art.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 242

Current

Proposed

Course Prefix: ARTS

Course No.: 242

Credit Hours 3

Course Title: Workshop II: Beginning Throwing

Beginning Wheel Throwing

Abbreviated Workshop II: Beginn

Begin. Wheel Throw.

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

Justification:

ARTS 242 is the first of several courses on creating ceramics on a wheel. Updating the course title to "Beginning Wheel Throwing" better describes the course content and may make the course more appealing to non-Art & Design Department majors.

ARTS 242 is a listed choice in the proposed BA in Studio Art.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 291

	Current	Proposed
Course Prefix:	ARTS	
Course No.:	291	
Credit Hours	3	
Course Title:	Beginning Acrylic Painting	Painting I: Intro to Painting
Abbreviated	Beg. Acrylic	Painting I
Prerequisites:		
	Current: ARTS 151 and ARTE 101	
	Proposed: ARTS 151	

Description for catalog:

Current: Introduction to the language of painting through studio practice. Fundamental skills of color mixing and practical applications of painting and how they relate to perceptual problem solving. Focus on light and color and how it translates into the pictorial space through use of acrylic paint.

Proposed: Introduction to the language of painting through studio practice. Fundamental skills of color mixing and practical applications of painting and how they relate to perceptual problem solving. Focus on light and color and how it translates into pictorial space through observational painting.

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

Justification:

ARTS 292 and ARTS 291 will be merged into one course. Currently the two courses cover the exact same material, but use a different painting medium. With the two courses merged students will not have to cover redundant material. Students will be able to choose which medium they wish to use in ARTS 291, and then will be expected to explore other painting mediums in ARTS 365. The removal of ARTE 101 as a prerequisite will give more non-art majors the ability to take the course if desired.

ARTS 291 will be a required course for the proposed BA in Studio Art.

Topical course outline, current:

1. Introduction to use of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship
2. Introduction to the fundamental skills of color mixing and practical applications of painting
3. Translate light and color into the pictorial space through use of acrylic or oil paint
4. Learn to communicate clearly regarding the critical analysis of art and design both historical and in contemporary painting practices
5. Prepare students for more advanced work in future courses

Topical course outline, proposed:

1. Introduction to the language of painting, studio practice, surfaces, tools and materials
2. Introduction to mixing paint, painting techniques, and characteristics of paint
3. Introduction to the fundamental skills of color mixing and color theory
4. Focus on light and color and how it translates into the pictorial space
5. Exploration of composition and spatial concepts

Student Learning Outcomes, current:

1. Demonstrate proper use of tools, materials, and techniques through quality craftsmanship.
2. Demonstrate the fundamental skills of color mixing and practical applications of paint.
3. Translate light and color into the pictorial space through use of acrylic paint.
4. Communicate clearly regarding the critical analysis of art and design both historical and in contemporary painting practices.
5. Generate individual response through concept and theory beyond formal elements to create personal

Course Modifications

content.

Student Learning Outcomes, proposed:

1. Demonstrate a proficiency with painting techniques, tools, and materials.
2. Demonstrate an understanding of color theory and color mixing in relation to painting.
3. Demonstrate an understanding of how to create effects of light, form, and space.
4. Demonstrate an understanding of basic composition.
5. Develop proficiency in the vocabulary of painting.
6. Develop the ability to verbally communicate the basic methods involved in making and evaluating observational painting.

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Modifications

ARTS 342

Current

Proposed

Course Prefix: ARTS

Course No.: 342

Credit Hours 3

Course Title: Workshop III: Intermediate Throwing

Throwing Workshop I: Intermediate Throwing

Abbreviated Workshop III: Interm.

Throw. W I: Interm.

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

Justification:

In the sequence of CMU's studio art courses, inclusion of the word "workshop" in the title usually implies that the course is above the beginning level. Rather than learning basic techniques, students in workshops are typically exploring individual artistic direction using more advanced techniques. In the context of changes to other ceramics course titles, it is logical to re-title ARTS 342 as "Throwing Workshop I: Intermediate Throwing."

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 344

	Current	Proposed
Course Prefix:	ARTS	
Course No.:	344	
Credit Hours	3	
Course Title:	Workshop IV: Clay Alteration	Throwing Workshop II
Abbreviated	Workshop IV: Clay AI	Throwing W. II

Description for catalog:

Current: Alteration of thrown vessels using several techniques, including wet shaping, leatherhard shaping, marks, incising, and stamping. Creating larger vessels using a two-piece technique. Kiln team assigned for high firings.

Proposed:

Alteration of thrown vessels using several techniques, including wet shaping, leatherhard shaping, marks, incising, and stamping. Creating larger vessels using a two-piece technique. Kiln teams assigned for high firings. Introduction to basic molecular composition of raw materials and development of glazes using empirical formulas.

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

Justification:

In the updated sequence of ceramics courses, ARTS 344 will become "Throwing Workshop II." The new title better reflects the existing course content, as does the extended catalog description.

Topical course outline, current:

1. Understanding various alteration techniques on a potter's wheel.
2. Mastery of the different ceramic vessel forms.
3. Understanding surface decoration with various techniques: slip transfer technique, faceting technique, underglaze technique, mishima technique, and decals technique.

Topical course outline, proposed:

1. Alter thrown vessels using various techniques: wet, leatherhead shaping, incising, and stamping.
2. Create larger vessels using a two-piece technique.
3. Master kiln firing techniques.
4. Understanding various glaze applications and firing techniques (low- and high-temperature firings, both electric and gas).
5. Understand glazes and empirical formulas.

Student Learning Outcomes, current:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use multiple thrown and altered techniques associated with throwing on the wheel.
4. Use the techniques of making multiple wheel-thrown pieces with similar design relationships, i.e. making different interpretations of similar forms.

Student Learning Outcomes, proposed:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use firing processes associated with finishing thrown work on electric kilns, gas fired reduction kilns, and atmospheric soda firing.

Course Modifications

3. Use altered techniques associated with forming techniques.
4. Utilize techniques for making multiple wheel-thrown pieces with similar design relationships.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape resist.
6. Fire and load kilns.
7. Mix glazes using knowledge of the basic functions of glaze materials; use glaze calculation on a limited basis

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 364

Current

Proposed

Course Prefix: ARTS

Course No.: 364

Credit Hours 3

Course Title: Figure Painting I

Prerequisites:

Current: ARTS 251, and ARTS 291 or ARTS 292

Proposed: ARTS 251 and ARTS 291

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

Justification:

In conjunction with the proposal to combine the current content of ARTS 291 and ARTS 292 into ARTS 291 and deactivate ARTS 292, ARTS 292 needs to be removed as a prerequisite for ARTS 364.

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Modifications

ARTS 365

	Current	Proposed
Course Prefix:	ARTS	
Course No.:	365	
Credit Hours	3	
Course Title:	Mixed Media Painting I	Painting II: Methods and Materials
Abbreviated	Mixed Media I	Painting II
Prerequisites:		
	Current: ARTS 291 or ARTS 292	
	Proposed: ARTS 291	

Description for catalog:

Current: Bridge between 2D and 3D mediums. Artistic exploration of experimental techniques and mediums including collage, graphite, ink, encaustic, acrylic, oil, found objects. Focus on manipulating varied materials to give textural vitality to painting. Investigation of conceptual and technical direction.

Proposed: Exploration and experimentation with various techniques, materials, and alternative processes inherent to contemporary painting. Through this exploration of painting, students will begin to develop a direction of investigation and a conceptual framework for their own personal painting practice.

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

Justification:

The Art & Design Department proposes changing ARTS 365 Mixed Media I into Painting II: Methods and Materials so that it is a stepping stone class to the Painting Workshops. Painting II will become a prerequisite for students entering into the Painting Workshop classes, and will give them a stronger foundation and knowledge of painting history, techniques, and materials before they begin to pursue their own personal body of work.

Topical course outline, current:

1. Explore the bridge between 2D and 3D mediums.
2. Artistic exploration of experimental techniques and mediums including collage, graphite, ink, encaustic, acrylic, oil, found objects.
3. Generate individual response through concept and theory beyond formal elements to create personal content.
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary.
5. Develop practical skills for entry into a professional career in painting.
6. Develop a consistent body of work which coordinates with an artist statement.

Topical course outline, proposed:

1. Explore conceptual concerns within historical and contemporary painting.
2. Exploration of a wide range of different materials, techniques, surfaces, and tools.
3. A further exploration of color theory, expressive color, and color symbolism.
4. A more advanced exploration of composition and spatial concepts.
5. A critical analysis of the different painting practices throughout history.
6. Explore the bridge between 2D and 3D mediums.
7. Have students become aware of and make independent choices concerning their own personal style and expressive agenda.

Student Learning Outcomes, current:

1. Demonstrate an understanding of the connections between 2D and 3D mediums.
2. Develop proficiency with various painting techniques, tools, and mediums to give textural vitality to painting.
3. Demonstrate a further understanding of color theory and color mixing.

Course Modifications

4. Communicate clearly regarding the critical analysis of painting both historical and contemporary.
5. Develop a consistent body of work which coordinates with an artist statement.
6. Develop practical skills for entry into a professional career in painting.

Student Learning Outcomes, proposed:

1. Demonstrate a proficiency with various painting techniques, tools, and materials.
2. Demonstrate a further understanding of color theory and color mixing.
3. Develop a more mature understanding of composition, the formal elements of art, and the vocabulary of art and painting.
4. Communicate clearly regarding the critical analysis of painting both historical and contemporary.
5. Develop practical skills for entry into a professional career in painting.
6. Start to develop a body of work through self-directed research, experimentation, risk-taking, and reflective analysis.

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Modifications

ARTS 384

Current

Course Prefix: ARTS

Course No.: 384

Credit Hours 3

Course Title: Ceramic Sculpture Workshop II

Abbreviated Ceramics Sculpture W

Prerequisites:

Current: ARTS 284

Proposed: ARTS 241

Proposed

Ceramic Sculpture Workshop I

Ceramic S. W. I

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

Justification:

With the proposed deletion of the current prerequisite ARTS 284 Ceramics Sculpture Workshop I, ARTS 384 logically becomes Ceramics Sculpture Workshop I and requires one 200-level prerequisite, which will be ARTS 241 Hand Building. These changes are part of the general decluttering and streamlining of the ceramics course sequence.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 388

	Current	Proposed
Course Prefix:	ARTS	
Course No.:	388	
Credit Hours	3	
Course Title:	Ceramic Sculpture Workshop III	Ceramic Sculpture Workshop II
Abbreviated	Ceramic Sculp. III	Ceramic S. W. II

Description for catalog:

Current: Thematic concepts for the development of a BFA exhibition in clay explored. Student / Mentor consultation of utmost importance as the theme is developed. Independent work via student/ professor contract. Artwork based for professional presentation.

Proposed:

Exploration of thematic concepts for the development of a BFA exhibition in clay. Introduction to basic chemistry of the molecular composition of raw materials, and development of glazes using empirical formulas. Students consult with their mentor as the theme is developed and perform independent work via student/professor contract. Art work is exhibited as a professional presentation.

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

Justification:

The new title for ARTS 388 is the logical update in the context of the re-sequencing of ceramics courses.

Topical course outline, current:

1. Research contemporary ceramics and ceramic artists.
2. Mastery of construction techniques to create a personal body of work.
3. Using appropriate glazes and correct glazed firings for specific clay bodies.

Topical course outline, proposed:

1. Develop thematic concepts for BFA exhibition.
2. Learn to present art work professionally.
3. Using appropriate glazes and correct glazed firings for specific clay bodies.
4. Explore content in personal work.
5. Write artist statement for current body of work.
6. Learn to use style appropriate for current work.
7. Understand glazes and empirical formulas.

Student Learning Outcomes, current:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with the hand building processes of making ceramic sculpture.
2. Utilize multiple firing processes associated with finishing sculpture work: multiple glaze firings with successively lower temperatures.
3. Employ advanced techniques of hand-molded and constructed ceramics: pinch, coil, soft and hard slab construction with internal structural reinforcement or the use of an armature.
4. Employ the techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, tape resist.
5. Utilize basic design principles and express a personal aesthetic through sculpted objects, with effort towards developing a personal style.

Student Learning Outcomes, proposed:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with the hand building

Course Modifications

processes of making ceramic sculpture.

2. Utilize multiple firing processes associated with finishing sculpture work: multiple glaze firings with successively lower temperatures.

3. Employ advanced techniques of hand-molded and constructed ceramics: pinch, coil, soft and hard slab construction with internal structural reinforcement or the use of an armature.

4. Employ the techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, tape resist.

5. Utilize basic design principles and express a personal aesthetic through sculpted objects, with effort towards developing a personal style.

6. Utilize techniques of glaze application for multiple fire ceramics.

7. Assist with the firing of bisque fires in electric kilns, glaze firing in gas reduction kilns, low fire atmospheric and raku technique.

8. Use the process of making a two-part plaster mold for use with clay.

9. Document a personal hands-on process through written explanation and photography, geared towards personal artistic focus and development in ceramics.

10. Create new glazes.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 391

Current

Proposed

Course Prefix: ARTS

Course No.: 391

Credit Hours 3

Course Title: Painting Workshop I

Prerequisites:

Current: ARTS 291 or ARTS 292

Proposed: ARTS 365

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

Justification:

The Art & Design Department proposes that ARTS 365 Painting II: Methods and Materials become a prerequisite for ARTS 391 Painting Workshop I so that students entering into the Painting Workshop classes will have a stronger foundation and knowledge of painting history, techniques, and materials.

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Modifications

ARTS 443

	Current	Proposed
Course Prefix:	ARTS	
Course No.:	443	
Credit Hours	3	
Course Title:	Workshop VIII: Production Throwing	Throwing Workshop III
Abbreviated	Workshop VIII: Produ	Throwing W. III
Prerequisites:		
	Current: ARTS 342	
	Proposed: ARTS 344	

Description for catalog:

Current: Using the potter's wheel to develop a production style involvement in the throwing process. Discussion of marketing and establishing a studio to create clay art. Develop skills to create thrown multiples in clay.

Proposed:

Exploration of advanced problems in clay construction and design with an emphasis on the development of personal style. Develop skills to create thrown multiples in clay. Discussion of marketing and establishing a studio to create clay art.

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

Justification:

The current prerequisite ARTS 342 Workshop III: Intermediate Throwing will be re-titled ARTS 342: Throwing Workshop I as part of the modifications to the ceramics course offerings.

The current ARTS 443 Workshop VIII: Production Throwing will be logically re-titled ARTS 443 Throwing Workshop III.

The new prerequisite for ARTS 443 should therefore be ARTS 344 Throwing Workshop II.

Topical course outline, current:

1. Developing / creating a personal body of work.
2. Techniques for glaze application.
3. Firing with both electric kilns and gas kilns.

Topical course outline, proposed:

1. Develop a personal style in clay based on advanced problem solving.
2. Develop skills to create thrown multiples in clay.
3. Learn marketing and how to establish a ceramic studio.
4. Creating a portfolio and writing a resume.
5. Application process for ceramic shows.

Student Learning Outcomes, current:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use varied thrown and altered techniques associated with forming pieces on the wheel.
4. Produce multiple wheel-thrown pieces with similar design relationships; make different interpretations of similar forms.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and

Course Modifications

engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape resist.

Student Learning Outcomes, proposed:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use varied thrown and altered techniques associated with forming pieces on the wheel.
4. Produce multiple wheel-thrown pieces with similar design relationships; make different interpretations of similar forms.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape resist.
6. Use basic design principals and express a personal aesthetic through thrown and altered objects, with a focus on developing a personal style.
7. Apply glazes with advanced techniques for high-fire ceramics.
8. Document a personal hands-on process through written explanation and photography, geared toward personal artistic focus and development in ceramics.
9. Fire and load kilns: loading and firing bisque firing and loading and firing of gas kilns with instructor approval.
10. Mix glazes using knowledge of the basic functions of glaze materials; pursue glaze calculation on a limited basis.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 444

Current

Course Prefix: ARTS

Course No.: 444

Credit Hours 3

Course Title: Workshop VI: Clay Alteration

Abbreviated Workshop VI: Clay AI

Prerequisites:

Current: ARTS 344

Proposed: ARTS 443

Proposed

Throwing Workshop IV

Throwing W. IV

Description for catalog:

Current: Alteration of thrown vessels using several techniques, including wet shaping, leatherhard shaping, marks, incising and stamping. Creating larger vessels using a two-piece technique developed. Kiln teams assigned for high firing.

Proposed: Exploration of thematic concepts for the development of a BFA exhibit in clay continued. Development of personal style on the potter's wheel including advanced alteration techniques. Independent work via student/professor contract to create body of artwork with professional presentation.

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

Justification:

In the newly streamlined sequence of ceramics courses, ARTS 444 is re-titled Throwing Workshop IV. Instead of the current prerequisite of ARTS 344 Throwing Workshop II, the new prerequisite should logically be ARTS 443 Throwing Workshop III.

Topical course outline, current:

1. Continue to create a personal body of work.
2. Creating glazes and mixing glazes.
3. Use kilns for own body of work.

Topical course outline, proposed:

1. Exploration of thematic concepts for the development of a BFA exhibit in clay continued.
2. Development of a personal style on the potter's wheel including advanced alteration techniques.
3. Independent work via student/professor contract to create a body of artwork with professional presentation.
4. Learn to build portfolio and write a resume.
5. Apply to ceramic shows.

Student Learning Outcomes, current:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use multiple throwing and alteration techniques.
4. Make multiple wheel-thrown pieces with similar design relationships; make different interpretations of similar forms.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape resist.

Course Modifications

Student Learning Outcomes, proposed:

1. Utilize a working vocabulary of basic ceramic terms and processes associated with throwing on the potter's wheel.
2. Use different firing processes associated with finishing thrown work: electric kilns, gas-fired reduction kilns, low-fire atmospheric and raku firing.
3. Use varied thrown and altered techniques associated with forming pieces on the wheel.
4. Produce multiple wheel-thrown pieces with similar design relationships; make different interpretations of similar forms.
5. Utilize advanced techniques of surface decoration in various stages of the ceramic process: slip and engobe decoration, relief decoration, advanced brush decoration, wax resist, latex resist, and tape resist.
6. Use basic design principals and express a personal aesthetic through thrown and altered objects, with a focus on developing a personal style.
7. Apply glazes with advanced techniques for high-fire ceramics.
8. Document a personal hands-on process through written explanation and photography, geared toward personal artistic focus and development in ceramics.
9. Fire and load kilns: loading and firing bisque firing and loading and firing of gas kilns with instructor approval.
10. Mix glazes using knowledge of the basic functions of glaze materials; pursue glaze calculation on a limited basis.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Modifications

ARTS 465

Current

Course Prefix: ARTS

Course No.: 465

Credit Hours 3

Course Title: Mixed Media Painting II

Proposed

Mixed Media Painting

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

Justification:

The Art & Design Department proposes dropping "II" from the the title of this class because its prerequisite class, ARTS 365 Mixed Media Painting I, will now be called "Painting II: Methods and Materials." For the sake of clarity, ARTS 465 should be titled "Mixed Media Painting."

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Modifications

ARTS 484

Current

Proposed

Course Prefix: ARTS

Course No.: 484

Credit Hours 3

Course Title: Ceramic Sculpture Workshop IV

Ceramic Sculpture Workshop III

Abbreviated Ceramic S. W. IV

Ceramic S. W. III

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

Justification:

ARTS 484 needs to be re-named to fit logically within the streamlined sequence of ceramics courses.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 284

Credit Hours 3

Course Title: Ceramic Sculpture Workshop I

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

ARTS 384 Ceramic Sculpture Workshop II

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

Justification:

In the proposed re-sequencing of ceramics courses, ARTS 241 Beginning Hand Building and ARTS 242 Beginning Wheel Throwing will cover all beginning ceramics techniques.

The sequence of Ceramic Sculpture Workshops will now begin with 300-level courses after ARTS 241 Beginning Hand Building.

ARTS 241 will be the prerequisite for ARTS 384 Ceramic Sculpture Workshop I.

ARTS 284 can thus be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 292

Credit Hours 3

Course Title: Beginning Oil Painting

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

ARTS 391, ARTS 364, ARTS 365.

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

Justification:

ARTS 292 and ARTS 291 will be merged into one course. Currently the two courses cover the exact same material, but use a different painting medium. With the two courses merged students will not have to cover redundant material. Students will be able to choose which medium they wish to use in ARTS 291, and then will be expected to explore other painting mediums in ARTS 365.

Proposed by: Eric Elliott

Expected Implementation: Fall 2016

Course Deletions

ARTS 341

Credit Hours 3

Course Title: Mold Making and Ceramic Design I

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

ARTS 341 was designed and proposed by a faculty member who is no longer at CMU, and does not align with current plans to re-sequence and streamline the ceramics course offerings. ARTS 341 was never taught and can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 345

Credit Hours 3

Course Title: Noborigama Wood Fire Ceramics I

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

ARTS 445 Noborigama Wood Fire Ceramics II

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

Justification:

The Art and Design department does not own the equipment or facilities to teach ARTS 345 Noborigama Wood Fire Ceramics I. The ideal way to expose advanced students to this firing technique would be for them to attend workshops or conferences on wood firing techniques. ARTS 345 will no longer be taught and thus can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 346

Credit Hours 3

Course Title: Workshop V: Low Fire Technique

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

ARTS 446: Workshop VII: Low Fire Techniques

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

Justification:

ARTS 346 Workshop V: Low Fire Technique does not align with current plans to re-sequence and streamline the ceramics course offerings. This course can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 441

Credit Hours 3

Course Title: Glaze Calculation

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

In the proposed re-sequencing of ceramics courses, the content currently taught in ARTS 441 Glaze Calculation will instead be incorporated into all 300- and 400-level ceramics classes. All upper-division ceramic students will learn the basic chemistry of molecular composition and will develop glazes to relate to their art works. ARTS 441 will no longer be taught and thus can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 445

Credit Hours 3

Course Title: Noborigama Wood Fire Ceramics II

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

The Art and Design department does not own the equipment or facilities to teach ARTS 445 Noborigama Wood Fire Ceramics II. The ideal way to expose advanced students to this firing technique would be for them to attend workshops or conferences on wood firing techniques. ARTS 445 will no longer be taught and thus can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Course Deletions

ARTS 446

Credit Hours 3

Course Title: Workshop VII: Low Fire Techniques

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

ARTS 446 Workshop VII: Low Fire Techniques does not align with current plans to re-sequence and streamline the ceramics course offerings. This course can be deleted.

Proposed by: KyoungHwa Oh

Expected Implementation: Fall 2016

Program Modification

Animation, Film and Motion Design: 3279

Degree Type: BFA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Remove ARTG 405 Web Site Design and ARTG 406 Advanced Web Site Design and replace with ARTA 3xx/4xx Elective courses.

Justification:

ARTG 405 and ARTG 406 are no longer relevant to the BFA in Animation, Film & Motion Design.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Carolyn Quinn-Hensley

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

20165-20176 PETITION/PROGRAM SHEET

Degree: Bachelor of Fine Arts

Major: Animation, Film and Motion Design

About This Major . . .

The B.F.A. in Animation, Film and Motion Design (AF&MD) is unique. After completing traditional freshman-level composition and drawing courses, AF&MD majors enter a three-tiered program of study. The first tier consists of courses in the principles of animation, film, and motion design which outline the specifics of each area and the relationships connecting the areas to each other. The second tier follows with intermediate-level courses in which students apply and expand upon earlier basic concepts by exploring more complex applications by completing projects that address the interaction of time, movement, and space. Finally, the third tier offers advanced levels of study providing opportunities for majors to produce more individual and high-quality portfolio examples coupled with options for experimentation, collaborative work, and travel. Also unique to AF&MD are the possible combinations of time-based areas of study in animation, film and motion design. Students at the senior level have opportunities to integrate all three AF&MD areas or focus on a single digital technique. Students are encouraged to follow their passions and interests by focusing on the area or areas most suited to their individual career goals.

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

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

1. Interpret and apply formal elements and principles of design. (Specialized Knowledge)
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship. (Applied Learning)
3. Generate individual response through concept and theory beyond formal elements to create personal content. (Communication Fluency)
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary. (Critical thinking/Communication Fluency)
5. Design and publish a professional portfolio and demo reel that meet current industry standards. (Applied Learning)
6. Demonstrate technical, aesthetic, and conceptual decisions based on application of the creative design process for time-based media. (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

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A "B" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours):

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (15 semester hours)

Must pass all courses with a grade of "B" or higher.

ARTE 101	Two-Dimensional Design	3			
ARTE 102	Three-Dimensional Design	3			
ARTE 118	History of Art – Prehistory to Renaissance	3			
ARTE 119	History of Art – Renaissance to Present	3			
ARTS 151	Foundation Drawing I	3			

ANIMATION, FILM AND MOTION DESIGN MAJOR REQUIREMENTS

(51 semester hours) Must pass all major courses with a grade of "B" or higher.

Art History Course (3 semester hours)

ARTH 324	History of Graphic Design	3			
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Animation, Film & Motion Design Courses (39 semester hours)

ARTA 123	Lights! Camera! Action!	3			
ARTA 223	Image and Motion	3			
ARTA 224	Principles of Film and Motion Design	3			
ARTA 225	Principles of Animation	3			
ARTA 323	Character Design and Story Concepts	3			
ARTA 324	2D Animation and Motion Design	3			
ARTA 325	3D Digital Modeling	3			
ARTA 326	Digital Filmmaking	3			
ARTA 327	Sound Principles and Production	3			
ARTA 424	Animation, Film & Motion Design Studio I	3			
ARTA 425	Animation, Film & Motion Design Studio II	3			
ARTA 426	Advanced Motion Studio (May be repeated for a maximum of 6 credit hours)	3 3			
ARTA 427	Portfolio and Demo Reel	3			

Choose three (3) courses from the following: (9 semester hours)

ARTG-405	Web Site Design A 3xx/4xx Elective	3			
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ARTG-406	Advanced Web Site Design A 3xx/4xx Elective	3			
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ARTS 110	Digital Photography	3			
ARTS 152	Foundation Drawing II	3			
ARTS 360	Sketchbook	3			

Course	No	Title	Sem.hrs	Grade	Term/Trns
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Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ANIMATION, FILM & MOTION DESIGN

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 110	Mathematics	3	ARTS 151	Foundation Drawing I	3
ARTE 118	History of Art, Prehistory to Renaissance	3	ESSL	Social/Behavioral Science	3
ARTE 101	Two-Dimensional Design	3	ARTE 119	History of Art, Renaissance to Present	3
ARTA 123	Lights! Camera! Action!	<u>3</u>	ARTE 102	Three-Dimensional Design	<u>3</u>
		15			15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 223	Image and Motion	3	ARTA 225	Principles of Animation	3
ARTA 224	Principles of Motion Design	3	ARTS 110	Digital Photography	
ARTH 324	History of Graphic Design	3	OR		
ESSL	History	3	ARTS 152	Foundation Drawing II	3
ESSL	Natural Science	<u>3</u>	ESSL	Natural Science with Lab	4
		15	KINE 100	Health and Wellness	1
			KINA	Activity	1
			ESSL 290	Maverick Milestone	3
			ESSL 200	Essential Speech	<u>1</u>
					16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 323	Character Design & Story Concepts	3	ARTA 325	3D Digital Modeling	3
ARTA 324	2D Animation & Motion Design	3	ARTA 326	Digital Filmmaking	3
ESSL	Humanities	3	ARTA 327	Sound Principles and Production	3
ESSL	Fine Arts	3	ART A 3xx/4xx Elective		3
Elective or Minor		<u>3</u>	ART G 405 Web Site Design		
		15		OR	
			ARTS 360 Sketchbook		3
			ESSL	Social/Behavioral Science	<u>3</u>
					15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTA 424	Animation, Film & M. Design Studio I	3	ARTA 425	Animation, Film & M. Design Studio II	3
ARTA 426	Advanced Motion Studio	3	ARTA 427	Portfolio & Demo Reel	3
ART A 3xx/4xx Elective			ARTA 426	Advanced Motion Studio	
	OR		OR		
ART G 405 Web Site Design			Elective or Minor		3
	OR		Elective or Minor		3
ART G 406 Advanced Web Site Design			Elective or Minor		<u>2</u>
	OR				14
ARTS 360	Sketchbook	3			
Elective or Minor		3			
Elective or Minor		<u>3</u>			
		15			

POLICIES:

- Please see the catalog for a complete list of graduation requirements.
- This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to

Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**

3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

Graphic Design-Visual Design: 3274

Degree Type: BFA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The course titles and course descriptions for some Graphic Design classes need to be updated to remove obsolete terms and reflect current industry language. Some prerequisites also need to be changed.

Justification:

The modifications are necessary to keep course titles and course content up-to-date with contemporary industry language and innovation. The prerequisite changes reflect the increased presence of Illustration within the Graphic Design program, and also ensure that students will enter advanced courses with the necessary skills and knowledge.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Eli Marco Hall

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

20152016-2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Fine Arts

Major: Graphic Design

Concentration: Visual Design

About This Major . . .

The Graphic Design–Visual Design concentration focuses on established industry standards in print design, web design, and applied illustration. The Graphic Design Mac lab is furnished with Macintosh computers and the latest graphic design application software. Majors are strongly advised to purchase a Macintosh computer and corresponding software in order to become more individually proficient and productive. All Graphic Design courses have prerequisites. Entering students are encouraged to pay close attention to course sequencing and consult their advisor in order to complete the degree in four years. In addition, Graphic Design majors are required to complete an off-campus graphic design internship as a means of gaining applied experience in the profession. The successful Graphic Design degree candidate is prepared to enter professions within graphic design including advertising design, web design, corporate design, package design, illustration, and a myriad of related fields.

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

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

1. Interpret and apply formal elements and principles of design. (Specialized Knowledge)
2. Demonstrate application of tools, materials, techniques, and proper use and care for equipment through quality craftsmanship. (Applied Learning)
3. Generate individual response through concept and theory beyond formal elements to create personal content. (Communication Fluency)
4. Communicate clearly regarding the critical analysis of art and design both historical and contemporary. (Critical Thinking/ Communication Fluency)
5. Design and publish a professional portfolio that meets current industry standards. (Applied Learning)
6. Demonstrate technical, aesthetic, and conceptual decisions based on the application of the design process. (Specialized Knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

Signature of Department Head

Date

Signature of Registrar

Date

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A grade of B or A in all coursework toward the major content area
- No more than 6 semester hours of independent study courses can be used toward the degree.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

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

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

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

Math MATH 110 or higher (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)

MATH 1_____

L

HIST _____

KINE 100	Health and Wellness	1	_____	_____
KINA 1		1		

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____

ARTE 101	Two-Dimensional Design	3	_____	_____
ARTE 102	Three-Dimensional Design	3	_____	_____
ARTE 118	History of Art – Prehistory to Renaissance	3	_____	_____
ARTE 119	History of Art – Renaissance to Present	3	_____	_____
ARTS 151	Foundation Drawing I	3		

(51 semester hours) Must pass all courses with a grade of “B” or higher. To continue in the program and eventually graduate as graphic design majors a student must earn, within no more than three attempts, at least a grade of “B” in the major requirements.

ARTH 324 History of Graphic Design 3

ARTG 122	Design It!	3	_____	_____
ARTG 215	Graphic Design I	3	_____	_____
ARTG 221	Graphic Design II	3	_____	_____
ARTG 222	Illustration I	3	_____	_____
ARTG 301	Computer <u>Digital</u> Illustration	3	_____	_____
ARTG 320	Letterforms & Typography	3	_____	_____
ARTG 321	Advanced Typography	3	_____	_____
ARTG 333	Illustration II	3	_____	_____
ARTG 337	Illustration & Storyboard <u>III</u>	3	_____	_____
ARTG 338	Advertising Design I	3	_____	_____
ARTS 360	Sketchbook	3	_____	_____
ARTG 401	Digital Painting	3	_____	_____
ARTG 405	Web Site <u>Website</u> Design	3	_____	_____
ARTG 406	Adv. Web <u>UX</u> Design	3	_____	_____
ARTG 450	Identity Design	3	_____	_____
ARTG 493	Portfolio Development	3	_____	_____

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours. Excludes KINA activity courses.) (17 semester hours; additional upper division hours may be needed.)

[illegible]

- (1) In an effort to meet industry standards, Macintosh computers are used exclusively in all computer-based ARTG courses.
Majors are strongly advised to consider purchasing a Macintosh and related print and web publication software for personal use.
- (2) **ARTG 300-level courses and ARTG 400-level courses may be taken upon acceptance into the Graphic Design Program.**
- (3) Admission in the program after the sophomore year will be contingent upon the student's satisfying the following requirements:
 - (a) Completion of Graphic Design Admission Application Form.
 - (b) Completion of ARTE 101 Two-Dimensional Design, ARTE 102 Three-Dimensional Design, ARTG 215 Graphic Design I, ARTG 221 Graphic Design II, and ARTG 222 Illustration I with a grade of B or A.
 - (c) A grade of B or A in all coursework in the major.
 - (d) Successful completion of the Graphic Design entrance exam with a minimum score of 80%.
 - (e) Portfolio Review comprised of Graphic Design work that meets the established Portfolio Review Criteria.
 - (f) Transfer students must pass the Portfolio Review and entrance exam to be formally accepted into the Graphic Design Program.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN GRAPHIC DESIGN – VISUAL DESIGN

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 110	Mathematics	3	ESSL	Natural Science	3
ARTE 101	Two-Dimensional Design	3	ESSL	Social/Behavioral Science	3
ARTS 151	Foundation Drawing I	3	ARTE 102	Three-Dimensional Design	3
ARTG 122	Design It!	<u>3</u>	ARTG 215	Graphic Design I	<u>3</u>
		15			15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ESSL	History	3	ESSL 290	Maverick Milestone	3
ESSL	Natural Science with Lab	4	ESSL 200	Essential Speech	1
ARTG 221	Graphic Design II	3	ARTG 301	Computer Digital Illustration	3
ARTG 222	Illustration I	3	ARTG 320	Letterforms and Typography	3
ARTE 118	History of Art, Prehistory to Ren	<u>3</u>	ARTG 333	Illustration II	3
		16	ARTE 119	History of Art, Ren to Present	<u>3</u>
					16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ARTS 360	Sketchbook	3	ESSL	Humanities	3
ARTG 321	Advanced Typography	3	ARTH 324	History of Graphic Design	3
ARTH 324	History of Graphic Design	3	ARTG	Elective	3
ARTG 405	Web Site Design	3	KINA	Activity	1
KINE 100	Health and Wellness	1	ARTG 337	Illustration & Storyboard <u>III</u>	3
ESSL	Fine Art	3	ARTG 338	Advertising Design I	3
ARTG	Elective	<u>3</u>	ARTG 405	Web Site Website Design	3
		16			16

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ESSL	Social/Behavioral Science	3	ARTG 493	Portfolio Development	3
ARTG 450	Identity Design	3	ARTG Elective		3
Elective or Minor		3	Elective or Minor		3
Elective or Minor		3	ARTG 401	Digital Painting	<u>3</u>
ARTG 406	Advanced Web Site UX Design	<u>3</u>			12
		15			

POLICIES:

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

Department: Biological Sciences (Biology)

Course Modifications

BIOL 208

Current

Proposed

Course Prefix: BIOL

Course No.: 208

Credit Hours 3

Course Title: Fundamentals of Ecology & Evolution

Prerequisites:

Current: BIOL 105, and BIOL 106 or BIOL 107 (may be taken concurrently), or consent of instructor

Proposed: BIOL 105, and BIOL 106 or BIOL 107 or BIOL 108 (may be taken concurrently)

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 combination in the Biological Science - Cellular, Molecular, and Developmental Biology concentration. BIOL 208 is a required course in the sequence for this concentration.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 208L

Current

Proposed

Course Prefix: BIOL

Course No.: 208L

Credit Hours 0o1

Course Title: Fundamentals of Ecology & Evolution
Laboratory

Prerequisites:

Current: BIOL 105, and BIOL 106 or BIOL 107 (may be taken concurrently), or consent of instructor

Proposed: BIOL 105, and BIOL 106 or BIOL 107 or BIOL 108 (may be taken concurrently)

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 combination in the Biological Science - Cellular, Molecular, and Developmental Biology concentration. BIOL 208 is a required course in the sequence for this concentration.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 310

Current

Proposed

Course Prefix: BIOL

Course No.: 310

Credit Hours 3

Course Title: Developmental Biology

Prerequisites:

Current:

Proposed: BIOL 301 and BIOL 301L or Instructor Consent

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

Biology BS, Biological Sciences-Biology: 3410

Biology BS, Biological Sciences-Cellular, Molecular, and Developmental Biology: 3414

Biology BS, Biological Sciences-Ecology, Evolution and Organismal Biology: 3409

Justification:

Students are unprepared for the course if they have not covered the material presented in BIOL 301/301L Principles of Genetics and lab.

Discussions with affected departments:

None.

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 310L

Current

Proposed

Course Prefix: BIOL

Course No.: 310L

Credit Hours 2

Course Title: Developmental Biology Lab

Prerequisites:

Current:

Proposed: BIOL 301 and BIOL 301L or Instructor Consent

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

Biology BS, Biological Sciences-Biology: 3410

Biology BS, Biological Sciences-Cellular, Molecular, and Developmental Biology: 3414

Biology BS, Biological Sciences-Ecology, Evolution and Organismal Biology: 3409

Justification:

Students are unprepared for the course if they have not covered the material presented in BIOL 301/301L Principles of Genetics and lab.

Discussions with affected departments:

None.

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 320

Current

Proposed

Course Prefix: BIOL

Course No.: 320

Credit Hours 3

Course Title: Plant Systematics

Prerequisites:

Current: BIOL 105, BIOL 107, and BIOL 208

Proposed: BIOL 105, BIOL 107 or BIOL 108, and BIOL 208

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 320.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 321

Current

Proposed

Course Prefix: BIOL

Course No.: 321

Credit Hours 2

Course Title: Taxonomy of Grasses

Prerequisites:

Current: BIOL 107 or consent of instructor

Proposed: BIOL 107 or BIOL 108, or consent of instructor

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 321. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 321L

Current

Proposed

Course Prefix: BIOL

Course No.: 321L

Credit Hours 2

Course Title: Taxonomy of Grasses Laboratory

Prerequisites:

Current: BIOL 107 or consent of instructor

Proposed: BIOL 107 or BIOL 108, or consent of instructor

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 321. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 322

Current

Proposed

Course Prefix: BIOL

Course No.: 322

Credit Hours 2

Course Title: Plant Identification

Prerequisites:

Current: BIOL 107/107L

Proposed: BIOL 107 or BIOL 108

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 322.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 322L

Current

Proposed

Course Prefix: BIOL

Course No.: 322L

Credit Hours 2

Course Title: Plant Identification Laboratory

Prerequisites:

Current: BIOL 107/107L

Proposed: BIOL 107 or BIOL 108

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 322.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 331

Current

Proposed

Course Prefix: BIOL

Course No.: 331

Credit Hours 3

Course Title: Insect Biology

Prerequisites:

Current: BIOL 106

Proposed: BIOL 106 or BIOL 108

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 331.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 331L

Current

Proposed

Course Prefix: BIOL

Course No.: 331L

Credit Hours 2

Course Title: Insect Biology Laboratory

Prerequisites:

Current: BIOL 106

Proposed: BIOL 106 or BIOL 108

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 331.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 333

Current

Proposed

Course Prefix: BIOL

Course No.: 333

Credit Hours 3

Course Title: Marine Biology

Prerequisites:

Current: BIOL 106 and BIOL 107, or consent of instructor

Proposed: BIOL 106 and BIOL 107, or BIOL 108, or consent of instructor

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics to provide students with a basic prerequisite framework for BIOL 333. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 405

Current

Proposed

Course Prefix: BIOL

Course No.: 405

Credit Hours 3

Course Title: Advanced Ecological Methods

Prerequisites:

Current: BIOL 105, 106, 107; STAT 311 is recommended

Proposed: BIOL 105; and BIOL 106 and 107, or BIOL 108; STAT 311 is recommended

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 405.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 405L

Current

Proposed

Course Prefix: BIOL

Course No.: 405L

Credit Hours 2

Course Title: Advanced Ecological Methods Laboratory

Prerequisites:

Current: BIOL 105, 106, 107; STAT 311 is recommended

Proposed: BIOL 105; and BIOL 106 and 107, or BIOL 108; STAT 311 is recommended

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 405.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 406

Current

Proposed

Course Prefix: BIOL

Course No.: 406

Credit Hours 3

Course Title: Plant-Animal Interactions

Prerequisites:

Current: BIOL 105, 106, 107, 208; BIOL 331 is recommended

Proposed: BIOL 105; and BIOL 106 and BIOL 107, or BIOL 108; and BIOL 208; BIOL 331 is recommended

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 406.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 407

	Current	Proposed
Course Prefix:	BIOL	
Course No.:	407	
Credit Hours	5	3-5
Course Title:	Tropical Field Biology	
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other	Other vary

Prerequisites:

Current: BIOL 105, 106, 107, 208; BIOL 331 is recommended

Proposed: BIOL 105; and BIOL 106 and BIOL 107, or BIOL 108; and BIOL 208; or consent of instructor; BIOL 331 is recommended

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

Biology BS, Biological Sciences-Biology: 3410

Biology BS, Biological Sciences-Cellular, Molecular, and Developmental Biology: 3414

Biology BS, Biological Sciences-Ecology, Evolution and Organismal Biology: 3409

Justification:

(1) The course is based on field research and lectures in Ecuador during academic breaks. Due to the nature of the research and length of academic breaks, terms for field work may vary from year to year. In addition, a limited number of students enroll in the course with potentially limited financial resources. Offering this course for variable credit based on amount of contact time permitted in a given season allows the course to be more responsive to students and to the conditions available. In addition, it is hoped that the course can be offered more frequently if it is less time- and money-intensive. Course topics and learning outcomes are not expected to change.

(2) BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 406. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 415

Current

Proposed

Course Prefix: BIOL

Course No.: 415

Credit Hours 2

Course Title: Tropical Ecosystems

Prerequisites:

Current: BIOL 105, and BIOL 106 or BIOL 107, and BIOL 208 or consent of instructor

Proposed: BIOL 105, and BIOL 106 or BIOL 107 or BIOL 108, and BIOL 208, or consent of instructor

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

Justification:

BIOL 108 is a new course that is intended to replace the BIOL 106 plus BIOL 107 sequence for students who are pursuing a program that does not require in-depth study in organismal biology. The course covers all necessary topics from these two courses to provide students with a basic prerequisite framework for BIOL 415. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 421

Current

Proposed

Course Prefix: BIOL

Course No.: 421

Credit Hours 3

Course Title: Plant Physiology

Prerequisites:

Current: BIOL 107, CHEM 121 and also recommended CHEM 122

Proposed: BIOL 107, CHEM 121 or CHEM 131, or consent of instructor

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

Justification:

CHEM 122 is no longer taught, and few students in Biology take CHEM 121; most start with CHEM 131. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 421L

Current

Proposed

Course Prefix: BIOL

Course No.: 421L

Credit Hours 1

Course Title: Plant Physiology Laboratory

Prerequisites:

Current: BIOL 107, CHEM 121 and also recommended CHEM 122

Proposed: BIOL 107, CHEM 121 or CHEM 131, or consent of instructor

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

Justification:

CHEM 122 is no longer taught, and few students in Biology take CHEM 121; most start with CHEM 131. "Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Course Modifications

BIOL 423

Current

Proposed

Course Prefix: BIOL

Course No.: 423

Credit Hours 3

Course Title: Plant Anatomy

Prerequisites:

Current: BIOL 107, 107L

Proposed: BIOL 107 or consent of instructor

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

Justification:

"Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by: D. McKenney

Expected Implementation: Fall 2016

Course Modifications

BIOL 423L

Current

Proposed

Course Prefix: BIOL

Course No.: 423L

Credit Hours 2

Course Title: Plant Anatomy Laboratory

Prerequisites:

Current: BIOL 107, 107L

Proposed: BIOL 107 or consent of instructor

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

Justification:

"Consent of instructor" is added as a listed prerequisite to encourage students with relevant background outside of college courses to contact the instructor.

Discussions with affected departments:

N/A

Proposed by:

Expected Implementation: Fall 2016

Program Modification

Biological Sciences-Biology: 3410

Degree Type: BS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Add BIOL 336 lab to restricted electives (Biology "categories"). Add variable credit (3-5) to BIOL 407 in restricted electives.

Justification:

A lab was previously added to BIOL 336 Fish Biology. Students will be able to use the lecture and lab as part of their upper-division Biology options. BIOL 407 is changing to a variable credit course.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

The BIOL 336L Fish Biology Laboratory will enhance and reinforce the learning experience provided by BIOL 336 Fish Biology, thereby strengthening the Biology program.

Discussions with affected departments:

NA

Proposed by: Susan Longest

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Science

Major: Biological Sciences

Concentration: Biology

About This Major . . .

The Bachelor of Science degree with a Biological Science major provides a broad background in the biological sciences. Students choose biology courses from four areas: cell, developmental, and molecular biology; anatomical and physiological biology; organismal biology; and ecology, evolution, and systematics. Students wishing to obtain teacher certification complete a concentration in Teacher Licensure. The Biology Concentration also offers field courses on tropical ecosystems in Ecuador and on marine invertebrate communities in Oregon. The Department of Biology operates the only electron microscope facility in the area. Graduates of our program pursue careers in the medical field, plant pathology, wildlife biology, cell biology or biotechnology, among just a few of the career options available with a Biology degree from Colorado Mesa University.

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

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

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of cell and molecular biology, organismal diversity, ecology, evolution and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

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).
- 2.0 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.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 113	College Algebra	4*			
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*3 credits apply to the Essential Learning 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)

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (17 semester hours) Must receive a grade of "C" or better and should be completed by the end of the sophomore year.

BIOL 105	Attributes of Living Systems	3			
BIOL 105L	Attributes of Living Systems Lab	1			
CHEM 131*	General Chemistry	4			
CHEM 131L*	General Chemistry Lab	1			
CHEM 132*	General Chemistry	4			
CHEM 132L*	General Chemistry Lab	1			

STAT 200	Probability and Statistics	3			
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OR

*MATH 146	Calculus for Biological Sciences	3			
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*If MATH 146 is taken, 2 credits apply to elective credit

BIOLOGICAL SCIENCES MAJOR REQUIREMENTS

(48 semester hours) A 2.5 GPA is required in the major courses. A "C" or better is required in all major courses.

Required Core Courses (10 semester hours)

BIOL 208	Ecology and Evolution	3			
BIOL 208L	Ecology and Evolution Lab	1			
BIOL 301	Principles of Genetics	3			
BIOL 301L	Principles of Genetics Lab	1			
BIOL 483	Senior Thesis	2			

Required Related Study Area (18 semester hours) Should be completed by the end of the sophomore year.

BIOL 106	Principles of Animal Biology	3			
BIOL 106L	Principles of Animal Biology Lab	1			
BIOL 107	Principles of Plant Biology	3			
BIOL 107L	Principles of Plant Biology Lab	1			
PHYS 111*	General Physics	4			
PHYS 111L*	General Physics Lab	1			
PHYS 112*	General Physics	4			
PHYS 112L*	General Physics Lab	1			

* A higher level subject may be taken in the same category with advisor approval.

Course No Title Sem.hrs Grade Term/Trns
Additional Biology Courses (20 semester hours) At least 50% must be at the 300 level or above. Courses must be selected from three of the following four areas: (1) Cell, Molecular, and Developmental; (2) Organismal; (3) Anatomical and Physiological; (4) Ecology, Evolution, and Systematics. At least ONE of the following must be included: BIOL 302, BIOL 341/341L, OR BIOL 421/421L.

Category 1: Cellular, Developmental and Molecular

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

Category 2: Organismal

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

Category 3: Anatomical and Physiological

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

Course No Title Sem.hrs Grade Term/Trns

Category 4: Ecology, Evolution and Systematics

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

ELECTIVES (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, including 40 upper-division credit hours.) Up to 24 upper-division hours may be needed.

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

Additional Biology Courses (20 semester hours minimum) At least 50% must be at the 300 level above. Courses must be selected from three of the following four areas:

Category 1: Cellular, Molecular, and Developmental

†BIOL 302 Cellular Biology (3)
 BIOL 310/310L Developmental Biology and Lab (3) / (2)
 BIOL 343 Immunology (3)
 BIOL 344/344L Forensic Molecular Biology and Lab (3) / (1)
 BIOL 371L Lab Investigations in Cellular and Molecular Biology (3)
 BIOL 425 Molecular Genetics (3)
 BIOL 442 Pharmacology (3)
 CHEM 315/315L Biochemistry I and Lab (3) / (1)

Category 2: Organismal

BIOL 250/250L Intro to Microbiology and Lab (3) / (2)
 BIOL 316/316L Animal Behavior and Lab (3) / (1)
 BIOL 322/322L Plant Identification and Lab (2) / (2)
 BIOL 331/331L Insect Biology and Lab (3) / (2)
 BIOL 333 Marine Biology (3)
 BIOL 335/335L Invertebrate Zoology and Lab (3) / (1)
 BIOL 336/336L Fish Biology (3) / (1)
 BIOL 350/350L Microbiology and Lab (3) / (1)
 BIOL 411/411L Mammalogy and Lab (3) / (1)
 BIOL 412/412L Ornithology and Lab (3) / (1)
 BIOL 413/413L Herpetology and Lab (3) / (1)
 BIOL 431/431L Animal Parasitology and Lab (3) / (1)
 BIOL 433 Marine Invertebrate Communities (3)
 BIOL 450/450L Mycology and Lab (3) / (2)

Category 3: Anatomical and Physiological

BIOL 209/209L Human Anatomy & Physiology I and Lab (3) / (1)
 BIOL 210/210L Human Anatomy & Physiology II and Lab (3) / (1)
 BIOL 241 Pathophysiology (4)
 †BIOL 341/341L General Physiology and Lab (3) / (1)
 BIOL 342/342L Histology and Lab (2) / (2)
 BIOL 409/409L Gross and Developmental Human Anatomy (2) / (2)
 BIOL 410/410L Human Osteology and Lab (3) / (1)
 †BIOL 421/421L Plant Physiology and Lab (3) / (1)
 BIOL 423/423L Plant Anatomy and Lab (3) / (2)
 BIOL 426/426L Intro to Electron Microscopy and Lab (2) / (2)
 BIOL 441 Endocrinology (3)

Category 4: Ecology, Evolution, and Systematics

BIOL 211/211L Ecosystem Biology and Lab (4) / (1)
 BIOL 315 Epidemiology (3)
 BIOL 320 Plant Systematics (3)
 BIOL 321/321L Taxonomy of Grasses and Lab (2) / (2)
 BIOL 403 Evolution (3)
 BIOL 405/405L Adv. Ecological Methods and Lab (3) / (2)
 BIOL 406 Plant-Animal Interactions (3)
 BIOL 407 Tropical Field Biology (3-5)
 BIOL 408 Desert Ecology (3)
 BIOL 414/414L Aquatic Biology and Lab (3) / (1)
 BIOL 415 Tropical Ecosystems (2)
 BIOL 418/418L Wildlife Management and Lab (3) / (2)

† At least one of these lecture/lab courses must be included.

NOTE: Topics courses (BIOL 196/296/396/496) may not be used as Additional Biology Courses but must be used for elective credit.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGICAL SCIENCES – BIOLOGY

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 105	Attributes of Living Systems	3	BIOL 106	Principles of Animal Biology	3
BIOL 105L	Attributes of Living Systems Lab	1	BIOL 106L	Principles of Animal Biology Lab	1
CHEM 131	General Chemistry	4	CHEM 132	General Chemistry	4
CHEM 131L	General Chemistry Lab	1	CHEM 132L	General Chemistry Lab	1
MATH 113*	College Algebra	4	MATH 146*	Calculus for Biological Sciences (5) or	
KINE 100	Health and Wellness	1	STAT 200	Probability and Statistics (3)	3-5
KINA	Activity	<u>1</u>	ESSL	Fine Arts	<u>3</u>
		15			15-17

*Professional schools (medical, veterinary, dental) may require one or two semesters of calculus. Math 151 and 152 will fulfill the MATH requirement.

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 107	Principles of Plant Biology	3	BIOL 208	Ecology and Evolution	3
BIOL 107L	Principles of Plant Biology Lab	1	BIOL 208L	Ecology and Evolution Lab	1
PHYS 111	General Physics (or higher)	4	PHYS 112	General Physics (or higher)	4
PHYS 111L	General Physics Lab (or higher)	1	PHYS 112L	General Physics Lab (or higher)	1
ENGL 111	English Composition	3	ENGL 112	English Composition	3
ESSL	Social/Behavioral Science	<u>3</u>	ESSL	History	<u>3</u>
		15			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL XXX	(selected from list)	7	BIOL XXX	(selected from list)	7
BIOL 301	Principles of Genetics	3	ESSL	Humanities	3
BIOL 301L	Principles of Genetics	1	ESSL	Social/Behavioral Science	3
ESSL 290	Maverick Milestone		Electives*	3	<u>3</u>
ESSL 200	Essential Speech	<u>1</u>			16
		15			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL XXX	(selected from list)	6	BIOL 483	Senior Thesis	2
ESSL	Natural Science	3	ESSL	Natural Science with Lab	4
Electives*#		<u>6</u>	Electives*#		<u>6-8</u>
		15			12-14

* It is strongly recommended that all electives be upper division.

Professional schools (medical, veterinary, dental) may require one or two semesters of organic chemistry, which may be taken to fulfill part of the electives.

POLICIES:

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

Program Modification

Biological Sciences-Cellular, Molecular, and Developmental Biology: 3414

Degree Type: BS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Add BIOL 336 lab to restricted electives (Biology "categories"). Add variable credit (3-5) to BIOL 407 in restricted electives.

Justification:

A lab was previously added to BIOL 336 Fish Biology. Students will be able to use the lecture and lab as part of their upper-division Biology options. BIOL 407 is changing to a variable credit course.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

The BIOL 336L Fish Biology Laboratory will enhance and reinforce the learning experience provided by BIOL 336 Fish Biology, thereby strengthening the Biology program.

Discussions with affected departments:

NA

Proposed by: Susan Longest

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET

**Degree: Bachelor of Science
Major: Biological Sciences
Concentration: Cellular, Molecular,
and Developmental Biology**

About This Major . . .

The Bachelor of Science degree with a Biological Sciences major provides a broad background in the biological sciences. Students choose biology courses from four categories: cellular, molecular, and developmental biology; anatomical and physiological biology; organismal biology; and ecology, evolution, and systematics. The Cellular, Molecular, and Developmental Biology Concentration will provide a solid background in cell and molecular biology, genetics, and biochemistry. The concentration prepares graduates of this program for careers in the medical field, cell biology, and biotechnology, which are just a few of the career options available.

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

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

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of cell and molecular biology, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

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.
- 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.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term	Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3				
ENGL 112	English Composition	3				

Math (3 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

MATH 151	Calculus I	5*				
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*3 credits apply to the Essential Learning requirements and 2 credits apply to electives

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

CHEM 131/131L and CHEM 132/132L are recommended. Both are prerequisites for upper level chemistry. If chosen, 7 credits apply to the Essential Learning requirement and 3 credits apply to electives.

History (3 semester hours)

HIST						
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Fine Arts (3 semester hours)

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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1				
KINA 1		1				

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone					
	(see English & math pre-reqs)	3				
ESSL 200	Essential Speech (co-requisite)	1				

FOUNDATION COURSES (17-19 semester hours) Must receive a grade of "C" or better and should be completed by the end of the sophomore year.

BIOL 105	Attributes of Living Systems	3				
BIOL 105L	Attributes of Living Systems Lab	1				
PHYS 111*	General Physics I	4				
PHYS 111L*	General Physics I Lab	1				
PHYS 112*	General Physics II	4				
PHYS 112L*	General Physics II Lab	1				
STAT 200	Probability and Statistics	3				

OR

MATH 152	Calculus II	5				
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*A higher level subject can be taken in the same category with advisor approval.

BIOLOGICAL SCIENCES MAJOR REQUIREMENTS

(53 semester hours) A 2.5 GPA is required in the major courses. A "C" or better is required in all major courses.

Required Core Courses (10 semester hours)

BIOL 208	Fundamentals of Ecology and Evolution	3				
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1				
BIOL 301	Principles of Genetics	3				
BIOL 301L	Principles of Genetics Lab	1				
BIOL 483	Senior Thesis	2				

Required Related Study Area (31 semester hours)

BIOL 102	Plant & Animal Biodiversity	3				
BIOL 102L	Plant & Animal Biodiversity Lab	1				
OR						
BIOL 108	Diversity of Organisms	3				
BIOL 108L	Diversity of Organisms Lab	1				
BIOL 302	Cellular Biology	3				
BIOL 310	Developmental Biology	3				
BIOL 310L	Developmental Biology Lab	2				
BIOL 371L	Laboratory Investigations in Cellular & Molecular Biology I	3				
CHEM 315	Biochemistry I	3				
BIOL 425	Molecular Genetics	3				
CHEM 311†	Organic Chemistry I	4				
CHEM 311L†	Organic Chemistry I Lab	1				
CHEM 312†	Organic Chemistry II	4				
CHEM 312L†	Organic Chemistry II Lab	1				

† CHEM 311/311L and 312/312L require CHEM 131/131L and 132/132L as prerequisites. Students should take CHEM 131/131L and 132/132L for the Essential Learning Natural Sciences.

Course No	Title	Sem.hrs	Grade	Term/Trns
<u>Additional Biology Courses</u> (12 semester hours chosen from the lists below)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____

Category 1: Cellular, Molecular, and Developmental

BIOL 343 Immunology (3)
 BIOL 344/344L Forensic Molecular Biology and Lab (3) / (1)
 BIOL 442 Pharmacology (3)
 CHEM 315L Biochemistry I Lab (1)
 CHEM 316 Biochemistry II (3)

Category 2: Organismal

BIOL 250/250L Intro to Microbiology and Lab (3) / (2)
 BIOL 316/316L Animal Behavior and Lab (3) / (1)
 BIOL 322/322L Plant Identification and Lab (2) / (2)
 BIOL 331/331L Insect Biology and Lab (3) / (2)
 BIOL 333 Marine Biology (3)
 BIOL 335/335L Invertebrate Zoology and Lab (3) / (1)
 BIOL 336/~~336L~~ Fish Biology (3) / ~~(1)~~
 BIOL 350/350L Microbiology and Lab (3) / (1)
 BIOL 411/411L Mammalogy and Lab (3) / (1)
 BIOL 412/412L Ornithology and Lab (3) / (1)
 BIOL 413/413L Herpetology and Lab (3) / (1)
 BIOL 421 Plant Physiology and Lab (3) / (1)
 BIOL 431/431L Animal Parasitology and Lab (3) / (1)
 BIOL 433 Marine Invertebrate Communities (3)
 BIOL 450/450L Mycology and Lab (3) / (2)

Category 3: Anatomical and Physiological

BIOL 209/209L Human Anatomy & Physiology I and Lab (3) / (1)
 BIOL 210/210L Human Anatomy & Physiology II and Lab (3) / (1)
 BIOL 241 Pathophysiology (4)
 BIOL 341/341L General Physiology and Lab (3) / (1)
 BIOL 342/342L Histology and Lab (2) / (2)
 BIOL 409/409L Gross and Developmental Human Anatomy (2) / (2)
 BIOL 410/410L Human Osteology and Lab (3) / (1)
 †BIOL 421/421L Plant Physiology and Lab (3) / (1)
 BIOL 423/423L Plant Anatomy and Lab (3) / (2)
 BIOL 426/426L Intro to Electron Microscopy and Lab (2) / (2)
 BIOL 441 Endocrinology (3)

Course No	Title	Sem.hrs	Grade	Term/Trns
<u>Electives</u> (11-13 semester hours) (All college level courses appearing on your final transcript, not listed above , that will bring your total semester hours to 120 hours, including 40 upper division hours.) Up to 7 upper division hours may be needed. Research courses are recommended.				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

MATH 151 Calculus I 2* _____
 CHEM 131/131L/132/132L 3* _____

Category 4: Ecology, Evolution, and Systematics

BIOL 211/211L Ecosystem Biology and Lab (4) / (1)
 BIOL 315 Epidemiology (3)
 BIOL 320 Plant Systematics (3)
 BIOL 321/321L Taxonomy of Grasses and Lab (2) / (2)
 BIOL 403 Evolution (3)
 BIOL 405/405L Adv. Ecological Methods and Lab (3) / (2)
 BIOL 406 Plant-Animal Interactions (3)
 BIOL 407 Tropical Field Biology (~~3~~-5)
 BIOL 408 Desert Ecology (3)
 BIOL 414/414L Aquatic Biology and Lab (3) / (1)
 BIOL 415 Tropical Ecosystems (2)
 BIOL 418/418L Wildlife Management and Lab (3) / (2)

NOTE: Topics courses (BIOL 196/296/396/496) as well as research courses (BIOL 387/487), internships (BIOL 499), teaching practicum (BIOL 493), and independent study (BIOL 495) may not be used as Additional Biology Courses but must be used for elective credit.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGICAL SCIENCES – CELLULAR, MOLECULAR, AND DEVELOPMENTAL BIOLOGY

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

FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
BIOL 105	3	BIOL 102	Plant and Animal Biodiversity or
BIOL 105L	1	BIOL 108	Diversity of Organisms 3
ESSL	Natural Science with Lab	BIOL 102L	Plant and Animal Biodiversity Lab or
(CHEM 131	4	BIOL 108L	Diversity of Organisms Lab 1
(CHEM 131L	1	ESSL	Natural Science 3
MATH 151*	5	(CHEM 132	General Chemistry II) 4
KINE 100	1	(CHEM 132L	General Chemistry II Lab) 1
	<u>15</u>	STAT 200	Probability and Statistics (3) or
		MATH 152	Calculus II (5) 3-5
		ENGL 111	English Composition <u>3</u>
			15-17

*Professional schools (medical, veterinary, dental) may require one or two semesters of calculus. Math 151 and 152 will fulfill the MATH requirement.

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
BIOL 208	3	BIOL 301	Principles of Genetics 3
BIOL 208L	1	BIOL 301L	Principles of Genetics Lab 1
CHEM 311	4	CHEM 312	Organic Chemistry II 4
CHEM 311L	1	CHEM 312L	Organic Chemistry II Lab 1
ENGL 112	3	ESSL	Humanities 3
ESSL	<u>3</u>	ESSL	History <u>3</u>
	15		15

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
BIOL 302	3	BIOL 310	Developmental Biology 3
PHYS 111	4	BIOL 310L	Developmental Biology Lab 2
PHYS 111L	1	PHYS 112	General Physics II 4
CHEM 315	3	PHYS 112L	General Physics II Lab 1
ESSL 290	3	ESSL	Social/Behavioral Science 3
ESSL 200	<u>1</u>	KINA Activity	<u>1</u>
	15		14

Take MCAT in spring or early fall of senior year for following fall admission for medical school.

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
BIOL 371L	3	BIOL 425	Molecular Genetics 3
ESSL	3	BIOL 483	Senior Thesis 2
BIOL XXX (selected from list)	4	BIOL XXX (selected from list)	8
Electives*	<u>5</u>	Electives*	<u>1-3</u>
	15		14-16

POLICIES:

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

Program Modification

Biological Sciences-Ecology, Evolution and Organismal Biology: 3409

Degree Type: BS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Add BIOL 336 lab to restricted electives (Biology "categories"). Change BIOL 407 to variable credit (3-5) in restricted electives.

Justification:

A lab is concurrently being added to BIOL 336 Fish Biology. Students will be able to use the lecture and lab as part of their upper-division Biology options. BIOL 407 is changing to a variable credit course.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

The BIOL 336L Fish Biology Laboratory will enhance and reinforce the learning experience provided by BIOL 336 Fish Biology, thereby strengthening the Biology program.

Discussions with affected departments:

NA

Proposed by: Susan Longest

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Science

Major: Biological Sciences

Concentration: Ecology, Evolution, and Organismal Biology

About This Major . . .

The Bachelor of Science degree with a Biological Sciences major provides a broad background in the biological sciences. Students choose biology courses from four categories: cellular, molecular, and developmental biology; anatomical and physiological biology; organismal biology; and ecology, evolution, and systematics. The Ecology, Evolution, and Organismal Biology Concentration will provide a solid background in ecology and evolution, and offers field courses in a variety of areas, in addition to internships and research opportunities. Graduates of this program may pursue careers in ecology, plant biology, fish and wildlife biology, and evolutionary biology, which are just a few of the career options available.

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

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

1. Demonstrate a breadth of knowledge in the life sciences with an accompanying depth of knowledge particularly in the key areas of organismal diversity, ecology, evolution, and genetics. (Specialized Knowledge)
2. Utilize the scientific approach to address novel questions and problems through the development of hypotheses, design of experiments, collection of data, analysis of data, and interpretation of results. (Quantitative Fluency/Applied Learning)
3. Identify, examine, evaluate, and discuss the scientific literature. (Critical Thinking)
4. Articulate biological principles and ideas effectively, both in written and oral form. (Communication Fluency)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date _____ 20____

Signature of Department Head Date _____ 20____

Signature of Registrar Date _____ 20____

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.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

Math MATH 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*			
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*3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

PHYS 112/112L* is typically required for admission to graduate schools. If chosen, 4 credits apply to the Essential Learning requirement and 1 credit applies to elective credit.

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (17-19 semester hours) Must receive a grade of "C" or better and should be completed by the end of the sophomore year.

BIOL 105	Attributes of Living Systems	3			
BIOL 105L	Attributes of Living Systems Lab	1			
CHEM 131*	General Chemistry I	4			
CHEM 131L*	General Chemistry I Lab	1			
CHEM 132*	General Chemistry	4			
CHEM 132L*	General Chemistry Lab	1			
STAT 200†	Probability and Statistics	3			
	OR				
MATH 151†	Calculus I	5			

*A higher level subject may be taken in the same category with advisor approval. Organic Chemistry may be required for admission to some graduate programs.

†Statistics and Calculus may be required for admission to some graduate programs.

BIOLOGICAL SCIENCES MAJOR REQUIREMENTS

(51 semester hours) A 2.5 GPA is required in the major courses. A "C" or better is required in all major courses.

Required Core Courses (10 semester hours)

BIOL 208	Fundamentals of Ecology and Evolution	3			
BIOL 208L	Fundamentals of Ecology and Evolution Lab	1			
BIOL 301	Principles of Genetics	3			
BIOL 301L	Principles of Genetics Lab	1			
BIOL 483	Senior Thesis	2			

Required Related Study Area (21 semester hours)

PHYS 111	General Physics I	4			
PHYS 111L	General Physics I Lab	1			
BIOL 106	Principles of Animal Biology	3			
BIOL 106L	Principles of Animal Biology Lab	1			
BIOL 107	Principles of Plant Biology	3			
BIOL 107L	Principles of Plant Biology Lab	1			
BIOL 403	Evolution	3			
BIOL 405	Advanced Ecological Methods	3			
BIOL 405L	Advanced Ecological Methods Lab	2			

Course No	Title	Sem.hrs	Grade	Term/Trns
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Additional Biology Courses (20 semester hours, chosen from the lists below) At least 16 of the credit hours must be 300 level or above.

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

Category 1: Cellular, Molecular, and Developmental

BIOL 302 Cellular Biology (3)
 BIOL 310/310L Developmental Biology and Lab (3) / (2)
 BIOL 343 Immunology (3)
 BIOL 344/344L Forensic Molecular Biology and Lab (3) / (1)
 BIOL 371L Lab Investigations in Cellular and Molecular Biology (3)
 BIOL 425 Molecular Genetics (3)
 BIOL 442 Pharmacology (3)
 CHEM 315/315L Biochemistry I and Lab (3) / (1)
 CHEM 316 Biochemistry II (3)

Category 2: Organismal

BIOL 250/250L Intro to Microbiology and Lab (3) / (2)
 BIOL 316/316L Animal Behavior and Lab (3) / (1)
 BIOL 322/322L Plant Identification and Lab (2) / (2)
 BIOL 331/331L Insect Biology and Lab (3) / (2)
 BIOL 333 Marine Biology (3)
 BIOL 335/335L Invertebrate Zoology and Lab (3) / (1)
 BIOL 336/336L Fish Biology (3) / (1)
 BIOL 350/350L Microbiology and Lab (3) / (1)
 BIOL 411/411L Mammalogy and Lab (3) / (1)
 BIOL 412/412L Ornithology and Lab (3) / (1)
 BIOL 413/413L Herpetology and Lab (3) / (1)
 BIOL 431/431L Animal Parasitology and Lab (3) / (1)
 BIOL 433 Marine Invertebrate Communities (3)
 BIOL 450/450L Mycology and Lab (3) / (2)

Course No	Title	Sem.hrs	Grade	Term/Trns
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Electives (13-15 credit hours) (All college level courses, **not listed above**, that will bring your total semester hours to 120 hours, including 40 upper division hours.) Up to 10 upper division hours may be needed. BIOL 499 Internship or research courses are recommended.

MATH 113 College Algebra	1*	_____	_____
PHYS112/112L General Physics	1*	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Category 3: Anatomical and Physiological

BIOL 209/209L Human Anatomy & Physiology I and Lab (3) / (1)
 BIOL 210/210L Human Anatomy & Physiology II and Lab (3) / (1)
 BIOL 241 Pathophysiology (4)
 BIOL 341/341L General Physiology and Lab (3) / (1)
 BIOL 342/342L Histology and Lab (2) / (2)
 BIOL 409/409L Gross and Developmental Human Anatomy (2) / (2)
 BIOL 410/410L Human Osteology and Lab (3) / (1)
 BIOL 421/421L Plant Physiology and Lab (3) / (1)
 BIOL 423/423L Plant Anatomy and Lab (3) / (2)
 BIOL 426/426L Intro to Electron Microscopy and Lab (2) / (2)
 BIOL 441 Endocrinology (3)

Category 4: Ecology, Evolution, and Systematics

BIOL 211/211L Ecosystem Biology and Lab (4) / (1)
 BIOL 315 Epidemiology (3)
 BIOL 320 Plant Systematics (3)
 BIOL 321/321L Taxonomy of Grasses and Lab (2) / (2)
 BIOL 332/332L Introduction to GIS (2) / (1)
 BIOL 406 Plant-Animal Interactions (3)
 BIOL 407 Tropical Field Biology (3-5)
 BIOL 408 Desert Ecology (3)
 BIOL 414/414L Aquatic Biology and Lab (3) / (1)
 BIOL 415 Tropical Ecosystems (2)
 BIOL 418/418L Wildlife Management and Lab (3) / (2)
 GEOL 305 Cartography for GIS (1)
 GEOG 131 Introduction to Cartography (3)

NOTE: Topics courses (BIOL 196/296/396/496) as well as research courses (BIOL 387/487), internships (BIOL 499), teaching practicum (BIOL 493), and independent study (BIOL 495) may not be used as Additional Biology Courses but must be used for elective credit.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN BIOLOGICAL SCIENCES – ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 105	Attributes of Living Systems	3	BIOL 106	Principles of Animal Biology	3
BIOL 105L	Attributes of Living Systems Lab	1	BIOL 106L	Principles of Animal Biology Lab	1
CHEM 131	General Chemistry	4	CHEM 132	General Chemistry	4
CHEM 131L	General Chemistry Lab	1	CHEM 132L	General Chemistry Lab	1
MATH 113	College Algebra	4	STAT 200	Probability and Statistics (3) or	3-5
KINE 100	Health and Wellness	<u>1</u>	MATH 151	Calculus I (5)	<u>3</u>
		14	ENGL 111	English Composition	<u>3</u>
					15-17

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 107	Principles of Plant Biology	3	BIOL 208	Fundamentals of Ecology and Evolution	3
BIOL 107L	Principles of Plant Biology Lab	1	BIOL 208L	Fundamentals of Ecology and Evolution Lab	1
PHYS 111	General Physics I	4	BIOL 301	Principles of Genetics	3
PHYS 111L	General Physics I Lab	1	BIOL 301L	Principles of Genetics Lab	1
ENGL 112	English Composition	3	ESSL	Natural Science with Lab	5
ESSL	Social/Behavioral Science	<u>3</u>	(PHYS 112/112L recommended)		
		15	KINA	Activity	<u>1</u>
					14

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 403	Evolution	3	BIOL 405	Ecological Methods	3
BIOL XXX (selected from list)		6	BIOL 405L	Ecological Methods Lab	2
ESSL	History	3	ESSL	Humanities	3
ESSL 290	Maverick Milestone	3	ESSL	Social/Behavioral Science	3
ESSL 200	Essential Speech	<u>1</u>	Electives		<u>4</u>
		16			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL XXX (selected from list)		7	BIOL 483	Senior Thesis	2
Electives		3	BIOL XXX (selected from list)		7
ESSL	Natural Science	3	Electives		<u>4-6</u>
ESSL	Fine Arts	<u>3</u>			13-15
		16			

POLICIES:

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

Department: Biological Sciences (Forensics)

Program Modification

Forensics: M480

Degree Type: Minor

Modified Program Name: Forensic Science

Modified Program Name: Forensic Science

Revision to program sheet: Yes ☒ No ☐

Description of modification:

1. Change the name from "Forensics" to "Forensic Science"
2. Delete BIOL 337 "Criminalistics" and substitute "FOAN 232 Survey of Forensic Science" and "FOAN 232L Survey of Forensic Science Laboratory"
3. Add "FOAN 480 Professional Issues in Forensic Science" to the required courses. This is a new course being developed for the Forensic Anthropology and Forensic Investigation - Psychology minors. It covers trends in the forensic sciences, professional ethics, expert witness testimony, professional accreditations and certifications, and the teamwork needed to work a case.
4. Add FOAN 280 and 280L Crime Scene Processing to the electives.

Justification:

1. Forensic Science is a more accurate name. "Forensics" is either debate, or short for "Forensic science". Forensic science is the broad application of science (including social sciences) to law. Criminalistics is the application of natural sciences to processing evidence. However, our students are more familiar with the term "Forensic Science" in all applications and not sure what "Criminalistics" entails, especially as it relates to their career goals.
2. BIOL 337 is difficult to staff; the Survey of Forensic Science, while broader than the Criminalistics course, includes criminalistics topics and is being taught at the University.
3. The topics covered in this course are essential for anyone planning to work in the forensic sciences, particularly expert witness testimony.
4. As with FOAN 480, this course was developed for the other two forensic science minors but is as applicable, if not more, to the criminalistics students.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

N/A

Proposed by: Melissa Connor

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

201~~65~~-2017~~6~~ PETITION/PROGRAM SHEET
Minor: ~~Forensics~~ Criminalistics Forensic Science

About this minor . . .

Forensic science is a growing professional field throughout the United States. Forensic science is the interface between analytical science and the law. Students with a minor in Forensic science can seek employment with CBI and other employers conducting forensic investigations, or they may continue their education by seeking a Master's degree in Forensic science at another institution. The minor is best suited for students majoring in Biology or Chemistry. The minor will enhance students' skills in the molecular biology, analytical chemistry, and criminalistic techniques used in forensic investigations.

POLICIES:

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

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____

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 (186 Semester Hours)*

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
CHEM301	Analytical Chemistry	3	_____	_____
CHEM 301L	Analytical Chemistry Lab	1	_____	_____
BIOL 301	Genetics	3	_____	_____
BIOL 301L	Genetics Lab	1	_____	_____
CHEM 315	Biochemistry	3	_____	_____
CHEM 315L	Biochemistry Lab	1	_____	_____
BIOL 337	Criminalistics	3	_____	_____
BIOL 337L	Criminalistics Lab	1	_____	_____
FOAN 232	Survey of Forensic Science	2	_____	_____
FOAN 232L	Survey of Forensic Science Lab	1	_____	_____
FOAN 480	Professional Issues in Forensic Science	3	_____	_____

ELECTIVE COURSES (Choose 2 of the following, 7-8 semester Hours*)

Course No	Title	Sem.hrs	Grade	Term/Trns
BIOL 209	Anatomy & Physiology I	3	_____	_____
BIOL 209L	Anatomy & Physiology I Lab	1	_____	_____
CHEM 431	Instrumental Analysis	3	_____	_____
CHEM 431L	Instrumental Analysis Lab	1	_____	_____
BIOL 217	Forensic Entomology	2	_____	_____
BIOL 217L	Forensic Entomology Lab	1	_____	_____
BIOL 342	Histology	3	_____	_____
BIOL 342L	Histology Lab	1	_____	_____
BIOL 344	Forensic Molecular Biology	3	_____	_____
BIOL 344L	Forensic Molecular Biology Lab	1	_____	_____
BIOL 410	Human Osteology	3	_____	_____
BIOL 410L	Human Osteology Lab	1	_____	_____
BIOL 442	Pharmacology	3	_____	_____
BIOL 426	Introduction to Electron Microscopy	2	_____	_____
BIOL 426L	Introduction to Electron Microscopy Lab	2	_____	_____
FOAN280	Crime Scene Processing	2	_____	_____
FOAN280L	Crime Scene Processing Lab	1	_____	_____

*Lecture and lab must be taken together for credit towards graduation.

Department: Business (Construction Management)

Program Modification

Construction Management: 3180

Degree Type: BS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Remove PHYS 112 and PHYS 112L as required "Program" courses, and allow students to select a CMU approved Natural Science Course to complete the remaining credit requirements under the University "Essential Learning Requirements" for Natural Sciences.

Justification:

The content taught in PHYS 112 and PHYS 112L is not perceived as having any more relevance or importance to our Program Outcomes than any other Natural Science Course offered by the University. A substantial percentage of students transfer into our Program from other programs, or from other universities, having already completed other Natural Science credits. Currently these Natural Science credits cannot be used to fulfill graduation requirements. The proposed change would remove any unnecessary burden from students transferring into the program that have already completed other Natural Science credits. Other course sequencing changes include (1) CONM 401 was previously replaced by CONM 475 and should not be listed, (2) the Spring semester, senior year, elective is clarified as an upper level elective, and (3) STAT 200 was moved before FINA 301 which requires a statistics prerequisite.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Physical and Environmental Sciences Department; January 2016; No significant impact - A minor reduction in, and redistribution of student credit hours within the natural sciences.

Proposed by: Troy Miller

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

20156-20167 PETITION/PROGRAM SHEET

Degree: Bachelor of Science

Major: Construction Management

About This Major . . .

Construction managers plan, direct, and coordinate a wide variety of construction projects, including the building of all types of residential, commercial and industrial structures, roads, and bridges. They are salaried or self-employed managers who oversee construction supervisors and workers. Construction managers coordinate and supervise the construction process from the conceptual development stage through final construction, insuring the project is completed on time and within budget. They are also responsible for the safety of the work environment. Graduates of the Construction Management program will possess an OSHA 10-hour safety card upon graduation.

Potential majors must be comfortable with mathematics, technical instruction, physical science, computers, and software programs. They should work well under pressure and have good oral and written communication skills. They are managers of processes and people and must excel in both technical and human interaction skills.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Identify, formulate, and solve construction related problems by applying mathematics, science, and business principles. (Specialized Knowledge)

NAME: _____ STUDENT ID #: _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

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.
- C or higher in coursework toward the major content area.
- When filling out the program sheet a course can be used only once.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 113		4*			
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*3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

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Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3			
ECON 202	Principles of Microeconomics	3			

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

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

PHYS 111	General Physics	4*			
PHYS 111L	General Physics Lab	1*			

		3*			
	PHYS 112	General Physics	4*		

	PHYS 112L	General Physics Lab	1*		
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*7 credits apply to the Essential Learning requirements and 31 credits apply to elective credit

Course	No	Title	Sem.hrs	Grade	Term/Trns
WELLNESS REQUIREMENT (2 semester hours)					
KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (27 semester hours)

ACCT 201	Prin. of Financial Accounting	3			
STAT 200	Probability and Statistics	3			
MATH 130	Trigonometry	3			
CONC 101	Construction Safety and Regs.	3			
CONC 116	Building Materials	3			
CONC 161	Building Mechanical and Electrical	3			
CONC 208	Construction Equipment	3			
CONC 218	Surveying	3			
CONC 228	Estimating and Cost Control	3			

CONSTRUCTION MANAGEMENT MAJOR REQUIREMENTS

(45 semester hours)

Required Core (12 semester hours)

BUGB 349	Legal Environment of Business	3			
**FINA 301	Managerial Finance	3			
HRMA 371	Human Resource Management	3			
CONM 234	Graphic Communications for Construction Management	3			

Required Concentration Courses (33 semester hours)

CONM 181	Principles of Const. Management	3			
CONM 316	Construction Materials and Methods	3			
CONM 340	Advanced Construction Estimating and Bidding	3			
CONM 361	Advanced MEP Systems	3			
CONM 362	Structural Analysis-Statics/ Materials Strength	3			
CONM 370	Managing Safety and the Regulatory Environment	3			
CONM 380	Construction Project Management	3			
CONM 462	Soil and Foundation Construction	3			
CONM 472	Planning and Scheduling	3			
CONM 475	Construction Company and Financial Management	3			

Take One of the Following Courses

CONM 485	Construction Management Issues	3			
CONM 495	Construction Independent Study				
CONM 499	Construction Internship				

**STAT 200 or CISB 241 or STAT 241 will be accepted as the prerequisite.

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (11 semester hours; **1 hour must be 300 or 400 level**)

Course	No	Title	Sem.hrs	Grade	Term/Trns
*MATH 113	College Algebra	1			
*PHYS 112	General Physics	21			
*PHYS 112L	General Physics Lab	1			

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN CONSTRUCTION MANAGEMENT

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ESSL	Humanities	3
CONC 101	Construction Safety and Regulations	3	ENGL 112	English Composition	3
MATH 113	College Algebra	4	CONC 161	Building Mechanical/Electrical	3
CONC 116	Building Materials	3	CONM 208	Construction Equipment	3
CONM 181	Principles of Const. Management	3	KINE 100	Health and Wellness	1
		16	KINA 1XX	Activity	1
					14

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Microeconomics	3
ACCT 201	Principles of Financial Accounting	3	MATH 130	Trigonometry	3
CONC 234	Graphic Communications for Construction Management	3	CONC 218	Surveying	3
CONC 228	Estimating and Cost Control	3		Natural Science Course	3
PHYS 111	General Physics	4		Elective	3
PHYS 111L	General Physics Lab	1			15
		17	PHYS 112	General Physics	4
			PHYS 112L	General Physics Lab	1
					14

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
CONM 362	Structure Analysis	3	HRMA 371	Human Resource Management	3
CONM 340	Construction Estimating	3	STAT 200	Probability and Statistics-GTMA1	3
CONM 316	Construction Materials/Methods	3	FINA 301	Managerial Finance	3
CONM 370	Managing Safety and the Regulatory Environment	3	CONM 361	Advanced MEP Systems	3
ESSL 290	Maverick Milestone	3	CONM 380	Construction Project Management	3
ESSL 200	Essential Speech	1	BUGB 349	Legal Environment of Business	3
		1			15
		16	Summer		
			CONM 499 Internship		3*

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ESSL	Fine Arts	3	CONM 462	Soil Foundation Construction	3
ESSL	History	3	CONM 475	Construction Business and Financial Management	3
CONM 401	Construction Financial Management	3	CONM 485	Construction Management Issues	3
CONM 472	Planning and Scheduling	3	OR		
FINA 301	Managerial Finance	3	CONM 495	Construction Independent Study	3
	Elective	3		Upper Level Elective	3
		15			12
STAT 200	Statistics	3		Elective	3
		15			12

*If student opts to take CONM 499 Construction Internship. The internship should be planned between Junior and Senior years.

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to

Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**

3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Department: Business (Hospitality Management)

Course Modifications

HMGT 410

Current

Proposed

Course Prefix: HMGT

Course No.: 410

Credit Hours 3

Course Title: Hospitality Facilities Management

Prerequisites:

Current: CUAR 262

Proposed: HMGT 101 AND HMGT 200, or consent of the instructor

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

Justification:

The prerequisites are changed to accurately reflect the background a student needs to master hospitality facilities management. This change was overlooked in the program revision approved in 2014.

Discussions with affected departments:

The BBA, BAS, HMGT Minor program modification Hospitality Management was discussed and brought up for a vote in the departmental meeting on 11-11-15. The changes were approved.

Proposed by: Britt Mathwich

Expected Implementation: Fall 2016

Program Modification

Hospitality Management: 1163

Degree Type: AAS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

1.Delete GEOG 103 World Regional Geography as a required essential learning course and replace with an elective choice under Social Sciences, Natural Science, Fine Arts or Humanities.

2. Add two courses, HMG2 217 Hotel Operations and CUAR 115 Introduction to Sustainable Cuisine, to electives, change elective CUAR 120 Wine and Spirits (2 credits) to CUAR 179 Wines, Spirits and Beers, and reorganize the listing of electives by course number.

Justification:

1. To allow more choices in this category.

2. The AAS program sheet modifications will make the program sheet easier to read, add additional course electives to strengthen the program, and change CUAR 120 (Wine & Spirits) to CUAR 179 (Wine, Spirits and Beers), consistent with course changes made last year

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

1. The changes were discussed and approved by Social and Behavioral Sciences in January, 2016.

2. The addition of CUAR 115 and change from CUAR 120 to CUAR 179 was discussed and approved by WCCC in January, 2016.

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

Degree: Associate of Applied Science

Major: Hospitality Management

About This Major . . .

The field of Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, business law, business technology, management, accounting, finance, economics, and hospitality specific courses. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Bachelor of Applied Science in Hospitality Management.

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

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

1. Locate, gather and organize information on an assigned hospitality management topic. (Specialized Knowledge)
2. Recognize mathematical concepts and methods in relation to hospitality management issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic hospitality management information. (Communication Fluency)
4. Describe beginning hospitality management concepts in appropriate business contexts. (Critical Thinking)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

Signature of Business Department Head

Date

Signature of Registrar

Date

DEGREE REQUIREMENTS:

- ~~Minimum of 660~~ semester hours total (a minimum of 16 taken at CMU in no fewer than two semesters).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A grade of "C" or higher must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and Business Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor's degrees) cannot be used as options for the below requirements.

Course	No	Title	Sem.hrs	Grade	Term
Communication (6 semester hours)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____

Mathematics (Minimum 3semester hours)					
MATH 113		College Algebra	4	_____	_____

Social Sciences, Natural Science, Fine Arts or Humanities (6 semester hours)					
GEOG 103	World	Regional Geography	3	_____	_____
_____	_____	_____	3	_____	_____
_____	_____	_____	3	_____	_____
_____	_____	_____	3	_____	_____

WELLNESS REQUIREMENT (2 semester hours)

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

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

ASSOCIATE OF APPLIED SCIENCE IN HOPITALITY**MANAGMENT: COURSE REQUIREMENTS**

(48 semester hours)

ACCT 201	Principles of Financial Acctg	3	_____	_____
ACCT 202	Principles of Managerial Acctg	3	_____	_____
BUGB 211	Business Communications	3	_____	_____
BUGB 231	Survey of Business Law	3	_____	_____
CISB 101	Business Information Technology			
or CISB 205	Advanced Business Software	3	_____	_____
CISB 241	Intro to Business Analysis			
or STAT 241	Intro to Business Analysis	3	_____	_____
ECON 201	Principles of Macroeconomics	3	_____	_____
ECON 202	Principles of Microeconomics	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
HMG 101	Travel Industry I	3	_____	_____
HMG 200	Management and Supervisory Skills for the Hospitality Industry			
or CUAR 255	Supervision in the Hospitality Industry	3	_____	_____

Select 12 hours from the following courses:

HMG 201	-Management in			
	-The Hospitality Industry	3	_____	_____
HMG 211	Travel Destinations	3	_____	_____
HMG 217	Hotel Operations	3	_____	_____
HMG 218	Housekeeping Operations	3	_____	_____
HMG 201	Management in			
	The Hospitality Industry	3	_____	_____
HMG 241	-Food & Beverage Management	3	_____	_____
HMG 296	-Topics	_____ 3	_____	_____
-CUAR 115	Intro to Sustainable Cuisine	3	_____	_____
CUAR 120	Wine and Spirits	2	_____	_____
CUAR 179	Wines, Spirits, and Beers	3	_____	_____
CUAR 190	Dining Room Management	4	_____	_____
CUAR 261	Cost Controls	3	_____	_____
CUAR 262	Purchasing for the Hospitality Industry	3	_____	_____
HMG 299	Internship	3-6	_____	_____

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

SUGGESTED COURSE SEQUENCING FOR AN AAS IN HOSPITALITY MANAGEMENT

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH 113	College Algebra	4	GEOG 103	World Regional Geography	3
KINE 100	Health and Wellness	1	ESSL	SBS, NS, FA, or Humanities	3
KINA 1__	Kinesiology Activity Course	1	ESSL	SBS, NS, FA, or Humanities Humanity	3
CISB 101	Business Information Technology	<u>3</u>	CISB 241	Intro to Business Analysis	
	or CISB 205 Advanced Business Software			or STAT 241 Intro to Business Analysis	3
HMGT 101	Travel Industry I	<u>3</u>	HMGT 200	Management and Supervisory Skills for the Hospitality Industry	<u>3</u>
		15			15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3	ECON 202	Principles of Macro Economics	3
MANG 201	Principles of Management	3	MARK 231	Principles of Marketing	3
BUGB 211	Business Communications	3	BUGB 231	Survey of Business Law	3
_____	Course from named list on page two	3	_____	Course from named list on page two	3
_____	Course from named list on page two	<u>3</u>	HMGT 299	Internship (or Summer)	<u>3-6</u>
		18			18

POLICIES:

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

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

Program Modification

Business Administration-Hospitality Management: 3171

Degree Type: BBA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Change ordering of courses in suggested course sequencing. Eliminate MANG 450. Restate Upper Division HMGT electives to HMGT/Business electives.

Justification:

The BBA program sheet modifications address multiple course sequencing issues including, better reflecting when the courses are offered, better distributing HMGT courses through the sequencing, removing MANG 450 as it is no longer an optional substitute course (a clean-up of a prior year program change overlooked on the Program Sheet), and restating Upper Division HMGT to Upper Division HMGT/Business to clarify elective options.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Business Administration

Major: Business Administration

Concentration: Hospitality Management

About This Major . . .

The Bachelor of Business Administration (BBA) is designed to prepare students for the challenges of today's organizations, as well as the business world of tomorrow. The BBA with a concentration in Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management, and entrepreneurship.

The BBA is a very versatile, flexible and valuable degree. Many of Colorado Mesa's BBA graduates have gone on to earn advanced degrees in business such as the Master of Business Administration – one of the most sought after degrees by employers in today's job market.

Potential employment opportunities with this 4-year degree include management in any of the following areas: resort and hotel management, food and beverage management, travel and tourism management health care and education food service management, etc. With the ever expanding world hospitality market, this degree has endless opportunities both within the United States and also in the every-growing global hospitality industry.

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

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

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply financial, marketing, and operational business principles within the hospitality industry. (Specialized Knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

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.
- 2.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 113	College Algebra	4*			
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*3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

ECON 201	Principles of Macroeconomics	3			
ECON 202	Principles of Microeconomics	3			

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

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

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Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (18 semester hours) These courses, plus ECON 201 & 202 and Essential Learning English & Math requirements must be completed within the student's first 60 hours.

ACCT 201	Principles of Financial Acctg	3			
ACCT 202	Principles of Managerial Acctg	3			
BUGB 105	Freshman Business Seminar	3			
BUGB 211	Business Communications	3			
CISB 101	Business Inform. Technology				
or CISB 205	Advanced Business Software	3			
CISB 241	Intro to Business Analysis				
or STAT 241	Intro to Business Analysis	3			

**BACHELOR OF BUSINESS ADMINISTRATION:
HOSPITALITY MANAGEMENT CONCENTRATION
REQUIREMENTS** (63 semester hours)**Business Administration Core** (33 semester hours)

BUGB 349	Legal Environment of Business	3			
BUGB 401	International Business	3			
CISB 210	Fundamentals of Info Systems	3			
FINA 301	Managerial Finance	3			
MANG 201	Principles of Management	3			
MANG 301	Organizational Behavior	3			
HRMA 371	Human Resource Management	3			
MANG 471	Operations Management	3			
MANG 491	Business Strategy	3			
MARK 231	Principles of Marketing	3			
CISB 341	Quantitative Decision Making	3			
or MANG 341	Quantitative Decision Making	3			
or MARK 350	Marketing Research	3			

Required Concentration Courses (30 Semester Hours)

HMG 101	Travel Industry I	3			
HMG 200	Management and Supervisory Skills for the Hospitality Industry	3			
HMG 310	Travel and Tourism Marketing Techniques	3			
HMG 410	Hospitality Facilities Management	3			
HMG 450	Strategic Hospitality Sales and Marketing	3			
HMG 470	Hospitality Management Strategy	3			
MANG 499	Internship	3-6			

Upper Division Business/Hospitality Management Electives (6-9 semester hours)

		3			
		3			
		3			

Electives (2 semester hours of college level courses appearing on your final transcript, **not listed above** to bring total semester hours to 120.)

*MATH 113	College Algebra	1			
		1			

Special requirements: To be admitted to the Bachelor of Business Administration program, certain prerequisites must be satisfied. Please see the Business department head for complete requirements and application form. All degree requirements must be completed as described above. Any exceptions or substitutions must be recommended in advance by the faculty advisor and/or approved by the Department Head. Students are required to participate in exit examinations or other programs deemed necessary to comply with the university accountability requirement.

SUGGESTED COURSE SEQUENCING FOR BBA, CONCENTRATION IN HOSPITALITY MANAGEMENT

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
BUGB 105	Freshman Business Seminar	3	ENGL 112	English Composition	
CISB 101	BB Business Information Technology		CISB 241	Intro to Business Analysis	
or CISB 205	Advanced Business Software	3	or STAT 241	Intro to Business Analysis	3
ENGL 111	English Composition	3	CISB 210	Fundamentals of Information Systems	3
MATH 113	College Algebra	4	ESSL	Natural Science with Lab	4
ESSL	Fine Arts	<u>3</u>	KINE 100	Health and Wellness	1
		16	KINA	Activity	<u>1</u>
					15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ACCT 201	Principles of Financial Accounting	3	ACCT 202	Principles of Managerial Accounting	3
BUGB 211	Business Communications	3	ECON 202	Principles of Microeconomics	3
ECON 201	Principles of Macroeconomics	3	MANG 201	Principles of Management	3
MARK 231	Principles of Marketing	3	HMGT 200	Management and Supervisory Skills	
HMGT 101	Travel Industry I	<u>3</u>		for the Hospitality Industry	
		15			
			ESSL 290	Maverick Milestone	<u>3</u>
			ESSL 200	Essential Speech	<u>1</u>
					16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
HMGT 310	Travel & Tourism Marketing Tech.	3	BUGB 349	Legal Environment of Business	3
FINA 301	Managerial Finance	3	ESSL	Natural Science	3
MANG 301	Organizational Behavior	3	ESSL	Humanities	3
HRMA371	Human Resource Management	3	MARK 350	Marketing Research	
ESSL	History	<u>3</u>	or CISB 341	Quantitative Decision Making	
		15	or MANG 341	Quantitative Decision Making	3
			<u>HMGT 450</u>	<u>Strategic Hospitality Sales and</u>	
				<u>Marketing</u>	<u>3</u>
			<u>Electives</u>	<u>Upper Division HMGT/Business</u>	<u>3</u>
			<u>Electives</u>	<u>Upper Division HMGT</u>	<u>3</u>
					15

SENIOR YEAR

Fall Semester		Hours			Hours
HMGT 450	Strategic Hospitality Sales and Marketing	3	MANG 471	Operations Management	3
HMGT 410	Hospitality Facilities Management		ESSL	Humanities	3
or MANG 450	Entrepreneurship	3			
Electives	Upper Division HMGT/Business	3			15
BUGB 401	International Business	3			

Spring Semester		Hours
MANG 491	Business Strategy	3
HMG 470	Hospitality Management Strategy	3
MANG 499	Internship (or Summer)	3-6
Electives	Upper Division HMG/Business	3

Elective	<u>Upper Division HMG/Business</u>	<u>43</u>
<u>MANG 499</u>	<u>Internship (or Summer)</u>	<u>3-6</u>
		1 <u>5-183</u>

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

Hospitality Management: M141

Degree Type: Minor

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Change HMGT 217 Hotel Operations from a required to an elective course. Add HMGT 470 Hospitality Management Strategies as an optional elective course.

Justification:

1. To expand the selection of available electives.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Britt Mathwich

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015-2016~~**2016-2017** PETITION/PROGRAM SHEET
Minor: Hospitality Management

About This Minor . . .

The minor in Hospitality Management is designed to prepare students to enter the world of hospitality. Coursework in the areas of sales and marketing, hospitality management strategies and hotel operations will provide students the basic skills needed in order to contribute more efficiently and effectively in the area of hospitality. For the student interested in the area of hospitality, a minor coupled with a bachelor's degree can increase the employment opportunities available in a variety of hospitality -related areas.

POLICIES:

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

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 Hospitality 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. 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
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.

REQUIRED COURSES (24 semester hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
HMGT 101	Travel Industry I	3	_____	_____
HMGT 200	Management and Supervisory Skills for the Hospitality Industry	3	_____	_____
HMGT 310	Travel & Tourism Marketing	3	_____	_____
HMGT 217	Hotel Operations	3	_____	_____
HMGT 450	Hospitality Sales and Marketing Strategy	3	_____	_____

ELECTIVES (choose 129 hours)

HMGT 211	Travel Destinations	3	_____	_____
HMGT 217	Hotel Operations	3	_____	_____
MARK 332	Promotion	3	_____	_____
HMGT 351	Community Tourism Systems	3	_____	_____
HMGT 410	Hospitality Facilities MGT	3	_____	_____
HMGT 470	Hospitality Management Strategies	3	_____	_____
HMGT 299	Internship (Tourism)	3-6	_____	_____
MANG 499	Internship (Tourism)	3-6	_____	_____

Department: Health Sciences (BSN)

Course Additions

NURS 350

Credit Hours 3

Course Title: Health Assessment Across the Lifespan

Abbreviated Title: Health Assessment

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350L; NURS 353; NURS 353L; NURS 370; NURS 372

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

Health Science BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to the basic skills of history taking and physical assessment of individuals through the lifespan. Emphasis on knowledge and skills necessary for conducting a systematic or focused health assessment and determining areas in which to implement health promotion activities.

Justification:

See justification in program modification.

Topical course outline:

1. Evidenced Base Assessment
2. The Interview and History
3. Mental Status
4. General Survey, Measurement, Vital Signs and Pain Assessment
5. Skin, Hair and Nails
6. Head, Neck, Face, Nose, Sinuses, Mouth, Throat
7. Eyes and Ears
8. Lymph System
9. Thorax and Lungs
10. Heart and Neck Vessels
11. Peripheral Vascular System
12. Musculoskeletal System
13. Neurological System
14. Breast and Axillae
15. Male Genitourinary System

Course Additions

16. Female Genitourinary System
17. Integration of the Complete Physical Exam

Student Learning Outcomes:

1. Demonstrate the use of the nursing process in planning and providing care to people across the life span in a variety of settings.
2. Develop therapeutic communication skills relating to patients, families and the health care team.
3. Identify evidenced based care that contributes to safe and quality patient- centered outcomes.
4. Identify safe environments for the patient in a variety of clinical settings.
5. Develop basic skills in history taking and physical assessment of individuals through the lifespan while providing privacy and confidentiality.
6. Incorporate principles of teaching and learning as applied to nursing practice with individuals, and groups.
7. Explore the roles of the nurse in a variety of settings including advocate, teacher, and caregiver.
8. Explore the concepts of health, wellness, illness and disease in individuals and populations.
9. Recognize the unique needs of diversity of individuals.
10. Explain the purpose and rationale to provide basic psycho-motor nursing skills

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 350L

Credit Hours 1

Course Title: Health Assessment Across the Lifespan Laboratory

Abbreviated Title: Health Assessment Lab

Contact hours per week: Lecture Lab 3.0 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350; NURS 353; NURS 353L; NURS 370; NURS 372

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of knowledge and clinical skills in obtaining a health history and performing a physical examination of individuals across the lifespan. Focus is on the practice and refinement of psychomotor, communication, and critical thinking skills with an emphasis on privacy, confidentiality, and safety.

Justification:

See justification in program modification.

Topical course outline:

1. Evidenced Base Assessment
2. The Interview and History
3. Mental Status
4. General Survey, Measurement, Vital Signs and Pain Assessment
5. Skin, Hair and Nails
6. Head, Neck, Face, Nose, Sinuses, Mouth, Throat
7. Eyes and Ears
8. Lymph System
9. Thorax and Lungs
10. Heart and Neck Vessels
11. Peripheral Vascular System
12. Musculoskeletal System
13. Neurological System
14. Breast and Axillae
15. Male Genitourinary System
16. Female Genitourinary System
17. Integration of the Complete Physical Exam

Course Additions

Student Learning Outcomes:

1. Maintains consistently a safe clinical environment.
2. Demonstrate behaviors that reflect effective communications relating to patients, families and the health care team.
3. Demonstrate basic skills in history taking and physical assessment of individuals through the lifespan while providing privacy and confidentiality.
4. Apply the concepts of health, wellness, illness and disease in individuals and populations in a clinical setting.
5. Use selected tools for wellness assessment, health risk appraisal and risk reduction in nursing practice.
6. Respond to the unique needs of diversity of individuals when planning nursing care.
7. Demonstrate proficiency in basic psycho-motor nursing skills in a variety of settings
8. Consistently perform safe medication administration in all clinical settings
9. Adopt professional comportment in personal conduct and nursing practice.
10. Accurately document clinical findings in a variety of settings
11. Records clear and accurate data in a variety of formats

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 353

Credit Hours 4

Course Title: Foundation of Nursing Practice

Abbreviated Title: Foundations of Nursing

Contact hours per week: Lecture 4.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350; NURS 350L; NURS 353L; NURS 370; NURS 372

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to the fundamentals of nursing practice and the knowledge required to implement patient-centered care through the lifespan in a variety of settings. Focus is on safety, basic nursing care, assessment, communication, documentation, and quality care.

Justification:

See justification in program modification.

Topical course outline:

1. National safety patient goals
2. The nursing process
3. Safety
4. Infection Control
5. Communication
6. Documentation
7. Medication Administration
8. Nutrition
9. Patient Education
10. Loss and grieving
11. Stress and Adaptation
12. Pain
13. Oxygenation
14. Cardiac Function
15. Fluid and Electrolytes, acid base balance
16. Urinary and bowel elimination

Student Learning Outcomes:

Course Additions

1. Demonstrate the use of the nursing process in planning and providing care to people across the life span in a variety of settings.
2. Develop a theoretical foundation for essential nursing functions.
3. Develop therapeutic communication skills relating to patients, families and the health care team.
4. Identify evidenced based care that contributes to safe and quality patient- centered outcomes.
5. Identify safe environments for the patient in a variety of clinical settings.
6. Explore the roles of the nurse in a variety of settings including advocate, teacher, and caregiver.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 353L

Credit Hours 3

Course Title: Foundation of Nursing Practice Laboratory

Abbreviated Title: Foundations Lab

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2,250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350; NURS 350L; NURS 353; NURS 370; NURS 372

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of fundamental concepts and evidenced-based nursing skills in settings that provide safe learning opportunities. Sites include clinical labs, simulation labs, and an array of local healthcare facilities.

Justification:

See justification in program modification.

Topical course outline:

1. Safety
2. Mobility
3. Infection control
4. Hygiene
5. Vital Signs
6. Medications Administration
7. Sterile technique
8. Wound care
9. Nutrition
10. Documentation
11. Electronic Health Records

Student Learning Outcomes:

1. Maintain a consistently safe clinical environment.
1. Respond to the unique needs of diversity of individuals when planning nursing care.
2. Demonstrate proficiency in basic psycho-motor nursing skills in a variety of settings
3. Consistently perform safe medication administration in all clinical settings
4. Use selected tools for wellness assessment, health risk appraisal and risk reduction in nursing practice.
5. Adopt professional comportment in personal conduct and nursing practice.

Course Additions

6. Accurately documents clinical findings in a variety of settings
7. Records clear and accurate data in a variety of formats

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 370

Credit Hours 3

Course Title: Pharmacology for Nurses I

Abbreviated Title: Pharm I

Contact hours per week: Lecture 3.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350; NURS 350L; NURS 353; NURS 353L; NURS 372

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

Health Science BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to drug therapy including specific drug classifications, terminology, theories and techniques of safe administration. Focus on nursing considerations, utilizing the nursing process, and becoming proficient at medication calculations. Major content includes the basic concepts of pharmacology, commonly prescribed drugs, drug effects on body tissues, responses to drug therapy, and principles of therapy in various circumstances and populations.

Justification:

See justification in program modification.

Topical course outline:

1. Medication administration
2. Drug therapy to decrease pain, fever, and inflammation
3. Opioids and drugs to reduce anxiety and produce hypnosis
4. Antibiotic therapy
5. Drug therapy for hypertension
6. Diuretics
7. Nutritional support, vitamin and mineral supplements
8. Type I and type II diabetes
9. GERD/PUD, drugs to treat nausea and vomiting
10. Drugs to treat constipation and diarrhea
11. Autonomic nervous system
12. Drugs related to the sympathetic nervous system
13. Drugs related to the parasympathetic nervous system
14. Drug therapy for seizure disorders and spasticity
15. Drug therapy for bronchodilation: asthma and COPD
16. Drugs used to treat nasal congestion

Course Additions

17. Drugs to decrease histamine effects and allergic response
18. Drug therapy for coagulation disorders
19. Drug therapy with Corticosteroids
20. Cardiac drugs: drugs to treat heart failure
21. Drugs to treat dysrhythmias and angina

Student Learning Outcomes:

1. Define and describe terms, concepts, safety issues and basic processes associated with drug therapy.
2. Use a systematic approach to studying pharmacology, with emphasis on therapeutic classifications and prototypical drugs.
3. Describe the pathophysiology of selected conditions for which drug therapy is commonly used.
4. Describe characteristics of major group classifications and individual drugs.
5. Identify patient-related, drug-related, & diet-related factors that influence drug effects.
6. Identify and discuss principles of therapy related to drug selection, dosage, route, and special considerations related to various populations (children, older adults, patients with impaired renal or hepatic function, and those with critical illness).
7. Discuss over-the-counter drugs, their usefulness, regulations, and impact on prescriptive drug efficacy.
8. Assess and evaluate use of herbal or alternative therapies and dietary supplements and their impact/interactions on drug therapy.
9. Gain proficiency at drug dosage calculations to ensure accurate and safe medication delivery.
10. Apply the nursing process in the administration of drugs and the care of patients receiving therapeutic drug therapy.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 372

Credit Hours 2

Course Title: Professional Development I: Nursing Theory, Roles, and Ethics

Abbreviated Title: Prof Dev I

Contact hours per week: Lecture 2.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 350; NURS 350L; NURS 353; NURS 353L; NURS 370

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to knowledge, skills, and attitudes related to nursing practice. Emphasis on history of professional nursing, nursing theory, legal, ethical, and safety issues. Exploration of principles of communication, time management, and critical thinking as they relate to the professional nurse.

Justification:

See justification in program modification.

Topical course outline:

1. History of Nursing
2. ANA Code of Ethics and Ethical Issues in Nursing
3. Nursing Theory and Grand Theorists
4. Civility in Nursing
5. Legal Issues in Nursing
6. Healthcare policies influencing nursing practice, quality and safety
7. Advocating for patients and the nursing profession
8. Complementary and Alternative Care
9. Evidence Based-Practice

Student Learning Outcomes:

1. Identify both historical and current issues that have contributed to the development of nursing as a profession.
2. Explore nursing practice within the domain of ANA Code of Ethics.
3. Explore concepts of selected nursing theory and demonstrate integration of one theorist into practice.
4. Explore the roles and responsibilities of students, nurses, and faculty to create and sustain a culture of respect in education and the workplace.
5. Identify key concepts of ANA Social Policy Statement.
6. Discuss basic principles of law that affect nursing practice.

Course Additions

7. Discuss how the nurse practice act provides a foundation for nursing practice.
8. Explore the concept of caring as a nurse.
9. Develop a beginning understanding of evidence based practice

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 373

Credit Hours 4

Course Title: Acute and Chronic Illness I

Abbreviated Title: Acute/Chronic I

Contact hours per week: Lecture 4.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 373L; NURS 388; NURS 388L; NURS 394

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

Health Science BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of the nursing process in care of individuals and families experiencing deviations from usual levels of wellness. Exploration of pathophysiology of moderate intensity and relative stability. Emphasis on identification of coping mechanisms of individuals and families to assist in health recovery, health promotion, and the adoption of strategies for illness prevention.

Justification:

See justification in program modification.

Topical course outline:

1. Ethical/legal concepts
2. Health disparities
3. Review of behaviors that promote and maintain health
4. Pain management
5. Cell injury and inflammation
6. HIV-AIDS
7. Management of diabetes mellitus (scheduling of this topic dependent on availability of speaker)
8. Management of patient with skin disorders
9. Management of patients with musculoskeletal system disorder
10. Management of patients with neurological disorder
11. Problems with oxygen-ventilation
12. Problems associated with hematologic system
13. Management of patient with cancer
14. Problems with perfusion-vascular disorders
15. Management of patient with problems of ingestion, digestion, absorption, elimination
16. Management of patient with eye and ear disorders
17. Management of patient with problems of regulatory mechanisms

Course Additions

Student Learning Outcomes:

1. Examine the impact of acute and chronic illness on the biological, psychological, social, cultural, and spiritual subsystems when caring for the adult patient.
2. Apply the nursing process, recognizing patient/surrogate autonomy, in the care and management of patients experiencing common alterations in the subsystems.
3. Utilize ethical/legal decision-making in the delivery of culturally sensitive care to adult patients.
4. Investigate common problems/conditions encountered in the care of adult patients.
5. Demonstrate basic nursing care skills focusing on patient safety, including skill in history taking, physical examination and safe drug administration in the care of the adult patient.
6. Employ effective communication skills in the dissemination of information about the patient to appropriate health team members, appropriately utilizing select healthcare informatics.
7. Function as a patient advocate, demonstrating respect for differing viewpoints, through interaction with all health team members in the delivery of nursing care.
8. Demonstrate effective skills reflecting cultural sensitivity in the delivery of care to a diverse population of patients.
9. Utilize applied research findings and evidence-based practices in the promotion of wellness and the prevention of illness for patients in institutional and community settings.
10. Demonstrate commitment to safety, competence, caring, and life-long learning.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 373L

Credit Hours 3

Course Title: Acute and Chronic Illness I Clinical

Abbreviated Title: Acute/Chronic I Clinical

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2,250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 373; NURS 388; NURS 388L; NURS 394

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of nursing process in care of individuals and families in acute and chronic health care settings. Emphasis on patient safety, health promotion, multi-disciplinary health care and the uniqueness of individual response to disease. Development of essential skills of assessment, problem identification, goal setting, application of interventions, evaluation of outcomes, cultural sensitivity, and critical thinking skills.

Justification:

See justification in program modification.

Topical course outline:

Nursing Process
Medication Calculation
Medication Administration
Professionalism
Focused assessment
IV Therapy (Basic and Advanced)
Simulation Experiences
Sterile procedures
Patient Safety
Fluids and Electrolytes
Laboratory tests and interpretation
Documentation in the electronic medical record
Nursing ethics

Student Learning Outcomes:

1. Provide safe and competent nursing care to all patients relying on knowledge, skills and resources.
2. Apply the nursing process to individuals from the young adult through the geriatric population.

Course Additions

3. Demonstrate clinical reasoning skills in individualizing nursing care to diverse populations.
4. Practice according to professional ethics and guiding principles and standards.
5. Develop awareness of the multiple roles of today's nurse: caregiver, educator, and advocate.
6. Recognize the multi-disciplinary approach to nursing care.
7. Demonstrate knowledge and skills related to nursing informatics.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 388

Credit Hours 3

Course Title: Mental Health Nursing

Abbreviated Title: MH Nursing

Contact hours per week: Lecture 3.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4,500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 373; NURS 373L; NURS 388L; NURS 394

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to patient-centered, culturally sensitive approach to needs of individuals, families, and groups experiencing alterations in mental health across the lifespan. Emphasis on theoretical knowledge and evidence-based practice to promote, maintain and restore mental and emotional health. Exploration of use of self as a therapeutic tool, principles of therapeutic relationships and communication and a knowledge-base of psychopathology.

Justification:

See justification in program modification.

Topical course outline:

1. Mental Health/Mental Illness Concepts
2. Alterations in Mental Health
3. Psychobiology in Mental Health/Illness
4. Ethical & Legal Issues
5. Cultural & Spiritual Concepts
6. Therapeutic Communication
7. Childhood, Adolescent and Family Mental Health Issues
8. Psychopharmacology Review
9. Mental Health Therapies
10. Concepts of Care and EBP in Mental Health
11. Population-specific Mental Health Care

Student Learning Outcomes:

1. Relate the neurobiological and psychosocial influences to the clinical manifestations of specific mental illnesses and disturbances.
2. Describe the clinical manifestations of specific mental illnesses and disturbances of psychosocial integrity.

Course Additions

3. Analyze the impact of psychosocial stressors which affect client and family systems' stability throughout the life span.
4. Utilize research and theory in the care of mental health clients.
5. Define the role of the nurse in relation to professional practice issues in psychiatric mental health care.
6. Demonstrate commitment to the values of caring, competence and life-long learning.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 388L

Credit Hours 2

Course Title: Mental Health Nursing Clinical

Abbreviated Title: MH Nursing Clinical

Contact hours per week: Lecture Lab 6 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 373; NURS 373L; NURS 388; NURS 394

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of theory in care of clients with a wide-range of psychiatric and/or mental health disorders across the lifespan. Emphasis on the nurse's role in various treatment settings and current treatment modalities. Development of proficiency in mental health practice with diverse populations. Emphasis on therapeutic use of self with individuals and groups in a variety of community-based settings.

Justification:

See justification in program modification.

Topical course outline:

1. Mental Health/Mental Illness in Clinical Settings
2. Relationship Development and Therapeutic Communication
3. Nursing Process in Mental Health Nursing
4. Standard Assessments in Psychiatric Nursing
5. Mental Health Therapies
6. Variety of Mental Health Delivery Models: In-patient, Out-patient, Residential programs, Community support services, and Veteran-specific services
7. Psycho-education and the delivery of mental health education
8. Concepts of Care and Evidence-based Practice in Mental Health Nursing

Student Learning Outcomes:

1. Utilize the nursing process to maximize the mental health of selected clients.
2. Describe the clinical manifestations of specific mental illnesses and disturbances of psychosocial integrity.
3. Demonstrate competence in the safe, therapeutic use of self.
4. Participate in mental health education of patients/clients, family and community members.
5. Collaborate with patients/clients, family members and interdisciplinary health teams to provide

Course Additions

continuity of care.

6. Utilize research and theory in the care of mental health clients.

7. Define the role of the nurse in relation to professional practice issues in psychiatric mental health care.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 394

Credit Hours 3

Course Title: Nursing Research: An Evidenced-Based Practice

Abbreviated Title: Nursing Research

Contact hours per week: Lecture 3.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4,500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 373; NURS 372L; NURS 388; NURS 388L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of nursing research and evidence-based practice in the process of scholarly inquiry in health care. Examination of research methodologies and related theories to facilitate development of a literature review and an evidence-based practice proposal to investigate nursing questions and outcomes. Emphasis on research as a basis for assessment of outcomes of health promotion and health care interventions.

Justification:

See justification in program modification.

Topical course outline:

1. Introduction to Nursing Research
2. Ethical Concerns in Research
3. Research Problems, Purposes, and Hypotheses
4. Literature Review
5. Organizing Framework: Conceptual and Theoretical Frameworks and Designs
6. Populations and Samples
7. Measurement and Data Collection
8. Analysis of Research Data
9. Critiquing and Utilization of Nursing Research
10. Research in Evidence Based Nursing (EBN) Practice
11. Presentation of evidence and recommendations for evidence-based practice in a cogent manner via written and verbal communication.

Student Learning Outcomes:

Course Additions

1. Analyze the similarities and differences between the nursing process and the scientific method and research process
2. Develop a research question related to a clinical nursing practice.
3. Conduct a literature review related to the selected research topic.
4. Relate a theoretical framework to the selected evidence-based practice topic and question.
5. Examine major types of research methodologies.
6. Utilize electronic communication to search data bases and disseminate findings.
7. Critique quantitative and qualitative nursing research.
8. Critique the relevance of nursing research studies in promoting the health and adaptation of clients.
9. Develop an appreciation of the ethical considerations in evidence-based research.
10. Apply research concepts in the development of an evidence-based proposal for acceptance or change in the clinical nursing practice.
11. Present evidence and recommendations for evidence-based practice related to their proposal in a power point presentation to peers, RNs, and educators.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 459

Credit Hours 4

Course Title: Family/Maternal/Child Nursing

Abbreviated Title: Fam/Mat/Child Nursing

Contact hours per week: Lecture 4.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 459L; NURS 472; NURS 473; NURS 473L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to nursing care of the childbearing family. Emphasis is on growth and developmentally appropriate management of the health and illness related needs of the mother, newborn, and child within the family. Exploration of physiological, psycho-social, and pathophysiological changes of the population. Application of nursing process to gather and analyze data and formulate interventions with culturally diverse families.

Justification:

See justification in program modification.

Topical course outline:

1. Family focused care
2. Communication of care with the family
3. Family assessment
4. Transcultural care of the family
5. Preconception counseling
6. Physical and psycho-social adaptation of pregnancy
7. Antepartum and Intrapartum fetal and maternal assessment
8. Nursing care through the process of birth
9. Obstetrical, Pediatric and Mental Health Emergencies
10. Postpartum physiologic and psycho-social adaptation
11. Complications of antepartum, postpartum and neonatal
12. Assessment and care of the newborn
13. Transitional care of the newborn
14. The high risk neonate
15. Woman's health problems
16. Care of the hospitalized child

Course Additions

17. Care of the child with health dysfunction
 - A. Respiratory
 - B. Cardiac
 - C. Neurological
 - D. Gastrointestinal
 - E. Renal
 - F. Musculoskeletal
 - F. Endocrine
18. Anticipatory guidance to promote health and safety.

Student Learning Outcomes:

1. Demonstrate competence in assessing and delivery of nursing skills to diverse families through the lifespan.
2. Identify professional boundaries, legal and ethical issues in the practice of family nursing.
3. Examine community support and education in the care of the family.
4. Discuss inter-disciplinary collaboration with patients, families, and health teams to provide continuity of care.
5. Analyze health complexities and their impact on the family across the life span.
6. Discuss expected normal adjustments of women, newborns and families during pregnancy, complications of pregnancy including the implications for nursing interventions.
7. Correlate the pathophysiological process with the evidence of dysfunction, assessment and nursing management of the most common health problems of the infant, toddler, school-age child and adolescent.
8. Identify therapeutic communication skills with families through the lifespan.
9. Analyze the impact of the developmental needs of the child, either well or ill
10. Discuss anticipatory guidance to prevent injury or illness in the child from infancy to adolescence.
11. Explore transcultural issues in the care of the expanding family.
12. Implement nursing interventions to promote patient safety across the life span.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 459L

Credit Hours 3

Course Title: Family/Maternal/Child Nursing Clinical

Abbreviated Title: Fam/Mat/Chld Nurs Clinic

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 459; NURS 472; NURS 473; NURS 473L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of the nursing care of the childbearing family. Emphasis on growth and development and management of the health and illness needs of the mother, newborn, and child within the family.

Exploration of nursing care in Labor and Delivery, post-partum, newborn, and pediatrics will incorporate physiological, psycho-social, and pathophysiological changes of the population.

Justification:

See justification in program modification.

Topical course outline:

1. Family focused care
2. Communication of care with the family
3. Family assessment
4. Physical and psycho-social adaptation of pregnancy
5. Antepartum and Intrapartum fetal and maternal assessment
6. Nursing care through the process of birth
7. Obstetrical, Pediatric and Mental health Emergencies
8. Postpartum physiologic and psycho-social adaptation
9. Complications of antepartum, postpartum and neonatal
10. Assessment and care of the newborn
11. Transitional care of the newborn
12. The high risk neonate
13. Care of the hospitalized child
14. Care of the child with health dysfunction

Student Learning Outcomes:

1. Demonstrate competence in assessing and delivery of nursing skills to diverse families through the lifespan in

Course Additions

- the clinical setting.
- 2. Identify professional boundaries, legal and ethical issues in the practice of family nursing.
- 3. Provide community support and education in the care of the family.
- 4. Practice inter-disciplinary collaboration with patients, families, and health teams to provide continuity of care in the clinical setting.
- 5. Describe health complexities and their impact on the family across the life span.
- 6. Discuss expected normal adjustments of women, newborns and families during pregnancy, complications of pregnancy including the implications for nursing interventions.
- 7. Correlate the pathophysiological process with the evidence of dysfunction, assessment and nursing management of the most common health problems of the infant, toddler, school-age child and adolescent.
- 8. Demonstrate therapeutic communication skills with families through the lifespan in the clinical setting
- 9. Analyze the impact of the developmental needs of the child, either well or ill
- 10. Discuss anticipatory guidance to prevent injury or illness in the child from infancy to adolescence.
- 11. Explore transcultural issues in the care of the expanding family.
- 12. Implement nursing interventions to promote patient safety across the life span.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 472

Credit Hours 3

Course Title: Professional Development II: Health Informatics

Abbreviated Title: Prof Dev. II

Contact hours per week: Lecture 3.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 459; NURS 459L; NURS 473; NURS 473L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of information systems in health care and nursing practice. Exploration of current trends and issues in using, designing, and implementing health care information systems, healthcare information management, decision support, and knowledge management applications. Introduction of legal and ethical issues, management, and social networking tools in communicating health-related information.

Justification:

See justification in program modification.

Topical course outline:

1. Introduction to Health Informatics
2. Information Systems in Healthcare Delivery
3. Choosing a System
4. Healthcare Informatics and the consumer
5. Quality and Standards in Informatics
6. Privacy, confidentiality, & security,
7. Legal Issues and Regulations for Informatics
8. Future Directions

Student Learning Outcomes:

1. Describe the development of health informatics as a discipline, profession, and specialty.
2. Identify the impact of health information technology on consumer health.
3. Evaluate effect of electronic health records on health care organizations
4. Describe the use of information technologies in patient care delivery, quality, safety, clinical outcomes management, and public health/population management.
5. Explain the privacy, confidentiality, and security issues related to health information systems.

Course Additions

6. Examine emerging technologies and future trends in HIT.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 473

Credit Hours 4

Course Title: Acute and Chronic Illness II

Abbreviated Title: Acute/Chronic II

Contact hours per week: Lecture 4.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3,000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 459; NURS 459L; NURS 472; NURS 473L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of critical thinking skills and the nursing process in caring for individuals in the acute care setting. Emphasis on disease pathophysiology, patient teaching, and continuity of care upon discharge. Exploration of coping mechanisms, adaptation, and implementation of health care strategies in acute illness

Justification:

See justification in program modification.

Topical course outline:

1. Stress Response
2. Cardiac Rhythms
3. Fluids & Electrolytes, Acid-Base Imbalances
4. Shock Syndromes
5. Altered Coagulation
6. Respiratory Concepts
7. Cardiac Concepts
8. Neurologic Concepts
9. Biliary Concepts
10. Renal Concepts
11. Organ Transplantation/Death and dying
12. Burn Care
13. Multiple Trauma

Student Learning Outcomes:

1. Utilize the nursing process to maximize stability with selected clients.
2. Demonstrate competence in the delivery of selected advanced nursing skills.

Course Additions

3. Participate in client and family education in an effective manner about critical conditions in an effective manner.
4. Collaborate with clients, families, and interdisciplinary health teams to provide optimal care.
5. Analyze the impact of stressors, which affect client and family systems stability in critical care situations.
6. Formulate potential research questions based on literature review and clinical observation.
7. Define the role of the nurse in relation to professional practice issues in complex critical care settings .

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 473L

Credit Hours 3

Course Title: Acute and Chronic Illness II Clinical

Abbreviated Title: Acute/Chronic II Clinc

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 459; NURS 459L; NURS 472; NURS 473

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of theory to complete comprehensive assessments and plan care for patients in acute and critical care. Exploration of health problems in critical care, emergency, medical-surgical units, invasive procedure labs, renal dialysis, specialized healthcare teams, and other acute care clinical areas. Introduction of the high fidelity simulation lab.

Justification:

See justification in program modification.

Topical course outline:

1. Central line placement and nursing care
2. Arterial line placement and nursing care
3. Maintenance of oxygen devices
4. Critical care cultures
5. Documentation
6. Procedure Check-offs
7. Sim Lab Scenarios
8. Clinical Experience

Student Learning Outcomes:

1. Demonstrate competence in the delivery of selected advanced nursing skills.
2. Participate in client and family education of the acute and critical illness at the bedside.
3. Collaborate with clients, families, and interdisciplinary health teams to provide continuity of care at the bedside.
4. Analyze the impact of stressors which affect client and family systems stability in complex care situations.

Course Additions

5. Utilize safe patient care interventions as outlined in the Institute for Health Care Improvement's prevention

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 482

Credit Hours 2

Course Title: Professional Development III: The Professional Nurse

Abbreviated Title: Prof. Devel III

Contact hours per week: Lecture 2.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 487; NURS 487L; NURS 490; NURS 490L; NURS 492; NURS 493; 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of transitioning into professional nursing practice. Emphasis on scope of practice, delegation, professional development, and licensure. Exploration of health care systems as they relate to quality improvement, patient outcomes, finance, and policy development.

Justification:

See justification in program modification.

Topical course outline:

1. NCLEX
2. Licensing
3. Transitions
4. Resumes
5. Portfolios
6. Interviewing
7. Liability
8. Quality & Safety (emphasized)
9. Delegation & Scope of practice
10. Navigating Change: Transitions in practice
11. Professional Growth & Development
12. Communication
13. Healthcare Systems
14. Quality Improvement
15. Patient Outcomes
16. Financial Stability
17. Legislative Advocacy

Student Learning Outcomes:

Course Additions

1. Explore common transitions to professional practice topics such as NCLEX, licensure, resumes, portfolios, and interviewing.
2. Explore different healthcare systems from a patient centered care perspective.
3. Explore different healthcare systems from a financial perspective.
4. Explore quality improvement initiatives within a variety healthcare systems.
5. Explore the hospital consumer assessment of healthcare providers and systems (HCAHPS) initiative.
6. Identify opportunities for professional growth and development.
7. Explore the role of the advanced practice nurse in different health care delivery settings.
8. Identify strategies for using expertise as a nurse to influence policy within different levels of government.
9. Explore current legislative issues related to healthcare and/or specific to nursing.
10. Identify communication tools useful for managing change in healthcare organizations.
11. Explore different change theories and identify strategies for preparing for change in different healthcare systems.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 487

Credit Hours 3

Course Title: Community and Population Nursing

Abbreviated Title: Comm/Pop Nursing

Contact hours per week: Lecture 3.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487L; NURS 490; NURS 490L; NURS 492; NURS 493; 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of theoretical basis for community and population health and the role of the nurse.

Exploration of microsystems, applications of transitions of care, financing concepts in the community setting, and analysis of the health of populations. Emphasis on health promotion, disease prevention, using epidemiology, environmental health, health policy, aggregates, systems, populations, community assessment, and community interventions.

Justification:

See justification in program modification.

Topical course outline:

1. Community assessment (windshield survey, etc.)
2. Assessment of individuals and families in the community
3. Population assessment
4. Determinants of health
5. Vulnerable populations
6. Global health
7. Mass casualty response and emergency management
8. Case management and transitions of care
9. Ethics as applied in the community
10. Ethics as applied in populations research
11. Epidemiologic methods
12. Preventive health
13. Screening tests (preventive health) vs. diagnostic tests (illness)
14. Risk calculation and interpretation
15. Hospice & palliative care
16. Payor sources for community services

Course Additions

Student Learning Outcomes:

1. Describe legal, ethical and economic issues affecting community health nursing and population practice.
2. Utilize ethical frameworks to reason through difficult issues that arise in community care.
3. List "protective and predictive factors that influence the health of groups, communities and populations."
(AACN, 2008) Explore these determinants of health.
4. Explain appropriate clinical judgment and decision-making skills required in "timely nursing care during disasters, mass casualty, and other emergency situations." (AACN, 2008)
5. Describe methods of collecting and analyzing epidemiological information.
6. Describe different roles and models of care for microsystems and macrosystems in the community.
7. Summarize the differences between palliative care and hospice and explain the role each may play in the care
of community clients and populations.
8. List factors that contribute to complexity and error in transitions of care and explain strategies for providing
better continuity through these transitions.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 487L

Credit Hours 2

Course Title: Community and Population Nursing Clinical

Abbreviated Title: Nurs. Lead/Manage Clinic

Contact hours per week: Lecture Lab 6 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 490; NURS 490L; NURS 492; NURS 493; NURS 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of theory in practice with diverse populations and aggregates in the community to achieve an optimum level of wellness. Emphasis on health disparities, cultural diversity, social justice, and health laws and policies related to population vulnerability throughout the lifespan. Exploration of the continuum of outpatient care in home health and collaboration with community services.

Justification:

See justification in program modification.

Topical course outline:

1. Application of clinical skills (IVs, lab draws, etc).
2. Performing a population needs assessment
3. Care planning for individuals in the community
4. Care planning for populations
5. Professional nursing behavior in the community
6. Personal safety in the community
7. Techniques for managing patient transitions

Student Learning Outcomes:

1. Develop "an intervention plan that takes into account determinants of health, available resources, ...activities that contribute to health, and the prevention of illness, injury, disability, and premature death" for an assigned population. (AACN, 2008)
2. Utilize methods of community and population assessment to evaluate and serve our county through collaboration with community agencies.
3. Identify selected high-risk or vulnerable populations within the community and appropriate interventions for

Course Additions

these groups.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 490

Credit Hours 2

Course Title: Nursing Leadership and Management

Abbreviated Title: Nurs. Leader/Manage

Contact hours per week: Lecture 2.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 487L; NURS 490L; NURS 492; NURS 493; NURS 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of nurses functioning in leadership and management capacity and plans for entry into practice. Application of components of leadership to the delivery of care and the role of the nurse in shaping the future of health care. Examination of trends and issues impacting nursing and the future of health care delivery systems.

Justification:

See justification in program modification.

Topical course outline:

1. Core concepts in leadership & management
2. Decision making and problem solving
3. Organizational structures & healthcare systems
4. Managing resources
5. Interpersonal/personal communication
6. Incivility, Bullying and Workplace Violence
7. Quality and safety in health care delivery
8. Scope of practice
9. Professional associations and certification

Student Learning Outcomes:

1. Explore leadership and management concepts as a foundation for safe, high quality nursing.
2. Explore the role of nursing leadership as a change agent in shaping the future of healthcare.
3. Explore strategies for improving outcomes of care for culturally diverse populations.
4. Explore topics of resource management including nurse patient ratios, 12 hour shifts, and magnet status.
5. Explore topics of patient safety as it relates to alarm fatigue, staffing, delegation, and scope of

Course Additions

practice.

6. Examine the complexity of health care delivery systems responding to health care reform measures, policy,

and guidelines.

7. Explore the concepts of communication, interprofessional teams, and the socialization process as they are

reflected in the practice and image of professional nursing.

8. Explore strategies for reducing incivility, bullying and workplace violence.

9. Recognize the value of local, state, and national professional associations and certifications for the professional nurse.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 490L

Credit Hours 1

Course Title: Nursing Leadership and Management Clinical

Abbreviated Title: Nurs Leader/Manage Clinc

Contact hours per week: Lecture Lab 3 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 487L; NURS 490; NURS 492; NURS 493; NURS 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of theory into practice while functioning in a leadership and management capacity.
Clarification of short and long-term career goals and plans for other aspects of entry into practice.
Development and evaluation of individual learning objectives throughout the clinical rotation.
Application of theory in the role of a mentor with other nursing students.

Justification:

See justification in program modification.

Topical course outline:

1. Mentorship and preceptors
2. Identifying leadership styles
3. Concepts of leadership
4. Strategies for staffing
5. Role of nurse leaders in different community agencies

Student Learning Outcomes:

1. Apply leadership concepts, skills, and problem solving in different healthcare settings.
2. Demonstrate effective leadership and communication skills in the mentor role during clinical or lab experiences with newer nursing students.
3. Observe or participate in quality and safety initiatives in a community service agency.
4. Observe the application of principles of quality improvement, healthcare policy, and cost within a healthcare system.
5. Explore the role of nurse leaders and managers in the promotion of safety for care delivery.

Discussions with affected departments:

No other Departments affected.

Course Additions

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 492

Credit Hours 2

Course Title: Pharmacology for Nurses II

Abbreviated Title: Pharm II

Contact hours per week: Lecture 2.0 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 487L; NURS 490; NURS 490L; NURS 493; NURS 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of concepts of clinical pharmacology including preparation for the NCLEX exam.

Emphasis on major drug classifications, nursing considerations, and patient education.

Exploration of ethical, legal, and economic factors.

Justification:

See justification in program modification.

Topical course outline:

1. Pharmacology fundamentals
2. Antifungals/antivirals
3. Drugs to treat TB and parasitic infections
4. Drugs for PUD, GERD, N/V, constipation/diarrhea
5. Anticoagulants and drugs to control bleeding
6. Drugs to suppress immunity/immunizations
7. Drugs for pain, fever, inflammation, opioids
8. Antibiotics
9. Cardiac drugs
10. HTN and diuretics
11. Cholinergic and anticholinergics
12. Drugs for nasal congestion
13. Drugs for asthma and COPD
14. Seizure drugs
15. Drugs for anxiety/hypnosis
16. NCLEX test-taking strategy

Student Learning Outcomes:

Course Additions

1. Review and emphasize important concepts discussed in Pharmacology I, including basic terms, concepts,
and
processes associated with drug therapy.
2. Describe/review major drug classifications
3. Integrate knowledge of therapeutic drug therapy and how it relates to various disease processes.
4. Apply critical thinking by engaging in various case studies revolving around selected disease processes and
drug therapy normally associated with the disease.
5. Utilize the nursing process including assessment, planning, formulating nursing diagnoses, interventions and
evaluation regarding therapeutic drug administration.
6. Reinforce proficiency at drug dosage calculations to ensure accurate and safe medication delivery.
7. Describe selected legal, ethical, and economic aspects of drug therapy.
8. Prepare for test-taking with regards to strategies and content required for NCLEX certification exam.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 493

Credit Hours 1

Course Title: Senior Capstone

Abbreviated Title: Capstone

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 487L; NURS 490; NURS 490L; NURS 492; NURS 493L

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Synthesis of theoretical nursing concepts through the use of case studies, application exercises, and simulation activities.

Justification:

See justification in program modification.

Topical course outline:

1. Role of the student nurse and preceptor
2. Comprehensive case study
3. Application of nursing theory
4. Therapeutic communication techniques
5. Comprehensive evaluation of clinical experience

Student Learning Outcomes:

1. Explore role of the student nurse and preceptor.
2. Explore examples of effective use of therapeutic communication in small group discussions.
3. Complete a comprehensive case study on one patient that includes, patient history, pathophysiology of medical diagnoses, treatments, incorporation of the nursing process in the plan of care and discharge planning, describe supportive nursing research and evidence based practice in rationales for the plan of care, and a summary of the experience.
4. Analyze and explain specific nursing theories while reflecting on clinical experiences this semester.
5. Describe and integrate a nurse theorist's work in a discussion of communication, assessment, technical, and critical thinking skills.
6. Comprehensively evaluate clinical experiences in small group discussions and presentations.

Discussions with affected departments:

Course Additions

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Additions

NURS 493L

Credit Hours 3

Course Title: Senior Capstone Clinical

Abbreviated Title: Capstone Clinical

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the BSN program. Foundation courses required. See program sheet for details.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 482; NURS 487; NURS 487L; NURS 490; NURS 490L; NURS 492; NURS 493

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

Health Sciences BSN, Nursing: 3611

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Synthesis of knowledge and skills learned in the Baccalaureate program. Refinement of nursing practice skills in a safe learning environment using guided clinical experiences.

Justification:

See justification in program modification.

Topical course outline:

1. Student learning Contract with measurable goals.
2. Establishing a relationship with a preceptor for the clinical experience
3. Reflections of clinical experiences
4. Delivery of safe, quality, patient centered care in a specific clinical setting
5. Communication and collaboration of the healthcare team
6. Patient teaching
7. Delegation Process
8. Prioritizing patient care
9. Documentation of nursing care

Student Learning Outcomes:

1. Develop personal learning objectives for the clinical experience.
2. Create student learning contract for the clinical experience.
3. Create measureable goals for each of the following competencies: assessment, communication, technical skills, and critical thinking characteristics.
4. Demonstrate effective communication skills necessary to develop and maintain sound working relationship with preceptor.
5. Explore and reflect on clinical experiences.

Course Additions

6. Explore and reflect on personal growth.
7. Apply evidence based practices to clinical experience.
8. Analyze ethical issues in healthcare.
9. Demonstrate consistent safe, patient centered care when administering medications and performing other nursing skills.
10. Collaborate with patients, families, and healthcare team to provide quality, patient-centered care.
11. Demonstrate growth in the ability to prioritize care for multiple patients in the clinical setting.
12. Explore concepts related to delegation and the delegation process.
13. Explore implications of clinical judgement.
14. Explore the role of other disciplines and identify other resources in the delivery of healthcare.

Discussions with affected departments:

No other Departments affected.

Instructions to Registrar:

No change in admission process.

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 201

Credit Hours 4

Course Title: Nursing Fundamentals

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201L; NURS 202; NURS 202L; NURS 203; NURS 204

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

The Essentials of Baccalaureate Education for Professional Nursing Education can be viewed at:

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 201L

Credit Hours 3

Course Title: Nursing Fundamentals Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201; NURS 202; NURS 202L; NURS 203; NURS 204

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

The Essentials of Baccalaureate Education for Professional Nursing Education can be viewed at:

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 202

Credit Hours 3

Course Title: Health Assessment/Promotion

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201; NURS 201L; NURS 202L; NURS 203; NURS 204

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 202L

Credit Hours 1

Course Title: Health Assessment/Promotion Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201; NURS 201L; NURS 202; NURS 203; NURS 204

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 203

Credit Hours 2

Course Title: Nursing Pharmacology

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201; NURS 201L; NURS 202; NURS 202L; NURS 204

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 204

Credit Hours 1

Course Title: Nursing Theory/Foundations

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 301; NURS 301L; NURS 302; NURS 303; NURS 304

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

NURS 201; NURS 201L; NURS 202; NURS 202L; NURS 203

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 301

Credit Hours 4

Course Title: Medical/Surgical Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 313; NURS 313L; NURS 314; NURS 314L; NURS 315; NURS 315L

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

NURS 301L; NURS 302; NURS 303; NURS 304

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 301L

Credit Hours 4

Course Title: Medical/Surgical Nursing Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 313; NURS 313L; NURS 314; NURS 314L; NURS 315; NURS 315L

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

NURS 301; NURS 302; NURS 303; NURS 304

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 303

Credit Hours 2

Course Title: Professional Development

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 313; NURS 313L; NURS 314; NURS 314L; NURS 315; NURS 315L

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

NURS 301; NURS 301L; NURS 302; NURS 304

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 304

Credit Hours 2

Course Title: Nursing Pharmacology II

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 313; NURS 313L; NURS 314; NURS 314L; NURS 315; NURS 315L

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

NURS 301; NURS 301L; NURS 302; NURS 303

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 313

Credit Hours 3

Course Title: Mental Health Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313L; NURS 314; NURS 314L; NURS 315; NURS 315L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 313L

Credit Hours 2

Course Title: Mental Health Nursing Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313; NURS 314; NURS 314L; NURS 315; NURS 315L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 314

Credit Hours 3

Course Title: Childbearing Family Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313; NURS 313L; NURS 314L; NURS 315; NURS 315L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 314L

Credit Hours 2

Course Title: Childbearing Family Nursing Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313; NURS 313L; NURS 314; NURS 315; NURS 315L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 315

Credit Hours 2

Course Title: Pediatric Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313;NURS 313L; NURS 314; NURS 314L; NURS 315L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 315L

Credit Hours 1

Course Title: Pediatric Nursing Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

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

NURS 313L; NURS 313L; NURS 314; NURS 314L; NURS 315

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 403

Credit Hours 2

Course Title: Population Health Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 403L

Credit Hours 1

Course Title: Population Health Nursing Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 413; NURS 413L; NURS 406; NURS 406L; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 406

Credit Hours 3

Course Title: Advanced Nursing

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406L; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 406L

Credit Hours 3

Course Title: Advanced Nursing Laboratory

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 407

Credit Hours 3

Course Title: Nursing Research

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 403L; NURS 413; NURS 413L; NURS 406; NURS 406L

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 411

Credit Hours 2

Course Title: Nursing Leadership

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☐ No ☒

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

NURS 411L; NURS 412L; NURS 415; NURS 416

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 411L

Credit Hours 1

Course Title: Nursing Leadership Laboratory

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☐ No ☒

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

NURS 411; NURS 412L; NURS 415; NURS 416

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 412L Credit Hours 4

Course Title: Senior Speciality

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☐ No ☒

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

NURS 411; NURS 411L; NURS 415; NURS 416

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

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https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 413

Credit Hours 2

Course Title: Community Health Microsystems

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 403L; NURS 413L; NURS 406; NURS 406L; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

The Essentials of Baccalaureate Education for Professional Nursing Education can be viewed at:

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 413L

Credit Hours 1

Course Title: Community Health Microsystems Laboratory

Essential Learning Course: Yes ☐ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☒ No ☐

NURS 411; NURS 411L; NURS 412L NURS 415; NURS 416

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

NURS 403; NURS 403L; NURS 413; NURS 406; NURS 406L; NURS 407

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

The Essentials of Baccalaureate Education for Professional Nursing Education can be viewed at:

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Course Deletions

NURS 416

Credit Hours 2

Course Title: Transitions to Professional Nursing

Essential Learning Course: Yes ☒ No ☒

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

Health Science BSN, Nursing: 3611

Prerequisite for other course(s): Yes ☐ No ☒

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

NURS 411; NURS 411L; NURS 412L; NURS 415;

Justification:

In order to meet the needs of the changing health care environment, the BSN curriculum at Colorado Mesa University is undergoing curriculum update and revision. All changes in curriculum are supported by and align with BSN educational standards as set forth by: (1) the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice, and (2) the Colorado State Board of Nursing, Chapter 2 Rules and Regulations for Approval of Nursing Programs.

The Essentials of Baccalaureate Education for Professional Nursing Education can be viewed at:

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Colorado State Board of Nursing - Chapter 2 Rules can be viewed at:

https://www.colorado.gov/pacific/dora/Nursing_Rules

Proposed by: Diana Bailey

Expected Implementation: Fall 2016

Program Modification

Nursing: 3611

Degree Type: BSN

Modified Program Name: N/A

Modified Program Name: N/A

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The Bachelor of Science in Nursing (BSN) program has not changed curriculum since the early 1990's. While content is updated each semester, the curriculum is missing some key content areas that are required in the 2008 BSN Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN) and the BSN accrediting body, the Commission on Collegiate Nursing Education (CCNE).

The Essentials of Baccalaureate Education for Professional Nursing Practice Include:

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Healthcare Policy, Finance, and Regulatory Environments
- VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

The focus on Organizational Systems, Quality Care Outcomes, and Information Management has been a part of the curriculum but, not a major focus in content area. Likewise, content regarding the elderly population and chronic illness has not been a major focus in the curriculum. With one in four Coloradans approaching 65 years or older, BSN curriculum needs to add content directly related to the aging population, palliative care, and population health. (U.S. Department of Health and Human Services (2013).

A second purpose for BSN curriculum revision is to decrease the length of time required to earn a BSN. The current BSN program is five semesters in length (this is in addition to the time it takes to complete Essential Learning courses). The BSN program at Colorado Mesa University (CMU) is one of the only programs in Colorado that is five semesters in length. Student feedback from exit interviews suggests content duplication in several areas and curriculum mapping confirms content duplication exists in several courses throughout the BSN program. Students routinely question the five semester program stating that the extra semester is an unnecessary expense in terms of time, tuition, living expenses, and loss of wages by not entering the workforce in a timely manner. In addition, the State Board of Nursing (SBON) requires BSN nursing education to include 750 clinical hours and 450 hours of theory content. The current BSN program at CMU includes 1000 clinical hours and 750 theory hours, well over the minimum requirements. With that said, the goal of curriculum revision is to deliver a four semester program that eliminates duplicate content and includes content to meet the state and national BSN educational requirements of AACN and CCNE while upholding the high standards of the current BSN curriculum. The new BSN program will provide 630 theory hours and 945 clinical hours, both of which continue to be above SBON educational requirements. The content flows in a natural sequential order building on fundamental to more complex concepts and skills.

Justification:

Colorado Mesa University's Bachelor of Science in Nursing program provides a foundation for excellence in professional nursing practice. The program is designed to prepare graduates to: (1) meet state licensure requirements, (2) practice as a professional nurse generalist in a variety of health care settings, (3) deliver culturally competent care to diverse populations, (4) assume leadership roles within the workplace and community, (5) pursue graduate education, and (6) appreciate learning as a lifelong process. The program

Program Modification

recognizes the crucial role of critical thinking, leadership, management, and self-reflection. The BSN program utilizes an evidence based approach in all courses and clinical experiences. The BSN program integrates nursing theory, practice, and science with a broad liberal arts education that aligns with general goals of a liberal arts and science education at CMU. Additionally, the BSN program is population-based and community-focused and the program recognizes the unique needs of individuals, families, groups, and communities. Graduates of the BSN program are encouraged to return to higher educational programs to obtain advanced degrees.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

Program goals remain the same. The BSN Mission Statement was updated in October 2015 to reflect changes in the program. The Mission of the BSN program states: "The BSN program is designed to respond to the emerging health care needs of individuals, families, groups, and communities by providing a foundation for excellence in nursing practice. The graduate is prepared to assume the role of a nurse generalist when delivering culturally competent care in a wide range of health care settings with diverse populations across the life span. The program utilizes critical thinking, leadership, and management of care founded on evidenced-based practice. The importance of engaging in lifelong learning, graduate education, and community service is valued and encouraged."

BSN Curriculum revision will strengthen the program by updating current content to meet the standards of BSN education and by streamlining the program and eliminating the need for a fifth semester. There is no anticipated risk of change in quality as the program is aligning and adding structured content to meet national accreditation requirements. Therefore, curriculum revision will be reflected on the National Council Licensure Examination (NCLEX) pass rates.

Accreditation, professional associations, and licensing requirements will remain the same.

Admission requirements are unchanged.

Employer/student demands are unchanged.

Relationship to existing campus programs or similar state programs are unchanged.

The program remains in compliance to the Credit Hour Policy.

The number of faculty remains stable and unchanged.

Needed learning resources remain the same.

The program delivery mode remain the same.

Inclusion in PTO unchanged.

Discussions with affected departments:

The Statistics requirement for the BSN program (STAT 200) was discussed with the Math Department and the Behavioral Health Department. It was agreed that either STAT 215, Statistics for Social and Behavioral Sciences (4) or STAT 200 Probability and Statistics - GTMA1 (3) would fulfill the Statistics requirement for the BSN program.

Program Modification

U.S. Department of Health and Human Services (2013). Administration on aging. Retrieved from http://www.aoa.acl.gov/aging_statistics/index.aspx

Proposed by: Diana Bailey

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

2016-2017 PETITION/PROGRAM SHEET
Degree: Bachelor of Science in Nursing
Major: Nursing

About This Major . . .

The Baccalaureate of Science in Nursing (BSN) Program is approved by the Colorado State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The four-year program provides educational experiences to prepare a professional nurse generalist to practice in a variety of health care settings. The program integrates nursing theory, practice, and science with a broad liberal arts education. The program has been developed to prepare a highly competent professional with the education necessary to meet the increasing need for quality health care in society today and provides students with the foundation for graduate study in nursing. The department usually receives about three times more nursing applications than it can accept. Therefore, grades and completion of required courses are considered in the application process, as well as the score on a standardized entrance test. Colorado Mesa's BSN nursing program started in 1988 and has been fully accredited since its inception. The college is very proud to report that the graduates of this program have maintained a 90-100% pass rate on the National Council for Licensure Examination (NCLEX), which is the examination an RN must pass to obtain a license to practice. For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/nursing.html>. All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Promote a culture of respect and safety. (Specialized Knowledge; Applied Learning)
2. Communicate the importance of lifelong learning and professional career development. (Applied Learning)
3. Integrate Evidence Based findings into professional nursing practice. (Applied Learning)
4. Utilize scientific inquiry and quantitative reasoning as a base for patient care decisions. (Quantitative Fluency)
5. Collaborate in inter-professional communication to improve healthcare outcomes. (Communication Fluency)
6. Integrate leadership and management principles in the delivery of health care. (Communication Fluency)
7. Employ critical thinking as a basis for nursing practice. (Critical Thinking)
8. Facilitate access to resources necessary to meet diverse health care needs. (Intellectual Skills/Critical Thinking)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

20

Signature of Department Head

Date

20

Signature of Registrar

Date

20

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem. hrs	Grade	Term	Trms
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

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

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

MATH 1	_____	*4	_____	_____	_____	_____
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*Required for the major with additional credit going to elective requirement.

Humanities (3 semester hours)

_____	_____	3	_____	_____	_____	_____
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Social and Behavioral Sciences (6 semester hours)

PSYC 150	General Psychology	*3	_____	_____	_____	_____
PSYC 233	Human Growth and Development	*3	_____	_____	_____	_____

*Program Requirements

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

_____	_____	3	_____	_____	_____	_____
BIOL 250	Microbiology	*3	_____	_____	_____	_____
BIOL 250L	Microbiology Lab	*2	_____	_____	_____	_____

*Required for the major with additional credit going to elective requirement.

History (3 semester hours)

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

_____	_____	3	_____	_____	_____	_____
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Course	No	Title	Sem. hrs	Grade	Term	Trms
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OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)**WELLNESS REQUIREMENT** (2 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

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

FOUNDATION COURSES

(15 semester hours. Must pass all courses with a grade "C" or higher)

BIOL 209	Human Anatomy and Physiology I	3	_____	_____	_____	_____
BIOL 209L	Human Anatomy and Physiology I Lab	1	_____	_____	_____	_____
BIOL 209	Human Anatomy and Physiology II	3	_____	_____	_____	_____
BIOL 210L	Human Anatomy and Physiology II Lab	1	_____	_____	_____	_____
BIOL 241	Pathophysiology	4	_____	_____	_____	_____
STAT 200	Probability and Statistics	3	_____	_____	_____	_____
<i>or</i>						
STAT 215	Statistics for Social and Behavioral Science	*4	_____	_____	_____	_____

*Additional credit going to elective requirements.

ELECTIVES (4 semester hours)

*MATH 113	College Algebra	1	_____	_____	_____	_____
*Natural Science	_____	1	_____	_____	_____	_____
*STAT 215	_____	1	_____	_____	_____	_____

MAJOR REQUIREMENTS

(64 semester hours. Must pass all courses with a grade "C" or higher)

Core

NURS 350	Health Assessment Across the Lifespan	3	_____	_____	_____	_____
NURS 350L	Health Assessment Across the Lifespan Lab	1	_____	_____	_____	_____
NURS 353	Foundation of Nursing Practice	4	_____	_____	_____	_____
NURS 353L	Foundation of Nursing Practice Lab	3	_____	_____	_____	_____
NURS 370	Pharmacology for Nurses I	3	_____	_____	_____	_____
NURS 372	Professional Development I: Nursing Theory, Roles, & Ethics	2	_____	_____	_____	_____
NURS 373	Acute and Chronic Illness I	4	_____	_____	_____	_____
NURS 373L	Acute and Chronic Illness I Clinical	3	_____	_____	_____	_____
NURS 388	Mental Health Nursing	3	_____	_____	_____	_____
NURS 388L	Mental Health Nursing Clinical	2	_____	_____	_____	_____
NURS 394	Nursing Research: An Evidence-Based Practice	3	_____	_____	_____	_____
NURS 459	Family/Maternal/Child Nursing	4	_____	_____	_____	_____
NURS 459	Family/Maternal/Child Nursing Clinical	3	_____	_____	_____	_____
NURS 472	Professional Development II: Health Informatics	3	_____	_____	_____	_____
NURS 473	Acute and Chronic Illness II	4	_____	_____	_____	_____

NURS 473L	Acute and Chronic Illness II Clinical	3	_____	NURS 487L	Community and Population Nursing Clinical	2	_____	_____
NURS 482	Professional Development III: The Professional Nurse	2	_____	NURS 490	Nursing Leadership and Management	2	_____	_____
NURS 487	Community and Population Nursing	3	_____	NURS 492	Pharmacology for Nurses II	2	_____	_____
NURS 490L	Nursing Leadership and Management Clinical	1	_____	NURS 493	Senior Capstone	1	_____	_____
				NURS 493L	Senior Capstone Clinical	3	_____	_____

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN NURSING: BACHELOR OF SCIENCE IN NURSING

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
BIOL	Natural Science	3	BIOL 250/250L*	Microbiology with Lab	4
			PSYC 233*	Human Growth and Development	3
			ESSL	Humanities	3
			KINA	Activity	<u>1</u>
					14
PSYC 150*	General Psychology	3			
ESSL	History	3			
KINE 100	Health and Wellness	<u>1</u>			
		13			

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 209*	Human Anatomy and Physiology I	3	BIOL 210*	Human Anatomy and Physiology II	3
BIOL 209L*	Human Anatomy and Physiology Lab	1	BIOL 210*	Human Anatomy and Physiology II	1
Elective		3	BIOL 241*	Pathophysiology	4
MATH 113*	College Algebra	4	ESSL 290	Maverick Milestone	3
ESSL	Fine Arts	<u>3</u>	ESSL 200	Essential Speech	1
		14	STAT 200*	Probability and Statistics	
			Or STAT 215*	Statistics for Social and Behavioral Sciences	3
					15

*Program specific requirements

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
NURS 350	Health Assessment Across the Lifespan	3	NURS 373	Acute and Chronic Illness I	4
NURS 350L	Health Assessment Across the Lifespan Lab	1	NURS 373L	Acute and Chronic Illness I Clinical	3
NURS 353	Foundation of Nursing Practice	4	NURS 388	Mental Health Nursing	3
NURS 353L	Foundation of Nursing Practice Lab	3	NURS 388L	Mental Health Nursing Clinical	2
NURS 370	Pharmacology for Nurses I	3	NURS 394	Nursing Research: An	
NURS 372	Professional Development I:		Evidence-Based Practice		<u>3</u>
	Nursing Theory, Roles, and Ethics	<u>2</u>			15
		16			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
NURS 459	Family/Maternal/Child Nursing	4	NURS 482	Professional Development III:	
NURS 459L	Family/Maternal/Child Nursing Clinical	3	The Professional Nurse		2
NURS 472	Professional Development II: Health Informatics	3	NURS 487	Community and Population Nursing	3
NURS 473	Acute and Chronic Illness II	4	NURS 487L	Community and Population Nursing Clinical	2
NURS 473L	Acute and Chronic Illness II Clinical	<u>3</u>	NURS 490	Nursing Leadership and Management	2
		17	NURS 490L	Nursing Leadership and Management Clinical	1
			NURS 492	Pharmacology for Nurses II	2
			NURS 493	Senior Capstone	1
			NURS 493L	Senior Capstone Clinical	<u>3</u>

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates**. You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

About This Major . . .

The Baccalaureate of Science in Nursing (BSN) Program is approved by the Colorado State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The four-year program provides educational experiences to prepare a professional nurse generalist to practice in a variety of health care settings. The program integrates nursing theory, practice, and science with a broad liberal arts education. The program has been developed to prepare a highly competent professional with the education necessary to meet the increasing need for quality health care in society today and provides students with the foundation for graduate study in nursing.

The department usually receives about three times more nursing applications than it can accept. Therefore, grades and completion of required courses are considered in the application process, as well as the score on a standardized entrance test. Colorado Mesa's BSN nursing program started in 1988 and has been fully accredited since its inception. The college is very proud to report that the graduates of this program have maintained a 90-100% pass rate on the National Council for Licensure Examination (NCLEX), which is the examination an RN must pass to obtain a license to practice.

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

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

1. Promote a culture of respect and safety. (Specialized Knowledge; Applied Learning)
2. Communicate the importance of lifelong learning and professional career development. (Applied Learning)
3. Integrate Evidence Based findings into professional nursing practice. (Applied Learning)
4. Utilize scientific inquiry and quantitative reasoning as a base for patient care decisions. (Quantitative Fluency)
5. Collaborate in inter-professional communication to improve healthcare outcomes. (Communication Fluency)
6. Integrate leadership and management principles in the delivery of health care. (Communication Fluency)
7. Employ critical thinking as a basis for nursing practice. (Critical Thinking)
8. Facilitate access to resources necessary to meet diverse health care needs. (Intellectual Skills/Critical Thinking)

NAME: _____ STUDENT ID #: _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor _____ Date _____ 20____

Signature of Department Head _____ Date _____ 20____

Signature of Registrar _____ Date _____ 20____

DEGREE REQUIREMENTS:

- 126 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU). 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 GPA or higher in Essential Learning, prerequisites, and 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.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (41 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement. [Note Electives and Wellness Requirements are included in the Essential Learning.](#)

Course	No Title	Sem.hrs	Grade	Term/Trns
English	(6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)			
ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

Math (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	College Algebra	4*		
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*3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)**Social and Behavioral Sciences (6 semester hours)**

PSYC 150	General Psychology	3		
PSYC 233	Human Growth & Development	3		

(PSYC 150 and PSYC 233 are also program requirements)

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

BIO 250	Microbiology	3		
BIO 250L	Microbiology Lab	1		
	L			

Fine Arts (3 semester hours)**History (3 semester hours)**

HIST	Course	No Title	Sem.hrs	Grade	Term/Trns
	WELLNESS REQUIREMENT	(2 semester hours)			
	KINE 100	Health and Wellness	1		
	KINA 1		1		

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3		
ESSL 200	Essential Speech (co-requisite)	1		
	FOUNDATION COURSES	(15 semester hours)		
BIOL 209	Human Anatomy and Physiology I	3		
BIOL 209L	Human Anatomy and Physiology I Lab	1		
BIOL 210	Human Anatomy and Physiology II	3		
BIOL 210L	Human Anatomy and Physiology II Lab	1		
BIOL 241	Pathophysiology	4		
STAT 200	Probability and Statistics	3		

OR

STATS 215

ELECTIVES (4 semester hours)

*MATH 113	College Algebra	1		
	Elective	3		

NURSING MAJOR REQUIREMENTS

(63 semester hours) Must pass all courses with a grade of "C" or higher.

NURS 350	Health Assessment Across the Life Span	3		
NURS 350L	Health Assessment Lab	1		
NURS 35	Foundations of Nursing Practice	4		
NURS 353L	Fundamentals of Nursing Lab	3		
NURS 370	Pharmacology for Nurses I	3		
NURS 372	Professional Development I	2		
NURS 373	Acute and Chronic Illness I	4		
NURS 373L	Acute and Chronic Illness I Lab	4		
NURS 388	Mental Health Nursing	3		
NURS 388L	Mental Health Nursing Lab	2		
NURS 394	Nursing Research	3		
NURS 459	Family/Maternal Child Nursing	4		
NURS 459L	Family/Maternal Child Lab	3		
NURS 472	Professional Development II	3		
NURS 373	Acute and Chronic Illness I	4		
NURS 373L	Acute and Chronic Illness I Lab	3		
NURS 482	Professional Development III	2		
NURS 487	Community and Population Nursing	3		
NURS 487L	Community and Population Nursing	2		
NURS 490	Nursing Leadership and Management	2		
NURS 490L	Nursing Leadership Lab	1		
NURS 492	Pharmacology III	1		
NURS 493L	Senior Capstone Theory	1		
NURS 493L	Senior Capstone Clinical	3		

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SUGGESTED COURSE SEQUENCING FOR A MAJOR IN NURSING

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

FIRST YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
ESSL	Natural Science	3	BIO L 250	Microbiology with Lab	4
PSYC 150*	General Psychology	3	PSYC 233*	Human Growth and Development	3
ESSL	History	3	ESSL	Humanities	3
KINE 100	Health and Wellness	1	KINA	Activity	1
		14			14

SECOND YEAR

Fall Semester		Hours	Spring Semester		Hours
BIOL 209*	Human Anatomy and Physiology I	3	BIOL 210*	Human Anatomy and Physiology II	3
BIOL 209L*	Human Anatomy and Physiology I Lab	1	BIOL 210L*	Human Anatomy and Physiology II Lab	1
ESSL	Elective	3	BIOL 241*	Pathophysiology	4
MATH 113*	College Algebra	4	ESSL 290	Maverick Milestone	3
ESSL	Fine Arts	3	ESSL 200	Essential Speech	1
		14	STAT 200*^	Probability and Statistics	3
					15

*These courses are program pre-requisites. Please note that three program requirements, PSYC 150, PSYC 233, and MATH 113, were counted under Essential Learning totals. ^ Stats 215: Stats for Behavioral Health may be substituted for Stats 200.

THIRD YEAR

LEVEL I		Hours	LEVEL II		Hours
NURS 350	Health Assessment Across the Lifespan	3	NURS 373	Acute and Chronic Illness I	4
NURS 350L	Health Assessment Across the Lifespan	1	NURS 373	Acute and Chronic Illness I	4
NURS 353	Foundations of Nursing	4	NURS 473	Mental Health Nursing	3
NURS 353L	Foundations of Nursing Laboratory	3	NURS 473	Mental Health Nursing Lab	1
NURS 370	Pharmacology for Nurses I	3	NURS 394	Nursing Research	3
NURS 372	Professional Development I	2			14
		16			14

FOURTH YEAR

LEVEL III		Hours	LEVEL IV		Hours
NURS 459	Family/Maternal Child Nursing	4	NURS 482	Professional Development III 1 st Mod	2
NURS 459	Family/Maternal Child Nursing Lab	3	NURS 487	Population and Community Nursing	3
NURS 472	Professional Development II	3	NURS 487L	Population and Community Nursing Lab	2
NURS 473	Acute and Chronic Illness	4	NURS 490	Mental Health Nursing Lab 2	2
NURS 473 L	Acute and Chronic Illness Lab	3	NURS 490 L	Leadership and Management Lab 1	1
		17	NURS	Pharmacology for Nurses II 2 nd Mod	1
			NURS 493	Senior Capstone Theory	1
			NURS 493	Senior Capstone Clinical	3
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Level	Course Number	Course	Credits	Last semester offered	
I					
	NURS 202	Health Assessment Across the Lifespan		S 2016	
	NURS 302L	Health Assessment Across the Lifespan Lab		S 2016	
	NURS 201	Fundamentals of Nursing Practice		S 2016	
	NURS 201L	Fundamentals of Nursing Practice Lab		S 2016	
	NURS 203	Pharmacology for Nurses I		S 2016	
	NURS 204	Nurse Theory		S 2016	
		Total	14		
II					
	NURS 301	Med Surg	4	S 2016	
	NURS 301L	Med Surg Lab	2	S 2016	
	NURS 302	Family	3	S 2016	
	NURS 303	Professional Development	2	S 2016	
	NURS 304	Pharm II	2	S 2016	
		Total	15		
III					
	NURS 313	Mental Health		F 2016	
	NURS 313L	Mental Health Lab		F 2016	
	NURS 314	Family/ Child Nursing	4	F 2016	
	NURS 314L	Family/ Child Nursing Clinical	3	F 2016	
	NUS 315	Pediatric	3	F 2016	
	NURS 315L	Pediatric Lab	4	F 2016	
		Total	17		
IV					
	NURS 403	Population Nursing	2	S 2017	
	NURS 403L	Population Clinical	1	S 2017	
	NURS 413	Community	2	S 2017	
	NURS 413L	Community Clinical	1	S 2017	
	NURS 406	Adv Med Surg	3	S 2017	
	NURS406L	Adv Med Surg Lab	3	S 2017	
	NURS407	Research	3	S 2017	
		TOTAL	15		
V					
	NURS 411	Nursing Leadership	2	F 2017	
	NURS 411L	Nursing Leadership Clinical	1	F 2017	
	NURS 415	Business of Healthcare	2	F 2017	
	NURS 416	Transitions	2	F 2017	
	NURS 412L	Senior Capstone Clinical	4	F 2017	
		Elective	2	F 2017	
		Total	13		

		TOTAL	64		
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Level	Course Number	Course	Credits	First Semester to Offer	Offer twice
I					
I	NURS 350	Health Assessment Across the Lifespan	3	F 2016	
I	NURS 350L	Health Assessment Across the Lifespan Lab	1	F 2016	
I	NURS 353	Foundation of Nursing Practice	4	F 2016	
I	NURS 353L	Foundation of Nursing Practice Lab	3	F 2016	
I	NURS 370	Pharmacology for Nurses I	3	F 2016	
I	NURS 372	Professional Development I: Nursing Theory, Roles, and Ethics	2	F 2016	X (L2)
		Total	16		
II					
II	NURS 373	Acute and Chronic Illness I	4	F 2016	
II	NURS 373L	Acute and Chronic Illness I Clinical	3	F 2016	
II	NURS 388	Mental Health Nursing	3	F 2016	
II	NURS 388L	Mental Health Nursing Clinical	2	F 2016	
II	NURS 394	Nursing Research: An Evidence-Based Practice	3	F 2016	
		Total	15		
III					
III	NURS 459	Family/Maternal/Child Nursing	4	S 2017	
III	NURS 459L	Family/Maternal/Child Nursing Clinical	3	S 2017	
III	NURS 472	Professional Development II: Health Informatics	3	S 2017	
III	NURS 473	Acute and Chronic Illness II	4	S 2017	
III	NURS 473L	Acute and Chronic Illness II Clinical	3	S 2017	
		Total	17		
IV					
IV	NURS 482	Professional Development III: The Professional Nurse (first mod)	2	F 2017	
IV	NURS 487	Community and Population Nursing	3	F 2017	
IV	NURS 487L	Community and Population Nursing Clinical	2	F 2017	
IV	NURS 490	Nursing Leadership and Management	2	F 2017	
IV	NURS 490L	Nursing Leadership and Management Clinical	1	F 2017	
IV	NURS 492	Pharmacology for Nurses II (second mod)	2	F 2017	
IV	NURS 493	Senior Capstone	1	F 2017	
IV	NURS 493L	Senior Capstone Clinical	3	F 2017	
		Total	16		
		TOTAL	64		

Level	Course Number	Course	Credits	Content from deleted courses moved to new courses
I				
	NURS 350	Health Assessment Across the Lifespan	3	Content from NURS 202
	NURS 350L	Health Assessment Across the Lifespan Lab	1	Content from NURS 202L
	NURS 353	Foundation of Nursing Practice	4	Content from NURS 201
	NURS 353L	Foundation of Nursing Practice Lab	3	Content from NURS 201L
	NURS 370	Pharmacology for Nurses I	3	Content from NURS 203
	NURS 372	Professional Development I: Nursing Theory, Roles, and Ethics	2	NURS 204, 303 merged and updated
		Total	16	
II				
	NURS 373	Acute and Chronic Illness I	4	Content from NURS 301
	NURS 373L	Acute and Chronic Illness I Clinical	3	Content from NURS 301L
	NURS 388	Mental Health Nursing	3	Content from NURS 313
	NURS 388L	Mental Health Nursing Clinical	2	Content from NURS 313L
	NURS 394	Nursing Research: An Evidence-Based Practice	3	Content from 407
		Total	15	
III				
	NURS 459	Family/Maternal/Child Nursing	4	Content from NURS 302, 314 & 315 updated and merged
	NURS 459L	Family/Maternal/Child Nursing Clinical	3	Content from NURS 302, 314L & 315L updated and merged NURS 302 will be kept on books as a possible elective
	NURS 472	Professional Development II: Health Informatics	3	New course with merging of

				information of NURS 408
	NURS 473	Acute and Chronic Illness II	4	NURS 406
	NURS 473L	Acute and Chronic Illness II Clinical	3	NURS 406L
		Total	17	
IV				
	NURS 482	Professional Development III: The Professional Nurse (first mod)	2	NURS 415 and 416 to merge and update
	NURS 487	Community and Population Nursing	3	NURS 403 and 413 merge and update
	NURS 487L	Community and Population Nursing Clinical	2	NURS 403L and 413L merge and update
	NURS 490	Nursing Leadership and Management	2	NURS 411
	NURS 490L	Nursing Leadership and Management Clinical	1	NURS 411L
	NURS 492	Pharmacology for Nurses II (second mod)	2	NURS 304
	NURS 493	Senior Capstone	1	NURS 412L and addition of a theory course
	NURS 493L	Senior Capstone Clinical	3	NURS 412L
		Total	16	
		TOTAL	64	

Department: Health Sciences (LPN-BSN)

Program Additions

LPN-BSN

Degree Type: BSN

Abbreviated Name:

Proposed by: Genell Stites

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department:

If new department, please enter name:

Program: Degree type:

Program/concentration Name: **LPN-BSN**

Abbreviated program/concentration (max 30 characters):

PROPOSED AND PREPARED BY:

Name: **Genell Stites** Date: **12/14/2015**

Email: **gstites@coloradomesa.edu** Phone: **970-248-1828**

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

- Complete items **b** through **m** on the following pages.
- Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
- Discuss the proposal with all departments affected by the program. Enter NA or dates/outcomes of such discussions N/A
- Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
- Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
- Obtain departmental approval according to department-specific procedures.

Implementation Deadlines Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair.

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE
REPRESENTATIVE:

Name: **Diana Bailey** Date: **12/14/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Debra Bailey** Date: **12/14//2015**

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

Name: Date:

Submit to the chair of the appropriate curriculum committee.

Health Sciences
LPN-BSN

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.

CMU SLO	LPN-BSN SLO
#1 Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied learning; Specialized knowledge)	Incorporate empathetic, compassionate, and caring interventions and behaviors while providing care (Specialized Knowledge). Integrate sensitive professional nursing care to culturally diverse clients across the lifespan (Specialized Knowledge). Integrate leadership, management and delegation in the delivery of health care (Specialized Knowledge). Apply knowledge of information systems within the healthcare system (Specialized knowledge). Analyze ethical/legal guidelines and evidence based nursing practice across the life span. (Applied Learning).
#2 Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual skills – quantitative fluency).	Evaluate data to ensure quality improvement and support of evidence-based practice (Quantitative Fluency).
#3 Make and defend assertions about a specialized topic in an extended well-organized mostly error-free document and an oral presentation that is appropriate to the discipline (Intellectual skills – communication fluency)	Evaluate effective communication utilizing technology, written documentation and verbal expression (Communication fluency).

#4 Identify assumptions, evaluate hypotheses or alternative views, articulate implications and formulate conclusions (Intellectual skills – Critical Thinking).	Integrate critical thinking skills in the application of the nursing process to provide safe quality care by incorporating evidence-based practice (Critical Thinking).
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The LPN-BSN program will be accredited through ACEN. The program will follow the assessment criteria for CMU. We will collect data in 2017 according to accreditation processes and development of a Systematic Evaluation Plan (SEP) and analyze results in 2018. NCLEX, Graduation rates and retention rates will be monitored carefully.

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

Mission/Vision Colorado Mesa University	Mission/Vision Department Health Sciences	Mission/Vision LPN-BSN Nursing Program
<p>Over the next decade CMU will leverage:</p> <ul style="list-style-type: none"> • An adaptable, flexible approach to learning that allows students to choose from multiple and potentially integrated pathways to achieve certification, associates, bachelors, and graduate degrees. • A highly qualified faculty that excels in teaching and interacting with students. • A curriculum, often- 	<p>Vision: We will serve as the foremost healthcare education provider in Western Colorado.</p> <p>Mission: The CMU Department of Health Sciences educates healthcare professionals of the 21st Century, through student and faculty engagement, community collaboration and advanced technology. With a unique educational career ladder, students are prepared to be critical thinkers, leaders, and to engage in life-long learning to improve the health of society. Graduates carry forward the highest values in professionalism, safety,</p>	<p><u>Mission:</u> This program prepares a proficient practitioner who values the lifelong process of self-evaluation, self-acceptance, and learning supporting the continual acquisition of requisite skills.</p> <p><u>Graduates of the program</u> are prepared to continue in the role of a proficient nurse who functions in a caring manner within increasingly complex health care settings. The faculty values articulation in an effort to facilitate nursing career mobility and graduates are encouraged with faculty support to return to higher educational programs to complete undergraduate</p>

<p>bridging liberal education and professional programs, that successfully prepares students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/global learning.</p> <ul style="list-style-type: none"> • Continued investment in facilities and technology that expand, expedite, and enhance learning for every student. • Community support from businesses, industries, alumni, and residents of the region. • A wide array of academic programs that are improved on an on-going, continuous basis for quality and relevance to Western Colorado's needs in the context of an ever-changing world. • An administration that uses human and natural resources wisely, embraces excellence, is committed to shared governance, and is focused on the future. 	<p>cultural respect and accountability into the dynamic world of healthcare.</p>	<p>and graduate nursing programs.</p> <p><u>The philosophy</u> of the LPN-BSN nursing program is consistent with the general purposes of liberal education at CMU and with professional nursing standards and guidelines. The program integrates general education and nursing knowledge to formulate a basis for nursing practice; facilitates the development of value-based behaviors; prepares graduates to utilize data related to biological, psychological, socio-spiritual, cultural and developmental needs; and promote, maintain, and restore health.</p> <p>Each <u>learner</u> possesses unique experiences, interests, values, attitudes, motivations, learning styles, and capabilities that must be recognized and cultivated. Students have a responsibility to actively participate in the educational process and are encouraged to join faculty in planning for this approach.</p> <p><u>Faculty</u> utilize alternative and non-traditional teaching-learning strategies, in accordance with academic requirements of the university, recognized standards of nursing practice, and societal expectations. Learning is</p>
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		<p>achieved through progression from simple concepts to complex theories in an environment that is conducive to a higher level of understanding. The faculty further believes in quality improvement in nursing education, which is apparent in continuous outcome's based assessment of the program's mission and expected outcomes. The faculty identifies patients as individuals, families, groups, or communities, who continuously interrelate within their environment. Patients, as recipients of knowledgeable nursing care, are complex with physiological, psychological, social, spiritual, and cultural components. Patients function in independent, interdependent, or dependent roles, and may seek to receive nursing interventions related to health promotion and maintenance, as well as health restoration and end-of-life care.</p> <p>The role of nursing is to assist in the promotion, maintenance, and restoration of health. This unique role is accomplished through collaborative, caring relationships that focus on</p>
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		<p>identifying and responding to the needs of individuals, families, and communities along the developmental life continuum. The practice of nursing is guided by ideas, beliefs, and values that reflect cultural awareness, a concern for quality of life, and respect for human diversity. Nurses promote <u>human flourishing</u> by advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. <u>Nursing judgments</u>, substantiated with evidence, guide clinical practice. Each judgment integrates nursing science in the provision of safe, quality care promoting the health of patients within a family and community context. Nurses maintain a <u>professional identity</u> allowing them to implement one's role reflecting integrity, caring, responsibility, and ethical practices. Within this role the nurse is committed to evidence-based practice as a base for safe, quality care for diverse patients with a family and community context. A <u>spirit of inquiry</u> affords opportunities to examine the evidence underlying clinical nursing practice to challenge the status quo,</p>
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		<p>question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. <u>Health</u> is viewed as patterns of interrelationships with the environment. One of these patterns may be disease. Health and illness are not polar opposites, but are part of a rhythmic process, and part of the whole expression of life. Within this framework, the delivery of resources is an interdisciplinary collaborative effort among health care professionals. <u>Environment</u>, as defined by each individual, family, group, community, or global population, is the total context in which people exist. Environments encompass one's physical surroundings, social values, and personal beliefs that influence people's perceptions and interactions in regard to health. Environments change in response to individuality; biological factors; societal values; cultural diversity; technological advances; health care legislation; and consumer expectations.</p>
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See attached for curriculum map.

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

This program builds on a strong foundation of Practical Nurse (PN) education. All students admitted will have completed a PN program and have their Licensed Practical Nurse (LPN) license and IV certification. The program will be a part of the career ladder and a direct pathway to obtain the Bachelor of Science Nursing (BSN) degree. The BSN is the recommended entry to practice by the Institute of Medicine with the national goal of 80 % of Registered Nurses to have a BSN by 2020. The current level of BSN prepared nurses in Colorado is 56 % (Center for Nursing Excellence Data, 2014). In Grand Junction and western Colorado the percentage of BSN nurses is 15 % lower. The program offers the education and quality of the generic BSN in 5 semesters including the 2 semesters the students had in their PN preparation. Offering the program over four consecutive semesters is an added strength for nurses coming back for degrees to complete programs in an efficient manner rather than the traditional semester programs with summers off. The program will utilize summer to complete the program in fewer months.

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

The program will be accredited under Commission on collegiate Nursing Education (CCNE). The State Board of Nursing requires that a BSN program have 750 clinical hours and 600 didactic hours. The PN program has 450 clinical hours and 250 didactic hours. The additional course work and clinical hours places this program well above the required content and clinical hours needed for the licensing in the State of Colorado as a registered nurse.

The program has the potential to take CMU current students in the PN program away from the RN-BSN program. However, locally there are hundreds of AAS RN's that will need the RN-BSN program. There may be a dip from CMU students for the first year, however local hospitals have restarted the process for a Magnet Certification for their Hospitals, and the Magnet status requires RN's to be at the BSN level. We are seeing increased enrollment in the RN-BSN program in students working at Magnet hospitals in the Denver area. The trend will continue to the western Colorado and eastern Utah health care systems also.

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

The admission process is based on GPA for CMU greater than 2.0 and foundation courses and nursing courses greater than 2.0. The application process is a competitive process and may require interviews and letters of recommendation. Most applicants to Nursing programs have GPA's greater than 3.0.

LPN License in the State of Colorado
IV Certification

Foundation courses:

Biol 209 & 209L
Biol 210 & 210L
Biol 241
Stat 200 or 215

Essential Learning Courses:

Eng 111 & 112
Math 113
Humanities-3 credits
PSYC 150
PSYC 233
BIOL 250 and 250L Microbiology with lab
Natural Sciences 3 credits (no lab required)
Fine Arts- 3 credits
History- 3 credits
KINE 100
KINA - 1 credit

Essential Learning Capstone

ESSL 290
ESSL 200

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

Justification for LPN-BSN Program

The Future of Nursing: Leading Change, Advancing Health, a report published by the Institute of Medicine in October 2010, highlighted nurses' ability to reduce gaps in care and stressed the importance that they do so. However it's also time to publicly add another agenda item to our Future of Nursing outlook, that is, the educational development of the LPN/ Licensed Vocational Nurse (LVN) workforce. The significance of this agenda item aligns with recommendations for the transition of care from the hospital to the community.

According to the Bureau of Labor Statistics, the employment of LPN/LVNs will grow 22 percent by 2020, faster than the average for all occupations, with an ongoing shift in employment from acute care to community-based settings. A lack of focus on PN education and the work of the LPN/LVN workforce could potentially have a negative

effect on the quality and safety of patient outcomes for older adults and persons with chronic conditions requiring long-term care. Currently, 70 percent of licensed care in nursing homes is provided by the LPN/LVN workforce. And a 2013 survey by the National Counsel State Board of Nursing (NCSBN) showed that LPN/LVN graduates are working with ventilator-dependent children at home, in prisons with mentally ill, co-dependent patients, and with families in need of urgent care. These statistics are important to highlight the need to keep a rigorous PN program for students to fill this need in the work force. Once the PN student nurse graduates they sit for the National License test and after passing the test become a LPN.

However, many LPN/LVN students want to pursue the goal of a BSN RN. There career goals change and many LPN/LVN nurses want to work in the hospital setting. Having BSN prepared nurses at the bedside has been shown to reduce errors in hospitals. The Institute of Medicine (IOM) recommends 80 % of the nurses should be prepared at the BSN level. Currently Colorado has 56 % of nurses prepared at the BSN level, which is consistent with the national level also. In many cases, nurses already are serving as care coordinators, health coaches, disease managers and community liaisons. Others conduct research at the bedside and analyze the data. Case management starts with relationships and working with families. In order to be meet the national recommendation of increasing the BSN nurses, there is a need to find different delivery options. Statistics collected from CMU nursing school LPN-AAS graduates indicate 90% of PN students continue into the AAS- RN program. The continuation is much higher than national trends. After students complete their Associate RN and take the National Counsel Licensure Examination (NCLEX) RN boards they can enroll in the online RN-BSN program that takes another 14 months or 40 credit hours. The number of students from CMU PN and AAS programs that go on to complete their RN-BSN is about 40%. The process for completion of PN to BSN is well over the required credits the State Board of Nursing requires. The RN-BSN program was set up for the AAS RN students that had previously gone to an AAS RN degree program. The track to LPN – AAS program was added later for local LPNs to receive an RN through an AAS degree. The local demand in the 1990's was the impetus for the program. Through the 1990's and early 2000's the job market was easily filled with AAS RN nurses. In 2010, the landmark research noted above became the impetus for all RN's to be at the BSN level with 80 % of the workforce to be at the BSN level by 2020 IOM, 2010 Future of Medicine. The career ladder continued to support Nursing students at a variety of points to continue their education to the BSN level.

In 2014, the RN-BSN program changed to support the 40 credit upper division requirement by CMU curriculum. This change allowed for students from Nursing programs outside of CMU to be able to be admitted that were previously not accepted due to low credit hours or missing nursing credits. However it penalized the Career ladder nursing students at CMU by having them take more credits than needed. Please see below.

PN is 48 hours

LPN-AAS = 42 hours

Total AAS 90 hours

RN-BSN prior to 2014= 45 more hours plus Math 113 due to Math 110 being required

for AAS but not BSN. Total 135 hours for BSN. However with the changes in the RN-BSN program now the RN-BSN career ladder is 52 credits for a total of 142 credits for a BSN.

The LPN- BSN is 121 credits allowing for progression without repeating any content. Twenty-Seven of the credits are from the PN program.

Being able to provide a faster route to becoming a BSN will increase the number of BSN graduates in the workforce. All students who enter the program must have their LPN license and IV certification which equals four semesters. They must also have all of the foundation and pre-requisite courses completed. Students admitted would be eligible to graduate in 5 semesters after a LPN certificate. The new curriculum would reduce the total program length by 3 semesters, resulting in a LPN – BSN in 4 1/2 years. This program builds on a strong foundation of PN education. Therefore, allowing a student with their LPN degree to complete the LPN-BSN degree in a slightly shorter time frame than currently proposed. Lastly, most of the students applying to PN program have most of the requirements completed for the BSN program. Many students apply to both PN and BSN program to increase their odds in acceptance to a nursing program.

- (1) Employer need/demand as demonstrated by evidence such as:
 - (a) Identification of several potential employers of program graduates;

Employee graduates are in every health agency in Colorado. Approximately ½ of CMU nursing BSN students leave the Mesa County area.

(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/)

Employment of registered nurses is **projected to grow 16 percent from 2014 to 2024**, much faster than the average for all occupations. Growth will occur for a number of reasons. Demand for healthcare services will increase because of the aging population, given that older people typically have more medical problems than younger people. Nurses also will be needed to educate and care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity.

Employment of **licensed practical and licensed vocational nurses is projected to grow 16 percent from 2014 to 2024**, much faster than the average for all occupations.

As the baby-boom population ages, the overall need for healthcare services is expected to increase. LPNs and LVNs will be needed in residential care facilities and in home health environments to care for older patients.

A number of chronic conditions, such as diabetes and obesity, have become more prevalent in recent years. LPNs and LVNs will be needed to assist and care for patients with chronic conditions in skilled nursing and other extended care facilities. In addition, many procedures that once could be done only in hospitals are now being done outside of hospitals, creating demand in other settings, such as outpatient care centers.

Quick Facts: Registered Nurses	
2014 Median Pay	\$66,640 per year \$32.04 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	2,751,000
Job Outlook, 2014-24	16% (Much faster than average)
Employment Change, 2014-24	439,300

Even more hospitals would be BSN-nurses-only if it were up to a few New York lawmakers. The state legislature has held hearings on a proposed “BS in 10” law, which would require nurses who don’t already have bachelor’s degrees to earn them within their first 10 years of practice. Its advocates tout it as a means to raise the skill levels of today’s nurse workforce. The bill came up for debate last year and died in committee, but it’s back this year with bipartisan support, its main sponsors being Democratic Assemblyman Joseph Morelle of Rochester and Republican Senator James Alesi of Monroe County. It’s also got the endorsement of many nursing associations and health policy organizations, such as the New York State Nurses Association: In 2011, when the BS in 10 proposal first came up for debate, the association issued a memo citing a 2003 University of Pennsylvania study that found that for every 10% increase in a hospital’s staff holding bachelor’s degrees or higher, there are 5% fewer deaths in surgery.

The AACN also backs BS in 10. A presentation by the AACN’s New York chapter in February 2012 credited BSN programs with helping nurses to strengthen their analytical and critical-thinking skills. It also cited studies that found much higher job satisfaction among the BSN-certified nurses. Dozens of other state nursing organizations and nursing schools have voiced support for BS in 10, as well. Most argue that the law’s goal of a better-prepared nursing workforce is in both the nurses’ and patients’ best interests.

“The better educated the nursing work force is, the better the patient outcomes,” Dianne Cooney Minor, dean of nursing at St. John Fisher College in Rochester and a member of the New York State Board of Nursing, adding that “there are sufficient numbers of

degree-completion programs in our state to allow all nurses to complete their educations at the baccalaureate level.” Nursing Licensure.org 2015.

- (c) surveys made by external agencies; St. Mary’s Hospital is beginning the Magnet Certification again. As previously discussed Magnet Credentialing relies on a majority of RN’s be at the BSN level that work in the hospital.
- (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 a) Graduates would be employed at St. Mary’s, Community, Veterans Administration Hospital, Hope West, Mind Springs, Health Department, Delta Hospital, Montrose Memorial Hospital, Rifle and Glenwood Springs and other facilities. Opportunity’s for BSN graduates immediate employment outside of Colorado as well. This program serves the need to increase the BSN level of education for career ladder students that stay in the western slope area of Colorado

1. b) & c) N/A

2) We would be changing from a LPN-AAS program to a LPN-BSN program. The IOM report addresses the national need for BSN prepared nurses to be at the bedside. The national goal is 80 % by 2020.

Students polled from 3 years

2013-2014: Grand Junction: 28 out of 28 would be interested Montrose: 20/20 would be interested

2014-2015: Out of those responding 21 would be interested and 1 would not be interested

2015-2016- 31 out of 31 would be interested

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

There is not a LPN-BSN program known in the state of Colorado. There are other 141 accredited LPN –BSN nursing programs listed on the AACN accreditation site in the United States. Reason: The need to meet the IOM initiative to have 20,000 new BSN graduates by the year 2020 or 80 percent of the RN workforce is the driving force behind the change in the programs. Many hospitals in the Metro Denver area are hiring only BSN level prepared nurses. The western slope of Colorado has not seen that trend until recently as the Magnet Status for hospitals has resurfaced and partially due to the need of RN’s in the area. This was also addressed in g under justification.

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;

Spring term

Nurs 318 Health Assessment/promotion	3 credits
Nurs 318L Health Assessment lab	1 credit
Nurs 329 Advanced Adult Health 1/ Pharmacology	5 credits
Nurs 329L Advanced Adult Health Lab 1	3 credits
Nurs 400 Research	3 credits
Total	15credits

Summer

Nurs 421 Community	4 credits
Nurs 421L Community lab	2 credits (over 12 weeks)
Nurs 427 Mental Health	3 credits
Nurs 427L Mental Health Lab	2credit (Over 12 weeks)
Total	11credits

Fall

Nurs 429 Adult Health 2	3 credits
Nurs 429L Adult Health 2 lab	3 credits
Nurs 431 High Risk OB/Peds	3 credits
Nurs 431L High Risk OB/Peds lab	2 credit
Nurs 449 Leadership	2 credits
Nurs 449L Leadership lab	1 credit
Nurs 450 Capstone	2 credits
Total	16 credits

Total credits for nursing program	42 credits
Transfer from LPN program	27 credits
Total Nursing credits	69credits

Foundation courses and essential courses	<u>52redits</u>
Total for PN to BSN program	121 credits

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

Genell Stites- RNC, C-EFM, MSN Program Director
 Cathy Feller- MSN
 Sue Mathews-MSN
 Julie Payte-MSN (clinical) part-time
 Deb Slover-MSN

Susan Grant-BSN (clinical) part-time
Cathy Hartt MSN
Vicki Zarlingo BSN (working on MSN) (clinical) part-time
Linda Pilcher MSN FT

Two additional FT faculty will be needed, however one faculty could come from the RN-BSN program depending on this program growth, and RN-BSN program supplemented by online part time 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.

No additional program resources are needed, as the program will utilize resources available from the BSN and the previous AAS resources. Journals for nursing are being increased to online resources so available to many students

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.

Standard mode of delivery will be in class and clinical rotations in a variety of inpatient and outpatient health care settings.

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 Applied Studies courses, if applicable.
- (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

- 1) All nursing programs are in the PTO category
- 2) All nursing programs are accredited through National organizations
3. Program meets the requirements of the State Board of Nursing

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: LPN-BSN

Degree Title Bachelor of Science in
Nursing

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

Colorado State Board of Nursing requires each clinical to be a 10 to 1 faculty to student ratio.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Impleme ntation	
1-a	In-state	40	50	60	60	65	70

	Headcount						between Grand Junction and Montros e Campus
1-b	Out-of- State Headcount	5	10	10	10	5	
2	Program Headcount	45	60	70	70	70	
3-a	In-state FTE	53.33	66.67	80	80	86.67	
3-b	Out-of- State FTE	6.6	13.3	13.3	13.3	6.6	
4	Program FTE	59.93	79.97	93.3	93.3	93.26	
5	Program Graduates	40	45	60	65	65	

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: LPN-BSN

Name of Institution: Colorado Mesa University

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6		
ASSIGNABLE SQUARE FEET	TOTAL NEED	AVAILABLE	RENOVATION	NEW CONSTRUCTION	LEASE/RENT	REVENUE SOURCE*		
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	2							
Instructional Lab	Using current CEC labs		Implementation – AAS in Montrose will change to LPN-BSN. New					

			building purchased for renovatio n.					
Offices	DHS renovat ion covers this							
Study								
Special/ General Use								
Other								
TOTAL								

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

	ESTIMATED AMOUNT IN DOLLARS (PV)					
	Year 1	Year 2	Year 3	Year 4	Year 5	
Operating Expenses:						
1	Faculty	\$50,000	\$150,000	\$150,000	200,000	0
2	Financial Aid specific to program					
3	Instructional Materials	1000.00	0	0	0	0
4	Program Administration	Program will be absorbed in the DHS plan. If enrollments continue to increase a third administrative person will need to be hired.	2 faculty positions	0	0	0
5	Rent/Lease	0	0	0	0	0
6	Other Operating Costs		0	0	0	0
7	Total Operating Expenses	\$51,000	\$50,000	\$50,000		
Program Start-Up						

Expenses						
8	Capital Construction	Already budgeted for	0	0	0	0
9	Equipment Acquisitions	0	0	0	0	0
10	Library Acquisitions	No new needed	0	0	0	0
11	Total Program Start-Up Exp.	0	0	0	0	0
TOTAL PROGRAM EXPENSES	0	0	0	0	0	
Enrollment Revenue	40	45	60	70	70	
12	General Fund: State Support					
13	Cash Revenue: Tuition	\$692218.00	\$778745.25	\$1038327.00	\$1100000.00	\$1100000.00
14	Cash Revenue: Fees	4376.92	\$4924.03	\$6565.38	\$6800.00	\$6800.00
Other Revenue						
15	Federal Grants	0	0	0	0	0
16	Corporate Grants/Donations	0	0	0	0	0
17	Other fund sources *	0	0	0	0	0
18	Institutional Reallocation **	New dept. of health science being built				
TOTAL PROGRA	\$696594	\$783669	\$104489	\$1106800	\$1106800	

M REVENUE						
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** 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
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2016-2017 PETITION/PROGRAM SHEET
Degree Bachelor of Science in Nursing
Major Nursing-LPN-BSN Option

About This Major . . . The -Bachelor of Science in Nursing (LPN-BSN option) is approved by the Colorado State Board of Nursing. This program is designed for Licensed Practical Nurses to achieve a bachelor of science in Nursing Degree, opening up greater employment opportunities, increased compensation, and more job security. The LPN-integrates nursing theory, practice and science with a liberal arts education. The potential student must demonstrate college-level proficiency in reading, writing and mathematics in order to be admitted to this program. This program has selective admission requirements and requirements may change from year to year. It is the student's responsibility to obtain the current admission requirements.

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. Integrate critical thinking skills in the application of the nursing process to provide safe quality care by incorporating evidence-based practice (Critical Thinking).
2. Evaluate effective communication utilizing technology, written documentation and verbal expression (Communication).
3. Incorporate empathetic, compassionate, and caring interventions and behaviors while providing care (Specialized Knowledge).
4. Integrate sensitive professional nursing care to culturally diverse clients across the lifespan (Specialized Knowledge).
5. Evaluate data to ensure quality improvement and support of evidence-based practice (Quantitative Fluency).
6. Integrate leadership, management and delegation in the delivery of health care (Specialized Knowledge).
7. Apply knowledge of information systems within the healthcare system (Specialized knowledge).
8. Analyze ethical/legal guidelines and evidence based nursing practice across the life span. (Applied Learning).

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

Signature of Department Head

Date

Signature of Registrar

Date

DEGREE REQUIREMENTS:

- 122 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

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

Math (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113	_____	*4	_____	_____	_____
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* Required for major with additional credits to elective

Humanities (3 semester hours)**Social and Behavioral Sciences** (6 semester hours)

PSYC 150	General Psychology	3	_____	_____	_____
PSYC 233	Human Growth and Development	3	_____	_____	_____

(Program requirements)

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

BIOL 250	Microbiology	3	_____	_____	_____
BIOL 250L	Microbiology lab	2	_____	_____	_____
		* 3	_____	_____	_____

* Required for major with additional credits to elective

History (3 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____	_____

FOUNDATION COURSES (15 semester hours).

BIOL 209	Human Anatomy and Physiology I	3	_____	_____	_____
BIOL 209L	Human Anatomy and Physiology Lab I	1	_____	_____	_____
BIOL 210	Human Anatomy and Physiology II	3	_____	_____	_____
BIOL 210L	Human Anatomy and Physiology Lab II	1	_____	_____	_____
BIOL 241	Pathophysiology	4	_____	_____	_____
STAT 200	Probability and Statistics	3	_____	_____	_____
OR					
STAT 215	Statistics for Social and Behavioral Sciences	(4)	_____	_____	_____

ELECTIVES (1 semester hour)

*MATH 113	College Algebra	1	_____	_____	_____
*Natural Science		1	_____	_____	_____

* Required for major with additional credits to elective

NURSING MAJOR REQUIREMENTS

(69 semester hours) Must pass all courses with a grade of a "C" or higher

NURS 318	Health Assessment and Promotion	3	_____	_____	_____
NURS 318L	Health Assessment and Promotion Lab	1	_____	_____	_____
NURS 329	Adult Health I/Pharm	5	_____	_____	_____
NURS 329L	Adult Health I Lab	3	_____	_____	_____
NURS 400	Nursing Research	3	_____	_____	_____
NURS 421	Population Health	4	_____	_____	_____
NURS 421L	Population Health Lab	2	_____	_____	_____
NURS 427	Mental Health	3	_____	_____	_____
NURS 427L	Mental Health Lab	2	_____	_____	_____
NURS 429	Adult Health II	3	_____	_____	_____
NURS 429L	Adult Health II Lab	3	_____	_____	_____
NURS 431	High Risk OB/Peds	3	_____	_____	_____
NURS 431L	High Risk OB/Peds Lab	2	_____	_____	_____
NURS 449	Leadership	2	_____	_____	_____
NURS 449L	Leadership Lab	1	_____	_____	_____
NURS 450	Capstone	2	_____	_____	_____
Total LPN-BSN		42			

PN Credits	_____	27
Total Nursing Credits	_____	69

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN NURSING-LPN-BSN OPTION

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. The courses needed for the PN program are in Bold.

1 st YEAR						
Fall Semester			Hours	Spring Semester		Hours
ENGL 111	English Composition	3		ENGL 112	English Composition	3
BIOL 209*	Human Anatomy and Physiology I	3		BIOL 210*	Human Anatomy and Physiology II	3
BIOL 209L*	Human Anatomy and Physiology I lab	1		BIOL 210L*	Human Anatomy and Physiology II lab	1
PSYC 150*	General Psychology	3		PSYC 233*	Human Growth and Development	3
MATH 113*	College Algebra	4		BIOL 241*	Pathophysiology	4
KINA ^^		1		Natural Science ^^		3
Fine Arts ^^		3				14 (17)
		14 (18)				If doing Career Ladder
		If doing Career Ladder				

*BIOL 209/209L and BIOL 210/210L must have been completed within five years prior to applying to the nursing program.

*This course is counted with the Essential Learning courses, but is a prerequisite for the Licensed Practical Nursing program. ^^ Courses represent courses students Can take for the LPN-BSN

Students desiring to progress onto the LPN- Bachelor of Science should check with their advisor to develop a full time schedule of Essential Learning and program requirements during this first year.

SECOND YEAR LPN with IV CERTIFICATION= 27 Credits transfer for NURSING 2nd Year (2 semesters)

Third Semester

			<u>Fourth Semester</u>		<u>Hours</u>
NURS 101	Pharmacology Calculations	1	NURS117	Obstetrics/Pediatrics	4
NURS 106	Adult Concepts I/ Pharmacology	5	NURS 117L	Obstetrics/Pediatrics Lab	2
NURS 106L	Adult Concepts I Lab	2	NURS 156	Socialization into Practical Nursing	1
NURS 107	Foundations of Nursing	3	NURS 172	Adult Concepts II/Mental Health	5
NURS 107L	Foundations of Nursing Lab	3	NURS 172L	Adult Concepts II/ Mental Health	4

3rd YEAR

Fall Semester		Hours	Spring Semester		Hours
Natural Science with lab		5	TBD or LPN-BSN Program		
History		3			
KINE 100	Health and Wellness	1			
ESSL	Humanities	3			
ESSL 290	Maverick Milestone	3			
ESSL 200	Speech	1			
STAT 200	Probability and Statistics	3			
		19			

4th YEAR							
Spring Semester			Hour	Summer Semester			Hour
NURS 318	Health Assessment and Promotion		3	NURS 421	Population Health		4
NURS 318L	Health Assessment and Promotion Lab		1	NURS 421L	Population Health Lab		2
NURS 329	Advanced Adult Health I/Pharm		5	NURS 427	Mental Health		3
NURS 329L	Advanced Adult Health I/Pharm Lab		3	NURS 427L	Mental Health Lab		2
NURS 400	Nursing Research		3				11
			15				

		5 th YEAR
Fall Semester		Hours
NURS 429	Adult Health II	3
NURS 429L	Adult Health II Lab	3
NURS 431	High Risk OB/Peds	3
NURS 431L	High Risk OB/Peds Lab	2
NURS 449	Leadership	2
NURS 449L	Leadership Lab	1
NURS 450	Capstone	<u>2</u>
		16

LPN's: Previous degree _____
 School: _____ Graduation Date: _____
 ACEN Accredited _____

POLICIES:

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

Financial Aid Checklist for adding New Program

Program is a new:

☐ Certificate (Graduate or Undergraduate)

☐ Associate Degree (AA, AS, AAS)

☒ Bachelor Degree

☐ Graduate Degree

Okay for aid since not a new certificate

Is part of the program being contracted to another entity to provide services? ☐ YES ☒ NO

If YES, provide documentation of the percentage of the program that is provided by the outside entity, to include location of services, type of services, how the costs are to be allocated between entities and the time line to submit required documentation to HLC. According to federal regulations, if more than 25% of the program is contracted to an ineligible entity, HLC must determine and confirm in writing that the agreement meets its standards for contracting services. If 50% or more of the program is outsourced to another entity, it cannot be approved for financial aid.

For new certificate programs (Undergraduate or Graduate):

Is the program at least 15 weeks of instructional time and at least 16 credit hours in length for undergraduate Certificate or 10 weeks of instructional time and at least 8 credit hours in length for a graduate certificate?

☐ YES ☒ NO

If NO, program is not eligible for financial aid

The following is needed to submit for approval of financial aid by the Department of Education:

(A) Rationale and justification for the program demonstrating the demand, as evidenced by:

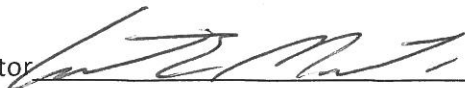
(1) Employer need/demand as demonstrated by evidence such as: (a) identification of several potential employers of program graduates; (b) projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: www.occsupplydemand.org/) (c) surveys made by external agencies; (d) letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by individual in a senior position of authority.

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

(B) When approval is obtained by the Trustees, CCHE and HLC, please submit to the Financial Aid Office copies of the letters of approval. All new programs that wish to have financial aid for students must be submitted to the Department of Education a minimum of 90 days prior to the program starting.

- ☐ Program meets the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.
- ☐ Program does not meet the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.

Financial Aid Director



Date

10/13/2015

SLO	Semester	Critical Thinking	Communication	Caring	Diversity	Quality Improvement	Leadership	Information Management	Professionalism
Course									
NURS 318 Health Assessment	Spring	Applying Didactic	Analyze Didactic	Evaluate Didactic	Apply Didactic	Apply Didactic	Apply Didactic	Apply Didactic	Analyze Didactic
NURS 318L Health Assessment Lab	Spring	Analyze Clinical	Analyze clinical	Evaluate Clinical	Apply Clinical	Analyze Clinical	Apply Didactic	Apply Didactic	Analyze Didactic
NURS 329 Adult Health 1/Pharmacology	Spring	Analyze Didactic	Analyze Didactic	Evaluate Didactic	Apply Didactic	Analyze Didactic	Apply Didactic	Apply Didactic	Analyze Didactic
NURS 329L Adult Health 1 Lab	Spring	Evaluate Clinical	Analyze Clinical	Evaluate Clinical	Apply Clinical	Analyze Didactic	Apply Didactic	Apply Didactic	Analyze Didactic
NURS 400 Research	Spring	Apply Didactic	Apply Didactic	Evaluate Didactic	Apply Didactic	Apply Didactic	Apply Didactic	Apply Didactic	Analyze Didactic
NURS 421 Community	Summer	Apply Didactic	Analyze Didactic	Evaluate Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic
NURS 421L Community lab	Summer	Analyze Clinical	Analyze Clinical	Evaluate Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical
NURS 427 Mental Health	Summer	Analyze Didactic	Evaluate Didactic	Evaluate Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic	Analyze Didactic
NURS 427L Mental Health Lab	Summer	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical	Analyze Clinical
NURS 429 Adult Health 2	Fall	Evaluate Didactic	Create Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic
NURS 429L Adult Health 2 Lab	Fall	Evaluate Clinical	Create Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical
NURS 431 High Risk OB/Peds	Fall	Evaluate Didactic	Create Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic
NURS 431L High Risk OB/Peds lab	Fall	Evaluate Clinical	Create Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical

SLO	Semester	Critical Thinking	Communication	Caring	Diversity	Quality Improvement	Leadership	Information Management	Professionalism
Course									
NURS 449 Leadership	Fall	Evaluate Didactic	Create Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic	Evaluate Didactic
NURS 449L Leadership lab	Fall	Evaluate Clinical	Create Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Evaluate Clinical	Create Clinical
NURS 450 Capstone	Fall	Create Clinical	Create Clinical	Evaluate Clinical	Create Clinical	Create Clinical	Create Clinical	Create Clinical	Create Clinical

Course Additions

NURS 318

Credit Hours 3

Course Title: Health Assessment and Promotion

Abbreviated Title: Health Assessment

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

BIOL 250/250L, BIOL 209/209L, BIOL 210/210L, BIOL 241, ENGL 111, ENGL 112, MATH 113, ESSL 290, ESSL 200, PSYC 233, KINE 100, KINA Activity course, other essential learning requirements (1 selection each from the Natural Sciences, Hlstory, Humanities, and Fine Arts Categories) and admission to the LPN-BSN Program.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 318L, NURS 329, NURS 329L, NURS 400

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Need additional faculty as Program Director will not be teaching this content

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Development of the knowledge necessary for completing health assessment across the life span. History taking, physical assessment skills, and principles of health promotion are utilized to develop appropriate interventions designed to assist clients with health promotion and prevention over the life span.

Justification:

See the justification included on the program addition form for the LPN-BSN program addition.

Topical course outline:

The Interview and Health History
The Physical Examination
Validating and Documenting Data
Thinking Critically to Analyze Data and Make Informed Nursing Judgments
Assessing General Status and Vital Signs
Assessing Pain
Assessing Breast and Lymphatic System
Assessing Culture
Assessing Spirituality and Religious Practice
Assessing Thorax and Lungs
Assessing Older Adults
Assessing Families

Course Additions

Assessing Heart and Neck Vessels
Assessing Peripheral Vascular System
Assessing Neurologic System
Assessing Mouth, Throat, Nose, and sinuses
Assessing Musculoskeletal System
Assessing Nutritional Status
Assessing Abdomen
Assessing Head and Neck
Assessing Skin, Hair, and Nails
Assessing Ears

Student Learning Outcomes:

1. Utilize critical thinking skills to relate selected data to common normal variances and pathologies across the life span.
2. Utilize selected interview and assessment techniques to collect and organize client information and build a data base on which to build nursing care decisions
3. Differentiate between variations in assessment data for pediatric and geriatric clients respecting and valuing the differences in each.
4. Examine common barriers to active involvement of patients in their own health care process across the life span.
5. Identify physical, psychological, life-style and socio-cultural considerations that influence alterations in health and physical assessment data
6. Focus on the concept of EBP as integral to determining best clinical practice when assessing clients across the lifespan.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 318L

Credit Hours 1

Course Title: Health Assessment and Promotion Laboratory

Abbreviated Title: Health Assessment Lab

Contact hours per week: Lecture Lab 1 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 750 Student preparation minutes: 375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

BIOL 250/250L, BIOL 209/209L, BIOL 210/210L, BIOL 241, ENGL 111, ENGL 112, MATH 113, ESSL 290, ESSL 200, PSYC 233, KINE 100, KINA Activity course, other essential learning requirements (1 selection each from the Natural Sciences, Hlstory, Humanities, and Fine Arts Categories) and admission to the LPN-BSN Program.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 318, NURS 329, NURS 329L, NURS 400

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Director no long teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Application of techniques necessary for completing health assessments across the life span. Includes history taking, physical assessment skills, and principles of health promotion. Apply information to develop appropriate interventions designed to assist clients with health promotion and life style changes.

Justification:

See the justification included on the program addition form for the LPN-BSN program addition.

Topical course outline:

Collecting Subjective Data: The Interview and Health History
Collecting Objective Data: the Physical Examination
Validating and Documenting Data
Thinking Critically to Analyze Data and Make Informed Nursing Judgments
Assessing General Status and Vital Signs
Assessing Pain: The 5th Vital Sign
Assessing Breast and Lymphatic System
Assessing Culture
Assessing Spirituality and Religious Practice
Assessing Thorax and Lungs
Assessing Older Adults
Assessing Families
Assessing Heart and Neck Vessels

Course Additions

Assessing Peripheral Vascular System
Assessing Neurologic System
Assessing Mouth, Throat, Nose, and sinuses
Assessing Musculoskeletal System
Assessing Nutritional Status
Assessing Abdomen
Assessing Head and Neck
Assessing Skin, Hair, and Nails
Assessing Ears

Student Learning Outcomes:

1. Demonstrate critical thinking with in the lab as it relates to normal variances and pathologies across the life span.
2. Integrate interview and assessment techniques in the collection and organization of client information to build a data base on which to build nursing care decisions.
3. Demonstrate how assessment of the pediatric and geriatric client's data is different while respecting these differences.
4. Demonstrate how to care for clients in planning, implementation and evaluation of care across the life span and in different ethnic and cultural backgrounds.
5. Demonstrate alterations in health and physical assessment data considering the physical, psychological and socio-cultural backgrounds.
6. Utilize EBP in determining best clinical practice when assessing the clients across the life span.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 329

Credit Hours 5

Course Title: Advanced Adult Health I/Pharmacology

Abbreviated Title: Adult Health I/Pharm

Contact hours per week: Lecture 5 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3750 Student preparation minutes: 7500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

BIOL 250/250L, BIOL 209/209L, BIOL 210/210L, BIOL 241, ENGL 111, ENGL 112, MATH 113, ESSL 290, ESSL 200, PSYC 233, KINE 100, KINA Activity course, other essential learning requirements (1 selection each from the Natural Sciences, Hlstory, Humanities, and Fine Arts Categories) and admission to the LPN-BSN Program.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 329L, NURS 318, NURS 318L, NURS 400

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the nursing care needs of adults across the life span. Focuses on advanced concepts of pharmacology within nursing with an emphasis on nursing process, drug doses, calculations and relevant assessments, and patient teaching.

Justification:

See the justification included on the program addition form for the LPN-BSN program addition.

Topical course outline:

Health and illness concepts of adult patients and medications
Methods to deliver culturally competent care
Teaching-learning process/goal and objective statements
Review of nursing process
Concepts of adult development
Common problems of older adult
Pain management and pain medications
Ethical/legal decision-making
Discharge planning to community and home-based care
Pathologic mechanism of disease and cancer and medications
Cell injury and inflammation
Immune system
Altered immune response-hypersensitivity reactions and HIV-AIDS
Management of patient with cancer

Course Additions

Management of diabetes mellitus and diabetic medications
Problems with oxygenation and medications
Problems ventilation
Airway obstruction - tracheostomy
Cancer of head and neck
Obstructive sleep apnea
Pneumonia
Tuberculosis
Lung cancer, including surgery and care of chest tubes
Obstructive pulmonary disease-asthma, chronic bronchitis, emphysema
Problems with perfusion
Peripheral vascular disease
Hypertension and medications

Student Learning Outcomes:

1. Focus on depth and breadth etiology and pathophysiology related to signs and symptoms and treatment modalities for adult patients across the life span.
2. Integrate prior and current learning concepts about diagnostics, dietetics, and pharmacology with nursing care.
3. Integrate critical thinking skills with the nursing process for care of the adult across the life span with multiple and/or complex health problems.
4. Compare and contrast appropriate teaching/learning strategies utilized with the adult patient.
5. Integrate assessments, diagnoses, and implementations for potential complications seen in disease processes.
6. Discriminate between focusing on disease versus optimal functioning when planning nursing care for adult patients across the life span.
7. Analyze and predict the impact of psychosocial and cultural values and practices while providing sensitivity and respecting each patient across the life span.
8. Explain why information technology skills are essential for safe patient care.
9. Integrate therapeutic communication skills in the care of patients with complex health problems
10. Demonstrate commitment to: safety, competence, caring, and life-long learning
11. Manage the health care needs of individuals and/or groups of patients utilizing prioritization skills as well as delegation
12. Promote nursing as an evidence-based discipline by incorporating ethical, political, economical, and social actions into one's practice.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 329L

Credit Hours 3

Course Title: Advanced Adult Health 1/Pharmacology Laboratory

Abbreviated Title: Adult Health I Lab

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

BIOL 250/250L, BIOL 209/209L, BIOL 210/210L, BIOL 241, ENGL 111, ENGL 112, MATH 113, ESSL 290, ESSL 200, PSYC 233, KINE 100, KINA Activity course, other essential learning requirements (1 selection each from the Natural Sciences, Hlstory, Humanities, and Fine Arts Categories) and admission to the LPN-BSN Program.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 329, NURS 318, NURS 318L, NURS 400

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of the registered professional nurse as care provider, teacher, manager, professional and advocate in meeting the nursing care needs of adults across the life span. Students will utilize the nursing process and integrate previous learning to assist the patient and family in achieving optimal functioning in the various health care settings.

Justification:

See the justification included on the program addition form for the LPN-BSN program addition.

Topical course outline:

Health and illness concepts of adult patients
Methods to deliver culturally competent care
Teaching-learning process/goal and objective statements
Review of nursing process
Concepts of adult development
Common problems of older adult
Pain management
Ethical/legal decision-making
Discharge planning to community and home-based care
Pathologic mechanism of disease and cancer
Cell injury and inflammation
Immune system
Altered immune response-hypersensitivity reactions and HIV-AIDS

Course Additions

Management of patient with cancer
Management of diabetes mellitus Unit III Problems with oxygenation
Problems ventilation
Airway obstruction - tracheostomy
Cancer of head and neck
Obstructive sleep apnea
Pneumonia
Tuberculosis
Lung cancer, including surgery and care of chest tubes
Obstructive pulmonary disease-asthma, chronic bronchitis, emphysema
Problems with perfusion
Peripheral vascular disease
Hypertension

Student Learning Outcomes:

1. Question assumptions when utilizing the nursing process to help with problem solving.
2. Demonstrates effective written, verbal, nonverbal communication.
3. Engages patients/families in teaching plans of care.
4. Exhibits professional caring behaviors: competence, confidence, compassion, conscience, and commitment.
5. Examines common barriers to active involvement with patients in relation to diversity
6. Provides patient-centered care with sensitivity and respect of human diversity.
7. Focus on documentation and implementation in integrating evidenced based practice.
8. Explores how authority gradients influence teamwork and patient outcomes.
9. Identifies essential information available through a common database.
10. Evaluates data for validity and support of clinical decision-making and error prevention.
11. Describes strategies to assist in empowering patients and families in the healthcare process.
12. Demonstrates a comprehensive understanding of the concepts of health, illness, and wellness.
13. Demonstrates professional behaviors of preparedness, punctuality, and accountability.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 400

Credit Hours 3

Course Title: Nursing Research

Abbreviated Title: Nursing Research

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

BIOL 250/250L, BIOL 209/209L, BIOL 210/210L, BIOL 241, ENGL 111, ENGL 112, MATH 113, ESSL 290, ESSL 200, PSYC 233, KINE 100, KINA Activity course, other essential learning requirements (1 selection each from the Natural Sciences, Hlstory, Humanities, and Fine Arts Categories) and admission to the LPN-BSN Program.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of evidence-based practices related to outcomes within the health care setting. Research questions relevant to clinical practice are developed and pursued.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

Overview of nursing research
NIH certificate
Problem Purpose statement
Ethical and Legal Issues
Research problem proposal and statement
Theoretical statement and research design
Research objectives, questions, and hypothesis
Quantitative Research Design
Qualitative Research Design
Measurement and Data Collection
Enhancing the validity of research
Descriptive research questions and procedures
Transferring the data into practice

Student Learning Outcomes:

Course Additions

1. Understand the steps in the research process.
2. Interpret potential research questions related to nursing and interdisciplinary health care.
3. Examine major types of research methodology and the role of theory in each.
4. Analyze examples of outcomes of research to assess health promotion and health care interventions including therapeutic nursing interventions.
5. Select a systematic plan to review the literature relevant to an area of interest.
6. Apply research concepts in development of research proposal relevant to an area of interest.
7. Demonstrate awareness of safety and ethical issues through the completion of Human Subjects Protection course and Informed Consent for research proposal.
8. Utilize poster format to present proposal and implications for nursing practice.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 421

Credit Hours 4

Course Title: Population Health

Abbreviated Title: Population Health

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 421, NURS 427, NURS 427L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only). Approaches to care and finance in the community care setting. Application of population risk reduction used to develop nursing interventions for high risk aggregates.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

Case Management & Transitions of Care
Assessment & care planning for individuals in the home
Assessment & care planning for families in the home
Culture, communication, & teams
Home Health
Ethics Review
Hospice Palliative Care
Overview and Historical Context of Community/Public Health Nursing
Health Promotion and Risk
Disparities
Vulnerable Population
Epidemiology
Community Assessment
Community Health Planning, Implementation and evaluation
Community Health Education
Economics of Health Care
Cultural Diversity

Course Additions

Policy, Politics, Legislation and Community Health Nursing
Globalization and International Health
Rural Health
Communicable Diseases
Violence

Student Learning Outcomes:

1. Describe legal, ethical and economic issues affecting community health nursing practice.
2. Identify selected high-risk populations within the community and appropriate community and public health nursing interventions for these groups.
3. Utilize methods of community assessment and critical thinking in performing an assessment of a selected community.
4. Outline how collaboration with in community agencies meets the health needs of a population.
5. Explain clinical judgment and decision-making skills required in "timely nursing care during disasters, mass casualty, and other emergency situations."
6. Analyze methods of collecting epidemiological information in diverse populations.
7. Discuss the implications of global community health and the community health nurse's role in assessment, planning and prevention on a population level.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 421L

Credit Hours 2

Course Title: Population Health Laboratory

Abbreviated Title: Population Health Lab

Contact hours per week: Lecture Lab 6 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 421, NURS 427, NURS 427L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Program director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only). Approaches to care and finance in the community care setting. Application of population risk reduction used to develop nursing interventions for high risk aggregates.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

Case Management & Transitions of Care

Assessment & care planning for individuals in the home

Assessment & care planning for families in the home

Culture, communication, & teams

Home Health

Ethics Review

Hospice Palliative Care

Overview and Historical Context of Community/Public Health Nursing

Health Promotion and Risk

Disparities

Vulnerable Population

Epidemiology

Community Assessment

Community Health Planning, Implementation and evaluation

Community Health Education

Economics of Health Care

Cultural Diversity

Policy, Politics, Legislation and Community Health Nursing

Course Additions

Globalization and International Health
Rural Health
Communicable Diseases
Violence

Student Learning Outcomes:

1. Demonstrate collaboration with community agencies in meeting the health needs of a population.
2. Demonstrate community health nursing practice looking at the ethical and economic issues.
3. Select high-risk populations within the community incorporating interventions for this group.
4. Demonstrate methods of community assessment and critical thinking in performing an assessment of a selected community.
5. Coordinate collaboration with community agencies meeting the health needs of a population.
6. Evaluate information collected regarding epidemiology in diverse populations.
7. Outline the implications of global community health and the community health nurse's role in assessment, planning and prevention on a population level.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 427

Credit Hours 3

Course Title: Mental Health

Abbreviated Title: Mental Health

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 427L, NURS 421, NURS 421L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of psychosocial integrity with emphasis on the function and responsibility of nursing in promoting and maintaining mental health of individuals and families. This course emphasizes communication and caring through the application of the therapeutic relationship and nursing process in the care and treatment of common clinical conditions/disorders.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

History of psychiatric mental health nursing
Therapeutic communication skills and challenges
Therapeutic relationships
Cultural implications in mental health nursing
Childhood mental health
Substance abuse
Suicide intervention
Violence and assault
Psychobiologic disorders
Psychopharmacology

Student Learning Outcomes:

1. Utilize diagnostic classifications in treatment planning for the psychiatric patient.
2. Apply nursing process theory to the care of clients with psychiatric disorders.
3. Outline theory/principles of communication and nurse patient relationship to psychiatric nursing care.
4. Discuss how to incorporate empathetic, compassionate behavior for the psychiatric patient.
5. Discuss the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.

Course Additions

6. Differentiate the modalities utilized in treating psychiatric disorders and the improvement of patient outcomes
7. Examine the scope and significance of issues and trends impacting psychiatric health care.
8. Examine own strengths and weakness that would hinder care of the psychiatric patient and your ability to lead/delegate care.
9. Examine how information systems and technology can add in the improvement of support for the psychiatric patient.
10. Focus on the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.
11. Explain the role of the registered nurse and members of the health team in caring for clients with psychiatric disorders.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 427L

Credit Hours 1

Course Title: Mental Health Laboratory

Abbreviated Title: Mental Health Lab

Contact hours per week: Lecture Lab 3 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 750 Student preparation minutes: 375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

NURS 427, NURS 421, NURS 421L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Program director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Approaches to psychosocial integrity with emphasis on the function and responsibility of nursing in promoting and maintaining mental health of individuals and families. Students will develop proficiency in working with psychiatric clients in various settings in the community.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

History of psychiatric mental health nursing
Therapeutic communication skills and challenges
Therapeutic relationships
Cultural implications in mental health nursing
Childhood mental health
Substance abuse
Suicide intervention
Violence and assault
Psychobiologic disorders
Psychopharmacology

Student Learning Outcomes:

1. Utilize diagnostic classifications in treatment planning when taking care of the psychiatric patient.
2. Demonstrate critical thinking skills related to concepts of psychiatric health care when caring for mentally ill patients.
3. Execute communication skills considering patient values, preferences and expressed needs to members of psychiatric team.

Course Additions

4. Demonstrate boundaries of therapeutic relationships when taking care of Psychiatric patients.
5. Demonstrate care that is patient centered with sensitivity and respect for the psychiatric patient.
6. Find learning opportunities with patients who represent all aspects of human diversity when caring for the psychiatric patient.
7. Select modalities for treating psychiatric disorders that help with improvement of patient outcomes.
8. Apply specific tools (Interpersonal process, mental health assessment to improve care of the psychiatric patient.
9. Identify own strengths and weakness that would hinder care of the psychiatric patient and your ability to lead/delegate care.
10. Apply technology and information management tools to support safe care of the psychiatric patient.
11. Evaluate the impact of legal, ethical, and cultural issues in the delivery of psychiatric care. (CO)

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 429

Credit Hours 3

Course Title: Adult Health II

Abbreviated Title: Adult Health II

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 429L, NURS 431, NURS 431L, NURS 449, NURS 449L, NURS 450

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of the role of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the complex medical and surgical health care needs of critically ill adult clients. Students are expected to integrate previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

Introduction to Critical Care Nursing/Advanced Nursing
Review Stress Response; apply to the critical care patient and family.
Review Pain management
Fluid and Electrolytes, Acid Base Imbalance:
Application in the critical care setting
Nutrition in the Critical Care Settings
Review of cardiovascular function
Associated disease process: CAD, MI, CHF, Arrhythmias, CHF, Peripheral Vascular Disease, Pulmonary Edema
Clinical manifestation of various cardiovascular disease states
Treatment and nursing care
Shock, multiple organ dysfunctions
Classification of shock
Management of shock
Altered Coagulation
Associated disease process of altered coagulation: DIC, Hemophilia, DVT, Pulmonary Emboli Respiratory Concepts

Course Additions

Neuromuscular Blockade concepts
Neurologic Concepts
Biliary Concepts
Renal Concepts
Burn Care
Burn injury assessment
Multiple Trauma

Student Learning Outcomes:

1. Analyze the pathophysiology related to signs and symptoms and treatment modalities for critically ill adult patients across the life span.
2. Integrate prior and current learning concepts about diagnostics, dietetics, and pharmacology with nursing care of the critically ill patient.
3. Integrate appropriate teaching learning needs of patient and family.
4. Analyze and predict the impact of psychosocial and cultural values and practices in caring for the critically ill patient across the life span.
5. Analyze the impact of stressors, which affect client and family systems stability in complex care situations.
6. Evaluate the role of the nurse in relation to professional practice issues in complex care settings.
7. Evaluate safe patient care interventions as outlined in the Institute for Health Care Improvement's prevention Campaign including but not limited to:
 - a. Appropriate prophylaxis to prevent venous thromboembolism
 - b. Use of maximum sterile barriers during insertion of central lines to prevent central line infections
 - c. Use of pressure relieving bedding materials to prevent pressure ulcers
 - d. Follow defined Ventilator Association Pneumonia intervention bundle
 - e. Safe medication administration procedures

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 429L

Credit Hours 3

Course Title: Adult Health II Laboratory

Abbreviated Title: Adult Health II Laboratory

Contact hours per week: Lecture Lab 9 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 2250 Student preparation minutes: 1125

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, Nurs 318L, Nurs 329, NURS 329L, NURS 400, NURS 421. NURS 421L, NURS 427. NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 429, NURS 431, NURS 431L, NURS 449, NURS 449L, NURS 450

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Integration of previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings. In addition to inpatient acute care units, the student will rotate through the critical care areas of the health care facility.

Justification:

See the justification on the form for the LPN-BSN program addition.

Topical course outline:

Introduction to Critical Care Nursing/Advanced Nursing
Fluid and Electrolytes, Acid Base Imbalance:
Application in the critical care setting
Nutrition in the Critical Care Settings
Cardiac Concepts
Clinical manifestation of various cardiovascular disease states
Shock, multiple organ dysfunctions
Stages of shock and clinical manifestations
Management of shock
Altered Coagulation
Respiratory Concepts
Clinical manifestation and laboratory findings
Neurologic Concepts
Clinical manifestations of various biliary disease states
Biliary Concepts
Clinical manifestations of various renal disease states
Renal Concepts

Course Additions

Associated diseases process: acute renal failure, chronic renal failure
Clinical manifestation of various renal disease states
Burn Care
Multiple Trauma

Student Learning Outcomes:

1. Evaluate subjective and objective assessment data to solve complex issues in the critical care setting.
2. Integrates therapeutic communication to improve individual communication and conflict resolution skills.
3. Coordinate patients/families in teaching plans in caring for critically ill patients.
4. Integrates the nursing concept of caring in the healthcare delivery system.
5. Create culturally sensitive strategies that empower patients to be activity participates in their care. .
6. Evaluate the use of therapeutic, culturally sensitive communication throughout the healthcare delivery system.
7. Evaluate the impact of effective nursing care on patient/family outcomes.
8. Evaluate outcomes based on evidence based practices in the critically ill patient.
9. Functions within the scope of practice of the professional nurse.
10. Demonstrates competency with high tech equipment in critical care areas
11. Integrates new information and resources to develop comprehensive, contemporary plans of care.
12. Critique the use of evidence-based practice which uses components of research evidence, clinical expertise, and patient/family values as a guide to best patient outcomes.
13. Demonstrates professional behaviors of preparedness, punctuality, accountability, & appearance

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 431

Credit Hours 3

Course Title: High Risk Obstetrics/Pediatrics

Abbreviated Title: High Risk OB/Peds

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400, NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 431L, NURS 429, NURS 429L, NURS 449, NURS 449L, NURS 450

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of advanced concepts in the care of the high-risk child-bearing family and for children with complex health problems from birth through adolescence. Emphasizes special needs and complications during the prenatal experience and altered functioning.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

Communication, Pathophysiology and Pain in Pediatric Patients
Chronic Issues and Family Care in Pediatrics
Maternal Fetal Nutrition
Nursing Care of Family during pregnancy
Assessment of High Risk Pregnancy
High Risk Preexisting Conditions
High Risk Newborn Care
Cardiac Dysfunction
High Risk Gestational conditions
Labor and Birth
Maternal Physiological Changes
Postpartum
Hematology and Cerebral Dysfunction
Immunology
Respiratory and Genitourinary
Gastrointestinal and Endocrine
Musculoskeletal and Neuromuscular

Course Additions

Postpartum Complications and the Newborn

Student Learning Outcomes:

1. Integrate critical thinking skills within the nursing process for care of the obstetric patient, their families and the pediatric patient experiencing complications.
2. Integrate teaching/learning strategies and therapeutic communication skills with the pediatric and obstetric patients and families. .
3. Evaluate appropriate teaching learning methodologies utilized in caring for children and families based on developmental levels
4. Integrate understanding of caring concept in the care of childbearing and pediatric patients.
5. Evaluate the direct impact of psychosocial and cultural values and practices in caring for the childbearing family with complications
6. Integrate psychosociocultural values when planning care for the pediatric patient and their family.
7. Analyze early intervention in the treatment of complications using evidence-based practice.
8. Create care strategies based on the etiology, pathophysiology, diagnosis, symptomatology, and treatment for the pediatric patient using evidenced based practice.
9. Analyze the role of the nurse in the care of the pediatric patient and childbearing family.
10. Analyze the use of different information systems in the care of pediatric and childbearing families.
11. Evaluate legal and ethical implications of high-risk obstetrical nursing, pediatric patients and their families.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 431L

Credit Hours 2

Course Title: High Risk Obstetrics/Pediatrics Laboratory

Abbreviated Title: High Risk OB/Peds Lab

Contact hours per week: Lecture Lab 6 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400, NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 431, NURS 429, NURS 429L, NURS 449, NURS 449L, NURS 450

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Program director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Application of advanced concepts in the care of the high-risk child-bearing family and for children with complex health problems from birth through adolescence. Emphasizes special needs and complications during the prenatal experience and altered functioning.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

Communication, Pathophysiology and Pain in Pediatric Patients
Chronic Issues and Family Care in Pediatrics
Maternal Fetal Nutrition
Nursing Care of Family during pregnancy
Assessment of High Risk Pregnancy
High Risk Preexisting Conditions
High Risk Newborn Care
Cardiac Dysfunction
High Risk Gestational conditions
Labor and Birth
Maternal Physiological Changes
Postpartum
Hematology and Cerebral Dysfunction
Immunology
Respiratory and Genitourinary
Gastrointestinal and Endocrine

Course Additions

Musculoskeletal and Neuromuscular
Postpartum Complications and the Newborn

Student Learning Outcomes:

1. Demonstrate critical thinking skills utilizing the nursing process for care of the obstetric patient, their families and the pediatric patient experiencing complications.
2. Create teaching/learning strategies and therapeutic communication skills with the pediatric and obstetric patients and families. .
3. Create appropriate teaching learning methodologies utilized in caring for children and families based on developmental levels
4. Demonstrate understanding of caring concept in the care of childbearing and pediatric patients.
5. Analyze direct impact of psychosocial and cultural values and practices in caring for the childbearing family with complications
6. Analyze psychosociocultural values when planning care for the pediatric patient and their family.
7. Evaluate early intervention in the treatment of complications using evidence-based practice.
8. Evaluate the role of the nurse in the care of the pediatric patient and childbearing family.
9. Evaluate the use of different information systems in the care of pediatric and childbearing families.
10. Evaluate legal and ethical implications of high-risk obstetrical nursing, pediatric patients and their families.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 449 Credit Hours 2

Course Title: Leadership

Abbreviated Title: Leadership

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400, NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 449L, NURS 450, NURS 429, NURS 429L, NURS 431, NURS 431L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Program director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Exploration of leadership and management theory utilized in development of characteristics of a nurse leader. The role of the professional nurse as a change agent in shaping health care for the future is explored.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

Leadership and Followership
Manager
Nursing Practice and the Law
Questions of Value and Ethics
Organizations, Power, and Empowerment
Communicating with others and working with the interprofessional team
Delegation of Client Care
Dealing with Problems and Conflicts
People and the Process of Change
Quality and Safety
Promoting a healthy workplace
Your nursing career
Evolution of Nursing as a Profession
Looking to the Future

Student Learning Outcomes:

Course Additions

1. Analyze professional nursing judgment into the practice of nursing in relationship to leadership skills.
2. Evaluate communication techniques and team building to encourage leadership skills.
3. Analyze how safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.
4. Evaluate how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values.
5. Analyze current trends in nursing as they affect nursing roles: provider, teacher, manager, advocate, member of the profession
6. Integrate quality management and improvement strategies as healthcare leadership and management tools
7. Analyze own ability to contribute to effective team functioning.
8. Evaluate the unique attributes that members bring to a team, including variations in professional orientations and accountabilities.
9. Analyze the necessity for all health professionals to seek lifelong, continuous learning of information technology skills.
10. Evaluate the student's role within the RN scope of practice as a health care member.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 449L

Credit Hours 1

Course Title: Leadership Laboratory

Abbreviated Title: Leadership Lab

Contact hours per week: Lecture Lab 3 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 750 Student preparation minutes: 375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400, NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 449, NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 450

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

Program director no longer teaching this content.

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Application of leadership and management theory utilized in development of characteristics of a nurse leader. The focus is on the exploration and analysis of contemporary nursing practice and current evidence-based practice as the basis for nursing care in the clinical setting.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

Leadership and Followership
Manager
Nursing Practice and the Law
Questions of Value and Ethics
Organizations, Power, and Empowerment
Communicating with others and working with the interprofessional team
Delegation of Client Care
Dealing with Problems and Conflicts
People and the Process of Change
Quality and Safety
Promoting a healthy workplace
Your nursing career
Evolution of Nursing as a Profession
Looking to the Future

Student Learning Outcomes:

Course Additions

1. Demonstrate professional nursing judgment in relationship to leadership skills.
2. Critique communication techniques and team building which encourages leadership skills.
3. Evaluate how safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.
4. Evaluate how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values in the clinical setting.
5. Evaluate current trends in nursing as they affect nursing roles: provider, teacher, manager, advocate, member of the profession within in the clinical setting.
6. Evaluate quality management and improvement strategies as members of healthcare team.
7. Critique own ability to contribute to effective team functioning.
8. Evaluate the unique attributes that members bring to a team, including variations in professional orientations and accountabilities within the clinical setting.
9. Evaluate the student's role within the RN scope of practice as a health care member in the clinical setting.

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Course Additions

NURS 450 Credit Hours 2

Course Title: Capstone

Abbreviated Title: Capstone

Contact hours per week: Lecture Lab 6 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

NURS 318, NURS 318L, NURS 329, NURS 329L, NURS 400, NURS 421, NURS 421L, NURS 427, NURS 427L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 449, NURS 449L

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

Health Sciences BSN, LPN-BSN (new program)

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

(LPN-BSN only) Application of nursing principles and skills in an area of health care delivery. Critical thinking, lifelong learning, nursing process, caring, collaboration, and health teaching and promotion are emphasized.

Justification:

See the justification for the LPN-BSN program addition.

Topical course outline:

Integration into clinical setting of students choosing.

Student Learning Outcomes:

1. Analyze critical thinking abilities within the clinical setting.
2. Evaluate affective communication techniques with all members of the healthcare team.
3. Focus on the promotion of fostering patient dignity, applying holistic care and supporting families.
4. Evaluate treatment alternatives/nursing interventions in respect with diverse patient populations.
5. Generates utilization of the nursing process to maximize the health of selected individuals and families.
6. Plan for utilization of cognitive, affective, and psychomotor skills necessary to meet client needs in various health care settings
7. Prioritize care, and delegate tasks as part of patient care.
8. Create individualized clinical objectives that are measurable for clinical experience.
9. Demonstrates accurate usage of data collection, retrieval of information, and legal documentation of all records at the facility.
10. Create value based behaviors that are individualized for each patient needs within nursing practice

Course Additions

Discussions with affected departments:

NA

Instructions to Registrar:

NA

Proposed by: Genell Stites

Expected Implementation: Fall 2016

Department: LLMC (English)

Course Modifications

ENGL 380

Current

Proposed

Course Prefix: ENGL

Course No.: 380

Credit Hours 3

Course Title: Creative Writing: Creative Non-Fiction

Memoir and Creative Non-Fiction

Abbreviated CW: Creative Non-Fiction

Memoir and Creative Non

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

LLMC BA, English-Literature: 3212

LLMC BA, English-Writing: 3215

LLMC BA, English-Secondary Education: 3213

Justification:

The new title, "Memoir and Creative Non-Fiction" more accurately reflects the course content and existing SLOs. Students will have a better sense of the course if it includes "Memoir", which constitutes half of the course.

Discussions with affected departments:

Approved by Creative Writing Faculty Hancock, Gerlach, Nizalowski, and Phillis 1/15/16.

Proposed by: John Nizalowski

Expected Implementation: Fall 2016

Course Modifications

ENGL 451

	Current	Proposed
Course Prefix:	ENGL	
Course No.:	451	
Credit Hours	3	
Course Title:	Structure of English	Understanding and Using English Grammar
Abbreviated	Structure of English	English Grammar

Description for catalog:

Current:

Study of modern English through the use of structural techniques and linguistic principles."

Proposed:

Study and application of the structure and theory of English grammar.

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

LLMC BA, Liberal Arts-Elementary Education, English: 3251

LLMC BA, English-Literature: 3212

LLMC BA, English-Secondary Education: 3213

LLMC BA, English-Writing: 3215

Justification:

1. The title is fine, but it could be made more enticing.
2. The phrase "structural techniques" in the description is outdated! The course description should not specify a particular style of analysis. Specific theories and analytical techniques are constantly in flux.
Additional details:
The phrase "structural techniques" is reminiscent of Structuralist Linguistics (popular in the 1950s). Structuralist analyses look only at the empirical, surface structure of sentences. Numerous trends in grammatical analysis have come in and gone out since Structuralist days. A principle trend was the use of Chomsky's Transformational-Generative Grammar in the 1970s, which looked at deep structure of grammar rather than just surface structure. Currently, there is a return to empirical examination of grammar which is based on Chaos and Complexity Theory. This is called "Usage-Based Grammar." We should leave a specific theoretical position OUT of the description.
3. The phrase "linguistic principles" in the description is so broad and vague that it is virtually meaningless. The course description should be concise and clear.
4. The proposed title and description focus clearly on why students should take the course and how they will find it relevant.

Student Learning Outcomes, current:

None established currently

Student Learning Outcomes, proposed:

1. explain grammatical structures as one aspect of patterning in human behavior (measured in class discussion)
2. analyze language patterns as seen in both individual and social group behaviors (measured on quizzes and tests)
3. present logically sound arguments to support grammatical analyses

Course Modifications

(measured in class discussion)

4. provide examples of and explain variability in the essential patterns and structures used for communication in English (measured in class discussion and in quizzes and tests)
5. discuss critically some of the influences that are constantly changing the structures of English (measured in exploration papers)
6. demonstrate an informed view of language behavior that reflects an appreciation for the inherent flexibility of language and language behavior (measured in exploration papers and class discussion)
7. concretely apply increased understanding of English structure in areas, such as: editing their own and others' writing, teaching English or language arts, communicating using standard (prestige) forms, and contributing expert opinion on controversial questions that arise in language policy-making contexts (measured in class discussion, exploration papers, and quizzes and tests).

Discussions with affected departments:

LLMC - discussed with Dr. Neal, Dr. Laga, Dr. Reddoch during SP 2015

Center for Teacher Education - discussed with Dr. Dobbs during F 2015 and solicited feedback, but did not receive any from Dr. Bickham, Dr. Chovich, Dr. Daniels, Dr. Friel, and Prof. Murray . . . Dr. Dobbs approved the proposed changes on behalf of her department.

Proposed by: Julie Bruch

Expected Implementation: Fall 2016

Program Modification

English-Literature: 3212

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Revise Program Sheet to reflect course title change to ENGL 451.

Revise Program Sheet to reflect course title change to ENGL 380.

Revise Program and Program Sheet to reflect addition of ENGL 250: Creative Writing to the "Foundation Courses" requirements.

Delete the 6 credit hour "English Electives" section.

Justification:

ENGL 250 is being added to the Foundation Studies of the Writing and Literature concentrations, in part to fulfill existing Department SLOs concerning creative work and in part to round out the understanding of how works of Literature are being produced. ENGL 250 was already a "hidden" requirement in Writing, and is a listed requirement in Secondary Education. This move adds it to the Literature track and clarifies its position in the Writing concentration. The move was discussed at two department-wide meetings and agreed upon by department faculty.

We are also deleting the 6 credit hour "English Electives" section to bring the Program sheet in line with the maximum of 48 credit hour limit on required courses in the major. We're deleting 6 credit hours and adding 3 in the form of adding 250 to "Foundations".

Other Program Modifications listed on this form will reflect Course Changes in titles if approved.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Discussed at Spring and Fall departmental meetings of ENGL faculty. Agreed upon by voice assent.

Proposed by: Jennifer Hancock

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-2016 2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts
Major: English
Concentration: Literature

About This Major . . .

The English Program offers concentrations leading to a Bachelor of Arts in Literature, Creative Writing, and Secondary Education. The skills a student develops as an English major, such as writing, editing, problem solving, critical thinking, and analysis, are highly prized by employers in nearly every profession. The English Program is proud of what it offers – cultural experiences, unique and interesting courses and instruction, committed faculty and support staff, and a desire to provide the best liberal arts education possible.

Many occupations require individuals who can write and speak well, solve problems, learn new information quickly, and work well with others on a team. This means that English graduates use their education in a wide variety of fields, and your future career may relate more to your personal career interests, work values, and transferable skills than anything specific to the content of your major. Who hires English Majors? Book publishers, magazines, arts organizations, political offices, large corporations, radio/television stations, advertising agencies, social service agencies, chambers of commerce, research institutions, marketing consultants, newspapers, greeting card publishers, law firms, public interest organizations, consumer action groups, health organizations, educational institutions, literary agencies, theaters, printing firms, high tech firms, tutoring services, public and corporate libraries, government agencies, and public relations firms.

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

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

1. Express themselves effectively in a variety of forms. (Communication Fluency/Specialized Knowledge)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Demonstrate knowledge of the history or culture of the English language. (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

- 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.
- All English majors must maintain at least a 3.0 GPA average in their upper division ENGL courses.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

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

HIST _____ 3 _____

ENGL	_____	_____	3	_____	_____
ENGL			3		

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ENGLISH – LITERATURE

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH XXX (110 or higher)		3	Elective		3
FLA__	Foundation Course	3	(ENGL 131, 132, or 231 suggested)		
Essential Learning	Social/Behavioral Science	3	FLA__	Foundation Course	3
Essential Learning	Humanities (ENGL 150 suggested)	3	Essential Learning	Fine Arts	3
KINE 100	Health and Wellness	<u>1</u>	Essential Learning	Natural Science with Lab	<u>4</u>
		16			16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 261	American Literature	3	ENGL 262	American Literature	3
ENGL 254	English Literature	3	ENGL 255	English Literature	3
Essential Learning	Social/Behavioral Science	3	ENGL 210	Intro to Literary Studies	3
Essential Learning	History	3	Essential Learning	Natural Science	3
Elective or Minor ENGL 250		<u>3</u>	ESSL 290	Maverick Milestone	3
KINA	Activity	<u>1</u>	ESSL 200	Speech	<u>1</u>
		16			16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 421	Introduction to Literary Theory and Criticism	3	ENGL 355	Shakespeare	3
Upper Division	American Literature	3	Upper Division	World Literature	3
Upper Division	English Literature Elective	3	Upper Division	English Literature Elective	3
English Elective		3	Elective or Minor		3
Elective or Minor		<u>3</u>	Elective or Minor		<u>3</u>
		15			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
Upper Division	American Literature	3	ENGL 494	Seminar in Literature	3
ENGL 370	Major Authors	3	ENGL 440	History of the English Language	3
Upper Division	Elective or Minor	3	Elective or Minor		3
Upper Division	Elective or Minor	3	Elective or Minor		<u>3</u>
Elective or Minor		<u>2</u>			12
		14			

POLICIES:

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

4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

English-Secondary Education: 3213

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Revise Program Sheet to reflect course title changes for ENGL 451 and ENGL 380 (if changes are approved).

Justification:

Justification for course title changes are on Course Mod Proposals.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

EDUC (see Course Mod Proposal for ENGL 451)

Proposed by: Jennifer R Hancock

Director of Teacher Education Signature: Valerie Dobbs

Expected Implementation: Fall 2016



~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

**Degree: Bachelor of Arts
Major: English
Concentration: Secondary Teaching**

About This Major . . .

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

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings. The secondary licensure program provides teacher education candidates with broad content knowledge in English and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215, must be taken before applying to the program.

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

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

1. Express themselves effectively in a variety of forms.
2. State and support, sometimes using research, interpretive claims about a variety of texts.
3. Identify the salient features of literary texts from a broad range of English and American literary periods.
4. Employ knowledge of literary traditions to produce imaginative writing.
5. Use research to assist in problem-solving.
6. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in English. (Specialized Knowledge)
7. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
8. Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
9. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
10. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

Signature of Content Advisor

Date

Signature of Department Head

Date

Signature of Registrar

Date

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework.
- 2.80 cumulative GPA or higher in coursework toward the major content area.
- All EDUC prefix courses must be completed with a grade of B or better.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

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

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

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

_____ L

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

Secondary Education Requirements (29 semester hours)

Program Requirements: ENGL 111, ENGL 112, PSYC 233, EDUC 115 and 215 (all with a grade of B or better) and formal acceptance to the Teacher Education Program

Course No	Title	Sem.hrs	Grade	Term/Trns	
EDUC 115	What It Means to be a Teacher	1	_____	_____	8 Field Experience Hours
EDUC 215	Teaching as a Profession	1	_____	_____	12 Field Experience Hours
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3	_____	_____	20 Field Experience Hours
EDUC 343	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4	_____	_____	Field Experience Hours
EDUC 497	Content Methodology Practicum	3	_____	_____	80 Field Experience Hours
EDUC 497A	Methods of Teaching Secondary English**	2	_____	_____	
EDUC 499G	Teaching Internship and Colloquium	12	_____	_____	600 Field Experience Hours

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

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

UPPER DIVISION LITERATURE ELECTIVES

ENGL 301 Classical Greek and Latin Literature (3)
 ENGL 311 English Medieval Literature (3)
 ENGL 313 English Renaissance Literature (3)
 ENGL 314 American Literature to 1830 (3)
 ENGL 315 American Literature 1830-1870 (3)
 ENGL 316 American Literature 1870-1900 (3)
 ENGL 330 Women in World Thought and Literature (3)
 ENGL 370 Major Author (3)

ENGL 435 American Literature 1900-1945 (3)
 ENGL 436 American Literature 1945-Present (3)
 ENGL 438 Ethnic Experiences in U.S. Literature (3)
 ENGL 440 History of the English Language (3)
 ENGL 470 18th Century British Literature (3)
 ENGL 471 British Romanticism (3)
 ENGL 475 Victorian Literature (3)
 ENGL 478 20th Century British Literature (3)

ENGLISH ELECTIVES (6 Semester Hours) Select from:**One class must be upper division**

ENGL 131 Western World Literature I (3)
 ENGL 132 Western World Literature II (3)
 ENGL 150 Introduction to Literature (3)
 ENGL 222 Mythology (3)
 ENGL 240 Children's Literature (3)
 ENGL 301 Classical Literature (3)
 ENGL 311 English Medieval Literature (3)
 ENGL 313 English Renaissance Literature (3)
 ENGL 314 American Literature to 1830 (3)
 ENGL 315 American Literature 1830-1870 (3)
 ENGL 316 American Literature 1870-1900 (3)
 ENGL 330 Women in World Thought and Literature (3)
 ENGL 335 The Bible as Literature (3)
 ENGL 343 Language and Literacy (3)
 ENGL 380 ~~Creative Writing: Nonfiction-Memoir and Creative Non-Fiction~~(3)
 ENGL 381 Creative Writing: Fiction (3)
 ENGL 382 Creative Writing: Crafting Fiction (3)
 ENGL 383 Creative Writing: Poetry (3)
 ENGL 384 Art of the Essay (3)

ENGL 385 Technical Writing (3)
 ENGL 386 Roots of Modern Rhetoric (3)
 ENGL 387 Literary Editing and Publishing (3)
 ENGL 388 Creative Writing: Crafting Poetry (3)
 ENGL 390 Introduction to Film Studies (3)
 ENGL 395 Independent Study (1-3)
 ENGL 396 Topics (1-3)
 ENGL 415 American Folklore (3)
 ENGL 423 Genre Studies (3)
 ENGL 435 American Literature 1900-1945 (3)
 ENGL 436 American Literature 1945 to the Present(3)
 ENGL 440 History of the English Language
 ENGL 438 Ethnic Experience in U.S. Literature (3)
 ENGL 470 18th Century British Literature (3)
 ENGL 471 British Romanticism (3)
 ENGL 475 Victorian Literature (3)
 ENGL 478 20th Century British Literature (3)
 ENGL 495 Independent Study (1-3)
 ENGL 496 Topics (1-3)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ENGLISH – LEADING TO SECONDARY TEACHER LICENSURE For Spring Interns

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

FRESHMAN YEAR

Fall Semester:		Hours	Spring Semester:		Hours
ENGL 111	English Comp.	3	ENGL 112	English Comp.	3
MATH___	(110 or higher)	3	ENGL 250	Creative Writing	3
Foreign	Language Requirement	3	Foreign	Language Requirement	3
PSYC 233	Human Growth and Development	3	ESSL	Fine Arts	3
ESSL	History	3	ESSL	Natural Sciences.	3
KINE 100	Health and Wellness	<u>1</u>	ESSL	Natural Sciences Lab.	<u>1</u>
		16			16

SOPHOMORE YEAR

Fall Semester:		Hours	Spring Semester:		Hours
ENGL 261	American Literature	3	ENGL 262	American Literature	3
ENGL 254	English Literature	3	ENGL 255	English Literature	3
ESSL	Social/Behavioral Sciences	3	ENGL 210	Intro to Literary Studies	3
ESSL	Humanities	3	ESSL	Natural Sciences	3
EDUC 115*	What It Means to be a Teacher	1	ESSL 200	Essential Speech	1
KINA Activity		<u>1</u>	ESSL 290	Maverick Milestone	<u>3</u>
		14			16

JUNIOR YEAR

Fall Semester:		Hours	Spring Semester:		Hours
ENGL 355	Shakespeare	3	EDUC 342	Ped/Assess Knowledge for Teachers	3
ENGL 451	Structure of the English Language Understanding and Using English Grammar	3	EDUC 343	Teaching to	
Diversity		3			
English Elective (upper division)		3	ENGL 421	Intro to Literary Theory & Criticism	3
Upper Division Literature Elective		3	ENGL 491	Comp. Theory and Practice	3
English Elective		3	ENGL 365	Adolescent Literature	<u>3</u>
EDUC 215*	Teaching as a Profession	<u>1</u>			15
		16			

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, Fall and Spring semesters.
Recommendation: all English coursework be completed by end of Junior Year.

SENIOR YEAR

Fall Semester:		Hours	Spring Semester:		Hours
ENGL 494	Seminar in Literature	3			
THEA 403	Teaching of Speech and Drama	3	EDUC 499	Teaching Internship (Secondary)	<u>12</u>
EDUC 442	Integrating Literacy Across the Curriculum	4			12
EDUC 497	Content Methodology Practicum	3			
*EDUC 497A	Methods of Teaching Secondary English	<u>2</u>			
		15			

*Only offered in Fall

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ENGLISH – LEADING TO SECONDARY TEACHER LICENSURE For Fall Interns

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

FRESHMAN YEAR

<u>Spring Semester:</u>	<u>Hours</u>	<u>Fall Semester:</u>	<u>Hours</u>
ENGL 111 English Comp.	3	ENGL 112 English Comp.	3
MATH___(110 or higher)	3	ENGL 250 Creative Writing	3
FLA___ Foreign Language Requirement	3	FLA___ Foreign Language Requirement	3
PSYC 233 Human Growth and Development	3	ESSL Fine Arts	3
ESSL History	3	ESSL Natural Sciences.	3
KINE 100 Health and Wellness	<u>1</u>	ESSL Natural Sciences Lab.	1
	16	EDUC 115* What It Means to be a Teacher	<u>1</u>
			17

SOPHOMORE YEAR

<u>Spring Semester:</u>	<u>Hours</u>	<u>Fall Semester:</u>	<u>Hours</u>
ENGL 261 American Literature	3	ENGL 262 American Literature	3
ENGL 254 English Literature	3	ENGL 255 English Literature	3
ESSL Social/Behavioral Sciences	3	ENGL 365 Adolescent Literature	3
ESSL Humanities	3	ENGL 210 Intro to Literary Studies	3
ESSL 200 Essential Speech	1	ESSL Natural Sciences	3
ESSL 290 Maverick Milestone	3	KINA Activity	<u>1</u>
EDUC 215* Teaching as a Profession	<u>1</u>		16
	18		

JUNIOR YEAR

<u>Spring Semester:</u>	<u>Hours</u>	<u>Fall Semester:</u>	<u>Hours</u>
ENGL 355 Shakespeare	3	EDUC 342 Ped/Assess Knowledge for Teachers	3
ENGL 421 History of Literary Criticism	3	EDUC 343 Teaching to Diversity	3
English Elective (upper or lower division)	3	ENGL 451 <u>Structure of the English Language Understanding and</u>	
<u>Using English Grammar</u>	3		
Upper Division Literature Elective	3	EDUC 497A Methods of Teaching Secondary English	2
English Elective	<u>3</u>	THEA 403 Teaching of Speech and Drama	<u>3</u>
	15		14

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.
Recommendation: all English coursework be completed by end of Junior Year.

SENIOR YEAR

<u>Spring Semester:</u>	<u>Hours</u>	<u>Fall Semester:</u>	<u>Hours</u>
ENGL 491 Comp. Theory and Practice	3	EDUC 499 Teaching Internship (Secondary)	<u>12</u>
EDUC 442 Integrating Literacy Across the Curriculum	4		12
EDUC 497 Content Methodology Practicum	3		
ENGL 494 Seminar in Literature	<u>3</u>		
	13		

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

English-Writing: 3215

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Revise Program Sheet to reflect course title change to ENGL 380.

Revise Program Sheet to reflect course title change to ENGL 451.

Revise Program and Program Sheet to reflect addition of ENGL 250 as Requirement in Foundation Studies

Add "Electives" after "Writing" to clarify.

Delete "English Electives" section.

Justification:

ENGL 250 is being added to the Foundation Studies of the Writing and Literature concentrations, in part to fulfill existing Department SLOs concerning creative work and in part to round out the understanding of how works of Literature are being produced. ENGL 250 was already a "hidden" requirement in Writing, and is a listed requirement in Secondary Education. This move also adds it to the Literature track and clarifies its position in the Writing concentration. The move was discussed at two department-wide meetings and agreed upon by department faculty.

We are also deleting the 6 credit hour "English Electives" section, since this Program was already at 51 ENGL credit hours. To adjust to the mandated 48 credit hour limit AND add 250, 6 hours are deleted. This will reflect the 48 credit hour maximum.

Other Program Modifications listed on this form will reflect Course Changes in title if approved.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Discussed at Spring and Fall departmental meetings of ENGL faculty. Agreed upon by voice assent.

Proposed by: Jennifer R Hancock

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-20162016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: English

Concentration: Writing

About This Major . . .

The English Program offers concentrations leading to a Bachelor of Arts in Literature, Creative Writing, and Secondary Education. The skills a student develops as an English major, such as writing, editing, problem solving, and critical thinking and analysis, are highly prized by employers in nearly every profession. The English Program is proud of what it offers – cultural experiences, unique and interesting courses and instruction, committed faculty and support staff, and a desire to provide the best liberal arts education possible.

Many occupations require individuals who can write and speak well, solve problems, learn new information quickly, and work well with others on a team. This means that English graduates use their education in a wide variety of fields, and your future career may relate more to your personal career interests, work values, and transferable skills than anything specific to the content of your major. Who hires English Majors? Book publishers, magazines, arts organizations, political offices, large corporations, radio/television stations, advertising agencies, social service agencies, chambers of commerce, research institutions, marketing consultants, newspapers, greeting card publishers, law firms, public interest organizations, consumer action groups, health organizations, educational institutions, literary agencies, theaters, printing firms, high tech firms, tutoring services, public and corporate libraries, government agencies, and public relations firms.

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

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

1. Express themselves effectively in a variety of forms. (Specialized Knowledge)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Demonstrate knowledge of the history or structure of the English language. (Specialized Knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date 20____

Signature of Department Head Date 20____

Signature of Registrar Date 20____

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.
- All English majors must maintain at least a 3.0 GPA average in their upper division ENGL courses.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 1					
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Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

History (3 semester hours)

HIST					
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Course	No	Title	Sem.hrs	Grade	Term/Trns
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Fine Arts (3 semester hours)

WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone				
	(see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (24-24 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA		3			
FLA		3			
ENGL 210	Introduction to Literary Studies	3			
<u>ENGL 250</u>	<u>Introduction to Creative Writing 3</u>				
ENGL 254	Survey of English Literature I	3			
ENGL 255	Survey of English Literature II	3			
ENGL 261	Survey of American Literature I	3			
ENGL 262	Survey of American Literature II	3			

ENGLISH – WRITING CONCENTRATION REQUIREMENTS

- (~~30~~36 semester hours) Must pass all courses with a grade of "C" or higher. All English majors must maintain at least a 3.0 GPA average in their **upper division ENGL** courses.

English Core (6 semester hours)

ENGL 421	Introduction to Literary Theory And Criticism	3			
*ENGL 494	Senior Seminar in Literature	3			

*ENGL 494 Seminar in Literature must be taken after 90 semester hours have been accumulated. A student may take the seminar in the junior year, but must take it again in the senior year. The junior-year class will count as an elective.

CONCENTRATION IN WRITING (30 Semester Hours)**Required Courses** (9 semester hours)

ENGL 386	Roots of Modern Rhetoric	3			
ENGL 492	Seminar in Writing	3			

Choose one of the following two courses:

ENGL 440	History of the English Language	3			
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OR

ENGL 451	<u>Structure of the English Language</u>				
	<u>Understanding and Using English Grammar</u>	3			

Literary Backgrounds (6 semester hours) Choose one course from Early Literature List and one course from Later Literatures.

Early Literature: Choose one class from Electives list on pg 3.

ENGL		3			
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Later Literatures: Choose one course from Electives list below.

ENGL		3			
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SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ENGLISH – WRITING

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH (110 or higher)		3	ENGL 250	Introduction to Creative Writing	3
Foundation Course		3	Foundation Course		3
Essential Learning	Social/Behavioral Science	3	Essential Learning	Fine Arts	3
Essential Learning	Humanities	3	Essential Learning	Natural Science with Lab	4
KINE 100	Health and Wellness	1			16
		16			

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 261	American Literature	3	ENGL 262	American Literature	3
ENGL 254	English Literature	3	ENGL 255	English Literature	3
Essential Learning	Social/Behavioral Science	3	ENGL 381	Creative Writing: Fiction	Upper
Essential Learning	Humanities	3	Division	Writing Elective	3
English 210	Intro to Literary Studies	3	Essential Learning	Natural Science	3
KINA	Activity	1	ESSL 290	Maverick Milestone	3
		16	ESSL 200	Speech	1
					16
Spring Semester		Hours			

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 386	Roots of Modern Rhetoric	3	Upper Division	English Elective	3
ENGL 355	Shakespeare	3	ENGL 385	Technical Writing	3
ENGL 451	Structure of the English Language	Understanding	Elective or Minor		3
	and Using English Grammar (or ENGL 440)	3	Elective or Minor		3
	Elective or Minor	Upper Division	Elective or Minor	3	3
		3			15
		15			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 384	Art of the Essay	3	ENGL 494 3	Seminar in Literature	3
ENGL 492	Seminar in Writing	3	ENGL 383	Creative Writing: Poetry	3
ENGL 421	Introduction to Theory and Literary Criticism	3	Upper Division	Elective or Minor	3
Upper Division	Elective or Minor	3	Elective or Minor		3
Elective or Minor		2			12
		14			

POLICIES:

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

Program Modification

Liberal Arts-Elementary Education, English: 3251

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Revise Program Sheet to reflect new course title for ENGL 451 (if approved). All other changes are merely cosmetic changes so that requirements are clear.

Justification:

Students expressed confusion. In particular, they didn't know how many upper division electives are required.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Education: They had no reservations. I contacted them October 14, 2015.

Proposed by: Barry Laga

Director of Teacher Education Signature: Dr. Valerie Dobbs

Expected Implementation: Fall 2016

~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

**Degree: Bachelor of Arts
Major: Liberal Arts, Elementary Teaching
Concentration: English**

About This Major . . .

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

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

The elementary licensure program provides teacher education candidates with a broad content knowledge and prepares them as teachers for grades kindergarten through six. A minimum of 60 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education elementary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215 must be taken before applying to the program.

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

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

1. Express themselves effectively in a variety of forms. (Communication Fluency)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Demonstrate knowledge of the history or structure of the English language. (Specialized Knowledge)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns in English. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Teacher Education Advisor

Date

Signature of Content Advisor

Date

Signature of Department Head

Date

Signature of Registrar

Date

DEGREE REQUIREMENTS:

- 125-126 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- A cumulative grade point average of 2.8 or higher must be maintained for content courses-and overall GPA. A grade of B or better is required for all EDUC courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the Department Head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Foreign language proficiency must be demonstrated by high school course work (2 years), college coursework (2 semesters), or competency testing.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____

Math MATH 205 (3 semester hours) Must be taken after MATH 105. Must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.

MATH 205		Elements of Mathematics II	3	_____	_____
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Humanities (3 semester hours)

ENGL* _____

*Chosen from 131, 132, 150, 222, 231, 232, 254, 255, 261, 262

Social and Behavioral Sciences (6 semester hours)

*PSYC 233		Human Growth & Development	3	_____	_____
GEOG 103		World Regional Geography	3	_____	_____

*Must earn a "B" or higher

Course No Title Sem.hrs Grade Term/Trns

Fine Arts (3 semester hours)**History** (3 semester hours)

HIST 131		United States History	3	_____	_____
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Natural Sciences (7 semester hours, one course must include a lab)

BIOL 101		General Human Biology	3	_____	_____
BIOL 101L		General Human Biology Lab	1	_____	_____
PHYS 100		Concepts of Physics	3	_____	_____

OR

PHYS 105/105L		Physics by Inquiry and Lab	3	_____	_____
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WELLNESS REQUIREMENT (2 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290		Maverick Milestone (see English & math pre-reqs)	3	_____	_____
ESSL 200		Essential Speech (co-requisite)	1	_____	_____

MAJOR REQUIREMENTS : LIBERAL ARTS CORE

(36 semester hours)

Literacy: (9 semester hours)

ENGL 240		Children's Literature	3	_____	_____
ENGL 245		Imaginative Writing	3	_____	_____
ENGL 343		Language Systems and Linguistic Diversity	3	_____	_____

Mathematics: (6 semester hours)

*MATH 105		Elements of Mathematics I	3	_____	_____
MATH 301		Math for Elementary Teachers	3	_____	_____

* Must earn a "C" or higher

Kinesiology: (3 semester hours)

KINE 321		Physical Activity and Health in the Classroom	3	_____	_____
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Social Sciences: (9 semester hours)

POLS 101		American Government	3	_____	_____
ECON 201		Principles of Macroeconomics	3	_____	_____
HIST 225		History of Colorado	3	_____	_____

Science: (6 semester hours)

CHEM 100		Chemistry and Society	3	_____	_____
GEOL 100		Survey of Earth Science	3	_____	_____

Art: (3 semester hours)

ARTD 410*		Elementary Art Ed Methods	3	_____	_____
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*Prerequisites: EDUC 115, EDUC 215, EDUC 341, EDUC 343 (all with grades B or better)

Course No	Title	Sem.hrs	Grade	Term/Trns
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ENGLISH CONTENT AREA (15 semester hours)

Required Courses:

~~English 210 (3 semester hours), English 451 (3 semester hours) in addition to 9 Upper Division Semester Hours from choices below:~~

ENGL 210	Introduction to Literary Studies	3		
ENGL 451	Structure of the English Language	3		

Course No	Title	Sem.hrs	Grade
	Term/Trns	Delete	

Upper Division Literature (6-6 semester hours) Choose two courses from Upper Division Literature Electives below.

Upper Division English Electives: (3 semester hours)

~~Consult catalog and English advisor concerning prerequisites for upper division courses.~~

UPPER DIVISION LITERATURE: (6 semester hours) Chosen from: (6 semester hours)

[ENGL 301 Classical Greek and Latin Literature \(3\)](#)
[ENGL 311 English Medieval Literature \(3\)](#)
[ENGL 313 English Renaissance Literature \(3\)](#)
[ENGL 314 American Literature to 1830 \(3\)](#)
[ENGL 315 American Literature 1830-1870 \(3\)](#)
[ENGL 316 American Literature 1870-1900 \(3\)](#)
[ENGL 330 Women in World Thought and Literature \(3\)](#)
[ENGL 335 The Bible as Literature \(3\)](#)

Upper Division English Electives: (3 semester hours) ~~KA2)~~ **DELETE THESE TWO LINES**

ENGL	3
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UPPER DIVISION ENGLISH ELECTIVES: (3 semester hours)

Consult catalog and English advisor concerning prerequisites for upper division courses.

ENGL 343 Language and Literacy (3)	DELETE 343	ENGL 388 Creative Writing: Crafting Poetry (3)
ENGL 380 Creative Writing: Nonfiction (3)		ENGL 390 Introduction to Film Studies (3)
ENGL 381 Creative Writing: Fiction (3)		ENGL 395 Independent Study (1-3)
ENGL 382 Creative Writing: Crafting Fiction (3)		ENGL 396 Topics (1-3)
ENGL 383 Creative Writing: Poetry (3)		ENGL 415 American Folklore (3)
ENGL 384 The Art of the Essay (3)		ENGL 423 Genre Studies (3)
ENGL 385 Technical Writing (3)		ENGL 451 Structure of the English Language (3)
ENGL 386 Roots of Modern Rhetoric (3)		ENGL 492 Seminar in Writing (3)
ENGL 387 Literary Editing and Publishing (1)		ENGL 495 Independent Study (1-3)
		ENGL 496 Topics (1-3)

Elementary Education Requirements (-38 semester hours – 840 Field Experience Hours)

Program Requirements: ENGL 111, ENGL 112, , PSYC 233, EDUC 115, EDUC 215 (all with a grade of B or better), and MATH 105 with grade of C or better and formal acceptance into the Teacher Education Program.

EDUC 115	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215	Teaching as a Profession	1			12 Field Experience Hours
EDUC 341	Pedagogy & Assessment: K-6/Elementary	3			20 Field Experience Hours
EDUC 343	Teaching to Diversity	3			20 Field Experience Hours
EDUC 374	Exceptional and ELL	3			
EDUC 378	Technology for K-12 Educators	1			
EDUC 441	Methods of Teaching Lang. & Literacy: EL	6			60 Field Experience Hours
EDUC 451	Methods of Teaching Math:				

ENGL		3		
ENGL		3		

Upper Division English Electives (3 semester hours)

ENGL	3			
Course No	Title	Sem.hrs	Grade	Term/Trns

Upper Division English Electives (3 semester hours)

ENGL	3
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Choose any two 300 or 400 English courses

[ENGL 355 Shakespeare \(3\)](#)
[ENGL 365 Literature for Young Adults \(3\)](#)
[ENGL 370 Major Author \(3\)](#)
[ENGL 435 American Literature 1900-1945 \(3\)](#)
[ENGL 436 American Literature 1945-Present \(3\)](#)
[ENGL 438 Ethnic Experiences in U.S. Literature \(3\)](#)
[ENGL 440 History of the English Language \(3\)](#)
[ENGL 470 18th Century British Literature \(3\)](#)
[ENGL 471 British Romanticism \(3\)](#)
[ENGL 475 Victorian Literature \(3\)](#)
[ENGL 478 20th Century British Literature \(3\)](#)

EDUC 461	EC/EL Methods of Teaching Science & Social Science: EC/EL	3	_____	60 Field Experience Hours
EDUC 471	Educational Assessment	1	_____	60 Field Experience Hours
EDUC 475	Classroom Management	1	_____	
EDUC 499C	Teaching Internship/Colloq.: EL	12	_____	600 Field Experience Hours

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

UPPER DIVISION LITERATURE: (6 semester hours) Chosen from:

~~ENGL 301 Classical Greek and Latin Literature (3)~~
~~ENGL 311 English Medieval Literature (3)~~
~~ENGL 313 English Renaissance Literature (3)~~
~~ENGL 314 American Literature to 1830 (3)~~
~~ENGL 315 American Literature 1830-1870 (3)~~
~~ENGL 316 American Literature 1870-1900 (3)~~
~~ENGL 330 Women in World Thought and Literature (3)~~
~~ENGL 335 The Bible as Literature (3)~~

~~ENGL 355 Shakespeare (3)~~
~~ENGL 365 Literature for Young Adults (3)~~
~~ENGL 370 Major Author (3)~~
~~ENGL 435 American Literature 1900-1945 (3)~~
~~ENGL 436 American Literature 1945-Present (3)~~
~~ENGL 438 Ethnic Experiences in U.S. Literature (3)~~
~~ENGL 440 History of the English Language (3)~~
~~ENGL 470 18th Century British Literature (3)~~
~~ENGL 471 British Romanticism (3)~~
~~ENGL 475 Victorian Literature (3)~~
~~ENGL 478 20th Century British Literature (3)~~

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN LIBERAL ARTS ENGLISH – LEADING TO ELEMENTARY TEACHER LICENSURE

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
Essential Learning	Fine Arts	3	KINE 100	Health and Wellness	1
HIST 131	United States History	3	ENGL 245	Imaginative Writing	3
POLS 101	American Government	3	CHEM 100	Chemistry and Society	3
PHYS 100	Concepts of Physics	3	GEOL 100	Survey of Earth Science	3
OR			GEOG 103	World Regional Geography	3
PHYS 105	Physics by Inquiry	2	EDUC 115*	What It Means to be a Teacher	<u>1</u>
AND					17
PHYS 105L	Physics by Inquiry Lab	1			
KINA	Activity	<u>1</u>			
		16			

SOPHOMORE YEAR

Fall Semester		Hours			
BIOL 101	General Human Biology	3	PSYC 233	Human Growth and Development	3
BIOL 101L	General Human Biology Lab	1	MATH 105	Elements of Mathematics I	3
			ECON 201	Principles of Macroeconomics	3

Essential Learning Humanities (ENGL ____)	3
	16

Spring Semester		Hours
ENGL 240	Children's Literature	3
HIST 225	History of Colorado	3
ESSL 290	Maverick Milestone	3
ESSL 200	Essential Speech	1
MATH 205	Elements of Mathematics II	3
ENGL 210	Intro to Literary Studies	3
EDUC 215*	Teaching as a Profession	<u>1</u>
		17

JUNIOR YEAR

Fall Semester	Hours
EDUC 341 Pedagogy and Assessment: Elementary	3
EDUC 343 Teaching to Diversity	3
ENGL 343 Language Systems/Linguistic Diversity	3
KINE 321 Physical Activity and Health in the Classroom	3
English Content Course Upper Division	3
English Content Course Upper Division	<u>3</u>
	18

Spring Semester	Hours
EDUC 374 Exceptional and ELL	3
EDUC 378 Technology for K-12 Educators	1
MATH 301 Mathematics for Elementary Teachers	3
ARTD 410 Elementary Art Methods	3
English Content Course Upper Division	3
ENGL 451 Structure of the English Language	<u>3</u>
	16

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters.

****Recommendation** that all English coursework be completed by the end of the student's junior year.

SENIOR YEAR

Fall Semester	Hours
EDUC 441 Meth. of Teaching Language/Literature	6
EDUC 451 Methods of Teaching Math	3
EDUC 461 Meth. of Teaching Science/Social Studies	3
EDUC 471 Educational Assessment for K-12	<u>1</u>
	13

Spring Semester	Hours
EDUC 499C Teaching Internship/Colloq.: Elementary	12
EDUC 475 Classroom Management for K-12	<u>1</u>
	13

POLICIES:

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

Course Modifications

MASS 271

	Current	Proposed
Course Prefix:	MASS	
Course No.:	271	
Credit Hours	3	
Course Title:	Video Production I	Video Production
Abbreviated	Video Production I	Video Production
Prerequisites:		
	Current: Mass 140, Mass 142 and Mass 144	
	Proposed: None	

Description for catalog:

Current: Fundamentals of in-studio production with hands-on experience with broadcast-quality cameras, video switchers, and audio equipment. Creation and execution of productions requires editing, scripting, and talent/ crew management. Prerequisites: MASS 140, MASS 142, and MASS 144, or consent of instructor.

Proposed: Fundamentals of electronic field production and non-linear editing with hands-on experience with broadcast-quality equipment. Creation and execution of productions involves videography, scripting, graphic layout and editing.

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

LLMC BA, Mass Communication-Media Strategies and Applications: 3256

Justification:

The changes reflect a better description and title for the course content, and makes it more available to underclassmen

Student Learning Outcomes, current:

1. Critical Thinking - Students will apply specific paradigms for critical thinking to video productions.
 - a. Students will understand and apply rules of framing for all productions, with emphasis on rule-of-thirds, look-space and headroom.
 - b. Students will apply correct lighting techniques to video productions, with emphasis on two-point lighting for field production interviews.
 - c. Students will be able to assess if edits in projects are correct (No flash frames, no jump cuts)
2. Writing - Students will assemble compelling content that demonstrates well-organized facts and story-telling techniques for video media.
 - a. Students will be able to edit material to create an understandable story or theme.
 - b. Students will be able to script or storyboard in association with their projects to create understandable narrative for video.
3. Technology - Students will demonstrate proper application of video production tools and techniques in field and studio applications.
 - a. Students will know and understand non-linear editing concepts and procedures.
 - b. Students will demonstrate proper camera techniques and framing.
4. Communication - Students will determine the best methods and strategies for developing messages using video.
 - a. Students will be able to create visuals that are recognizable and thematically correct.
 - b. Students will be able to convey understandable messages and themes with completed content.

Course Modifications

Student Learning Outcomes, proposed:

Discussions with affected departments:

Discussed with Mass Comm faculty 1/27/2016. Changes approved.

Proposed by: Greg Mikolai

Expected Implementation: Fall 2016

Course Modifications

MASS 452

Current

Course Prefix: MASS

Course No.: 452

Credit Hours 3

Course Title: Desktop Publishing

Abbreviated Desktop Publishing

Prerequisites:

Current: Mass 352

Proposed: Mass 142

Proposed

Designing for Brand and Message

Brand and Message

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

LLMC BA, Mass Communication-Media Strategies and Applications: 3256

Justification:

Th current title reflects and outdated industry approach. The new title will better reflect the course content and will be better understood by employers.

Proposed by: Megan Fromm

Expected Implementation: Fall 2016

Course Modifications

MASS 471

	Current	Proposed
Course Prefix:	MASS	
Course No.:	471	
Credit Hours	3	
Course Title:	Video Production III	Advanced Video Production
Abbreviated	Video Production III	Adv Video Production
Prerequisites:		
	Current: Mass 372	
	Proposed: Mass 271	

Description for catalog:

Current: Emphasis on esthetic values and financial costs of commercial productions. Builds upon concepts and skills acquired in MASS 271 and MASS 372 to create and execute video commercials for air and/or web use. Client relations an integral part of experience. Prerequisite: MASS 372 or consent of instructor.

Proposed: Emphasis on aesthetic values of electronic field productions and post-production projects. Builds upon concepts and skills acquired in MASS 271 to create and execute high quality video and creative productions for air and/or web use.

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

LLMC BA, Mass Communication-Media Strategies and Applications: 3256

Justification:

The modification aims to provide a more accurate title and description of the course activities and objectives.

1. Critical Thinking - Students will apply specific paradigms for critical thinking to video productions.
 - a. Students will apply proper production techniques to location productions.
 - b. Students will assemble appropriate graphic elements for productions.
 - c. Students will apply proper framing techniques for videography.
2. Writing - Students will assemble compelling content that demonstrates well-organized facts and story-telling techniques for video media.
 - a. Students will create scripts and production outline elements for productions.
3. Technology - Students will demonstrate proper application of video production tools and techniques in various project types.
 - a. Students will be able to successfully operate different types of field production equipment and post-production applications.
 - b. Students will know and understand non-linear editing and graphic creation concepts and procedures.
 - c. Students will organize material in a coherent and consistent manner.
 - d. Students will demonstrate understanding of file management.
 - e. Students will demonstrate proficiency in application of compositing video.
4. Communication - Students will determine the best methods and strategies for developing messages using video.
 - a. Students will be able to create visuals that are recognizable and thematically correct.
 - b. Students will be able to convey understandable messages and themes with completed content.

Discussions with affected departments:

Discussed with Mass Comm faculty 1/27/2016. Changes approved.

Course Modifications

Proposed by: Greg Mikolai

Expected Implementation: Fall 2016

Program Modification

Mass Communication-Media Strategies and Applications: 3256

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Revise Program Sheet to reflect changes in course titles to MASS 271, 452, and 471.

Justification:

See Course Mod Proposals for justification.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Discussed with Mass Comm on 1/27/16. Changes approved.

Proposed by: Jennifer R Hancock

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Mass Communication

Concentration: Media Strategies and Applications

About This Major . . .

The Bachelor of Arts degree in Mass Communication is a concentration in Media Strategies and Applications. The overriding goal of the program is to offer students opportunities to develop the knowledge, theory and skills that will assist them in securing careers in the ever-changing, fields of mass communication.

Graduates of Colorado Mesa University's Mass Communication program establish successful careers in media (magazines, newspapers, radio, television, public relations, advertising, and Internet-based media), as well as in other venues such as non-profit organizations, and government agencies.

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

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

1. Apply specific paradigms for critical thinking to mass communication. (Critical Thinking)
2. Evaluate and apply diversity, objectivity, and balance to any form of mass communication. (Critical Thinking)
3. Justify the decision for resolving moral or ethical mass communication dilemmas. (Specialized Knowledge)
4. Write a compelling content that demonstrates proper grammar, well-organized facts, and story-telling techniques for a variety of media. (Communication Fluency)
5. Determine validity of sources and research techniques. Additionally, they will be able to interpret data. (Quantitative Fluency)
6. Identify specific examples of media evolution. (Specialized Knowledge)
7. Evaluate mass communication theories and assess their use. (Specialized Knowledge)
8. Demonstrate proper application of industry tools and techniques common to mass communication. (Applied Learning)
9. Determine the best methods and strategies for developing a message. (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 Program Director

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).
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.50 cumulative GPA or higher and grade of C or better in all classes in the major.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 1					
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Humanities (3 semester hours)

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Social and Behavioral Sciences (6 semester hours)

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

	L				

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

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Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone				
	(see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (9 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA					
FLA					
MASS 110	Mass Media: Impact & History	3			

MASS COMMUNICATION MEDIA STRATEGIES & APPLICATIONS CONCENTRATION REQUIREMENTS

(50-51 semester hours) Must pass all courses with a grade of "C" or higher.

Mass Communication Core (26 semester hours)

MASS 140	Media Theory Introduction	3			
MASS 142	Media Software Application	3			
MASS 144	Multimedia Storytelling	3			
MASS 213	Introduction to Media Writing	3			
MASS 310	Media Law and Ethics	3			
MASS 397	Practicum	1			
MASS 494	Seminar, Theory and Research	4			
MASS 498	Senior Project Portfolio	1			
MASS 499	Internship	5*			

*Student may take more than 5 hours of Internship. Any hours beyond 5 may be included in the general Elective category on Page 3.

Select at least four courses from the list of Strategy Courses below.
(12 semester hours)

MASS 251	Mass Media: Advertising and Promotions	3			
MASS 313	Broadcast Journalism Reporting	3			
MASS 315 A	Specialized Writing for Media, Science	3			
MASS 315 B	Specialized Writing for Media, Sports	3			
MASS 315 C	Specialized Writing for Media, Health	3			
MASS 315 D	Specialized Writing for Media, Crime	3			
MASS 317	Writing Opinion for Impact	3			
MASS 319	Commercial Copy	3			
MASS 343	Social Media	3			
MASS 350	Public Relations Concepts	3			
MASS 415	Public Affairs Reporting	3			
MASS 417	Writing for PR & Advertising	3			
MASS 450	Public Relations Campaigns	3			

Select at least four courses from the list of Application Courses below. (12-13 semester hours)

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

[illegible]

To continue in the program and eventually graduate as Mass Communication – Media Strategies and Applications majors, students must earn a minimum grade of C in the major requirements within no more than three attempts.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN MASS COMMUNICATION – MEDIA STRATEGIES AND APPLICATIONS CONCENTRATION

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

FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111 English Composition	3	ENGL 112 English Composition	3
MATH XXX (110 or higher)	3	ESSL Natural Science	3
ESSL Humanities	3	ESSL Social/Behavioral Science	3
ESSL Social/Behavioral Science	3	MASS 140 Media Theory Introduction	3
MASS 110 Mass Media: Impact & History	3	MASS 142 Media Software Application	3
KINE 100 Health and Wellness	<u>1</u>	KINA Activity	<u>1</u>
	16		16

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
ESSL Fine Arts	3	ESSL 290 Maverick Milestone	3
ESSL History	3	ESSL 200 Essential Speech	1
Foundation Course Foreign Language	3	Foundation Course Foreign Language	3
MASS 144 Multimedia Storytelling	3	MASS 213 Introduction to Media Writing	3
ESSL Natural Science with Lab	<u>4</u>	MASS Course from Strategy or Applications List	3
	16	KINA Activity	<u>1</u>
			14

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
MASS 310 Media Law & Ethics	3	MASS Course from Strategy List	3
MASS 397 Practicum	1	MASS Course from Application List	3
MASS Course from Strategy List	3	Elective or Minor	3
MASS Course from Application List	3	Elective or Minor	3
Elective or Minor	3	Elective or Minor	<u>3</u>
Elective or Minor	<u>3</u>		15
	16		

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
MASS Course from Strategy List	3	MASS 499 Internship	5
MASS Course from Application List	3	MASS 498 Senior Project Portfolio	1
Elective or Minor	3	MASS 494 Seminar, Theory and Research	4
Elective or Minor	3	MASS Course from Strategy or Applications List	<u>3</u>
Elective or Minor	<u>3</u>		13
	15		

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Department: LLMC (Spanish)

Course Additions

FLAS 213

Credit Hours 3

Course Title: Spanish Conversation and Grammar

Abbreviated Title: Conv and Grammar

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 211 (Can be taken concurrently with FLAS 300)

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Conversational practice in Spanish over a wide range of topics, with focus on conversational skills at the intermediate level. Review of Spanish grammar.

Justification:

In order to provide a greater focus on oral production skills, we will add FLAS 213 and FLAS 212 will cease to be offered as a course offering. The new class will include a portion of the grammar that was originally taught in FLAS 212, with the added focus on the conversation side. We will then move the grammar not taught in FLAS 213 to an additional course, FLAS 300. In addition to this grammar review, FLAS 300 will also focus on writing skills. Those who already have sufficient oral skills (native speakers, heritage language speakers, those with ample experience abroad) will not be required to take FLAS 213

Topical course outline:

Grammar review to be covered in class:

- o review of Gender/Adjectives
- o Passive voice (ser, se),
- o subjunctive,
- o past subjunctive,
- o conditional/future,
- o commands,
- o numbers,
- o Pret. Vs Imp,
- o prepositions,

Course Additions

- o present perfect, past perfect,

Oral production:

- o telling how to make a recipe (passive, commands),

- o researching an historical event and give a presentation on that event (passive, historical present),

- o give suggestions to a future CMU student (subjunctive)

- o tell what you would do differently in a given situation (past subjunctive, conditional) learn about how to talk on a telephone in Spanish, how to order food (go to a restaurant to order a meal in Spanish), give skits

- o Discuss a polemic event (immigration, respond to a news broadcast)

- o How to get a room at hotel, how to answer the telephone

- o Current events

- o Pronunciation

Listening Comprehension:

- o Movies/Cortos: (Adiós mamá, etc.)

- o Music

- o Interviews

- o News broadcasts

Student Learning Outcomes:

- o Express personal meaning orally by creating with the Spanish language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.

- o Able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts.

- o Derive substantial meaning from connected texts.

- o Use correct grammatical conventions as defined by the Real Academia Española.

- o Judiciously select relevant sources and present a cultural topic orally in an organized fashion.

- o Discuss cultural differences and similarities over a variety of topics, including history and language.

Discussions with affected departments:

Discussed and approved FLAS faculty 1/2016

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 300

Credit Hours 3

Course Title: Spanish Composition and Grammar

Abbreviated Title: Composition and grammar

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 213 (300 can take concurrently with FLAS 213)

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Writing practice in Spanish over a wide range of topics (including written accents and other spelling conventions), with focus on writing skills at the intermediate level. Review of Spanish grammar.

Justification:

In order to provide a greater focus on oral production skills earlier on in our program, we will add FLAS 213 and FLAS 212 will cease to be offered as a course offering. FLAS 213 will include a portion of the grammar that was originally taught in FLAS 212. FLAS 300 will then be added in order to provide the remainder of the grammar review not covered in FLAS 213. In addition to this grammar review, FLAS 300 will also focus on writing skills.

Topical course outline:

Grammar review:

- o Students will learn the rules behind written accents
- o Ser vs. Estar
- o Pret vs. Imp
- o review of gender, adjectives, article use
- o Gustar and gustar-like verbs
- o DO, IO, Reflexive pronouns
- o relative pronouns

Compositions:

- o Comp 1-3, and extended composition: They will do investigations on a Spanish-speaking country, answering specific questions regarding the country (currency, religion, government, pastimes, etc.) These will be turned in in 3 different stages throughout the semester, and then a final composition will be compiled with revisions.

- o Comp 4: Students will work on descriptive compositions. We will cover describing people as well as places.

Course Additions

- places in class. They will then write a description of a place of interest
- o Comp 5: Students will write a story about something that happened to them in their lives in the past (following the pattern established by No era vaca...
- o Responses to readings
- Readings: Several readings throughout semester of different genres:
- o legends (la Llorona),
- o poetry (poema 20 de Neruda),
- o newspaper articles
- o short stories (No era vaca ni era caballo),
- o longer story (La casa de Bernarda Alba).

Student Learning Outcomes:

- o Express personal meaning by creating with the Spanish language in writing.
- o Narrate and describe in different time frames, using paragraph length compositions.
- o Use correct grammatical conventions as defined by the Real Academia Española.
- o Use correct writing conventions as defined by the Real Academia Española.
- o Judiciously select relevant sources and present a cultural topic in an organized composition, wherein they discuss cultural differences and similarities over a variety of topics, including history and language.
- o Decipher fully and with ease short texts.
- o Decipher some connected texts featuring description and narration.

Discussions with affected departments:

NA

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 304

Credit Hours 3

Course Title: Advanced Oral Production and Composition

Abbreviated Title: Adv Comp and Conv

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 300

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to writing well-structured and clearly planned compositions of varying lengths and styles. Preparation, organization, and delivery of a speech in Spanish. Provides the opportunity for students to conduct research and prepares them for the writing of term papers and oral presentations in Spanish. Special attention given to advanced expression and grammar.

Justification:

As we have added more oral and written focus earlier in the program, we are combining the content from FLAS 302 (composition) and FLAS 303 (conversation) into this course. Many of the same skills needed to write a good composition and prepare a good presentation are the same and we are hoping to build both skills at the same time.

Topical course outline:

How to:

- o Avoid plagiarism
- o Do correct punctuation
- o Written accent review

Oral Production:

- o Poetry recitation
- o Presentation on Hispanic Music
- o Skits
- o Speech: Informative (element of choice on Hispanic Culture)
- o Speech: Comparison and contrast of two movies
- o Speech: Persuading (paper written in favor of a topic, presentation given against the same topic)

Composition:

- o Narration of an historical event

Course Additions

- o Opinion paper
- o Summaries of newspaper articles
- o Persuading (paper written in favor of a topic, presentation given against the same topic)
- o Comparison and contrast of two literary works
- o Investigation

Student Learning Outcomes:

- o Demonstrate the ability to narrate and describe in major time frames with some control of aspect, both at the written and oral level.
- o Compose simple summaries on familiar topics, combining and linking sentences into texts of paragraph length and structure.
- o Use communicative strategies such as rephrasing and circumlocution, contributing to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- o Understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions.
- o Understand the main idea and supporting details of authentic narrative and descriptive texts.
- o Develop skills in researching and presenting a topic, by judiciously selecting relevant sources and present these orally and in writing in an organized fashion.
- o Discuss cultural differences and similarities over a variety of topics, including music, history and language.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 305

Credit Hours 3

Course Title: Advanced Spanish Grammar and Spanish English Contrasts

Abbreviated Title: Adv Span Gram S/E Cont

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 300

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Development of grammatical awareness and accuracy, oriented towards a practical use of Spanish.
Includes comparison and contrast of English and Spanish grammar.

Justification:

Move this course content (partly housed in FLAS 301) to its appropriate position in the sequence of courses. The course will add more focus on Spanish/English contrasts.

Topical course outline:

- o Basic units of language
 - letters and sounds
 - syllables as metrics: diphthongs
 - Spelling difficulties
 - English vs. Spanish
- o Words
 - lexical and grammatical words
 - stressed and unstressed items
 - identification of grammatical categories <parts of speech>
- o Noun Phrases
 - Components
 - Determiners: definite articles, possessives and demonstratives
 - Quantifiers: definite, indefinite, distributive, etc.
 - Spanish-English contrasts
- o Pronouns and Prepositions (strong and weak)
 - English vs. Spanish
- o Verb morphology

Course Additions

- A paradigm: how to develop a verb paradigm: partitions
- types of tenses
- defective verbs vs. irregular forms
- o Syntax
- types of verbs. Verb arguments
- types of subjects: null, expletives
- type of sentences: main, subordinate, etc.
- modality: subjunctive
- aspectuality: perfectivity, progressivity, prospectivity, etc.
- temporality: meaning of past and present. Speech moment
- English vs. Spanish

Student Learning Outcomes:

- o Define and identify grammatical concepts as presented in the syllabus
- o Report and review the content of the course with special emphasis on Noun Phrases and Sentences
- o Examine and use Determiners and Quantifiers as listed in the syllabus
- o Analyze and examine linguistic categories
- o Critique linguistic theories

Discussions with affected departments:

NA

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 323

Credit Hours 3

Course Title: Introduction to Hispanic Literature I

Abbreviated Title: Intro Lit I

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 305

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of Peninsular and Latin-American literature from their earliest manifestations through the 18th century. Introduction to literary analysis and criticism.

Justification:

In reconfiguring the program, we are combining what was covered separately in the first parts of two preexisting courses (FLAS 321/322). This gives us the ability to compare how these two parts of the world influenced each other, exposing the students to literature of both hemispheres at the same time. The course will serve as an introduction to literary analysis while covering the study of genres.

Topical course outline:

- o Introduction to literary analysis
- o The Literature of:
 - o Medieval Spain
 - o Pre-Colombian America
 - o Renaissance
 - o Golden Age and Baroque Spain and Latin- America
 - o Romanticism and Its Influence in Spain and Latin America

Student Learning Outcomes:

1. Demonstrate the 5 ACTFL skills: speaking, reading, writing, listening and cultural awareness at the "Advanced-Low to Advanced -Mid" levels.
2. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world.
3. Situate texts within their historical and cultural contexts by integrating and analyzing secondary scholarship and criticism.

Course Additions

4. Cultivate an understanding of major critical and interpretive methods and apply them to primary literary sources to construct interpretive arguments through the use of appropriate literary terminology in the essay form.
5. Distinguish and analyze literary forms in the context of major developments in literary history.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 324

Credit Hours 3

Course Title: Introduction to Hispanic Literature II

Abbreviated Title: Intro Lit II

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 305

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of Peninsular and Latin-American literature from early 19th century works through contemporary literature. Introduction to literary analysis and criticism.

Justification:

In reconfiguring the program, we are combining what was covered separately in the second parts of two preexisting courses (FLAS 321/322). This gives us the ability to compare how these two parts of the world influenced each other, exposing the students to literature of both hemispheres at the same time. The course will serve as a continuing exploration of literary analysis while covering the study of genres.

Topical course outline:

- o Introduction to literary analysis.
- o Realism and Naturalism in Spain and Latin America.
- o Modernism and Its Influences.
- o The Generation of '98 in Spain.
- o Vanguardismo and Its Influences in Spain and Latin America.
- o Post-Civil War Spain, The "Boom" and Magical Realism.
- o The Feminine Voice in Latin America.

Student Learning Outcomes:

1. Demonstrate the 5 ACTFL skills: speaking, reading, writing, listening and cultural awareness at the "Advanced-Low to Advanced -Mid" levels.
2. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world.
3. Situate texts within their historical and cultural contexts by integrating and analyzing secondary scholarship and criticism.

Course Additions

4. Cultivate an understanding of major critical and interpretive methods and apply them to primary literary sources to construct interpretive arguments through the use of appropriate literary terminology in the essay form.
5. Distinguish and analyze literary forms in the context of major developments in literary history.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 424

Credit Hours 3

Course Title: Advanced Hispanic Literature: _____

Abbreviated Title: Adv Lit

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 323 or FLAS 324

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of important Hispanic literary movements through a more in-depth study of genres, including prose, poetry, film and drama. Topics vary.

Justification:

This course will address the flexibility issue that our students face. In the past students had to take a number of courses (FLAS 421, 422, 423) before graduation. Many times these courses weren't offered in time for students to graduate in a timely manner, so we had to do course substitutes. Students will now be able to take a given course as it is offered, and as many times as they would like. This should also take care of some under enrolled classes.

Topical course outline:

- o Various approaches to critical analysis.
- o How to incorporate secondary sources into essays.
- o How to analyze the form and content of various literary genres.
- o How to develop well-constructed essays that address the needs of the reader.
- o Social and cultural movements' related to literary creation.
- o The history and cultures of Latin America and Spain as manifested in literature

Student Learning Outcomes:

1. Demonstrate the 5 ACTFL skills: speaking, reading, writing, listening and cultural awareness at the "Advanced -Mid to Advanced- High" levels.
2. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world.
3. Situate texts within their historical and cultural contexts by integrating and analyzing secondary scholarship and criticism.
4. Cultivate an understanding of major critical and interpretive methods and apply them to primary literary sources to construct interpretive arguments through the use of appropriate literary terminology.

Course Additions

in the essay form.

5. Distinguish and analyze literary forms in the context of major developments in literary history.

Instructions to Registrar:

This course will be treated similar to ENGL 370 Major Author, where the topic will vary from year to year, and students can take as many times as they would like.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Additions

FLAS 446

Credit Hours 3

Course Title: Spanish Language Variation

Abbreviated Title: Lang Variation

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FLAS 341

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of variation and change in the Spanish-speaking world. A special look at language contact phenomena, with particular focus on Spanish/English contact situations.

Justification:

An understanding of language variation can help students in all areas of our program (linguistics, literature, translation, interpreting). The course was given as a Topics course two years ago, with good results, and we would like to propose this as a continuing course offering.

Topical course outline:

- o How language varies by gender
- o Generational change in speech
- o Languages in contact and the various manifestations of said contact
- o (Spanglish, code-switching, borrowings, calques)
- o Bilingualism
- o The sociolinguistic interview
- o Language attitudes toward different varieties of Spanish
- o We will also discuss ways to research these and other areas of language variation.

Student Learning Outcomes:

- o Understand the governed nature of variation and change in the Spanish-speaking world.
- o Identify the social variables associated with language variation
- o Identify some variables and variants of language variation
- o Describe the contact phenomena (codeswitching, loanwords, calques, etc.) of language contact
- o Formulate a research question and develop a research project.
- o Find and analyze academic materials on Spanish language variation

Course Additions

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 311

Current

Proposed

Course Prefix: FLAS

Course No.: 311

Credit Hours 3

Course Title: History and Culture of Spain

Prerequisites:

Current: FLAS 301, 302, and 303

Proposed: 304

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

We are ceasing to offer FLAS 301, 302 and 303. The new class FLAS 304 will now be the prerequisite for this course.

Discussions with affected departments:

Discussed and approved FLAS 1/2016

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 312

Current

Proposed

Course Prefix: FLAS

Course No.: 312

Credit Hours 3

Course Title: History and Culture of Latin America

Prerequisites:

Current: FLAS 301, 302 and 303

Proposed: FLAS 304

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

We are ceasing to offer FLAS 301, 302 and 303. The new class FLAS 304 will now be the prerequisite for this course.

Discussions with affected departments:

Discussed with FLAS faculty. Agreed upon. 1/2016

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 341

Current

Proposed

Course Prefix: FLAS

Course No.: 341

Credit Hours 3

Course Title: Spanish and the Nature of Language

Introduction to Hispanic Linguistics

Abbreviated

Hisp Linguistics

Description for catalog:

Current: Introduction to human language. Spanish is the primary source for description and analysis. Phonetics & Phonology, Morphology, Language and Society, Language Acquisition, and Language Contact.

Proposed:

Introduction to human language with Spanish as the primary source for description and analysis. Explores phonology, word formation, language acquisition, and language and society. Students will be equipped with the skills necessary to apply linguistic concepts to actual Spanish language data.

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Justification:

The title is a clearer description of the course content.

Student Learning Outcomes, current:

- o Identify linguistic components: syntax, morphology and phonetic and phonemic units.
- o Define linguistic terminology that will enable you to discuss language in terms of technical, theoretical, and practical strategies
- o Identify the ways the discussion of language and society affects our social attitudes
- o Summarize language texts in short oral presentations

Student Learning Outcomes, proposed:

Current SLOs still apply

Discussions with affected departments:

NA

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 431

Current

Proposed

Course Prefix: FLAS

Course No.: 431

Credit Hours 3

Course Title: Spanish for Medical and Social Services

Prerequisites:

Current: FLAS 301, FLAS 302, FLAS 303, and FLAS 341

Proposed: FLAS 341

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

Simplifying course prerequisites (FLAS 301, 302, 303 are already a prerequisite for FLAS 341)

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 433

Current

Course Prefix: FLAS

Course No.: 433

Credit Hours 3

Course Title: Business Spanish

Abbreviated

Prerequisites:

Current: 301, 302, 303 and 341

Proposed: 341 or 323 or 324 or 311 or 312

Proposed

Spanish for the Professions

Sp Professions

Description for catalog:

Current: Exploration of linguistic and cultural aspects of business in a Hispanic context. Developing skills necessary for professional correspondence.

Proposed: Exploration of linguistic and cultural aspects of professional practices in a Hispanic context. Developing skills necessary for professional communication.

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

The course title did not reflect the content. This adds more flexibility in the content as well. We also are changing the course prerequisites to offer more flexibility for when they can take this course, but to still ensure that they are prepared by having taken a 300-level content course.

Student Learning Outcomes, current:

- o Develop the linguistic strategies needed for incorporation in the business world in the Hispanic environment.
- o Use vocabulary in a wide variety of contexts related to the business and professional world in Spanish.
- o Use all four skills (writing, speaking, listening, reading) to develop a project associated with the Spanish-speaking world of business.
- o Implement an understanding of a formal register of Spanish in dealing with the Hispanic professional environment.
- o Understand spoken Spanish in the absence of the speaker, taking into consideration a noisy atmosphere, speed of speech, and non-standard speech of the interlocutor.
- o Show cultural sensitivity in business dealings in the Hispanic world.
- o Participate in debates and discussions of topics of general interest with fluidity and spontaneity.
- o Write formal letters, reports and other documents related to the business world.

Student Learning Outcomes, proposed:

Current SLOs still apply.

Discussions with affected departments:

Discussed with Spanish faculty in several ongoing discussions beginning 4/15. Approved.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 434

Current

Course Prefix: FLAS

Course No.: 434

Credit Hours 3

Course Title: Translation

Prerequisites:

Current: 301, 302, 303, 341

Proposed: 323 or 324 or 311 or 312 or 341

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

Title better reflects the purpose of the course. We also are changing the course prerequisites to offer more flexibility for when they can take this course, but to still ensure that they are prepared by having taken a 300-level content course.

Proposed

Introduction to Translation

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 435

Current

Proposed

Course Prefix: FLAS

Course No.: 435

Credit Hours 3

Course Title: Interpreting

Introduction to Interpreting

Prerequisites:

Current: 301, 302, 303, and 341

Proposed: 311 or 312 or 323 or 324 or 341

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

Title better reflects the purpose of the course. We also are changing the course prerequisites to offer more flexibility for when they can take this course, but to still ensure that they are prepared by having taken a 300-level content course.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 441

Current

Course Prefix: FLAS

Course No.: 441

Credit Hours 3

Course Title: Spanish Phonetics and Phonology

Prerequisites:

Current: 301, 302, 303 and 341

Proposed: 341

Description for catalog:

Current: Theory and practice of Spanish phonetics and phonology. Focus on variation in the Hispanic world.

Proposed:

Theory and practice of Spanish phonetics and phonology. Focused on dealing with pronunciation issues and recognition of variation in the Hispanic world. Includes recognition of speaker origin, and contrast between Spanish and English.

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

LLMC Minor, Spanish: M245

Justification:

Title better reflects the purpose of the course. We also are changing the course prerequisites to offer more flexibility for when they can take this course, but to still ensure that they are prepared by having taken a 300-level content course.

Student Learning Outcomes, current:

- o Define phonetics and phonology concepts as presented in the syllabus.
- o Paraphrase the content of the course with special emphasis on Spanish Phonetics and Phonology and Speaker Recognition strategies.
- o Use Spanish syllables, phonemes, and Hispanic culture(s) as listed in the syllabus.
- o Analyze the sounds of Spanish.
- o Evaluate linguistic theories.

Student Learning Outcomes, proposed:

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Course Modifications

FLAS 498

Current

Proposed

Course Prefix: FLAS

Course No.: 498

Credit Hours 3

Course Title: Spanish Senior Practicum

Prerequisites:

Current: FLAS 212, 301, 302, 311, 312, 321, and 322, plus at least nine credit hours completed in any one of the three Spanish major concentrations

Proposed: Completion of six credit hours of FLAS at the 400-level.

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

LLMC BA, Spanish-Literature and Language: 3247

LLMC BA, Spanish-Secondary Education: 3248

Justification:

Course prerequisite changes due to program modification.

Proposed by: Tyler Anderson

Expected Implementation: Fall 2016

Program Modification

Spanish-Literature and Language: 3247

Degree Type: BA

Modified Program Name: Spanish and Hispanic Studies: Language and Culture

Modified Program Name: Spanish Language and Culture

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Over the last several years we have discussed the need to revise the Spanish program, for various reasons. As noted by our 2015 external review the three track system has its challenges, namely due to the lack of flexibility for our students. We are proposing collapsing the three track system to two, by modifying this program and the Secondary Education program.

Justification:

Many students have had a difficult time including all of the required courses before graduation. In the past we have addressed this by offering course substitutions. We also see that many of our students are lacking in various areas, including writing skills and oral production. In order to address these issues we are proposing changes to this concentration, and to the Secondary Education concentration (which will have the exact same FLAS content but also include the EDUC content.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Ongoing discussions with FLAS faculty beginning April of 2015. Gradual agreement on emerging plan. Final agreement 1/15/2016.

Proposed by: Tyler Anderson

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



~~2015-2016~~2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Spanish and Hispanic Studies

Concentration: ~~Literature and Language~~Spanish and Hispanic Studies Language and Culture

About This Major . . .

Spanish majors at Colorado Mesa University choose from one of three tracks: Applied Professional, Secondary Teaching Licensure, and Literature and Language. Classes provide knowledge and skills related to effective communication in Spanish as well as an understanding of the relationship of the Spanish language and its cultures to the world in which we live. Applied Professional majors attend classes that strengthen their skills in the professional environment. Secondary Licensure majors study all aspects of the language and cultures of the Spanish-speaking world and its teaching.

Spanish Language and Literature majors gain valuable insights into Peninsular and Latin-American language and literature as well as their histories and cultures. Students are provided with an intensive examination of literature as seen through the various genres (poetry, narrative, theatre and film). Students are also introduced to the linguistic properties of the Spanish language, with a focused study of Spanish phonetics and phonology. Our graduates work in a variety of professions, and many have continued their studies in graduate schools.

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

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

1. Express themselves coherently in written and oral Spanish. (Communication Fluency)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing. (Applied Learning)
3. Demonstrate an awareness, understanding, and appreciation of important literary and artistic movements/works, linguistics, history, translation, interpretation, and/or cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
- ~~4. Demonstrate an understanding of the fields of literary analysis, linguistics, history, culture, translation and/or interpreting. (Specialized Knowledge)~~
- ~~4. Develop a research project that analyzes significant literary movements/works and the authors. (Critical Thinking)~~
5. Demonstrate knowledge of the linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)
- ~~6. Develop a research project focused on the application of Spanish in an area of the student's choosing (e.g. analyzes significant literary movements/works and the authors; the application of Spanish in a professional context; second language acquisition or teaching methodologies). (Critical Thinking)~~
- ~~5. Compare commonalities and differences between Hispanic and other U.S. cultures. (Critical Thinking)~~

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.
- 3.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 1					
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Humanities (3 semester hours)

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Social and Behavioral Sciences (6 semester hours)

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

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

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Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (6 semester hours) Two consecutive classes in the same foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will NOT fulfill this requirement.

FLA					
FLA					

SPANISH – LITERATURE AND LANGUAGE CONCENTRATION AND HISPANIC STUDIES REQUIREMENTS

(39-42 semester hours) -Must pass all courses with a grade of "C" or higher.

Spanish Core (27-30 semester hours)

FLAS 304-300	Spanish Composition and Grammar (may be taken at same time as FLAS 213) Advanced Spanish Grammar	3			
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FLAS 302-304	Advanced Oral Production and Composition Advanced Spanish Composition	3			
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FLAS 305	Advanced Spanish Grammar and Spanish English Contrasts	3			
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FLAS 311	History & Culture of Spain	3			
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FLAS 312	History & Culture of Latin America	3			
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FLAS 323	Introduction to Hispanic Literature I	3			
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FLAS 324	Introduction to Hispanic Literature II	3			
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FLAS 303	Advanced Spanish Conversation	3			
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FLAS 321	Introduction to the Literature of Spain	3			
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FLAS 322	Introduction to the Literature of Latin America	3			
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FLAS 341	Spanish and the Nature of Language Introduction to Hispanic Linguistics	3			
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FLAS 441	Spanish Applied Phonetics and Phonology	3			
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FLAS 498	Spanish Practicum	3			
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Select at least one courses from the list of Hispanic Studies courses below. (3 semester hours)

FLAS 424	*Advanced Hispanic Literature:	(3)			
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FLAS 446	Spanish Language Variation	(3)			
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Course	No	Title	Sem.hrs	Grade	Term/Trns
FLAS					

Select at least one courses from the list of Applied Studies courses below. (3 semester hours)

FLAS 431	Spanish for Medical & Social Services	(3)			
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FLAS 433 Spanish for the Professions (3)
 FLAS 434 Introduction to Translation (3)
 FLAS 435 Introduction to Interpreting (3)

Course	No	Title	Sem.hrs	Grade	Term/Trns
FLAS					

Take two additional 300- or 400-level FLAS or FLAV course (6 Semester Hours)

FLA	3
FLA	3

Any combination of FLAS 212, 301, 302, and 303 may also be used to satisfy the requirements of a major in which there exists a foreign language requirement.

FLAV 496 and FLAS 422 may be taken more than once as long as the title/content of each course differs. Permission may be required to take some Topics courses. Check with the professor.

(The FLAV courses above count for the Spanish minor **only when taught in Spanish** and as approved by your advisor.)

*May be taken more than one time if the course has a different topic

Concentration in Literature and Language (12 semester hours)

FLAS 421	Hispanic Poetry	3
FLAS 422	Hispanic Prose	3
FLAS 423	Hispanic Drama and Film	3
FLAS 441	Spanish Phonetics and Phonology	3

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (38-35 semester hours; 1 hour of upper division may be needed.)

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SPANISH— LITERATURE AND LANGUAGESpanish and Hispanic Studies

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

FRESHMAN YEAR

Fall Semester			Hours	Spring Semester			Hours
ENGL 111	English Composition		3	ENGL 112	English Composition		3
Essential Learning	Humanities		3	Essential Learning	History		3
Essential Learning	Natural Science		3	Essential Learning	Mathematics		3
Elective			3	FLAS 112	First Year Spanish II - Foundation Course		3
FLAS 111	First Year Spanish I - Foundation Course		3	Elective			2
KINE 100	Health and Wellness		1	KINA	Activity		1
			<u>13</u>				<u>15</u>

SOPHOMORE YEAR

Fall Semester			Hours	Spring Semester			Hours
FLAS 211	Second Year Spanish I		3	FLAS 242213	Spanish Conversation and Second Year Spanish II Grammar		3
Essential Learning	Fine Arts		3	FLAS 300	Spanish Composition and Grammar		3
Essential Learning	Social/Behavioral Science		3	Essential Learning	Social/Behavioral Science		3
Essential Learning	Natural Science with Lab		4	ESSL 290	Maverick Milestone		3
Elective			3	ESSL 200	Speech		1
			<u>16</u>	Elective			3
				Elective			2
							<u>16</u>

JUNIOR YEAR

Fall Semester	Hours
FLAS 304 Advanced Oral Production and Composition	3
FLAS 311 History and Culture of Spain	3
FLAS 305 Spanish Grammar and Spanish-English Contrasts	3
Elective	3
Elective	3
FLAS 303 Advanced Spanish Conversation	3
FLAS 321 Introduction to the Literature of Spain	3
Elective	3
	15

Spring Semester	Hours
FLAS 302 Advanced Spanish Composition	3
FLAS 312 History and Culture of Latin America	3
FLAS 322 Intro to Literature of Latin America	3
FLAS 341 Intro to Hispanic Linguistics	3
Elective	3
Elective	3
	15

SENIOR YEAR

Fall Semester	Hours
FLAS 421 Hispanic Poetry	3
FLAS 423 Intro to Hispanic Literature I	3
FLAS 441 Spanish Phonetics and Phonology	3
FLAS 4XX 400 level elective	3
Elective	3
FLAS 341 Spanish and the Nature of Language	3
Elective	3
	15

Spring Semester	Hours
FLAS 422 Hispanic Prose	3
FLAS 4XX 400 level elective	3
FLAS 4XX 400 level elective	3
FLAS 498 Spanish Practicum	3
Elective	3
Elective	3
	12

POLICIES:

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

Program Modification

Spanish-Secondary Education: 3248

Degree Type: BA

Modified Program Name: Spanish and Hispanic Studies: Secondary Education

Modified Program Name: Spanish Secondary

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Over the last several years we have discussed the need to revise the Spanish program, for various reasons. As noted by our 2015 external review the three track system has its challenges, namely due to the lack of flexibility for our students. We are proposing collapsing the three track system to two (this one and the Spanish and Hispanic Studies Program).

Justification:

Many students have had a difficult time including all of the required courses before graduation. In the past we have addressed this by offering course substitutions. We also see that many of our students are lacking in various areas, including writing skills and oral production. In order to address these issues we are proposing changes to this concentration and to the Spanish and Hispanic Studies Program.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

CTE: Discussed with, via Valerie Dobbs. CTE approves of the changes to this program. 1/29/2015.

Proposed by: Tyler Anderson

Director of Teacher Education Signature: Valerie Dobbs

Expected Implementation: Fall 2016



2015-20162016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: **Spanish**Spanish and Hispanic Studies

Concentration: **Spanish and Hispanic Studies**: Secondary Teaching

About This Major...

Spanish majors for secondary licensure study all aspects of the language and cultures of the Spanish-speaking world and its teaching, including linguistics, phonetics and phonology, foreign language teaching methods, and the literatures of Spain and Latin America.

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

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of various ages and backgrounds in a variety of school settings. A minimum of 75 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215, must be taken before applying to the program.

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

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

1. Express themselves coherently in written and oral Spanish. (Communication)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology. (Specialized Knowledge)
3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Develop a research project focused on second language acquisition or teaching methodologies. (Critical Thinking)
5. Compare commonalities and differences between Hispanic and other U.S. cultures. (Critical Thinking)
6. Demonstrate knowledge of linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)
75. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns for Spanish language acquisition.(Specialized Knowledge)
68. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
79. Apply Spanish content knowledge while working with learners to access information, apply knowledge in real world settings, assuring learner mastery of the content. (Specialized Knowledge)
108. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
119. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

NAME: _____ STUDENT ID #: _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date 20__

Signature of Content Advisor Date 20__

Signature of Department Head Date 20__

Signature of Registrar Date 20__

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better**
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)					
*ENGL 111 English Composition	3				
*ENGL 112 English Composition	3				
* Must earn B or higher					
Math MATH 110 or higher (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)					
MATH 1					
Humanities (3 semester hours)					
Social and Behavioral Sciences (6 semester hours)					
*PSYC 233 Human Growth & Development	3				
* Must earn a "B" or higher					
Natural Sciences (7 semester hours, one course must include a lab)					
History (3 semester hours)					
HIST					

Course	No	Title	Sem.hrs	Grade	Term/Trns
Fine Arts (3 semester hours)					
WELLNESS REQUIREMENT (2 semester hours)					
KINE 100		Health and Wellness	1		
KINA 1			1		
ESSENTIAL LEARNING CAPSTONE (4 semester hours)					
ESSL 290		Maverick Milestone			
		(see English & math pre-reqs)	3		
ESSL 200		Essential Speech (co-requisite)	1		
FOUNDATION COURSES (6 semester hours) Two consecutive classes in the same foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will NOT fulfill this requirement.					
FLA					
FLA					

Fine Arts (3 semester hours)**WELLNESS REQUIREMENT** (2 semester hours)

KINE 100	Health and Wellness	1		
KINA 1		1		

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone			
	(see English & math pre-reqs)	3		
ESSL 200	Essential Speech (co-requisite)	1		

FOUNDATION COURSES (6 semester hours) Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA				
FLA				

SPANISH AND HISPANIC STUDIES REQUIREMENTS

(42 semester hours) Must pass all courses with a grade of "C" or higher.

Spanish Core (30 semester hours)

FLAS 300	Spanish Composition and Grammar			
	(may be taken at same time as FLAS 213)	3		
FLAS 304	Advanced Oral Production and Composition	3		
FLAS 305	Advanced Spanish Grammar and Spanish English Contrasts	3		
FLAS 311	History & Culture of Spain	3		
FLAS 312	History & Culture of Latin America	3		
FLAS 323	Introduction to Hispanic Literature I	3		
FLAS 324	Introduction to Hispanic Literature II	3		
FLAS 341	Introduction to Hispanic Linguistics	3		
FLAS 441	Spanish Applied Phonetics and Phonology	3		
FLAS 498	Spanish Practicum	3		

Select at least one courses from the list of Hispanic Studies courses below. (3 semester hours)

FLAS 424	*Advanced Hispanic Literature:	(3)
FLAS 446	Spanish Language Variation	(3)

Course	No	Title	Sem.hrs	Grade	Term/Trns
FLAS					

Select at least one courses from the list of Applied Studies courses below. (3 semester hours)

FLAS 431	Spanish for Medical & Social Services	(3)
FLAS 433	Spanish for the Professions	(3)
FLAS 434	Introduction to Translation	(3)
FLAS 435	Introduction to Interpreting	(3)

Course	No	Title	Sem.hrs	Grade	Term/Trns
FLAS					

Take two additional 300- or 400-level FLAS or FLAV course (6 Semester Hours)

FLA		3
FLA		3

Any combination of FLAS 212, 301, 302, and 303 may also be used to satisfy the requirements of a major in which there exists a foreign language requirement.

FLAV 496 and FLAS 422 may be taken more than once as long as the title/content of each course differs. Permission may be required to take some Topics courses. Check with the professor.

(The FLAV courses above count for the Spanish minor **only when taught in Spanish** and as approved by your advisor.)

*May be taken more than one time if the course has a different topic
SPANISH – LEADING TO SECONDARY TEACHER LICENSURE CONCENTRATION REQUIREMENTS
 (39 semester hours) Must pass all courses with a grade of “C” or higher.

Spanish Core (27 semester hours)

FLAS 301	Advanced Spanish Grammar	3		
FLAS 302	Advanced Spanish Composition	3		
FLAS 311	History & Culture of Spain	3		
FLAS 312	History & Culture of Latin America	3		
FLAS 303	Advanced Spanish Conversation	3		
FLAS 321	Introduction to the Literature of Spain	3		
FLAS 322	Introduction to the Literature			

	of Latin America	3		
FLAS 341	Spanish and the Nature of Language	3		
*FLAS 498	Spanish Practicum	3		

Concentration in Teacher Licensure (6 semester hours)

FLAS 441	Spanish Phonetics and Phonology	3		
FLAS 444	Using Technology, Literature and Culture in the Spanish Classroom	3		

Spanish Elective (Select upper division 6 credit course. Choose from: FLAS 4XX, FLAV 396 or FLAV 496)

FLA		3		
FLA		3		

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (9-6 credit hours may be needed)

Secondary Education Requirements (29 semester hours)

Course No Title Sem.hrs Grade Term/Trns

EDUC 115	What It Means to be a Teacher	1			8 Field Experience Hours
EDUC 215	Teaching as a Profession	1			12 Field Experience Hours
EDUC 342*	Pedagogy & Assessment: Secondary/K-12	3			20 Field Experience Hours
EDUC 343*	Teaching to Diversity	3			20 Field Experience Hours
EDUC 442	Integrating Literacy Across the Curriculum	4			60 Field Experience Hours
EDUC 497	Content Methodology Practicum	3			80 Field Experience Hours
EDUC 497E	Methods of Teaching Secondary Spanish**	2			
EDUC 499G	Teaching Internship and Colloquium	12			600 Field Experience Hours

***Prerequisites:** ENGL 111, ENGL 112, , PSYC 233, EDUC 115, EDUC 215 (all with a grade of B or better), MATH 110 or higher, Declared major in Spanish – Leading to Secondary Teacher Licensure and formal acceptance to the Teacher Education Program

**This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.

****All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SPANISH—~~LEADING TO SECONDARY TEACHER LICENSURE AND HISPANIC STUDIES—~~ SECONDARY 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 website for course availability.

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
Foundation Course (FLAS 211 Second-Year Spanish I)		3	Foundation Course (FLAS 212–213 <u>Second-Year Spanish</u>		
ENGL 111	English Composition	3	<u>Spanish Conversation</u>		
ESSL	Humanities	3	<u>and Grammar)</u>		3
<u>ESSL Elective</u>	<u>Applied Studies (SPCH 102)</u>	3	<u>FLAS 300</u>	<u>Spanish Composition and Grammar</u>	<u>3</u>
ESSL	<u>Natural Science</u>	3	ENGL 112	English Composition	3
KINE 100	Health and Wellness	<u>1</u>	ESSL	<u>Humanities History</u>	3
		16	ESSL	MATH 110 or higher	<u>3</u>
			<u>ESSL</u>	<u>Social/Behavioral Science</u>	<u>3</u>
					15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
<u>FLAS 304</u>	<u>Advanced Oral Production and</u>		EDUC 115*	What It Means to be a Teacher	1
	<u>Composition</u>	<u>3</u>	<u>KINA</u>	<u>Activity 1</u>	<u>1</u>
<u>FLAS 305</u>	<u>Advanced Spanish Grammar and</u>		<u>FLAS 312</u>	<u>History and Cult of Latin America</u>	<u>3</u>
	<u>Spanish-English Contrasts</u>	<u>3</u>	<u>FLAS 302</u>	<u>Advanced Spanish Composition</u>	<u>3</u>
<u>FLAS 301</u>	<u>Advanced Spanish Grammar</u>	<u>3</u>	<u>FLAS 303</u>	<u>Advanced Spanish Conversation</u>	<u>3</u>
ESSL	Fine Arts	3	<u>FLAS 324</u>	<u>Intro to Hispanic Lit II</u>	<u>3</u>
ESSL	Social/Behavioral Science (PSYC 233)	3	<u>ESSL</u>	<u>Social/Behavioral Science</u>	<u>3</u>
ESSL	Natural Science with Lab	4	<u>KINA</u>	<u>Activity 1</u>	<u>1</u>
<u>Elective</u>		<u>3</u>	ESSL 290	Maverick Milestone	<u>3</u>
		<u>16</u>	ESSL 200	Essential Speech	
			1		
			<u>Elective</u>		<u>3</u>
					<u>15</u>

JUNIOR YEAR

Fall Semester		Hours			
EDUC 215*	Teaching as a Profession	1			
<u>Elective</u>		<u>3</u>			
FLAS 311	History and Culture of Spain	3			
FLAS 321 <u>323</u>	Intro to <u>Spanish Lit</u> <u>Hispanic Lit II.</u>	3			
FLAS 341	Spanish and the Nature of Language	3			
<u>FLAS 4</u>	<u>Upper Division Spanish Elective</u> <u>400 level</u>				
<u>Elective</u>		3			
<u>FLAS 441</u>	<u>Spanish Phonetics and Phonology</u>	<u>3</u>			
		16			

*Must be taken prior to acceptance into the Center for Teacher Education. Offered in summer, fall and spring semesters

Spring Semester		Hours
EDUC 342	Pedagogy & Assessment: Secondary/K-12	3
EDUC 343	Teaching to Diversity	3
FLAS 312	History and Cult of Latin America	3
FLAS 322	Intro to Lit of Latin America	3

FLAS 441	Spanish Phonetics and Phonology	3
FLAS 4	400 level Elective	3
FLAS 4	400 level Elective	3
FLAS 444	Hispanic Lit & Cul. in the Teach of Span	3
		15 15

SENIOR YEAR

Fall Semester		Hours
EDUC 442	Integrating Literacy Across the Curriculum	5
EDUC 497	Content Methodology Practicum	3
EDUC 497E*	Methods of Teaching Secondary Spanish	1
FLA____	400 level Elective <u>Upper Division Spanish</u>	3
FLAS 498	Spanish Senior Practicum	<u>3</u>
		15

Spring Semester		Hours
EDUC 499G	Teaching Internship and Colloquium	<u>12</u>
		12

*Only offered in Fall

POLICIES:

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

Program Modification

Spanish: M245

Degree Type: Minor

Revision to program sheet: Yes ☒ No ☐

Description of modification:

We are changing the course numbers and titles of 212 (to 213), 301 (to 300), 302 (to 304), 303 (to 305), 321 (to 323) and 322 (to 324) and their corresponding titles to reflect the proposed changes to the Spanish major and its courses.

Justification:

The changes to the program sheet reflect the changes that we are proposing to the Spanish major.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Ongoing discussions with FLAS faculty beginning April of 2015. Gradual agreement on emerging plan. Final agreement 1/15/2016.

Proposed by: Tyler Anderson

Director of Teacher Education Signature: NA

Expected Implementation: Fall 2016

About this Minor . . .

The minor in Spanish at CMU is focused on developing students' abilities to speak, write and understand the Spanish language, as well as increasing the understanding of the cultures of Spanish-speaking countries. The goal is that those who graduate with this minor will become proficient enough to enable them to use Spanish effectively in a variety of practical settings.

Students pursuing this minor are allowed certain flexibility to choose classes that best complement their major area of study.

POLICIES:

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

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 Spanish 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. 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.
- 2.50 cumulative GPA or higher in the minor is required
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student’s responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student’s faculty advisor and Department Head.

REQUIRED COURSES (24 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
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Required (15 Semester Hours)

FLAS 212 <u>213</u>	Second Year Spanish II <u>Spanish Conversation and Grammar</u>	3		
FLAS 300 <u>301</u>	Advanced Spanish Grammar <u>Spanish Composition and Grammar</u>	3		
FLAS 302 <u>304</u>	Advanced Spanish Composition <u>Advanced Oral Production and Composition</u>	3		
FLAS 305 <u>303</u>	Advanced Spanish Conversation <u>Advanced Spanish Grammar and Spanish-English Contrasts</u>	3		
FLAS 341	Spanish & the Nature of Language	3		

Choose one of the following course (3 Semester Hours)

FLAS 311	History & Culture of Spain	3		
FLAS 312	History & Culture of Latin			

America	3		
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Choose one of the following course (3 Semester Hours)

FLAS 323 <u>324</u>	Intro to the Literature of Spain <u>Hispanic Literature I</u>	3	
FLAS 324 <u>322</u>	Intro to the Literature of Latin America <u>Hispanic Literature II</u>	3	

Take one additional 300- or 400-level FLAS or FLAV course (3 Semester Hours)

FLA		3	
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Any combination of FLAS ~~212~~213, ~~301~~300, ~~302~~304, and ~~303~~305 may also be used to satisfy the requirements of a major in which there exists a foreign language requirement.

A grade of “C” or above is required in all courses used by the minor. FLAV 496 may be taken more than once as long as the title/content of each course differs. Permission may be required to take some Topics courses. Check with the professor.

(The FLAV courses above count for the Spanish minor **only when taught in Spanish** and as approved by your advisor.)

Program Deactivation

Department: LLMC (Spanish)

Degree Type: BA

Program: Spanish-Applied Professional: 3246

Justification:

We are combining the three Spanish tracks into one (plus Secondary Teaching). We have made the modifications to the Spanish Language and Literature track as well as the Secondary Teaching track. This track (Applied Professional) is the one that will be deactivated.

Teach-out Plan:

For those students already in the program we will be offering the same classes that are required for this track at the 400 level. Any changes to our 300 level courses will be similar enough in content that we will be offering course substitutions. There are currently 15 students enrolled in the BA Spanish--Applied Studies major.

Term and year in which all students will have completed: Spring 2019

Year to reexamine program's status: 2019

Recommended alternative program:

LLMC BA, Spanish-Literature and Language: 3247

Proposed by: Tyler Anderson

Director of Teacher Education Signature: NA

Department: Physical and Environmental Sciences

Course Additions

CIVE 127

Credit Hours 3

Course Title: Engineering Drawing for Civil Engineering

Abbreviated Title: Engr Drawing for Civil E

Contact hours per week: Lecture 1 Lab 4 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☒ No ☐

There is also a CAD course for the mechanical engineering program, but the two courses teach different software and focus on different concepts. CAD courses are also taught at WCCC, but in order to cover the necessary material, students would have to take

Additional faculty FTE required: Yes ☒ No ☐

New faculty will be necessary to teach this course

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of linetypes, symbols, and drawing and dimensioning standards by generating drawings using drafting instruments and computer-aided-drafting (CAD). Drawings start with basic sketching on the board and continue through 3-D solid modeling on CAD. Print reading includes interpretation of site, foundation, floor, and roof plans, as well as elevations and sections.

Justification:

CMU is creating a new Civil Engineering Partnership Program with CU-Boulder. CMU will offer the first two years of the program and CU-Boulder will teach the last two years at CMU. The first two years of the program must duplicate the Civil Engineering program of study at CU-Boulder. An engineering drawing course that covers civil engineering drawing software and techniques is required.

Topical course outline:

Alphabet of lines.

Drawing symbols

Lettering and text (CADD)

Drawing and dimensioning standards

Drawing notes and tables on working drawings

Sketches, geometric construction, working drawings, 3D models

Drawing problems on computer using both basic and advanced setup, drawing, editing, attributes and dimensioning commands

Working drawings including format and site, foundation, floor, roofing plans and section and detail drawings

Course Additions

Notes and tables on working drawings

Printing and plotting

Student Learning Outcomes:

1. Draw and dimension working drawings using proper format
2. Draw a 3D solid model of a structure
3. Read and interpret working drawings

Instructions to Registrar:

a new course prefix needs to be generated

Proposed by: Gigi Richard

Expected Implementation: Fall 2016

Course Additions

CIVE 212

Credit Hours 3

Course Title: Introduction to Geomatics

Abbreviated Title: Intro to Geomatics

Contact hours per week: Lecture 1 Lab 4 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

MATH 151, Calc I or MATH 135, Engineering Calc I

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

New faculty will be necessary to teach this course

Additional equipment required: Yes ☒ No ☐

Surveying equipment will need to be purchased to teach this course, including survey-grade GPS, total stations, levels, stadia rods, tripods, and measuring tapes.

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to basic linear, angular, area, and volume field measurements common to civil engineering endeavors with application of GPS and GIS technology.

Justification:

CMU is creating a new Civil Engineering Partnership Program with CU-Boulder. CMU will offer the first two years of the program and CU-Boulder will teach the last two years at CMU. The first two years of the program must duplicate the Civil Engineering program of study at CU-Boulder. A geomatics course is required.

Topical course outline:

1. Units, Field Notes, Errors
2. Angles, Azimuths, Bearings
3. Astronomical Observations
4. Distances
5. Polygon and Area Computations
6. Leveling; Cross Sections and Volumes
7. Mapping Surveys
8. Surveys of the Public Lands
9. Global Positioning Systems
10. Geographic Information Systems

Student Learning Outcomes:

1. Calculate the area of a closed polygon with linear, circular, or irregular boundary segments.

Course Additions

2. Demonstrate the ability to collect, record and analyze spatial data from field exercises.
3. Demonstrate proficiency in mathematical, computational and computer aided design tools for solving engineering problems.
4. Demonstrate the ability to show effective written, and graphical communication skills as an individual and in a group for completion of mapping projects.
5. Demonstrate the ability to use spatial data to complete mapping and engineering projects using GIS software.
6. Demonstrate the ability to perform field and office operations using GPS data.
7. Demonstrate ability to engage in lifelong learning culminating in licensure as a PE and LS.

Instructions to Registrar:

a new course prefix needs to be generated

Proposed by: Gigi Richard

Expected Implementation: Fall 2016

Course Additions

CIVE 313

Credit Hours 3

Course Title: Theoretical Fluid Mechanics

Abbreviated Title: Theoretical Fluid Mech

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ENGR 261, Statics & Structures

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☒ No ☐

ENGR 321 is a similar fluid mechanics course taught for the MET program, but covers material aimed more specifically at civil engineering applications.

Additional faculty FTE required: Yes ☒ No ☐

New faculty will be necessary to teach this course

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Basic principles of fluid mechanics. Covers fluid properties, hydrostatics, fluid flow concepts, including continuity, energy, momentum, dimensional analysis and similitude, and flow in closed conduits.

Justification:

CMU is creating a new Civil Engineering Partnership Program with CU-Boulder. CMU will offer the first two years of the program and CU-Boulder will teach the last two years at CMU. The first two years of the program must duplicate the Civil Engineering program of study at CU-Boulder. A fluid mechanics course is required.

Topical course outline:

1. Fluid properties
2. Hydrostatics
3. Bernoulli
4. Kinematics
5. Vorticity
6. Reynolds Transport
7. Mass / Momentum
8. Energy
9. Dimensional Analysis

Student Learning Outcomes:

demonstrate an understanding of fluid properties, hydrostatics, and fluid flow concepts including continuity, energy, momentum, dimensional analysis and similitude, and flow in closed conduits.

Discussions with affected departments:

Consulted with the Mechanical Engineering program, and they were happy because this course will give

Course Additions

the MET students another option for a fluids course.

Instructions to Registrar:

a new course prefix needs to be generated

Proposed by: Gigi Richard

Expected Implementation: Fall 2016

Course Modifications

ENGR 140

Current

Course Prefix: ENGR

Course No.: 140

Credit Hours 3

Course Title: First-Year Engineering Projects

Co-requisites:

Current: MAMT 102 or MAMT 115

Proposed: none

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

Justification:

First-Year Engineering Projects, ENGR 140, currently has co-requisite courses that are beginning machining courses. While it makes sense to require this coursework for mechanical engineering students, it should not be required for civil engineering students. ENGR 140 will be a required course for all engineering students and the department desires to mix the various engineering disciplines in First-Year Projects.

Proposed by: Scott Kessler

Expected Implementation: Fall 2016

Department: SBS (Archaeology)

Program Additions

Cultural Resource Management Certificate

Degree Type: Professional Cert

Abbreviated Name: CRM CERT

Proposed by: John Seebach

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **Social and Behavioral Sciences**

If new department, please enter name:

Program: Degree type: **Professional Cert**

Program/concentration Name: **Cultural Resource Management Certificate**

Abbreviated program/concentration (max 30 characters): **CRM CERT**

PROPOSED AND PREPARED BY:

Name: **John Seebach**

Date: **2/16/2016**

Email: **jseebach@coloradomesa.edu**

Phone: **x1292**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
December 1, 2015--sent emails to History (Schulte, O'Roark) and GIS and Technology (Johnson, Richard) Program Heads. Both programs were supportive of the CRM Certificate addition.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Eliot Jennings**

Date: **2/16/16**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **2/5/16**

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

Name:

Date:

Social and Behavioral Sciences
Cultural Resource Management Certificate

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):

- 1) Identify program student learning outcomes (SLOs)
 - 2) Identify linkage of program SLOs to institutional SLOs
 - 3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
 - 4) Identify planned assessments for the program SLO.
-

Upon completion of the certificate, a student will be able to:

1. Combine archaeological theory with applied skills in the field and lab (**Applied Learning**)
2. Articulate the kind and scope of appropriate archaeological studies with regard to federal and state law (**Specialized Knowledge**)
3. Apply general knowledge of field methods to specific situations encountered in the field (**Critical Thinking**)
4. Utilize all modern technologies currently being used in archaeological research, including GIS and electronic mapping (**Specialized Knowledge**)
5. Communicate findings and their importance to diverse stakeholders (landowners, corporate interests, scientific colleagues, the general public [**Communication Fluency**])

Please see Attachment A for Curriculum and Assessment Map

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

As a growing university, CMU's vision is to offer, "a wide array of academic programs (of) relevance to Western Colorado's needs in the context of an ever-changing world." Likewise, the institution seeks, "a curriculum, often bridging liberal education and professional programs, (sic) that successfully prepares students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/global learning." Finally, all of this should be done in a "learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem-solving, innovation, teamwork, and communication in students."

In turn, the goals of the CRM Certificate Program are to:

1. Train students for entry-level careers in applied archaeology
2. Educate students about the intersections between archaeology and the larger discipline of anthropology
3. Train students to think critically about human social lives and their archaeological correlates
4. Engage students with western slope and Colorado Plateau prehistory and early history in keeping with CMU's catchment area
5. Provide hands-on learning opportunities for students to undertake archaeological research as part of ongoing scientific investigations.

The goals of the institution and those of the certificate program are thus fully commensurate. Certificate-seeking students will learn to think critically and ask scientifically-minded questions about pre-Columbian American Indian life in a program that seamlessly blends the acquisition of academic and professional skills. Furthermore, practical training in archaeological field research will also allow students to take full advantage of the employment opportunities in applied archaeology available across the western slope and Colorado Plateau as part of energy and natural resource extraction. Finally, when fully operational, the program will offer students traditional face-to-face coursework, at least one online class, an archaeological field school and experience in CMU's brand new archaeology lab facility.

As a certificate, the CRM program blends well with extant majors, particularly in such allied fields as History and Environmental Sciences. Being trained in two or more disciplines, CRM students will be exposed to truly intercultural and global learning and be given the habits of mind that are the cornerstone of a liberal education: critical thinking, problem solving and the application to the real world of knowledge broadly defined.

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

Perhaps the chief strength of the CRM Certificate is CMU's location and the Archaeology Program's research focus. The prehistory of Colorado's western slope has been largely ignored by academic researchers for several decades and the archaeology program generally seeks to fill this lacuna. Future field research will specifically address region-specific research problems and instill a respect for northern Colorado Plateau prehistory among our students. In addition, we are surrounded by public lands administered by various federal and state agencies. Development on any of these parcels, such as that undertaken during energy extraction, requires the performance of archaeological work in advance of any ground disturbance. Several private archaeological firms operate along the west slope to meet these needs. From the perspective of the Archaeology Program, we are training students with a focus on American Southwest and western slope prehistory who can then graduate into at least temporary entry-level positions with one of the many private firms between here and Durango.

Several institutional strengths are also of note. Standing partnerships with the National Park Service and the Bureau of Land Management, through the Colorado Plateau Cooperative Ecosystems Studies Unit, provides a pipeline for non-competitive contracts for necessary work on public lands. Such contracts will give students practical field experience while furnishing outside research monies to the university. Our vibrant Geographic Information Systems and Technology Program will certainly aid budding archaeologists by supplying them with the GIS skills necessary for today's employment market. Finally, the public history coursework and internships available at the Museum of Western Colorado among other partners provide another set of opportunities for students more interested in being the public face of applied archaeology.

Beyond History, several extant majors can also profitably pair with the CRM Certificate. Any of the Geosciences or Environmental Sciences would be natural partners, as would be Sociology or the Public Policy aspect of Political Science. Even Business/Entrepreneurship could pair well for students interested in the business aspects of resource management. As such, students with a variety of interests and strengths can earn a useful certificate while charting diverse career paths.

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 legislation that created the Cultural Resource Management field is spearheaded at the federal level. As such, the requirements of an entry-level federal position provided a useful set of criteria with which to judge the knowledge, skills and abilities graduates will need to compete favorably in the present market. In general the knowledge required of federal job applicants are common to all types of entry-level employment, including that within the private sector.

Briefly, applicants for GS-5 positions (Archaeological Technician) need to have completed a four-year degree or have at least one year of specialized work experience in their chosen field. Examples of specialized experience may include assisting professional archeologists with background research, field studies and/or laboratory analyses.

The highest scoring applicants have of course completed a bachelor's degree in archaeology and/or anthropology. Their college transcripts should show,

"3 semester hours each in the following areas: a) History of archeology; b) Archeology of a major geographical area. c) Regional archeology, archeological cultures, or sites in a specific part or portion of a major geographical area to acquire or develop a foundation for regional specialization for professional development; d) Theory and methods of archeology. Methods include, but are not limited to, typology, classification, sampling, cultural evolution, diffusion, dating, and analytical techniques; **AND** Six semester hours of related course work in: a) geography, geology, or cultural geography; b) history, historiography, or historical archeology; c) environmental studies; d) scientific writing (nonfiction English composition) and/or e) surveying; **AND** Archeological field school to provide a basic understanding of theoretical and practical approaches to research design implementation, field preservation techniques, and report preparation by participation in actual field work." (Office of Personnel Management 19831)

From a professional perspective, the educational requirements are generally those available only to students in comprehensive archaeology/anthropology programs. Without such a program here at CMU, the goal of the CRM certificate is to provide the greatest amount of instruction possible within the boundaries of the present offerings in the Department of Social and Behavioral Sciences. Specifically, Criterion A of the federal guidelines is met by the Principles of Archaeology class. Criteria B and C can be met by the archaeological field school, and the establishment and funding of such a school is presently the program's top priority. Criterion D is met by ARKE 410/L and GEOL 375/L. The remaining hours will focus on CRM

legislation and the business side of archaeology.

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?"
-

An anonymous survey was conducted via SurveyMonkey.com during Fall 2015. Students in ANTH 202, ARKE 205 and ARKE 225 were asked to complete the survey voluntarily. A total of 38 responses were collected for a participation rate of ~26%. In brief, respondents indicate the CRM Certificate would be fairly popular, with 27 students (71%) indicating they would be very or somewhat likely to sign up for the program if it was offered. Thirty-four students (89%) additionally indicated they would be registering for another archaeology class, and it is probable that some certificate-seekers could be cultivated from these interested parties. Finally, all respondents indicated they would be interested in taking other anthropology (not specifically archaeological) classes, either in the Forensic Anthropology program or as additional courses become available on campus. All told, the survey data suggest there is a strong desire among students to see a greater variety of anthropological and archaeological instruction at CMU. Unedited student comments are available for perusal in Attachment B.

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 Cultural Resource Management program is tangentially related to the Geographic Information Systems and History programs. As part of the certificate requirements, CRM students take at least three credit hours in GIS as well as the Public History course (HIST 405). CRM certificate-seekers interested in public interpretation can also opt to do one of the internships available to Public Historians.

Fort Lewis College has recently started a CRM-certificate program that is available to their anthropology majors. To date, their program has focused on the archaeology of the Four Corners region or on historic materials, so there is little material overlap between our regions of focus. That said, their program is strong enough that they recently hired a new tenure-track faculty member in historic archaeology to meet student demand. Other than Fort Lewis, no other four-year institution in Colorado offers a CRM certificate to undergraduates. Indeed, most similar programs across the country are housed in graduate schools, as at Adams State in Alamosa.

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;

As currently envisioned, the certificate program will be a mixture of new courses and courses already in our catalog, such as the seminar in Cultural Resource Management that is taught each Fall. The certificate will also require one History course, with the caveat that the final projects undertaken by certificate-seeking students focus on archaeological topics. Students are also required to take at least 3 credit hours of instruction in GPS technology. Certificate-seeking students will be strongly pushed to

present original research at Student Showcase to begin building their professional CVs.

New courses to be added would be:

- Advanced Studies in CRM** (This class could focus on Technical Writing, Project Budgeting and other Legal/Ethical Issues)
- Summer Field School

A competitive 3-hour internship with one of the Grand Valley's many private companies, museums or federal partners (provided a regular program can be instituted with such stakeholders) can be taken in lieu of the History requirement OR the Advanced Studies in CRM course.

The Certificate Program (22 credit hours):

ARKE 205	Principles of Archaeology
ARKE 410/L	Archaeological Fieldwork (4 hours)
ARKE 402	Cultural Resource Management
GEOL 375/L	Global Positioning Systems for GIS
ARKE 460	Summer Field School (6 hours)
Plus one of	
HIST 405	Introduction to Public History
HIST 409	Material Culture Studies

Internship Option: Students can opt to take HIST 499 (Internship) in lieu of the HIST 405/409 Requirement

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

John D. Seebach, Ph.D., Assistant Professor of Archaeology
Michael Piontkowski, Lecturer (1 class/semester)
Curtis Martin, M.A., Lecturer (1 class/year)

An additional Instructor (.8), particularly one with expertise in geoarchaeology and GIS, will ensure that all of the classes in our catalog can be taught in a steady rotation. The addition of a faculty member beginning in Year 3 is reflected in the Table 3 breakdown of expenses.

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.

The Archaeology Program is grateful for the conversion of a classroom (H131) into a dedicated archaeology lab space. This lab needs further investment in infrastructure and facilities in order to become a truly useful space, particularly once archaeological materials collected during future field campaigns begin to arrive on campus for analysis. Please see Attachment C for a list of necessary items. Attachment D is letter outlining a list of necessities written by Dr. Douglas Scott, a CMU-affiliated researcher who has been using the lab space on a weekly basis over the Fall semester.

Further capital investment in field gear will become necessary as the program moves toward full implementation. This includes mapping technology such as at least two Trimble GPS units and a Total Data Station for site mapping and excavation purposes. Separate cost quotes for these packages from Frontier Precision (Denver, CO) are included with this packet as Attachment E. A budget line and ORG-code for small purchases (pens, pencils, sample bags, copying and the like) will also become necessary for provisioning field schools and lab analyses. A 4WD field vehicle capable of transporting groups of students to field locations would be a large boon to the growing program though is not a requirement at this time.

Research start-up funds to facilitate regional field projects and analyses are of critical importance. These monies will not be used in their entirety as one-time expendable funds but as matching funds that will grant the program the eligibility to apply for research grants from the State Historical Fund and other entities. They will also soundly demonstrate the university's commitment to the program to potential private donors, landowners and other partners.

A justification for the required expenditures is provided in Appendix F.

I. 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.

Most classes will be delivered in the traditional classroom mode. Two upper division courses are in the planning stages for the online environment.

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Certificate in Cultural Resource Management____

Degree Title Professional Certificate

Name of Institution: Colorado Mesa University_

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	7	10	13	15	12	
1-b	Out-of-State Headcount						
2	Program Headcount	7	10	13	15	12	
3-a	In-state FTE	2.8	4	5.2	6	4.8	
3-b	Out-of-State FTE						
4	Program FTE	2.8	4	5.2	6	4.8	
5	Program Graduates	0	0	4	4	4	

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Certificate in Cultural Resource ManagementName of Institution: Colorado Mesa University

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

Part A

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

Governing Board Capital Construction Officer_____
Date

Part B

	Column 1	Column 2	Column 3		Column 4	Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION	LEASE / RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future	
Classroom							
Instructional Lab							
Offices							
Study							
Special/General Use							
Other							
TOTAL	No new	Space	Required	for	Program	Implementation	

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

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

Governing Board Capital Construction Officer_____
Date

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	60000	60000	105000	105000	105000
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration	1000	1000	1000	1000	1000
5	Rent/Lease					
6	Other Operating Costs	50000				
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction	0				
9	Equipment Acquisitions	52000	0	0	0	0
10	Library Acquisitions	500	500	500	500	500
11	Total Program Start-Up Exp.	163500	61500	106500	106500	106500
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

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

Signature of Governing Board Financial Officer

Title

Date

Approved Policy

I-B-12

June 5, 2003

2016-2017 PETITION/PROGRAM SHEET
Award: Professional Certificate
Program of Study: Cultural Resource Management

About This Certificate . . .

The Certificate in Cultural Resource Management is designed to give students all of the basic skills necessary for entry-level (field technician) positions in applied archaeology. These will include, but are not limited to, basic archaeological field methods, basic archaeological lab methods, the use of Geographic Information Systems and Public Interpretation. Beyond these skills, however, the certificate program strives to produce creative, engaged and informed archaeologists who can articulate Cultural Resource Management's role in inquiry-based archaeology and its larger anthropological goals.

Upon completion of the program, students will be able to:

1. Combine academic archaeological theory with applied skills in the field and lab (**Applied Learning**)
2. Communicate the kind and scope of appropriate archaeological studies with regard to federal and state law (**Specialized Knowledge**)
3. Apply general knowledge of field methods to specific situations encountered in the field (**Critical Thinking**)
4. Utilize all modern technologies currently being used in archaeological research, including GIS and electronic mapping (**Specialized Knowledge**)
5. Communicate findings and their importance to diverse stakeholders (landowners, corporate interests, scientific colleagues, the general public), in written and oral media (**Communication Fluency**)

Signature of Advisor

Date

20____

Signature of the Department Head

Date

20____

Signature of Registrar

Date

20____

Degree Requirements:

- 2.00 cumulative GPA or higher in all CMU coursework and a “C” or better must be achieved in achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

CERTIFICATE: Cultural Resource Management

(22 semester hours)

Course No Title

Sem.hrs Grade Term

ARKE 205	Principles of Archaeology	3		
ARKE 410/L	Archaeological Fieldwork	4		
ARKE 402	Cultural Resource Management	3		
ARKE 466	Archaeological Field School	6		
GEOL 375/L	Global Positioning Systems for GIS ¹	3		
	<i>plus one of</i>			
HIST 405	Introduction to Public History ²	3		
HIST 409	Material Culture Studies ²	3		
	<i>Internship option</i>			
HIST 499	Internship in History ³	3		

1 mandatory prerequisite of GEOL or BIOL or ENVS 332 and 332L

2 mandatory prerequisite of HIST 131 & 132

3 as available, an internship can be taken in lieu of HIST 405/409

SUGGESTED COURSE SEQUENCING FOR A CERTIFICATE IN CULTURAL RESOURCE 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.

YEAR ONE

FALL

ARKE 205 Principles of Archaeology 3
 GEOL/BIOL/ENVS 332/332L Introduction to GIS 3

SPRING

ARKE 410 & 410L Archaeological Fieldwork 4
 GEOL 375 & 375L GPS for GIS 3

YEAR TWO

FALL

ARKE 402 Cultural Resource Management 3

SPRING

HIST 405/409 3

SUMMER

ARKE 466

Archaeological Field Sch

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates**. You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your final year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

A. Capital Expenditures for Technology/Equipment

As a modern field science, archaeology requires a variety of tools and technologies to aid data recovery from outdoor locations. Reliance on Geographic Information Systems, the exact recording of spatial data and the requirements of federal and state agencies require such data be produced by research-grade equipment. In addition to those technologies used during fieldwork, a fully-outfitted archaeological lab facility requires adequate furniture and supplies that will facilitate various in-house analysis of archaeological material. These capital expenses are a necessary component of beginning the CRM-certificate program so that we may be able to train students in the exact kinds of data collection and analysis they will be expected to know as entry-level field technicians. The costs for these expenditures can be found in Attachments C and E.

In brief, the capital expenditures requested are for the purchase of lab furniture in order to give students and other researchers places to sit and to analyze artifacts. The current lab set up only has one small table and classroom style seating—wholly inadequate for conducting analyses of archaeological materials (See Attachment D). We are also in need of lockable storage cabinets, additional storage for field gear and various other accessories (drying racks, digital calipers) necessary for archaeological research. The largest cost will be for the field mapping equipment. The two GPS units will be used most often during the survey and mapping of sites. The Trimble total data station will be used during excavation. Both units provide us with measurements featuring sub-centimeter accuracy. Other less accurate GPS models are available and can help bring down costs, but the models listed on the supporting documentation (Attachment E) will soon become industry standard. The total data station listed has already long been standard equipment on archaeological excavations since at least the mid-1990s.

As mentioned in the main body of the Program Addition form, a 4WD vehicle will eventually become necessary for the transport of students and field equipment into some of Western Colorado's rough country. A larger vehicle such as a Chevrolet Suburban would be appropriate. The additional cost of such a vehicle has not been placed in the budget as the costs would be negotiable and are currently unknown. It is also possible a vehicle could be donated to the CMU Foundation by a local dealership seeking a tax deduction, though this has not been explored as of this writing.

Finally, a small yearly stipend and ORG-code for the purchase of small items and lab supplies (sample bags, markers, etc.) should be set aside for the exclusive use of CMU archaeology. The program will also need funds for the photocopying of reports and other documents. Perhaps \$1000 a year would be sufficient as the project takes wing.

B. Research Start-Up Funds

The partnerships currently being forged with federal partners, private landowners and Colorado's Office of Archaeology and Historic Preservation/State Historical Fund will ensure the long life of the program in terms of access to land, sites and reputation. With affluent private landowners and History Colorado, the program has the opportunity to increase its research funding through grants. For its part, however, CMU Archaeology needs to be seen as an equal partner with regard to research funding. Having our own discretionary funds will 1) make us eligible to compete for large matching-fund grants from History Colorado, and 2) show university support for the fledgling program as private donors are sought. To this end, the program requests \$50,000 in start-up funds.

The State Historical Fund provides two different types of grants for archaeological research. The smaller “assessment grants” provide up to \$10,000 dollars to be used towards updating information on already known sites or for recording new sites that are significant to the history and/or prehistory of Colorado. Applications for these funds are non-competitive and are usually easily procured. One proposal for such a grant is currently in preparation: it will be used to re-record a site excavated in 1981 by Clifton Wignall, a former professor at CMU. The results of this excavation, done under the auspices of then-Mesa State College, were never published. I feel it is necessary to “tie-up” MSC’s loose ends and honor our research obligations by completing the research and analysis of these materials.

The second type of grant is competitive and therefore far more substantial: up to \$200,000. These, however, require a minimum of 25% cash match for eligibility. The funds requested for start-up of the program will therefore accord CMU eligibility to compete for the full package of State Historical Fund monies. The funds must be cash and expressly *cannot* be in-kind donations. A proposal for significant funds to investigate the archaeology and material culture of the Grand Junction Indian School is in the early stages of preparation. This fieldwork for this project will require the use of ground-penetrating radar and excavation and will be of community-wide, statewide and tribal importance. This project will undoubtedly provide a lot of publicity for Colorado Mesa University.

The requested start-up funds will also be used to show university support for the program in order to procure funding from private individuals. For example, the above-mentioned successful meeting with Zebulon Miracle, the Gateway Canyons representative, hinged on the idea that CMU and the Dominguez Archaeological Research Group (a not-for-profit cultural research consortium in Grand Junction) could partner to do preliminary recording of archaeological sites owned by Gateway Canyons Resort. My idea that such work could be then presented *by CMU students* at the “Discovery” symposia sponsored by the resort, or to vacationers as part of a dinner-time roundtable, was a particularly well-received selling point. Obviously, if the visibility of CMU Archaeology could be raised by such means in and around Gateway, the overall potential for procuring additional donations could be significant. Similar projects are being developed for large land holdings in Glade Park and near DeBeque. Thus, conveying the university’s financial support for the new program(s) will ensure CMU archaeology has critically-important seats at various high-powered tables across the Western Slope.

C. Addition of an Instructor in Year 2 or 3 of full program/Addition of Student Worker

Student interest in the archaeology course offerings and CRM certificate is currently high. Further increases in student enrollments are expected once the program’s profile is raised on campus. Such consciousness raising among the student body will begin in earnest in Spring 2016 with the appearance of the student-led archaeology club. Should enrollments and interest increase as quickly as expected, it will become necessary to add another instructor to the faculty. The position could feasibly be a part-time Instructor position, but could benefit even further from an additional tenure line. Though it is early to suggest details at this juncture, a geoarchaeological specialist would be a fantastic addition and would underscore the natural link between archaeology and the geosciences. Such would benefit to our students by better preparing them to take part more fully in the environmental assessments required on public lands by the National Environmental Protection Act. If all goes according to plan, the addition of a faculty member would become necessary by Year 2 or 3 of the program running at full capacity. It is currently placed in Year 3 of the budget form.

In addition to the faculty member, the program would immediately benefit with the addition of an archaeology-exclusive student worker position. Such a position would be useful for routine laboratory tasks such as cataloging artifacts and photocopying. The student could also help with data entry and the collection of published research resources or documentation of funding opportunities. As envisioned, the proposed position would be open only to those students who have enrolled in either or both of the archaeology programs.

Concluding Remarks

Western Colorado's early history and prehistory has been virtually ignored by academic archaeologists since World War II. As such, the establishment of the archaeology program and Certificate in Cultural Resource Management will immediately place CMU at the forefront of such research, and our brand can quickly become synonymous with western Colorado-themed research in archaeology and beyond. With the lively interest in the geology, history, paleontology and rock art of the area among students, Grand Valley residents and the citizens of Colorado and Utah, the CMU programs will likely become a major selling point for the university, attracting interest from a diverse set of stakeholders and interested parties. Through our programs, such interest can be transformed into the production of entry-level archaeological professionals and will, in time, create a pipeline between CMU and private, state and federal cultural resource management agencies who do business in our region and across the Western U.S.A.

Making such a vision a reality requires university investment in the program in terms of time, infrastructure and financial resources. A commitment now will serve to get the program off the ground and will ensure our continued success in procuring grant funds well into the future. Strategic partnerships with local landowners and federal agencies are presently being solidified. Making sure CMU is viewed as a necessary and equal research partner can only serve to ease access to a variety of lands as well as promote confidence in our programs. To the right investor, such confidence will hopefully breed additional funding as the program ages.

COLORADO MESA UNIVERSITY

Program Outcome and Assessment Plan Template

Program Name: Cultural Resource Management Certificate

Date: January 4, 2016

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
Outcome #1 Combine archaeological and anthropological theory and knowledge with applied skills in the field and lab	ARKE 205 (B/D)	What: Course Project How: Common Rubric	Who: John Seebach When: Fall 2016		Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
	ARKE 410/L (D)	What: Mock Excavation How: Common rubric	Who: Curtis Martin When: Spring 2017			
	ARKE 460 (D/A)	What: Performance on Excavation & Field Notes How: Common rubric	Who: John Seebach When: Summer 2017			
Outcome #2 Articulate the kind and scope of appropriate archaeological studies with regard to federal and state law	ARKE 402 (D/A)	What: Research Design How: Common Rubric	Who: Michael Piontkowski When: Fall 2016		Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
Outcome #3 Apply general knowledge of field methods to specific situations encountered in the field	ARKE 205 (B)	What: Exam How: Instructor Assessment	Who John Seebach When: Fall 2016		Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
	ARKE 410/L (D)	What: Class Performance How: Instructor Assessment	Who: Curtis Martin When: Spring 2017			

	ARKE 460 (D/A)	What: Performance How: Instructor Assessment	Who: John Seebach When: Summer 2017			
Outcome #4 Utilize all modern technologies currently being used in archaeological research, including GIS and electronic mapping	ARKE 460 (D/A) GEOL 375/L (D/A)	What: Performance How: Instructor Assessment What: Performance How: Instructor Assessment	Who: John Seebach When: Summer 2017 Who: Gigi Richard When: TBD		Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
Outcome #5 Communicate findings and their importance to diverse stakeholders (landowners, corporate interests, scientific colleagues, the general public)	HIST 405 OR 409 (D/A)	What: Final Project How: Common Rubric	Who: Schulte (405) or Swedberg (409) When: TBD		Results: Key Findings: Conclusions:	Action: Re-evaluation Date:

Student Responses to the Question, “Do you have any additional suggestions or comments about CMU Archaeology/Anthropology you would like to share?”

I feel as if this school lacks classes such as Anthropology and Philosophy that challenge student's everyday perspective of the world. These classes act to destroy bias, prejudice, and unite us all through a knowledge of understanding for peoples different from us.

11/19/2015 8:45 AM [View respondent's answers](#)

This would be a wonderful addition to the archaeology proram!

11/18/2015 5:06 PM [View respondent's answers](#)

I think that you would have a lot more interest in the program if there were more classes available that were hands on, fieldwork type classes

11/18/2015 1:09 PM [View respondent's answers](#)

Biological Sciences with Emphasis in Biological Anthropology?

11/18/2015 6:53 AM [View respondent's answers](#)

More evening classes, more field trips

11/17/2015 4:19 PM [View respondent's answers](#)

I think this is a subject field that many students want to take and would like to have more classes available in this subject.

11/17/2015 11:15 AM [View respondent's answers](#)

Seebach rules! Loved his class.

11/16/2015 4:19 PM [View respondent's answers](#)

Thank you so much for bringing Archaeology to Mesa! I would very much like for Mesa to offer an Anthropology degree. Now that there are both Archaeology and Forensic Anthropology courses offered, I would be able to complete my major with these course concentrations. Because GIS is also a significant requirement for practicing Archaeology, the courses offered through that certificate and minor program might also be of use in the CRM and Anthropology programs. I think a CRM certificate is a great start, and I look forward to its implementation (I'll sign up as soon as it's offered). The certificate will address more practical considerations for gaining a working knowledge of the field, and development of skills required to obtain employment. A CRM certificate will be a great asset to CMU and its students.

11/16/2015 2:55 PM [View respondent's answers](#)

Have more options for myths and legends courses

11/16/2015 1:03 PM [View respondent's answers](#)

I suggest more publications of information on anther/archae

11/16/2015 9:02 AM [View respondent's answers](#)

i think that more hands on experiences would be beneficial

11/16/2015 8:30 AM [View respondent's answers](#)

Please create an Achaeology/Anthropology Major!

11/15/2015 1:31 PM [View respondent's answers](#)

Anyone can sit and learn something in class. However, to gain experience and trying the shoe on, that'll actually gain perspective and allows one to put their knowledge and interest to the test. So it's all about hands on learning, which this class seems to offer.

11/15/2015 10:51 AM [View respondent's answers](#)

A list of job opportunities and were this certificate can actually get you employed would be nice.

11/14/2015 8:44 AM [View respondent's answers](#)

CMU needs an Archaeology major!!! (:

11/13/2015 8:54 PM [View respondent's answers](#)

Anthropology 202 has opened my eyes to many new perspectives and I believe that every student should educate themselves with some sort of anthropology class.

11/13/2015 11:06 AM [View respondent's answers](#)

More Archaic and Classical classes.

11/13/2015 10:11 AM [View respondent's answers](#)

Archaeology would be a great addition of a minor and certificate for CMU

11/12/2015 10:30 PM [View respondent's answers](#)

I am extremely interested in Anthropology yet disappointed that there are not many anthropology classes offered at CMU.

11/12/2015 8:36 PM [View respondent's answers](#)

Dr. Seebach and Dr. Connors are awesome!

11/12/2015 5:29 PM [View respondent's answers](#)

Carolina Biological					
Description	Part #	Qty	Price	Total Price	
Mobile Tray Storage Cabinet	705158	1	1612	1612	
2-student tables	705174	4	1237	4948	
Plain Student Tables	705140	2	317	634	
Wire Shelving	705862	2	282	564	
Balance, 3000 g	702014	1	422	422	
Sieve Set	GEO9310	1	37	37	
Photo Scales	211910	1	15	15	
Lab Stools	704852	10	54	540	
B&H Photo					
9x12 copy stand	RPRSCS305	1	50	50	
Copy Stand Light Set	RPLC	1	113	113	
Amazon					
Work Lamp		10	17	170	
Mitutoyo Digital Calipers	500-196-20	2	156	312	
Stony Knoll Archaeological Supplies					
Artifact Drying Frames (12x18")		10	33	330	
Uline					
Industrial Cabinet	H-1105GR	1	275	275	
CMU Facilities Mgmt.					
Cleaning supplies				?	
Paper Towel Dispenser/Paper Towels				?	
Laptop from CMU IT (for microscopes)		1	1289	1289	
Frontier Precision					
Trimble M3 Total Data Station		1	9360*	9,360	
Trimble Geo7 centimeter edition & software		2		28866	

GRAND TOTAL

49537

*The cost listed is a ballpark figure for a used unit without accessories. The accessories will be an additional ~2000.00.

Attachment D: Program Addition, Professional Certificate-Cultural Resource Management

From: Scott, Douglas
Sent: Thursday, October 15, 2015 3:28 PM
To: Seebach, John
Cc: Connor, Melissa
Subject: Use of Archaeology lab and some thoughts

John: Thanks for letting me use the Archaeology lab today. I made excellent progress on the Rosebud cartridge case work. I locked the materials up in the left hand side of the sink cabinet and took the keys. I will keep one and give you the other when I see you next. Our CESU grant requires the material be kept secure. It seems that several other folks have access to the room and I thought locking the artifacts up separately was a good idea. Better yet, would be to have several secure cabinets in which to place cleaned and uncleaned artifacts or project materials.

While working in the lab I came up with a few ideas for using it better. I understand the lab is a work in progress, and I hope I am not treading on your turf by noting these points.

I had to use paper hand towels from the restroom to clean up the sink and cabinet after I finished cleaning the artifacts. I recommend acquiring some standard cleaning supplies for cleaning the sink and cabinets. May I also suggest installing a paper towel dispenser near the sink. Running back and forth to the restroom was a bit tiresome.

A lab bench or sink height cabinet next to the sink would be a big help with artifact layout for cleaning and drying. Ideally a multilevel wire or metal rack unit that can hold screen bottom boxes for artifact drying would be great there as well.

The absence of table height layout tables was something of a bother as I worked with the artifacts. The available table top space required I work with a small group of items at a time. That was very inconvenient as I was comparing firing pin imprints and constantly moving, bagging, unbagging, and rechecking cases under the microscope, which was time consuming. The microscope tables are decent and a good height, but a couple of lab stools or, preferably, wheeled high chairs with backs would be a great improvement. I had to carry the high chair from the lectern area over to the microscope area. Nothing but inconvenient as the chair worked fine to use to get to eyepiece height.

Might I also suggest a decent desk or two with file drawers for you or students to use for project documentation and work. A file cabinet might be handy too.

Another suggestion is to get two or three metal cabinets, tall types with doors to store the equipment, tools, and other field gear. I know that is on your list, but I want to point it out.

As you mentioned the excess student desk/chairs that are in the room are simply in the way.

I know you have other items on your want list, but I trust my notes and thoughts will be of help.

Thanks again, Doug

Douglas D. Scott, PhD, RPA
Visiting Research Scientist
Department of Social and Behavioral Sciences
Mobile phone: 402-429-3268



Quote

Quote # 3490
Date 12/8/2015

Frontier Precision, Inc.
5480 West 60th Ave # A
Arvada, CO 80003
720.214.3500

Bill To:

John Seebach
COLORADO MESA UNIVERSITY
Department of Social and Behavioral Sciences
1100 North Ave.
Grand Junction CO 81501

Ship To:

John Seebach
COLORADO MESA UNIVERSITY
Department of Social and Behavioral Sciences
1100 North Ave.
Grand Junction CO 81501

Expires	Sales Rep	Location	Contact Name	Phone #	Email
1/22/2016	197 DYSTHE, JASON	08 - Arvada	John Seebach	970-248-1292	jseebach@coloradomesa.edu

Item Number	Description	Tax %	Qty	Price	Ext. Price
TRMM3-01-5000	Trimble M3 Total Station DR5, Trimble Access, Optical Plummet	0.0%	1	10,400.00	10,400.00

				Subtotal Discount Item (Discount)	10,400.00 (1,040.00) \$9,360.00
--	--	--	--	--	--

Approved By:	Signature:
---------------------	-------------------



Quote

Quote # 3480
Date 12/8/2015

Frontier Precision, Inc.
5480 West 60th Ave # A
Arvada, CO 80003
720.214.3500

Bill To:

John Seebach
COLORADO MESA UNIVERSITY
Department of Social and Behavioral Sciences
1100 North Ave.
Grand Junction CO 81501

Ship To:

John Seebach
COLORADO MESA UNIVERSITY
Department of Social and Behavioral Sciences
1100 North Ave.
Grand Junction CO 81501

Expires	Sales Rep	Location	Contact Name	Phone #	Email
4/29/2016	318 EDWARDS, ZACH	08 - Arvada	John Seebach	970-248-1292	jseebach@coloradomesa.edu

Item Number	Description	Tax %	Qty	Price	Ext. Price
TRM88190-05-PCK-TC	Trimble Geo 7 Series Premium Centimeter Kit NOTE: Comes w/ TerraSync Centimeter Edition, External Zephyr Model 2 antenna, antenna cable, 2m rod, mounting assembly, hard case, 2 chargers (AC and Vehicle Charger), and 2x batteries.	0.0%	2	13,046.00	26,092.00
TRM34191-VG	PATHFINDER OFFICE SOFTWARE	0.0%	1	1,795.00	1,795.00
TRM47289-51	HARDWARE WARRANTY EXTENSION FOR GEO7x SERIES (OPTIONAL).	0.0%	2	292.00	584.00
SEC5217-04-FLY	THUMB-RELEASE BIPOD (OPTIONAL)	0.0%	2	160.00	320.00
.	SHIPPING ESTIMATED. QUOTE IS GOOD FOR 30 DAYS.				

				Subtotal	28,791.00
				Shipping Cost (Shipping)	75.00
					\$28,866.00

Approved By:	Signature:
--------------	------------

Course Additions

ARKE 402

Credit Hours 3

Course Title: Cultural Resource Management

Abbreviated Title: CRM Archaeology

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARKE 205

ARKE 225

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

SBS Minor, Archaeology: M725

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to the principles and practice of public archaeology. Topics include cultural resource legislation, project management, the National Register of Historic Places, and the federal and state offices in charge of managing archaeological heritage.

Justification:

This course focuses on the rapidly expanding field of Cultural Resource Management, the applied wing of archaeological research. Minimally 80% of students entering the field will work in cultural resource management at some capacity. Therefore, undergraduate archaeological training should include exposure to the legislation requiring the performance of archaeological work as well as how to satisfy the laws in the field and lab.

Topical course outline:

Cultural Resource Legislation
Indigenous Rights and Concerns
Implementing the Law
Ethical Approaches to Cultural Resource Management

Student Learning Outcomes:

Recall and describe the legislation mandating archaeological work done for the public good

Apply knowledge of archaeological fieldwork to "real-world" issues of project management

Extrapolate from their knowledge of fieldwork and legislation to design a field project

Evaluate sites via the concept of archaeological significance as it relates to the National Register of

Course Additions

Historic Places

Critique the balance between archaeological preservation and economic development

Discussions with affected departments:

N/A

Proposed by: John D. Seebach

Expected Implementation: Fall 2016

Course Additions

ARKE 466

Credit Hours 6

Course Title: Field Research in Archaeology

Abbreviated Title: Arch. Field School

Contact hours per week: Lecture Lab Field 40 Studio Other

Type of Instructional Activity: Field Instruction

Academic engagement minutes: 11250 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ARKE 205

ARKE 410/410L

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

SBS Minor, Archaeology: M725

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☒ No ☐

Field supplies will need to be purchased as necessary. This would include tools, sample bags, forms, and other necessities. There is a course fee associated with this class that will help defray the costs of travel, food and some equipment.

Additional lab facilities required: Yes ☐ No ☒

The current Archaeology Lab is already set aside, though miscellaneous lab supplies will also need to be purchased on an as needed basis.

Course description for catalog:

Exploration of modern archaeological practice. Over six weeks students will take part in archaeological field research including excavation, survey, mapping, and occasionally rock art recording. Field trips to significant western Colorado sites will be taken.

Justification:

Field schools are a requirement for employment in cultural resource management and are a rite of passage for all practicing archaeologists. CMU's archaeology program is incomplete without the course.

Topical course outline:

Transect Survey
GPS Use
Excavation Techniques
Site Mapping with Total Stations and Compass/Pace
Note taking
Assigning Provenience in the Field
Initial Cataloging of Finds

Student Learning Outcomes:

Demonstrate their ability to conduct archaeological research to modern standards
Discern why certain techniques are preferable to others in different excavation contexts
Develop the proper demeanor for archaeological field research
Display the proper handling of artifacts and other cultural remains in the field as well as the protocols for

Course Additions

recording all necessary provenience information.

Discussions with affected departments:

None

Instructions to Registrar:

This class will also have associated fees similar to those for GEOL 480. An amount of \$800.00 was requested during the last budget meeting.

Proposed by: John Seebach

Expected Implementation: Fall 2016

Program Modification

Archaeology: M725

Degree Type: Minor

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The archaeological field school (ARKE 466) and Cultural Resource Management (ARKE 402) are being added to the program/catalog.

Justification:

ARKE 466 is a required course for the minor. ARKE 402 will be a listed choice for the minor.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

N/A

Proposed by: John Seebach

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET

Minor: Archaeology

About this Minor . . .

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

POLICIES:

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

NAME: _____ STUDENT ID #: _____

LOCAL ADDRESS AND PHONE NUMBER: _____
_____() _____

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

Signature of Archaeology Advisor Date 20__

Signature of Department Head Date 20__

Signature of Registrar Date 20__

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

DEGREE REQUIREMENTS:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Course No	Title	Sem.hrs	Grade	Term	Course No	Title	Sem.hrs	Grade	Term
REQUIRED COURSES (14 <u>19</u> semester hours)					ELECTIVE COURSES (9 semester hours, at least 3 of which have to from the ARKE selections numbered 300 or higher)				
ANTH 202	Intro to Anthropology	3	_____	_____	ARKE 300	Human Evolution	3	_____	_____
ARKE 205	Principles of Archaeology	3	_____	_____	ARKE 301	Emergence of Human Culture	3	_____	_____
ARKE 225	Intro to N Amer Archaeology	3	_____	_____	ARKE 302	From Domestication to States	3	_____	_____
ARKE 410	Archaeological Fieldwork*	3	_____	_____	ARKE 320	Colorado Archaeology	3	_____	_____
ARKE 410L	Fieldwork LAB*	<u>12</u>	_____	_____	ARKE 325	Geoarchaeology**	3	_____	_____
<u>ARKE 466</u>	<u>Field Methods in Archaeology¹</u>	<u>6</u>			ARKE 350	Southwest Archaeology	3	_____	_____
					ARKE 352	Ice Age Archaeology of N. Amer.	3	_____	_____
					<u>ARKE 402</u>	<u>Cultural Resource Mgmt.*</u>	<u>3</u>		
					FOAN 180	Survey of Physical Anthropology	3	_____	_____
					FOAN 180L	Phys. Anth. Lab	1	_____	_____
					GEOG 102	Human Geography	3		
					GEOL 332	Intro to GIS***	2	_____	_____
					GEOL 332L	Intro to GIS (LAB)***	1	_____	_____
					HIST 355	Ancient and Medieval Cities****	3	_____	_____
					HIST 405	Intro to Public History****	3	_____	_____
					HIST 435	Classical Archaeology****	3	_____	_____

* Prerequisites: ARKE 205 and ARKE 225, or consent of instructor

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

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

***Prerequisite, HIST 101.

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

1 Prerequisite: ARKE 410/L

|
|

Department: SBS (Criminal Justice)

Course Modifications

CRMJ 201

Current

Proposed

Course Prefix: CRMJ

Course No.: 201

Credit Hours 3

Course Title: Introduction to Criminal Justice

Prerequisites:

Current: None

Proposed: CRMJ 110

Co-requisites:

Current: None

Proposed: CRMJ 110

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

Justification:

Develop base knowledge for CRMJ 201

Discussions with affected departments:

All members of the CJ discipline concur with this requirement. Discussed on 1/18/16.

Proposed by: DisucJohn G. Reece

Expected Implementation: Fall 2016

Course Modifications

CRMJ 301

Current

Proposed

Course Prefix: CRMJ

Course No.: 301

Credit Hours 3

Course Title: Criminal Procedure

Prerequisites:

Current: CRMJ 201 or POLS 101 or consent of instructor

Proposed: CRMJ 110, CRMJ 201, CRMJ 310, CRMJ 320, and CRMJ 328.

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

Justification:

Develop base knowledge for CRMJ 301

Discussions with affected departments:

All members of the CJ discipline concur with this requirement. Discussed on 1/18/16.

Proposed by: John G. Reece

Expected Implementation: Fall 2016

Course Modifications

CRMJ 315

Current

Proposed

Course Prefix: CRMJ

Course No.: 315

Credit Hours 3

Course Title: Research Methods in Criminal Justice

Prerequisites:

Current: CRMJ 310, CRMJ 320, and CRMJ 328.

Proposed: CRMJ 310, CRMJ 320, CRMJ 328, MATH 110 or higher, STAT 215.

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

Justification:

Develop base knowledge for CRMJ 315. Ensure adequate math knowledge

Discussions with affected departments:

All members of the CJ discipline concur with this requirement. Discussed on 1/18/16.

Proposed by: John G. Reece

Expected Implementation: Fall 2016

Course Modifications

CRMJ 485

Current

Proposed

Course Prefix: CRMJ

Course No.: 485

Credit Hours 3

Course Title: Research Methods II

Prerequisites:

Current: CRMJ 310, CRMJ 320, and CRMJ 328.

Proposed: CRMJ 315

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

Justification:

Develop base knowledge for CRMJ 485

Discussions with affected departments:

All members of the CJ discipline concur with this requirement. Discussed on 1/18/16.

Proposed by: John G. Reece

Expected Implementation: Fall 2016

Program Modification

Criminal Justice: 3706

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

- 1) A minor update to the program SLOs - revised program sheet attached.
- 2) Deleting the permission to take CRMJ 465 more than once and clarifying the course can only be taken once as a criminal justice elective.

Justification:

- 1) Program SLOs were revised for clarity.
- 2) CRMJ 465 is different than topics and needed clarified on the program sheet.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

All members of the CJ discipline concur with this requirement. Discussed on 1/18/16.

Proposed by: John Reece

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~20152016-2016-2017~~ PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Criminal Justice

About This Major . . .

The Bachelor of Arts in Criminal Justice is designed to provide students interested in careers in the justice system with the knowledge, communication and critical thinking skills necessary for success in their field. Graduates secure positions in law enforcement, probation, parole and corrections. Many also use this degree as the starting point in their pursuit of a law degree. Finally, the degree will assist students in their upward mobility in their area of employment.

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

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

- ~~1. Describe how the United States' Criminal Justice System functions and the purpose of its various methods of social control, differentiating between the juvenile and adult systems.~~
- ~~2. Discuss the history, theory, and practice of each segment of the Criminal Justice System: police, courts, and corrections.~~
- ~~3. Use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies.~~
- ~~4. Practice quantitative and qualitative methods of conducting ethical criminal justice research, including the use of statistics.~~
- ~~5. Analyze ethical and contemporary issues surrounding the practice of criminal justice in a diverse society.~~
- ~~6. Demonstrate proficient communication and writing skills that are formal and professional in nature.~~
 1. Students will discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections.
 2. Students will analyze ethical issues surrounding the practice of criminal justice in a diverse society.
 3. Students will use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies.
 4. Students will practice quantitative and qualitative research methods including interpretation of statistical analyses.
 5. Students will demonstrate proficient oral communication and writing skills that are formal and professional in nature.

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

Signature of Advisor

Date

20____

Signature of Department Head

Date

20____

Signature of Registrar

Date

20____

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.)
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.5 cumulative GPA or higher in all CMU coursework
- 2.5 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

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

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

MATH 1	_____	_____	_____	_____	_____
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Humanities (3 semester hours)

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

PSYC 150	General Psychology	3	_____	_____	_____
SOCO 260	General Sociology	3	_____	_____	_____

OR

SOCO 264	Social Problems	3	_____	_____	_____
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Natural Sciences (7 semester hours, one course must include a lab)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	L	_____	_____	_____	_____

History (3 semester hours)

HIST	_____	_____	_____	_____	_____
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Course	No	Title	Sem.hrs	Grade	Term/Trns
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Fine Arts (3 semester hours)

_____	_____	_____	_____	_____	_____
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WELLNESS REQUIREMENT (2 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone	(see English & math pre-reqs)	3	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____	_____

FOUNDATION COURSES (26 semester hours – must receive a grade of "C" or better in all courses)

Two **consecutive** classes in the **same** foreign language. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA	_____	_____	_____	_____	_____
FLA	_____	_____	_____	_____	_____

CRMJ 110	Orientation to CJ Inquiry	1	_____	_____	_____
CRMJ 201	Introduction to Criminal Justice	3	_____	_____	_____
STAT 215	Statistics for So and Beh. Sci	4	_____	_____	_____
CRMJ 302	Ethics in Criminal Justice	3	_____	_____	_____
CRMJ 310	The Police Process	3	_____	_____	_____
CRMJ 320	Corrections	3	_____	_____	_____
CRMJ 328	The American Court System	3	_____	_____	_____

B.A. CRIMINAL JUSTICE MAJOR REQUIREMENTS

(45 semester hours – must receive a grade of "C" or better in all core and restricted elective courses)

Core Classes (27 semester hours)

CRMJ 301	Criminal Procedure	3	_____	_____	_____
CRMJ 315	Research Methods in CJ	3	_____	_____	_____
CRMJ 485	Research Methods II	3	_____	_____	_____
CRMJ 311	Victimology	3	_____	_____	_____
CRMJ 325	Juvenile Justice & Delinquency	3	_____	_____	_____
CRMJ 370	Criminology	3	_____	_____	_____
CRMJ 420	Criminal Law	3	_____	_____	_____
CRMJ 490	Capstone: Comparative CJ	3	_____	_____	_____
CRMJ 387	Crime & Inequality	3	_____	_____	_____
or					
SOCO 316	Social Inequalities	3	_____	_____	_____

Restricted Criminal Justice Electives (18 Semester Hours) See list on [page 3](#)

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

Unrestricted Electives (12 semester hours from any of the following disciplines: Criminal Justice, Political Science, Psychology, Public Administration, and/or Sociology)

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

Criminal Justice Restricted Electives (18 credits)

CRMJ 210 Emergency Dispatch (4)
CRMJ 330 Domestic Violence (3)
CRMJ 335 Community Policing
CRMJ 340 Community Corrections (3)
CRMJ 360 Crime & Deviance (3)
CRMJ 375 Women & Crime (3)
CRMJ 395 Independent Study (1-3)
CRMJ 396 Topics* (1-3)
CRMJ 405 Civil Liability for Law Enforcement and Corrections (3)
CRMJ 425 Trial, Evidence, and Legal Advocacy (3)
CRMJ 465 Contemporary Issues in Criminal Justice (3) [Ⓢ]
CRMJ 499 Internship (1-15) **
PSYC 320 Social Psychology (3)
PSYC 410 Drugs and Human Behavior (3)
PSYC 425 Forensic Psychology (3)
SOCO 325 Racial & Ethnic Relations (3)
SOCO 400 Classical Social Theory (3)

Other elective options will be considered on a case-by-case basis.

CRMJ 465 Contemporary Issues in Criminal Justice can only be taken once.

* May be taken more than one time if the course has a different topic.

** May only count as 1 to 3 credits toward the 15 requisite credits.

Selective Admissions: Completion of 7 credits of Criminal Justice courses to include CRMJ 110, CRMJ 201, and one other Criminal Justice foundation course, MATH 110 (or higher), ENG 111, and STAT 215 – all with a “C” or better. GPA within these subjects must be at least 2.5. Overall cumulative GPA after 45 credit hours (approximately 3 semesters) must be at least 2.5. Transfer students will be evaluated on a case-by-case basis.

*Note: Students must earn a “C” or better in CRMJ 110 and CRMJ 201 prior to enrolling in any additional program specific courses. Foundation courses CRMJ 110, 201, 310, 320, and 328 must be completed with a “C” or better before enrolling in any other upper division criminal justice courses. Please see the Criminal Justice Student Handbook for more information.

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates**. You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN CRIMINAL JUSTICE

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
Essential Learning	History	3	Essential Learning	Humanities	3
Essential Learning	Science with a Lab	4	Essential Learning	Mathematics	3
CRMJ 201	Introduction to Criminal Justice	3	Essential Learning	Social/Behavioral Sciences	3
Essential Learning	Science	3	KINE 100	Health and Wellness	1
CRMJ 110	Orientation to Criminal Justice	<u>1</u>	KINA Activities (2 courses)		<u>2</u>
		17			15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
Essential Learning	Fine Arts	3	ESSL 200	Essential Speech (co-requisite)	1
Foundation Course	(Foreign Language)	3	ESSL 290	Maverick Milestone	3
Essential Learning	Social/Behavioral Sciences	3	Foundation Course	(Foreign Language)	3
CRMJ 310	Police Process	3	CRMJ 302	Ethics in Criminal Justice	3
CRMJ 320	Corrections	<u>3</u>	CRMJ 328	The American Court System	3
		15	STAT 215	Statistics for the Social/Behavioral Sciences	<u>4</u>
					17

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
CRMJ 315	Research Methods in Criminal Justice	3	CRMJ 485	Research Methods II	3
CRMJ 301	Criminal Procedure	3	CRMJ 325	Juvenile Delinquency	3
CRMJ 311	Victimology	3	CRMJ 370	Criminology	3
Criminal Justice Elective		3	Criminal Justice Elective		3
Unrestricted Elective		<u>3</u>	Unrestricted Elective		<u>3</u>
		15			15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
CRMJ 420	Criminal Law	3	CRMJ 490	Capstone: Comparative CJ	3
CRMJ 387	Crime & Inequality	3	Criminal Justice Elective		3
OR			Criminal Justice Elective		3
SOCO 316	Social Inequalities	3	Unrestricted Elective		<u>3</u>
Criminal Justice Elective		3			12
Criminal Justice Elective		3			
Unrestricted Elective		<u>3</u>			
		15			

Department: SBS (Forensic Anthropology)

Course Additions

FOAN 232L

Credit Hours 1

Course Title: Survey of Forensic Science Lab

Abbreviated Title: Surv FS Lab

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ENGL111 and MATH110

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

FOAN232 Survey of Forensic Sciences

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

SBS Minor, Forensic Anthropology: M715

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of basic forensic science techniques and laboratory practices. Topics include basic evidence handling, fingerprint development and comparison, blood spatter, anthropology, entomology, and ballistics.

Justification:

I have been teaching the course without a formal lab, but as a lecture on Tuesday and activity on Thursday. It will work better if the activity is completed as a formal lab - and also make it easier to schedule the room in a lab.

Topical course outline:

Scientific method
Evidence handling
Scene processing
Anthropology
Entomology
Blood Spatter
Fingerprint development and comparison
Ballistics and firearms identification
Toolmarks
Footprints and Tire Tracks

Student Learning Outcomes:

Course Additions

1. Demonstrate their understanding of specific sub disciplines through a series of exercises in entomology, anthropology, blood spatter, etc.

Discussions with affected departments:

N/A

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Additions

FOAN 280

Credit Hours 2

Course Title: Crime Scene Processing

Abbreviated Title: Crime Scene Processing

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ENGL 111 or higher; MATH 110 or higher

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

FOAN280L Crime Scene Processing Laboratory

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

SBS Minor, Forensic Anthropology: M715

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to crime scene processing as rooted in the scientific method. Discussion of the documentation, recognition, collection, and preservation of evidence. Evidence development techniques used in the field will also be discussed, as well as the collection and preservation of evidence. The course includes an introduction to crime scene photography.

Justification:

Between criminal justice and the minors in forensic science and forensic anthropology, several courses touch on crime scene processing and several courses have short exercises using mock crime scenes geared toward different disciplines (criminal investigation, entomology, osteology), but no course devoted to teaching a student about the theories and practice of processing a scene for all physical evidence.

Topical course outline:

The scientific method in crime scene processing
Recognition of physical evidence
types of crime scenes and evidence
Search techniques
Forensic photography and videography
Scene sketch maps
Narrative notes
Field tests and enhancements
Evidence collection and preservation (e.g., fingerprints, blood spatter; DNA samples)
Electronic evidence
The final report
Court and testimony

Course Additions

Student Learning Outcomes:

- § Understand and articulate how the scientific method is used at a crime scene.
- § Relate that model to crime scene investigation and evidence collection.
- § Understand and consider alternative methods for scene documentation and evidence collection and select the best method based on the scene itself.
- § Understand professional ethics related to crime scene processing.

Discussions with affected departments:

- Sept. 11, 2015 - concept presented to Program Directors in S&BS. Positive response from Psychology.
- Sept 25, 2015 - concept presented to Psychology Department with a positive response.

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Additions

FOAN 280L

Credit Hours 1

Course Title: Crime Scene Processing Laboratory

Abbreviated Title: Crime Scene Pro Lab

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ENGL 111 or higher; MATH110 or higher

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

FOAN280

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

SBS Minor, Forensic Anthropology: M715

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of skills in the documentation, recognition, collection, and preservation of evidence. Evidence development techniques used in the field will also be discussed. An introduction to crime scene photography.

Justification:

Between criminal justice and the minors in forensic science and forensic anthropology, several courses touch on crime scene processing and several courses have short exercises using mock crime scenes geared toward different disciplines (criminal investigation, entomology, osteology), but no course devoted to teaching a student about the theories and practice of processing a scene for all physical evidence.

Topical course outline:

Entering the crime scene
Recognition of physical evidence
types of crime scenes and evidence
Search techniques
Forensic photography and videography
Scene sketch maps
Narrative notes
Field tests and enhancements
Evidence collection and preservation (e.g., fingerprints, blood spatter; DNA samples)
Electronic evidence

Student Learning Outcomes:

§ Use the scientific method to create and test hypotheses relevant to crime scene investigation and evidence collection.

§ Understand and perform basic crime scene photographic procedures, mapping, and documentation.

Course Additions

§ Apply their knowledge regarding scene documentation and evidence collection and preservation to assess procedures implemented in the context of their assigned group case.

Discussions with affected departments:

Sept. 11, 2015 - concept presented to Program Directors in S&BS. Positive response from Psychology.

Sept 25, 2015 - concept presented to Psychology Department with a positive response.

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Additions

FOAN 350

Credit Hours 3

Course Title: Forensic Anthropology

Abbreviated Title: Forensic Anthro

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FOAN232 or FOAN180

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

SBS Minor, Forensic Anthropology: M715

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to forensic anthropology. Development of skills associated with analyzing skeletal remains, including estimating the sex, age, ancestry, and stature of the unknown individual from the skeleton.

This course gives the student an overview of techniques to complete an osteological profile.

Justification:

The Forensic Investigation Research Station is a taphonomic research facility, and taphonomy is a subfield of forensic anthropology. The Forensic Anthropology minor was built around the FIRS, originally with a course in forensic taphonomy. However, since the inception of the minor, the forensic taphonomy course has proved too specialized and broadening one of the upper level courses to forensic anthropology is more appropriate.

Topical course outline:

Overview of the human skeleton
Human versus non-human bone
The effects of scavenging on bone
Determining the post-mortem interval
Macerating remains
Reconstructing the skeleton
Sex estimation of the skeleton
Ancestry estimation of the skeleton
Age and stature estimation of the skeleton
Anomalies, trauma, and pathology
identification of skeletal remains

Student Learning Outcomes:

- o Understand the role of the forensic anthropologist in the death investigation system.
- o Identify primary skeletal markers used in the identification of age, sex, race and stature.
- o Analyze and interpret skeletal remains based upon anthropological concepts and data.

Course Additions

- o Synthesize examples of cultural and ethical applications in the field of forensic anthropology.

Discussions with affected departments:

N/A

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Additions

FOAN 480

Credit Hours 3

Course Title: Professional Issues in Forensic Science

Abbreviated Title: Professional Issues FS

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

FOAN280, FOAN280L, and Junior or Senior standing

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

SBS Minor, Forensic Anthropology: M715

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of professional issues specific for forensic science practitioners. Topics include problems seen with forensic practitioners and in forensic science facilities, the organizations of scientific area committees (OSACs), admissibility of forensic evidence, courtroom testimony, and report writing. Ethical dilemmas are presented and discussion centers on their resolution. Standards of ethics codified by professional forensic organizations are presented.

Justification:

This course will be a capstone for the minor in Forensic Anthropology and the new Forensic Investigation - Psychology Minor.

Topical course outline:

- The current state of forensic science, including the reappraisals reflected in the Report of the National Academy of Sciences, Subcommittee on Forensic Science published in February, 2009.
- Analysis of issues that shook the foundations of trust in forensic science practitioners and laboratories, and the formulation of some conclusions about directions for future practitioners.
- Review and analysis of existing "Codes of Conduct" adopted by professional organizations over the last 10-15 years.
- Legislative trends affecting forensic science
- Expert witness testimony under Daubert standards
- The Organization of Scientific Area Committees and their historical and evolving role in the forensic sciences.
- A deeper understanding of professional accreditations and certifications, as well as proficiency testing and certification.

Student Learning Outcomes:

- Understand the ethical implications of being a forensic scientist
- Understand how the forensic specialists work together

Course Additions

-Know the basics of expert witness testimony

Discussions with affected departments:

N/A

Instructions to Registrar:

N/A

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Modifications

FOAN 232

	Current	Proposed
Course Prefix:	FOAN	
Course No.:	232	
Credit Hours	3	2
Course Title:	Survey of Forensic Science	
Contact	Lecture 3	Lecture 2
	Lab	Lab
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	2250	1500
Prep Min.:	4500	3000

Prerequisites:

Current: None.

Proposed: ENGL111 and MATH110

Co-requisites:

Current: None

Proposed: FOAN 232L

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

SBS Minor, Forensic Anthropology: M715

Justification:

I am taking the 3-credit FOAN232 and changing it to a 2 credit lecture course and a 1 credit lab. This will give us more time for the activities and to go over them when complete and also make room scheduling easier to get into a lab for the activities. The topical outline is not changing as the lecture portion of the course will be the same.

Discussions with affected departments:

N/A

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Course Deletions

FOAN 450

Credit Hours 3

Course Title: Research methods in anthropology: forensic taphonomy

Essential Learning Course: Yes ☐ No ☒

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

SBS Minor, Forensic Anthropology: M715

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

Forensic Taphonomy, while the main thrust of the program at the Forensic Investigation Research Station, is a relatively small sub-field of forensic anthropology. A new course, FOAN350 Forensic Anthropology will also cover taphonomy in less depth, but broaden the course material substantially.

Proposed by: Melissa Connor

Expected Implementation: Fall 2016

Program Modification

Forensic Anthropology: M715

Degree Type: Minor

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The proposed modification does two things: (1) moves the emphasis from the anthropology in forensic anthropology to the forensic science, and (2) replaces anthropology-specific courses with courses that are more relevant to other forensic disciplines.

Justification:

The forensic anthropology minor was developed three years ago when the Forensic Investigation Research Station was developed. It was developed around the strengths that FIRS gave CMU. The coursework was based on similar minors and concentrations at academic institutions around the county, but minors that were housed in anthropology departments. The upper level forensic anthropology courses have had small enrollments as there is no anthropology major to support them.

Emphasizing the forensic portion of the discipline would be a better fit with CMU and allow the courses to be incorporated into programs in other forensic disciplines. The opportunity, for example, to develop courses with students interested in forensic psychology has the potential to substantially increase course enrollments, and benefit both the forensic anthropology minor and the psychology department.

Revision to SLOs: Yes ☒ No ☐

1: SLOs:

Upon completion of the program, the student will be able to (linkage to institutional SLOs are in parentheses):

1. critically analyze the relationship of forensic anthropology to medico-legal problems and investigations (Critical thinking);
2. establish a biological profile of skeletal remains, including age, sex, ethnicity, and height (specialized knowledge);
3. use an integrated, scientific, team-work based methodology as an approach to crime scenes and scenes that include human remains (applied learning);
4. think critically to solve problems in the areas forensic anthropology using academic sources of information. For example, investigating an area of interest in forensic anthropology by reading the literature that exists in that area (critical thinking, applied learning).

See attached assessment plan for 2-4.

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Melissa Connor

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

COLORADO MESA UNIVERSITY Program Outcome and Assessment Plan Template

Program Name: Forensic Anthropology

Date: December 18, 2015

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
Outcome #1 Critically analyze the relationship of forensic anthropology to medico-legal problems and investigations.	FOAN232 (B)	What: Students will be able to define and properly use the key terms in the field. How: Scoring on examination questions.	Who: M. Connor When: 2017	85%	Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
	FOAN380 (D)	What: Students will be able to describe the scope and principle features of forensic anthropology as a field of study. How: Scoring on examination questions.	Who: M. Connor When: 2018	85%		
Outcome #2 Establish a biological profile of skeletal remains, including age, sex, ethnicity, and height.	FOAN380 (D)	What: Students will be required to complete elements of the biological profile through a series of learning exercises. How: Scoring on the exercises.	Who: M. Connor When: 2018	85%	Results: Key Findings: Conclusions:	Action: Re-evaluation Date:

~~2015~~2016-2016-2017 PETITION/PROGRAM SHEET

Minor: Forensic Anthropology

About This Minor . . .

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

POLICIES:

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

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

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

DEGREE REQUIREMENTS:

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Course No	Title	Sem.hrs	Grade	Term
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REQUIRED COURSES (16 semester hours)

FOAN 180	Survey of Phys Anthro	3		
FOAN 180L	Survey of Phys Anthro Lab	1		

OR

FOAN 232*	Survey of Forensic Science	2		
FOAN 232L	Survey of Forensic Science Lab	1		

FOAN 280	Crime Scene Processing	2		
FOAN 280L	Crime Scene Processing Lab	1		

FOAN 350	Forensic Anthropology	3		
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FOAN 480	Professional Issues in Forensic Science	3		
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BIOL209	Anatomy & Physiology I	3		
BIOL209L	Anatomy & Physiology I Lab	1		

BIOL410	Human Osteology	3		
BIOL410L	Human Osteology Lab	1		

FOAN450	Research Methods in Anthro: Forensic Taphonomy	3		
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FOAN475	Human Remains Detection and Recovery	3		
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FOAN499	Internship (2-3-4 cr min)	2-3-4		
---------	---------------------------	-------	--	--

* The number of internship credits will be determined by whether the student takes FOAN 180/180L (4cr) or FOAN 232/232L (3cr). Either way, the student will take sufficient internship credits to bring the total of required course credits to 16.

Course No	Title	Sem.hrs	Grade	Term
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ELECTIVES (Choose at least 6 credits from the following):

FOAN180	Survey of Phys Anthro and	3		
FOAN180L	Survey of Phys Anthro lab	1		

-OR-

FOAN232*~	Survey Forensic Science	3		
FOAN 396	Topics	3		
FOAN 475	Human Remains and Detection and Recovery	3		

ARKE 300	Human Evolution	3		
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ARKE410	Field Methods in Archaeology***	3		
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ARKE410L	Field Methods in Arch – Lab***	2		
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BIOL217	Forensic Entomology	2		
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BIOL217L	Forensic Entomology lab	1		
----------	-------------------------	---	--	--

BIOL410	Human Osteology**	3		
---------	-------------------	---	--	--

BIOL410L	Human Osteology Lab**	1		
----------	-----------------------	---	--	--

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

***Prerequisites: ARKE 205 and ARKE 225, or consent of instructor

**Prerequisites: BIOL 209 and 209L, Anatomy & Physiology I

Department: SBS (History)

Program Additions

Public History

Degree Type: Minor

Abbreviated Name: PH

Proposed by: Steven Schulte

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **Social and Behavioral Sciences**

If new department, please enter name:

Program: Degree type: **Minor**

Program/concentration Name: **Public History**

Abbreviated program/concentration (max 30 characters): **PH**

PROPOSED AND PREPARED BY:

Name: **Steven Schulte**

Date: **11/11/2015**

Email: **Schulte@coloradomesa.edu**

Phone: **248-1418**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
All full time tenured and tenure track history faculty have participated in discussions about the minor.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Eliot Jennings**

Date: **1/12/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **1/29/16**

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

Name:

Date:

Submit to the chair of the appropriate curriculum committee.

Public History

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. Identify program student SLOs. Upon completion of a Minor in Public History, students will be able to:

- a. assess the importance of historical context (Specialized knowledge/Applied Learning), and
- b. critically analyze primary sources (Intellectual Skills/Critical Thinking).

2. Identify Program SLOs to Institutional SLOs.

(<http://coloradomesa.edu/assessment/learningoutcomes.html>)

In the course of meeting program SLOs, students will meet institutional SLOs by:

- a. Constructing a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (applied learning/specialized knowledge).
- d. Identifying assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (critical thinking).

3. Illustrate relationship of SLOs to proposed curriculum map format.

(See attached)

4. Identify planned assessments for the program SLO.

Because the program is built within the existing history major, it will be assessed as part of regularly scheduled assessments for the history major

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

1. The proposed minor meets the "Institutional Mission Statement," *CMU Catalog*, p. 7 (2014-15) by:

- a. encouraging public history students to work within the larger community and Colorado to advance the common good.
- b. allowing students to augment their majors and have applied opportunities as outlets for scholarly and creative activities.

2. The proposed minor meets the "Institutional Vision and Values," *CMU Catalog*, P. 7 (2014-15) by

- a. exemplifying an adaptable and flexible approach to learning within the history major.
- b. bridging liberal education and professional programs. The public history minor teaches applied skills for historical knowledge.

3. The proposed minor meets the Statutory Role and Mission of Colorado Mesa University (see

<http://www.coloradomesa.edu/about/values.html>).

Public History encourages students to bring their historical knowledge into society and use those skills to build constructive relationships between the university and various public and private agencies.

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

History is always criticized as being a major with very little utility besides classroom teaching preparation. A minor in Public History demonstrates that historical skills have significant career applications outside the academy.

Grand Junction, Colorado is a perfect laboratory for Public History students. As a medium-sized city, with outstanding cultural features, it is the home to museums, and numerous local, state, and federal agencies which will provide valuable hand-on experiences for students. The Colorado Mesa University history program has a long track-record of offering basic public history training, complete with student internships. The minor will build upon the successful experiences of past students within the local community.

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 proposed program is not subject to accreditation requirements of external agencies.

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. Public History is the application of historical skills in non-classroom settings. The skills encountered both in history classes and the public history core will prepare students for jobs in a variety of settings including museums, archives, historical interpretation, historic preservation, public policy, and cultural resource management, to name just several. Some students will also use the minor to explore a greater career goal, such as obtaining a M.A. in a graduate public history programs. The undergraduate minor will give students an advantage in applying to such programs. A recent graduate of our history program took all of the upper division classes we hope to require for our minor and she received a highly competitive fellowship in the cooperative Public History M.A. program operated by the University of North Carolina and North Carolina State University. She credits her course work here with making her graduate school ready. Another recent student has been hired by the Grand Junction office of the U.S. Department of Energy to oversee historical

projects.

A recent essay by former National Council on Public History President Robert Weyeneth (<http://ncph.org/what-is-public-history/weyeneth-essay/>) notes that the growth of public history programs at the graduate and undergraduate programs help universities to demonstrate that they are “civically engaged”. Public History broadens connections to the larger community, ranging from museums to consulting firms, to state departments of transportation and city planning offices.

2. In November of 2015, the history program at CMU surveyed 7 Upper Division classes about interest in public history careers in general, and a proposed public history minor specifically. Of 73 students surveyed, 59 rated their interest in public history and a minor program at 3 or higher on a 5 point response scale. A couple of representative comments on the survey included: “I think this is a necessary addition to the program,” “this would benefit my resume,” and “great idea, but too late for me.”

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)

Public History programs are mainly offered at the graduate level in Colorado. Fort Lewis College, however, offers a Public History concentration within its history major. Our proposed minor will be the only minor program in western Colorado.

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;

See the program sheet for courses. The minor is composed of courses already being offered at CMU within its history major.

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

The minor will be delivered entirely by existing faculty. The three core courses (History 405, 408, 499) are already offered on a regular basis by the history faculty. No new hires will be needed. CMU faculty participating in the minor:

Dr. Steven C. Schulte

Dr. Sarah Swedberg

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 are needed.

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.

All courses in the upper division concentration will be offered in the classroom or by internship. The 12 lower division hours can often be taken in the classroom or online.

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

Not applicable.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Public History

Degree Title Public History Minor

Name of Institution: Colorado Mesa University

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	5	12	16	20	20	20
1-b	Out-of-State Headcount	1	1	1	1	1	1
2	Program Headcount	6	13	17	21	21	21
3-a	In-state FTE	1.5	4	5.3	6.7	6.7	6.7
3-b	Out-of-State FTE	.3	.3	.3	.3	.3	.3
4	Program FTE	1.8	4.3	5.6	7.0	7.0	7.0
5	Program Graduates	1	4	4	8	8	8

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Public History Minor

Name of Institution: Colorado Mesa University

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/ General Use	No	Additional	Space	Required-				
Other	All	Courses	Are	Currently	Taught			
TOTAL								

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program		NONE			
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		No	additional	cost or	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

Curriculum Map for Public History Minor

Specialized Knowledge

Course	SLO #2: Assess the importance of historical context
HIST 405	
HIST 409	
HIST 499	X

Note: Essential Learning courses (101/102, and 131/132) will be assessed through Essential Learning SLOs and rubrics.

These SLOs are part of the general History discipline program assessment.

Curriculum Map for Public History Minor

Critical Thinking

Course	SLO #4: Critically Analyze primary sources
HIST 405	X
HIST 409	X
HIST 499	

Note: Essential Learning courses (101/102, and 131/132) will be assessed through Essential Learning SLOs and rubrics.

These SLOs are part of the general History discipline program assessment.

2016-2017 PETITION/PROGRAM SHEET

Minor: Public History

About This Minor . . .

The public history minor prepares students to use historical skills outside the classroom in positions such as museums, archives, historical societies, and public agencies.

POLICIES:

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

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 ~~Theatre~~ 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. 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 (21 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

[illegible][illegible]

Department: SBS (Psychology)

Program Additions

Forensic Investigation - Psychology

Degree Type: Minor

Abbreviated Name: Forensic Psych

Proposed by: Jenny Peil and Melissa Connor

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **Social and Behavioral Sciences**

If new department, please enter name:

Program: Degree type: **Minor**

Program/concentration Name: **Forensic Investigation - Psychology**

Abbreviated program/concentration (max 30 characters): **Forensic Psych**

PROPOSED AND PREPARED BY:

Name: **Jenny Peil and Melissa Connor**

Date: **10/30/2015**

Email: **jpeil@coloradomesa.edu; mconnor@**

Phone: **1499;1219**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
Sept. 11, 2015 - concept presented to Program Directors in S&BS. Positive response from Psychology.
Sept 25, 2015 - concept presented to Psychology Department with a positive response.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Eliot Jennings**

Date: **1/12/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Jessica Herrick**

Date: **1/29/16**

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

Name:

Date:

Forensic Investigation - Psychology

b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):

- 1) Identify program student learning outcomes (SLOs)
 - 2) Identify linkage of program SLOs to institutional SLOs
 - 3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
 - 4) Identify planned assessments for the program SLO.
-

Upon completion of the program, the student will be able to (linkage to institutional SLOs are in parentheses)”

1. *Synthesize current theories, principles, and practices in forensic psychology (specialized knowledge).*
2. *Communicate forensic psychology perspectives to patients, lawyers, juries and other stakeholders (Communication fluency)*
3. *Apply problem-solving skills to issues in forensic psychology (critical thinking).*
4. *Combine forensic psychology theory with practical experience and skills (applied learning).*

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

Legislative Mission excerpt: “Colorado Mesa University shall also serve as a regional education provider. “

Colorado Mesa University’s mission: “Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking and social responsibility, CMU advances the common good of Colorado and beyond.”

The program’s primary goals are:

1. *To provide students with the knowledge and skills needed to apply psychological knowledge and principals in a forensic context.*
2. *To prepare those students that wish, to go on in graduate programs focused on Psychology and the Law.*

The program provides an additional opportunity for both students and the larger community to grow intellectually by providing courses that examine the intersection of psychology and the legal system. It provides the opportunity for professional growth by providing courses that facilitate further education in graduate school, through academic rigor and promoting social awareness of how mental health and psychological issues impact both offenders and victims.

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

This program is a strong complement to individuals seeking to work in the nexus of criminal justice and mental health within a variety of professions. The program will assist those students seeking entry level positions in correctional institutions, criminal law, and mental health fields by providing them background in the forensic investigations of which they may find themselves a part.

For students seeking a variety of majors, the program provides a strong addition to their major. A few of these include criminal justice majors seeking to understand the behavioral implications of crime scenes or nursing students who may wish to work as SANE (sexual assault nurse examiner)-certified nurses.

A unique element for the CMU Psychology and the Law is the integration of the minor with the growing interest in the forensic sciences at CMU. The Forensic Science club has had students at the American Academy of Forensic Sciences (AAFS) for the last three years. The AAFS has a behavioral and psychology section, with numerous presentations over the course of the conference. The minor also integrates the use of CMU’s crime scene house into its course offerings.

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?

None.

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

None.

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

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

(1) The program would assist in giving psychology students guidance for getting into graduate programs in Psychology and the Law; at the bachelor's level it would give students an edge in criminal justice related positions, such as in the penal system.

(2) a. Informal student questioning suggested high interest.

b. Class surveys asking (1) if the student would be interested in taking the minor and, (2) what is the likelihood that they would sign up for the minor.

CJ101 Orientation to Criminal Justice - 21 (44%) out of 48 were interested in the minor. Of those interested in the minor 8 (38%) thought themselves highly likely or over 75% likely to sign up; 10 (48%) thought themselves likely (75-25%) to sign up, and 3 (14%) were less likely to sign up.

FOAN180 Survey of Physical Anthropology - 8 (80%) out of 10 were interested in the minor. Of those interested in the minor 6 (75%) thought themselves highly likely or over 75% likely to sign up; and 2 (25%) were less likely to sign up.

PSYC201 Orientation to the Major – Section 1 - 14 out of 22 were interested in the minor. Of those that were not interested in taking the minor several were interested in taking courses that would be part of the minor, and 3 indicated that though they are not interested themselves, they would like to see this option for their peers. Of those that are interested 11 indicated they would be likely to enroll. And 3 said they were too close to graduation for this to be a good option for them.

PSYC201 Orientation to the Major – Section 2 – 12 (57%) out of 21 were interested in the minor. Five (56%) of those NOT interested in the full minor were interested in taking courses that would be part of the minor. 4 (33%) of those interested in the minor were highly likely to enroll. 3 of those that were interested thought they were too close to graduation to enroll in a new minor, but were very interested in it.

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

There are no similar programs within CMU or on the Western slope.

According to the American Psychological Association's website (<http://www.apadivisions.org/division-41/education/index.aspx>), there are over 50 graduate programs that teach a combination of psychology and the law. The same website lists both the University of Denver and UC- Colorado Springs as having Master's concentrations in Psychology and the Law. The University of Denver does have a Master of Forensic Psychology program in the Graduate School of Professional Psychology, but does not appear to have an undergraduate program to feed into it. The UC-CS has a MA sub-plan in Psychology and Law, but does not have a concentration that feeds into the program.

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;

Required (22 hrs)

*PSYC 202 APA Writing Style for Psyc majors (1)
FOAN 232 Survey of Forensic Science (3)
FOAN 280 Crime Scene Processing (2) – New course
FOAN 280L Crime Scene Processing (1) – New course
PSYC 425 Forensic Psychology (3)
FOAN 480 Professional Issues in Forensic Science (3) – new course.*

Electives (courses must come to at least 9 credit hours)

*PSYC 340 Abnormal Psychology (3)
PSYC 400 Psychological Testing (3)
PSYC 410 Drugs and Human Behavior (3)
PSYC 422 Psychological Interviewing (3)*

Students will start with FOAN232, a survey of the forensic sciences, so as to put forensic psychology in context with the remainder of the forensic specialties. This is a spring course and can then be taken in the spring of their freshman or sophomore year. It will be suggested that they take FOAN480 in their senior year. The remaining courses can be taken independently of each other.

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

This faculty will be taught by existing CMU faculty.

Jenny Peil, PsyD. Dr. Peil has been an active in the field of psychology for more than 10 years. She has had clinical interaction with the forensic population in her professional role before taking on the teaching role at CMU. She has been teaching on the topic of Forensic Psychology and related areas at CMU for over 5 years.

Melissa Connor, PhD. Dr. Connor has been active in forensic science professionally for over 20 yrs. She is a Fellow in the American Academy of Forensic Science. She directed a Master of Forensic Science program at Nebraska Wesleyan University before taking the job at CMU where she runs the Forensic Investigation Research Station.

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.

Continuing access to a crime scene house will be necessary.

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

The delivery mode for courses will be through traditional classroom instruction.

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

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

Not applicable.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: ____Forensic Investigation – Psychology

Degree Title ____Minor in Forensic Investigation – Psychology

Name of Institution: Colorado Mesa University

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	3	5	10	12	15	17
1-b	Out-of-State Headcount	2	3	4	5	7	8
2	Program Headcount	5	8	14	17	22	25
3-a	In-state FTE	.9	1.5	3.0	3.6	4.5	5.1
3-b	Out-of-State FTE	.6	.9	1.2	1.5	2.1	2.4
4	Program FTE	1.5	2.4	4.2	5.1	6.6	7.5
5	Program Graduates	0	2	5	10	12	15

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: _____

Name of Institution: _____

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	No new physical space is needed for the classroom.							
Instructional Lab								
Offices	No new faculty are needed, and existing faculty have offices.							
Study								
Special/ General Use	The existing Crime Scene House, or a similar facility will be needed, but no new space.							
Other								
TOTAL								

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

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

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

Signature of Governing Board Financial Officer

Title

Date

Approved Policy

I-B-12

June 5, 2003

COLORADO MESA UNIVERSITY Program Outcome and Assessment Plan Template

Program Name: Forensic Investigation - Psychology

Date: November 16, 2015

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
Outcome #1 <i>Upon completion of the program, the student will be able to synthesize current theories, principles, and practices in forensic psychology</i>	PSYC 425 Forensic Psychology (D)	What: Students will be able to define and properly use the key terms in the field. How: Scoring on examination questions.	Who: J. Peil When: 2018	85%	Results: Key Findings: Conclusions:	Action: Re-evaluation Date:
	PSYC 425 Forensic Psychology (D)	What: Students will be able to describe the scope and principle features of forensic psychology as a field of study. How: Scoring on examination questions.	Who: J. Peil When: 2018	85%		
Outcome #2 <i>Upon completion of the program, the student will be able to communicate forensic psychology perspectives to patients, lawyers, juries and other stakeholders</i>	FOAN 232 Survey of Forensic Science (B)	What: Student will take part in a mock court testifying as a psychologist. How: Scoring on court testimony	Who: M. Connor When: 2018	85%	Results: Key Findings: Conclusions:	Action: Re-evaluation Date:

	<p>PSYC 425 Forensic Psychology (D)</p> <p>What: Students will be able to describe the scope and principle features of forensic psychology as a field of study.</p> <p>How: Scoring on examination questions.</p>	<p>Who: J. Peil When: 2018</p>	85%		
	<p>FOAN 480 Professional Issues in Forensic Science (A)</p> <p>What: Psychology students will work with other forensic students as part of team to investigate a cold case to present to a mock jury.</p> <p>How: Scoring on team exercises</p>	<p>Who: M. Connor When: 2018</p>	85%		
<p>Outcome #3 <i>Upon completion of the program, the student will be able to apply problem-solving skills to issues in forensic psychology</i></p>	<p>PSYC 425 Forensic Psychology(D)</p> <p>What: Students will be able to answer applied questions on examinations.</p> <p>How: Scoring on examination questions.</p>	<p>Who: J. Peil When: 2018</p>	85%	<p>Results: Key Findings: Conclusions:</p>	<p>Action: Re-evaluation Date:</p>
<p>Outcome #4 <i>Upon completion of the program, the student will be able to combine forensic psychology theory with practical experience and skills.</i></p>	<p>PSYC 425 Forensic Psychology (D)</p> <p>What: Students will be able to answer applied questions on examinations.</p> <p>How: Scoring on essay questions in examinations.</p>	<p>Who: J. Peil When: 2018</p>	85%	<p>Results: Key Findings: Conclusions:</p>	<p>Action: Re-evaluation Date:</p>

	FOAN 480 Professional Issues in Forensic Science (A)	What: Psychology students will work with other forensic students as part of team to investigate a cold case. How: Scoring on the final court testimony for the cold case.	Who: M. Connor When: 2018	85%		
--	---	--	--	------------	--	--

Adapted from Long Beach City College and Indiana State University Assessment Plans

2016-2017 PETITION/PROGRAM SHEET

Minor: Forensic Investigation - Psychology

About This Minor . . .

This minor combines courses in psychology with forensic investigation courses. It will provide a student a base in forensic psychology. Students may be better prepared to enter graduate programs in forensic psychology. Students may also be better prepared to use psychological concepts in criminal justice and investigative jobs.

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates**. You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

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 ~~Theatre~~ 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. 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 (-22 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course	No	Title	Sem.hrs	Grade
		Term/Trns		
PSYC	202	APA Writing Style for Psyc minors	1	_____
FOAN	232	Survey of Forensic Science	3	_____
FOAN	280	Crime Scene Processing	2	_____
FOAN	280L	Crime Scene Processing Lab	1	_____
PSYC	425	Forensic Psychology	3	_____
FOAN	480	Professional Issues in Forensic Science	3	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Forensic Psychology Electives (Courses must come to at least 9 credit hours)

Course	No	Title	Sem.hrs	Grade	Term
PSYC	340	Abnormal Psychology	3	_____	_____
PSYC	400	Psychological Testing	3	_____	_____
PSYC	410	Drugs and Human Behavior	3	_____	_____
PSYP	422	Psychological Interviewing	3	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Course Modifications

PSYP 420

Current

Proposed

Course Prefix: PSYP

Course No.: 420

Credit Hours 3

Course Title: Counseling Processes and Techniques

Prerequisites:

Current: PSYC 150 or 340 or consent of instructor

Proposed: PSYC 340 and PSYP 320 or Consent of instructor

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

Justification:

Course is no longer a requirement of other non psychology programs of study (e.g. sociology with a concentration in human services), so the change reflects the desired sequence of courses for the major the course is designed for, namely psychology with a concentration in counseling. This does not change the program sheet for psychology with a concentration in counseling, and effects no other program majors at this time.

Discussions with affected departments:

SBS, Psychology with a Concentration in Counseling, discussion date 1-18-16. All faculty concerned with this change in concurrence and department chair notified.

Proposed by: Susan Becker

Expected Implementation: Fall 2016

Program Modification

Psychology: 3724

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Under the "Psychology Electives" section of the program sheet, courses will be reorganized into the existing and newly proposed areas.

Justification:

The current program sheet requires 12 credits be taken from the "Psychology Electives" area, which includes a list of courses that aren't offered as often as necessary for students to complete this requirement. For this reason, several students have had issues in fulfilling the classes found in the "Psychology Electives" area by their anticipated graduation date. Moreover, there were too many courses in the "Personality/Social" and the above described "Psychology Electives" areas compared to the "Developmental" and "Neuropsychology" areas. By creating new areas and reorganizing the courses into all the areas found in the modified program sheet, there is a better balance and improved logical placement of the courses being offered. Students will also have the benefit of taking courses from a wider variety of psychological areas under the requirements of the modified program sheet.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

NA

Proposed by: Brian Parry

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Psychology

About This Major . . .

Students may pursue the Psychology B.A. degree or the Psychology B.A. degree with a concentration in Counseling Psychology. All majors are required to complete some laboratory coursework in which they conduct psychological science research. Practica are required for counseling students and are available at nearby human service agencies and treatment centers. The psychology programs provide students with a working knowledge of the methods and findings of modern psychology. Students majoring in psychology are prepared to work in a wide variety of settings, including human services (counseling and social work), public affairs, business, sales, criminal justice, and (following graduate study) psychotherapy, teaching and research. The psychology program provides a strong foundation for graduate study in psychology and related disciplines.

The psychology program sponsors a Psychology Club and a local chapter of the national honor society in psychology, Psi Chi. Through active membership in these organizations, students are encouraged to become involved in community service and to attend and present their research at regional and national conferences.

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

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

1. Critically analyze the historical trends in psychology (Specialized Knowledge)
2. Compare basic research methodology in psychology, including research design, data analysis and interpretation (Applied Learning)
3. Communicate clearly in written and oral presentations in standard American Psychological Association format (APA) (Broad Integrative Knowledge/Applied Learning)
4. Apply statistical concepts to decision making and problem solving in areas of psychological application (Quantitative Fluency)
5. Think critically to solve problems in psychological areas of analysis using academic sources of information. (Intellectual Skills)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____, () _____

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

Signature of Advisor Date _____ 20____

Signature of Department Head Date _____ 20____

Signature of Registrar Date _____ 20____

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in coursework toward the major content area
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

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

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

MATH 1	_____	_____	_____	_____	_____
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Humanities (3 semester hours)

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

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

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

_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
_____	L	_____	_____	_____	_____

History (3 semester hours)

HIST	_____	_____	_____	_____	_____
------	-------	-------	-------	-------	-------

Fine Arts (3 semester hours)

_____	_____	_____	_____	_____	_____
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Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3	_____	_____	_____
ESSL 200	Essential Speech (co-requisite)	1	_____	_____	_____

PSYCHOLOGY MAJOR REQUIREMENTS (59 semester hours)

Must pass all courses with a grade of "C" or higher. To continue in the program and eventually graduate as psychology majors a student must earn, within no more than three attempts, at least a grade of "C" in the major requirements.

FOUNDATION COURSES (6 semester hours) Two **consecutive** classes in the **same** foreign language.

FL	_____	_____	_____	_____	_____
FL	_____	_____	_____	_____	_____

Psychology Core (20 semester hours)

PSYC 150	General Psychology	3	_____	_____	_____
PSYC 201	Orientation to the Psychology Major	3	_____	_____	_____
STAT 215	Statistics for Social & Behavioral Sciences	4	_____	_____	_____
PSYC 216	Research Methods in Psychology	3	_____	_____	_____
PSYC 216L	Research Methods in Psychology Lab	1	_____	_____	_____
PSYC 414	History of Psychology	3	_____	_____	_____
PSYC 416	Memory & Cognition	3	_____	_____	_____

Psychology Electives (Total Psychology Electives must equal 33 Semester Hours)

At least one course from each of the following **three-five** Areas:

Developmental Area

PSYC 310	Child Psychology	- 3	_____	_____	_____
PSYC 330	Psychology of Adolescence & Emerging Adulthood	- 3	_____	_____	_____
PSYC 350	Psychology of Adulthood	-3	_____	_____	_____

Personality/Social Area

PSYC 320	Social Psychology	-3	_____	_____	_____
PSYC 370	Cross-Cultural Psychology	3	_____	_____	_____
PSYC 401	Sport Psychology	3	_____	_____	_____
PSYC 412	-Industrial/and-Organizational	_____	_____	_____	_____

_____	Psychology	3	_____	_____	_____
PSYC 411	Human Sexuality	3	_____	_____	_____
PSYC 420	Personality	3	_____	_____	_____
PSYC 435	Applied Social Psychology	-3	_____	_____	_____

Diversity Area

PSYC 370	Cross-Cultural Psychology	-3	_____	_____	_____
PSYC 335	Psychology of Women	3	_____	_____	_____
PSYC 411	Human Sexuality	3	_____	_____	_____
PSYC 425	-Forensic Psychology	3	_____	_____	_____

Health & Wellness Area

PSYC 300	Health Psychology	3	_____	_____	_____
PSYC 340	Abnormal Psychology	3	_____	_____	_____
PSYC 410	Drugs & Human Behavior	3	_____	_____	_____

PSYC 425 Forensic Psychology 3

SOCI 410 – Death, Dying & Bereavement 3

SOCI 497 Structured Research (1-6) - _____

Electives (All college level courses appearing on your final transcript,

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

(24 semester hours)

(24 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns
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Course No	Title	Sem.hrs	Grade	Term/Trns
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[illegible]

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN PSYCHOLOGY

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
Essential Learning	Humanities	3	Essential Learning	Natural Science	3
Essential Learning	Social/Behavioral Sciences	3	Essential Learning	Mathematics	3
Essential Learning	Natural Science with Lab	4	Essential Learning	History	3
PSYC 150	General Psychology	<u>3</u>	Essential Learning	Fine Arts	3
		16	KINE 100	Health and Wellness	<u>1</u>
					16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
Foreign Language		3	ESSL 200	Essential Speech	1
PSYC 201	Orientation to the Psychology Major	3	ESSL 290	Maverick Milestone	3
Essential Learning –	Social/Behavioral Science	3	Foreign Language		3
STAT 215	Statistics for Social &		Elective		3
	Behavioral Sciences	4	PSYC 216/216L	Research Methods	
KINA	Activity	<u>1</u>		in Psychology and Lab	<u>4</u>
		14			14

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
PSYC 416	Memory & Cognition	3	Upper Division	PSYC Electives (3)	9
Upper Division	PSYC Electives (3)	9	Electives (2)		<u>6</u>
Elective		<u>3</u>			15
		15			

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
Upper Division	PSYC Electives (3)	9	PSYC 414	History of Psychology	3
Electives (2)		<u>6</u>	Upper Division	PSYC Electives (2)	6
		15	Electives (2)		<u>6</u>
					15

A one- or two-hour elective may be taken in any semester in place of the three-hour elective shown in the proposed sequence to make the total hours equal exactly 120.

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.

2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Department: SBS (Sociology)

Course Modifications

SOCO 320

Current

Proposed

Course Prefix: SOCO

Course No.: 320

Credit Hours 3

Course Title: Life Course Sociology

Prerequisites:

Current: SOCO 144 or SOCO 260 or consent of instructor

Proposed: SOCO 260 or SOCO 264

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

Justification:

SOCO 144 is not sufficient preparation for SOCO 320. This change brings SOCO 320 in line with the rest of the upper-division Sociology electives.

Topical course outline, current:

NA

Topical course outline, proposed:

NA

Student Learning Outcomes, current:

NA

Student Learning Outcomes, proposed:

NA

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

NA

Proposed by: Brenda Wilhelm, PhD

Expected Implementation: Fall 2016

Course Modifications

SOCO 410

Current

Proposed

Course Prefix: SOCO

Course No.: 410

Credit Hours 3

Course Title: Contemporary Social Theory

Description for catalog:

Current:

Twentieth century sociological theories and their historical links to classical thought.

Proposed:

Introduction to sociological theory from the early 20th century to the present, with an emphasis on the development of contemporary theory from its classical roots.

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

Justification:

The original course description stops with the twentieth century, which made sense when it was still the twentieth century. The primary purpose of this modification is to extend the time period covered to the present.

Topical course outline, current:

NA

Topical course outline, proposed:

NA

Student Learning Outcomes, current:

- o Identify and describe ways in which individuals and groups are influenced by broad societal factors (social structure and culture).
- o Identify and describe core concepts and perspectives in contemporary.
- o Synthesize course information in order to arrive at reasoned conclusions.
- o Evaluate the logic and validity of arguments, and the relevance of data and information.
- o Describe ways in which theories learned in the course might be used to understand and address phenomena or problems in the real world.
- o Demonstrate a willingness to be an active participant in the course through the required course discussions.

Student Learning Outcomes, proposed:

NA

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

NA

Proposed by: Brenda Wilhelm, PhD

Expected Implementation: Fall 2016

Department: Teacher Education

Program Additions

Early Childhood Teaching - Special Education

Degree Type: BA

Abbreviated Name: EC Teaching -Special Ed

Proposed by: Lisa Friel

Director of Teacher Education Signature: Valerie Dobbs

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **Teacher Education**

If new department, please enter name:

Program: Degree type: **BA**

Program/concentration Name: **Early Childhood Teaching - Special Education**

Abbreviated program/concentration (max 30 characters): **EC Teaching -Special Ed**

PROPOSED AND PREPARED BY:

Name: **Lisa Friel**

Date: **1/18/2016**

Email: **friel@coloradomesa.edu**

Phone: **970-248-1106**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
January 15, 2016 - email to Jessical Herrick to inform her of required PSYC 150 with which she approved. Email sent to Lori Payne, math department about required MATH 105/205 which was also approved.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Jennifer C LaBombard-Daniels**

Date: **1/22/2016**

APPROVED BY DEPARTMENT HEAD:

Name: **Valerie Dobbs**

Date: **1/22/2016**

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

Name: **Valerie Dobbs**

Date: **1/22/2016**

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.
-

Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for all students.

2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Use multiple methods of assessment and data-sources in making educational decisions.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Use foundational knowledge of the field and their professional Ethical Principles and practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

2) Identify linkage of program SLOs to institutional SLOs Highlighted areas show institutional SLO linkage.

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for all students. (specialized knowledge, applied learning)
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (specialized knowledge, critical thinking, applied knowledge, communication fluency)
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (specialized knowledge, critical thinking, applied knowledge)
4. Use multiple methods of assessment and data-sources in making educational decisions. (specialized knowledge, applied knowledge, quantitative fluency, applied learning)
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (specialized knowledge, applied learning, critical thinking)
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (specialized and applied knowledge, critical thinking, communication fluency)
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (communication fluency, quantitative fluency, specialized knowledge, critical thinking)

3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format.

Each student learning outcome will be integrated into every early childhood, education and special education course. The following shows the SLOs emphasized for each course.

Early Childhood Special Education Requirements:

- EDUC 311 Creative and Physical Expression for Children, 3 credits
- EDUC 340 Pedagogical 7 Assessment Knowledge, 3 credits, 20 hours of field experience Prerequisites: admission to the Teacher Education Program or permission of the instructor
- EDUC 343 Teaching to Diversity, 3 credits, 20 hours of field experience
Co-requisite EDUC 340
- EDUC 374 Exceptional & English Language Learners in an Inclusive Classroom, 3 credits, Prerequisites: EDUC 340 & EDUC 343
- EDUC 378 Technology for K – 12 Educators, 1 credit, Prerequisites: EDUC 340 & EDUC 343
- EDUC 301 Emergent Literacy for Early Childhood Differences, 3 credits, 20 hours of field experience
- ECSE 320 Learner Development and Individual Learning, 3 credits
- ECSE 435 Assessment & Evaluation of the Young Child, Birth – 8 years, 3 credits, 20 hours of field experience
- ECSE 430 Instructional Strategies for Inclusion & Intervention Strategies, 3 credits, 20 hours of field experience
- ECSE 410 Building Family and Community Partnerships, 1 credit
- EDUC 440 Methods of Teaching Language & Literacy: Early Childhood, 3 credits, 40 hours of field experience
- EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary, 3 credits, 40 hours of field experience
Prerequisites: Admission to the Teacher Education Program and EDUC 340 & 343, MATH 105, 205 & 301
- EDUC 461 Methods of Teaching Science & Social Studies: Early Childhood/Elementary, 3 credits, Prerequisites: Admission to the Teacher Education Program and EDUC 340 & 343, MATH 105, 205 & 301
- ECSE 450 Individual Behavior Support and Guidance for Young Learners, 3 credits, 20 hours of field experience
- EDUC 499 A Teaching Internship and Colloquia for K – 2, 6 credits, 300 hours of field experience
- ECSE 499 Teaching Internship and Colloquia for ages 3 – 5 , 6 credits, Prerequisites: Formal admission to the Teacher Education Program and EDUC 340, 343, 4XX, 451, 461 and all other course work for bachelor's degree completed as well as 2.8 GPA

4) Identify planned assessments for the program SLOs:

- Portfolio: edTPA edTPA is a subject-specific assessment with versions in 27 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students. edTPA doesn't ask candidates to do anything that most aren't already doing in their preparation programs, but it does ask for greater support for and demonstration of these skills that research and educators find are essential to student learning.
- FIP: Final Internship Presentation FIP is presentation requiring students to plan, teach, assess, compile, and analyze data from units taught in student teaching.
- Pre-internship and internship supervisor evaluations based on the Colorado Teacher Quality Standards.
- Successful completion of Praxis II/Place: Early Childhood Special Education

Key assessments for each course including but not limited to the last four semesters: lesson planning project, assessment project, classroom management project, SIOP lesson plan project, multicultural literature review, bias paper, literacy unit development, APPALS (Assessment Project Practice Learning Study, science or social studies unit development, LAMP math project, content area math project, field study project.

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

Role and Mission.

CMU goals include a charge to meet state and regional needs of p-12 school districts. The development of the B.A., Education in Early Childhood Education and Special Education meets regional and state needs in an officially designated high need area, as defined by the Colorado Department of Education.

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

The program offers students a Bachelor of Arts degree in Early Childhood Special Education; the narrow, intense focus of all content courses is a strength as it will better prepare students to work in classrooms that align with the federal guidelines for an inclusive classroom. A unique element is this program builds on the Associate of Arts degree currently offered through the WCCC campus. The program meets national Head Start requirements and prepares students to work effectively with children birth through 8 years (3rd grade) within inclusive classroom settings. Innovations of the program include field experience hours for every early childhood and teacher education degree specific course, direct faculty supervision and instruction during field experiences, and partnerships with many community agencies including STRIVE, Colorado Preschool Program, MOSAIC, Firefly Autism, Child Find, Head Start, Rocky Mountain SER, Early Head Start (birth to 36 months), Expanding Quality for Infants and Toddlers Initiative, Mesa County Partnership for Children and Families, and The Parenting Place. A special feature of the program is its collaboration with the Little Mavs Center on the CMU campus where students complete lab work: observations, interactions, lesson plans, etc. The program's focus on Early Childhood Education as well as Special Education is a strength in that it meets the high established need of Early Childhood Special Educators in school districts across the western slope of Colorado (Colorado Department of Education, Established Need Criteria Table, Attachment 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?

- Colorado Department of Education (CDE)
- Colorado Commission of Higher Education (CCHE) Authorization Process/Requirements
- Colorado Teacher Quality Standards
- Council for Exceptional Children (CEC) Special Educator Preparation Standards – Early Childhood Specialist Set
- National Association for the Education of Young Children

Program is required to be authorized and approved by CCHE, but no other outside accreditation will be pursued.

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

1. [Admission](#) to Colorado Mesa University (with application fee) through Admissions.
2. Formal evaluation of all transfer credits by the Registrar's office.
3. Evidence of declared major in state-approved licensure discipline with [program sheet](#) (listing all courses taken) approved and signed by academic advisor.
4. Successful completion of the following courses or approved equivalent courses with grade of **B** or better: ENGL 111, ENGL 112, PSYC 150
5. Successful completion of the following course or approved equivalent course with grade of **C** or better: MATH 105
6. Successful completion of all EDEC (Early Childhood Education) 100-200 level coursework with a minimum GPA of 2.8.
7. A minimum cumulative GPA of 2.8 (including transfer and CMU coursework) is required for admission to the Teacher Education Program. Transfer GPA will be calculated by the Registrar's Office for those courses transferring to the degree program. A minimum GPA of 2.8 is also required overall, in content major coursework, and in all education coursework prior to the student teaching internship.
8. Passing [PRAXIS](#) scores on the Reading, Writing, and Mathematics exams.
9. Completion of a Center for Teacher Education (CTE) application packet.

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

- (1) Employer need/demand as demonstrated by evidence such as:
 - (a) identification of several potential employers of program graduates;

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

The new Early Childhood Special Education courses are aligned to the newly adopted Council for Exceptional Children Specialty Set: Early Childhood and Early Intervention Special Education standards. These same standards are the adopted Colorado 9.08 Licensing Rules for the Early Childhood Special Education endorsement. The proposed Early Childhood Special Education program has been constructed in order to prepare professionals to teach young children effectively and to respond to the need for quality Early Intervention services and Early Childhood Education programs to support all young children. The following data and letters are representative of the demand for a new BA in Early Childhood Education Teaching – Special Education.

Evidence:

1a. In a survey of Western Slope principals, superintendents, and Human Resource and Early Childhood directors, 28 out of 35 (80%) answered yes to the question, “Do you have a need for your teachers to be certified in Early Childhood Education or Early Childhood Special Education (Certification – Birth to Age 8-3rd grade)?” Reasons provided: Need Early Childhood and/or Early Childhood Special Education expertise, need highly qualified teachers, available positions, and to teach in inclusive classrooms.

Potential employers include: School Districts across the western slope of Colorado, Head Start, STRIVE, Mesa Developmental Services, MOSAIC, Firefly Autism, Little Mavs Center, private full day child care facilities, private part day preschools.

Head Start federal regulations recently changed to require that 50% of their early childhood teachers must have a BA in the Early Childhood or related field.

1b. The Colorado Department of Education’s “Established Need Criteria Table, Attachment A” reports an “Established High Need” of Early Childhood Special Educators in 22+ school districts in Colorado, and an “Established Medium Need” of Early Childhood Special Educators in 9+ school districts in Colorado. The table also reports an established high need of Early Interventionists (birth-3) in 7+ agencies in Colorado.

1.d Letters of Support

Kirk Henwood - Deputy Superintendent of Montrose and Olathe Schools
Sharon Kallus – Principal at Rim Rock Elementary School, Grand Junction
Tammy E. Johnson – Executive Director UnBOCES
Deborah Hosswell - Head Start
Holly Jacobson - Partnership for Children and Families
Kim Self - School district 51 Director of Preschools
Michelle Raymond – Speech Language Pathologist at Family Health West
Scott Pankow – Superintendent of Ouray Schools
Corina Otero – Early Childhood Specialist for Mesa County Partnership for Children and Families
Teresa Bandel-Schott – Executive Director Rio Blanco Board of Cooperative Educational Services

2. Two separate surveys were conducted of potential students – CMU survey of student interest in potential programs across campus and an independent survey of employees of Western Slope preschools, child care centers, etc.

CMU Survey Results: 159 students demonstrated interest in Elementary or Early Childhood Education degrees. Of the 159, 29% indicated interest in BA in Early Childhood and/or Early Childhood Special Education. This degree would provide endorsement in both areas.

Independent Survey Results: 55 out of 59 responses indicated they were interested in BA degrees in either Early Childhood Education or Early Childhood Special Education.

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

The development of the BA Early Childhood Teaching – Special Education degree is in response to both Colorado legislation (READ Act) and demand for early childhood and early childhood special needs teachers in the Western Slope. Research is clear on the impact early childhood intervention has on future student success and lifetime learning skills. According to the newest Colorado Commission on Higher Education Educator Preparation Report (December 2014), only three institutions of higher education in Colorado offer an endorsement in Early Childhood Special Education: Regis, University of Colorado, Colorado Springs, and University of Northern Colorado. CMU would be the only university of the Western Slope to offer an Early Childhood Special Education degree/endorsement. The BA in Early Childhood Education Teaching – Special Education would be the first BA in Teacher Education to be offered at CMU. The Colorado Commission of Higher Education reversed a ban on Early Childhood degrees in April 2012.

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;

Total credits: 123 semester hours

Essential Learning Requirements: 31 credits

Wellness Requirements: 2 credits

Essential Learning Capstone: 4 credits

Education: Early Childhood Education:

- EDEC 101 Intro to Early Childhood, 3 credits, 3 hours of field experience
- EDEC 103 Guidance Strategies, 3 credits, 3 hours of field experience
- MATH 105 Elements of Math I, 3 credits, 3 hours of field experience
- EDEC 113 Infant and Toddler Theory and Practice, 3 credits, 3 hours of field experience
- EDEC 122 Ethics in Early Childhood, 1 credit
- EDEC 205 Nutrition, Health & Safety, 3 credits, 3 hours of field experience
- EDEC 238 Early Childhood Development, 0 – 8 years, 3 credits, 3 hours of field experience
- EDEC 240 Curriculum Development: Early Childhood, 3 credits, 3 hours of field experience
- EDEC 241 Early Childhood Administration: Human Relations, 3 credits, 3 hours of field experience
- EDEC 250 Exceptionalities in Early Childhood, 3 credits, 3 hours of field experience, Prerequisite: EDEC 101 or permission of instructor
- EDEC 290 Early Literacy for the Young Child, 2 credits, 3 hours of field experience

Early Childhood Special Education Requirements:

- EDUC 311 Creative and Physical Expression for Children, 3 credits
- EDUC 340 Pedagogical 7 Assessment Knowledge, 3 credits, 20 hours of field experience Prerequisites: admission to the Teacher Education Program or permission of the instructor
- EDUC 343 Teaching to Diversity, 3 credits, 20 hours of field experience
Co-requisite EDUC 340
- EDUC 374 Exceptional & English Language Learners in an Inclusive Classroom, 3 credits, Prerequisites: EDUC 340 & EDUC 343
- EDUC 378 Technology for K – 12 Educators, 1 credit, Prerequisites: EDUC 340 & EDUC 343
- EDUC 301 Emergent Literacy for Early Childhood Differences, 3 credits, 20 hours of field experience
- ECSE 320 Learner Development and Individual Learning, 3 credits
- ECSE 435 Assessment & Evaluation of the Young Child, Birth – 8 years, 3 credits, 20 hours of field experience
- ECSE 430 Instructional Strategies for Inclusion & Intervention Strategies, 3 credits, 20 hours of field experience
- ECSE 410 Building Family and Community Partnerships, 1 credit
- EDUC 440 Methods of Teaching Language & Literacy: Early Childhood, 3 credits, 40 hours of field experience
- EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary, 3 credits, 40 hours of field experience
Prerequisites: Admission to the Teacher Education Program and EDUC 340 & 343, MATH 105, 205 & 301

- EDUC 461 Methods of Teaching Science & Social Studies: Early Childhood/Elementary, 3 credits, Prerequisites: Admission to the Teacher Education Program and EDUC 340 & 343, MATH 105, 205 & 301
- ECSE 450 Individual Behavior Support and Guidance for Young Learners, 3 credits, 20 hours of field experience
- EDUC 499 A Teaching Internship and Colloquia for K – 2, 6 credits, 300 hours of field experience
- EDUC 499X Teaching Internship and Colloquia for ages 3 – 5 , 6 credits, Prerequisites: Formal admission to the Teacher Education Program and EDUC 340, 343, 4XX, 451, 461 and all other course work for bachelor's degree completed as well as 2.8 GPA

According to 2015-2016 Colorado Mesa University Catalog, pages 48 -54, this new bachelor degree meets the requirements for CMU's Credit Hour Policy. CMU requires:

- 31 semester credit hours of Essential Learning Core Courses. This degree has 31 semester credit hours of Essential Learning Core courses
- 4 semester credit hours of Essential Learning Capstone. This degree has 4 semester credit hours of Essential Learning Capstone courses
- 2 -3 semester credit hours of Wellness Requirements. This degree has 2 semester credit hours of Wellness courses
- 36 – 48 semester credit hours of major requirements. This degree has 50 semester credit hours of major courses
- 0- 36 semester credit hours of unrestricted electives. This degree has 6 semester credit hours of unrestricted electives.
- This degree has 30 semester credit hours of foundation courses.
- 50 semester credit hours are courses 300 level or higher.

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

Ann Gillies – PhD, Curriculum and Instruction & MA, Special Education
 Lisa Friel – EdD, Curriculum and Instruction & ME, Early Childhood Education
 Cindy Chovich – EdD, Educational Leadership & MA Curriculum and Instruction
 Jennifer LaBombard-Daniels – PhD, K-12 Educational Leadership & ME, Curriculum and Instruction
 Denise Hctor – MA Special Education
 Tammie Vail Shoultz McCole - MA Ed Early childhood
 Stephanie Stelljes - MA Ed Early Childhood
 Michelle Calkins - MA Ed
 Susan Tarr - MA Ed Early Childhood
 Kimberly Self - MA Ed
 Mark Lapka - MA

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.

Learning resources needed for implementation include textbooks, practitioner books and resources, scholarly journal subscriptions, assessment tools, curriculum materials, learning activities, sensory tools, visual supports, augmentative/alternative/assistive communication technologies, and computer software. Currently, the library has holdings which are basic. The Young Children section of the Tomlinson Library will be a valuable resource. Laboratories and clinical facilities are not necessary; our program will utilize the Little Mavs Center on the Colorado Mesa University campus for practical experience. Technological support will come from the Colorado Mesa University Information Technology Department. Department recommendations for additions to the library's collection includes more specialized textbooks, current practitioner books and resources, current assessment tools, new curriculum materials, and specialized learning activities.

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.

Face to face, online, and field-based

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

1. All teacher education programs have been approved for the PTO classification
 2. The program was developed to be aligned to the Council for Exceptional Children Educator Prep Standards Early Childhood Specialist set which are also the approved standards from CCHE. The program must be approved by CCHE/CDE through a process of completing standards' grids and justifications.
 3. CCHE has already granted credit waivers to teacher education programs up to 126 credits.
 4. N/A
 5. Our BA program directly aligns to our AA in Early Childhood. Students who complete the AA degree will only need to take the 50 credits of Early Childhood Special Education Requirements, Maverick Milestone (4), Math 105 (3), and one EDEC course (3) to equal the 60 credits.
-

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Early Childhood Education/Special Education

Degree Title B.A., Education

Name of Institution: Colorado Mesa University

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	8	12	15	15	18	20
1-b	Out-of-State Headcount	---	----	----	----	----	----
2	Program Headcount	8	18	25	28	31	35
3-a	In-state FTE	8.53	34.2	47.5	53.2	58.9	66.5
3-b	Out-of-State FTE	---	---	---	---	---	---
4	Program FTE	8.53	34.2	47.5	53.2	58.9	66.5
5	Program Graduates		6	10	13	14	15

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: B.A., Education Early Childhood Education/Special Education

Name of Institution: Colorado Mesa University

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	2	2						
Instructional Lab								
Offices	2	2						
Study								
Special/ General Use								
Other								
TOTAL	2	2						

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	13,600	20,500	20,500	20,500	20,500
2	Financial Aid specific to program					
3	Instructional Materials	500	250	250	250	250
4	Program Administration		5,160	8,600	11,180	11,180
5	Rent/Lease					
6	Other Operating Costs	4,500	4,500	4,500	4,500	4,500
7	Total Operating Expenses	18,600	30,410	33,850	36,430	36,430
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions	500	500	500	500	500
11	Total Program Start-Up Exp.	19,100	30,910	34,350	36,930	36,930
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition	87,520	182,568	249,580	266,676	299,496
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		68,420	151,658	215,230	229,996	262,566

** 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



2016-2017 PETITION/PROGRAM SHEET
Degree: Bachelor of Arts
Major: Early Childhood Teaching- Special Education

About This Major . . .

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

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

The special education – early childhood program provides teacher education candidates with a broad content knowledge and prepares them as teachers for early childhood and grades preschool through three (birth to age 8). A minimum of 60 credit hours of general education and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education program. Please see the Teacher Education Admission Packet for further information on admissions criteria.

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

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

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for all students.
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Use multiple methods of assessment and data-sources in making educational decisions.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Use foundational knowledge of the field and their professional Ethical Principles and practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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 Content Advisor

Date

Signature of Department Head

Date

Signature of Registrar

Date

Degree Requirements:

- 123 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All ECSE/EDUC prefix courses must be completed with a grade of B or better**
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.
- Students must PASS the PLACE or PRAXIS II exam in the content area prior to commencing the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

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

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

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

*ENGL 111	English Composition	3			
*ENGL 112	English Composition	3			

Math: MATH 205 (3 semester hours) Must be taken after MATH 105. Must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.

MATH 205	Elements of Mathematics II	3			
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Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

*PSYC 150	General Psychology	3			
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*Must earn a "B" or higher

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

Fine Arts (3 semester hours)

History (3 semester hours)

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

		L			
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math prereqs)	3			
*ESSL 200	Essential speech (Co-requisite)	1			

FOUNDATION COURSES (34 Semester Hours)

Education: Early Childhood Education: (30 semester hours)

EDEC 101	Intro to Early Childhood	3			
EDEC 103	Guidance Strategies	3			
MATH 105	Elements of Mathematics I	3			
EDEC 113	Infant and Toddler Theory and Practice	3			
EDEC 122	Ethics in Early Childhood Education	1			
EDEC 205	Nutrition, Health & Safety	3			
EDEC 238	Early Childhood Development, 0-8 years	3			
EDEC 240	Curriculum & Development: Early Childhood	3			
EDEC 241	Early Childhood Administration: Human Relations	3			
EDEC 250	Exceptionalities in Early Education	3			
EDEC 290	Early Literacy for the Young Child	2			

Electives (6 semester hours) All college level courses appearing on your final transcript not listed above and below that will bring your total semester hours to 123 hours, including 40 upper-division credit hours.)

EARLY CHILDHOOD SPECIAL EDUCATION REQUIREMENTS: (50 semester hours – 800 field experience hours)

Course No.	Title	Sem.hrs	Grade	Term/Trns	
EDUC 311	Creative and Physical Expression for Children	3	_____	_____	
EDUC 340	Pedagogical & Assessment Knowledge for Teachers: Early Childhood, Birth–8 years	3	_____	_____	20 Field Experience Hours
EDUC 343	Teaching to Diversity	3	_____	_____	20 Field Experience Hours
EDUC 374	Exceptional & English Language Learners in the Inclusive Classroom	3	_____	_____	
EDUC 378	Technology for K – 12 Educators	1	_____	_____	
EDUC 301	Emergent Literacy for Early Childhood	3	_____	_____	20 Field Experience Hours
ECSE 320	Learner Development and Individual Differences	3	_____	_____	
ECSE 435	Assessment & Evaluation of the Young Child, Birth–8 years	3	_____	_____	20 Field Experience Hours
ECSE 410	Building Family and Community Partnerships	1	_____	_____	
ECSE 430	Instructional Strategies for Inclusion and Intervention	3	_____	_____	20 Field Experience Hours
EDUC 440	Methods of Teaching Language & Literacy: EC	3	_____	_____	40 Field Experience Hours
EDUC 451	Methods of Teaching Mathematics: Early Childhood/Elementary	3	_____	_____	60 Field Experience Hours
EDUC 461	Methods of Teaching Science & Social Studies: Early Childhood/ Elementary	3	_____	_____	
ECSE 450	Individual Behavior Support and Guidance with Young Learners	3	_____	_____	
EDUC 499A	Teaching Internship & Colloquia for K - 2	6	_____	_____	300 Field Experience Hours
ECSE 499	Teaching Internship & Colloquia for ages 3 – 5	6	_____	_____	300 Field Experience Hours

****ALL EDUC/ECSE prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.**

POLICIES:

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

**SUGGESTED COURSE SEQUENCING FOR A MAJOR IN
EARLY CHILDHOOD TEACHING-SPECIAL EDUCATION**

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
PSYC 150	General Psychology	3	Essential Learning	Fine Arts	3
Essential Learning	History	3	Essential Learning	Social/Behavior Science	3
EDEC 101	Intro to Early Childhood	3	EDEC 122	Ethics in Early Childhood Education	1
EDEC 103	Guidance Strategies	3	EDEC 238	Early Childhood Development 0-8 years	3
KINE 100	Health and Wellness	<u>1</u>	Essential Learning	Natural Sciences	<u>3</u>
		16			16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester Hours		
Essential Learning	Natural Science with Lab	4	Essential Learning	Humanities	3
EDEC 240	Curriculum & Development: EC	3	MATH 205	Elements of Mathematics II	3
EDEC 205	Nutrition, Health & Safety	3	EDEC 250	Exceptionalities in Early Education	3
EDEC 241	Early Childhood Administration: HR	3	EDEC 290	Early Literacy for the Young Child	2
MATH 105	Elements of Mathematics I	3	EDEC 113	Infant and Toddler Theory & Practice	3
KINA	Activity	<u>1</u>	Elective		<u>3</u>
		17			17

JUNIOR YEAR

Fall Semester		Hours	Spring Semester Hours		
ESSL 290	Maverick Milestone	3	EDUC 311	Creative & Physical Expression for Children	3
ESSL 200	Essential Speech	1	EDUC 301	Emergent Literacy for Early Childhood	3
EDUC 340	Pedagogical & Assessment Knowledge For Teachers: Early Childhood, Birth – 8	3	ECSE 435	Assessment & Evaluation of the Young Child, Birth – 8 years	3
EDUC 343	Teaching to Diversity	3	ECSE 410	Building Family & Community Partnerships	1
EDUC 374	Exceptional and ELL in the Inclusive Classroom	3	ECSE 430	Instructional Strategies for Inclusion & Intervention	3
ECSE 320	Learner Development & Individual Differences	<u>3</u>	Elective		<u>3</u>
		16			16

SENIOR YEAR

Fall Semester		Hours	Spring Semester Hours		
EDUC 378	Technology for K-12 Educators	1	EDUC 499A	Teaching/Internship/&Colloquia for K- 2	6
EDUC 440	Meth. of Teaching Language/Literature	3	ECSE 499	Teaching Internship & Colloquia For ages 3 – 5	<u>6</u>
EDUC 451	Methods of Teaching Mathematics	3			12
EDUC 461	Meth. of Teaching Science/Social Studies	3			
ECSE 450	Individual Behavior Support & Guidance with Young Learners	<u>3</u>			
		13			



November 9, 2015

Re: Early Childhood / Special Education Licensure Program

Good Afternoon,

Mesa County Valley School District 51 offers a strong support for the proposed undergraduate program in Early Childhood / Special Education at Colorado Mesa University. A team from Colorado Mesa University in conjunction with the community has worked tirelessly to create a program based on quality practices. This program proposed is academically sound and designed to give students an opportunity to acquire skills and knowledge to educate the birth through eight years of age population. There is a need in this community for Early Childhood educators and the district highly supports this endeavor.

Please contact me if you have additional questions.

Sincerely,

Kim Self
Early Childhood Coordinator
Mesa County Valley School District 51
410 Hill Ave.
Grand Junction, CO 81501
970-254-5436
Kim.self@d51schools.org



November 20, 2015

To Whom it May Concern:

On behalf of the Mesa County Partnership for Children and Families, I am very pleased to write a letter of support Center for Teacher Education at Colorado Mesa University and their desire to develop an undergraduate licensure program in Early Childhood with a focus on Special Education.

The mission of the Mesa County Partnership for Children and Families, one of 31 State of Colorado recognized Early Childhood Councils, is *to create, coordinate and sustain a resource-rich community for all families so that children reach their full potential in safe and optimally nurturing environments*. The Partnership strives to ensure quality of life for approximately 20,000 Mesa County children up to age ten. We provide leadership to the community through prevention, education, collaboration and advocacy.

Through our community collaborations with local early childhood education facilities and professionals we have been able to increase the quality of care in Mesa County however our teachers are unable to continue their professional growth to meet the needs of the ever increasing diverse and inclusive classrooms. Having Colorado Mesa University offer a BA with the focus on Early Childhood Education will help to increase the care that the children in Mesa County receive along with supporting Federal regulations regarding inclusive care and education for all children.

Research continues to support the findings that children who receive quality care and education between the ages of birth through 3rd grade have a significantly greater chance for High School completion and becoming an active member of the community. This BA program aligns with the idea that highly educated teachers have a direct impact on a student's success. As a community partner we are looking forward to encouraging early childhood teachers to enroll in the program so they can improve the chances of success for our youngest citizens.

On behalf of our Early Childhood Council, Mesa County Partnership for Children and Families firmly believes in the goals of the *Center for Teacher Education at Colorado Mesa University* curriculum and how it has and will continue to directly positively impact child and family outcomes in Mesa County. Your support will enhance this highly successful institution, and we ask you to strongly consider supporting CMU in moving forward with undergraduate licensure program in Early Childhood with a focus on Special Education.

Sincerely,

Corina Otero

Corina Otero
Early Childhood Specialist



Rio Blanco Board of
Cooperative Educational Services

Teresa Bandel-Schott
Executive Director

402 W. Main Street
Rangely, Colorado 81648
970/675-2064 Fax 970/675-5023

Dear Colleagues,

I am writing this letter of support to The Center for Teacher Education at Colorado Mesa University and their desire to develop an undergraduate licensure program in Early Childhood/Special Education. Those of us on the western slope, and for us specifically in rural northwestern Colorado, are always in need of highly qualified staff for our preschool programs. The Rio Blanco BOCES works with many of the preschool families in our county, serving both communities of Meeker and Rangely. We also work with Horizon's Specialized Services, based in Steamboat Springs. The collaboration with Horizon's to accept referral, assess, and identify infants and toddlers with a suspected disability. Because Steamboat Springs is nearly 3 hours away, we depend on our early childhood staff to support in all these efforts.

Any and all additional, potential staff, is of high need in our area.

Please feel free to call me if you have any questions, or need any additional support.

Sincerely,

Teresa Bandel-Schott



Uncompahgre Board of Cooperative Educational Services

www.unbocs.org
PO Box 728
Ridgway, CO 81403
(970) 626-2977
(970) 626-2978 (FAX)

November 11, 2015

Dear Center for Teacher Education at Colorado Mesa University,

I am writing this letter of support on behalf of your endeavor to develop an undergraduate licensure program in the area of Early Childhood Special Education (ECSE). I have been a special education director for ten years in Colorado. Over my tenure as a director, I have ALWAYS had an active opening for an Early Childhood Special Education Teacher. There is a national shortage of ECSE teachers across the nation and Colorado is definitely impacted.

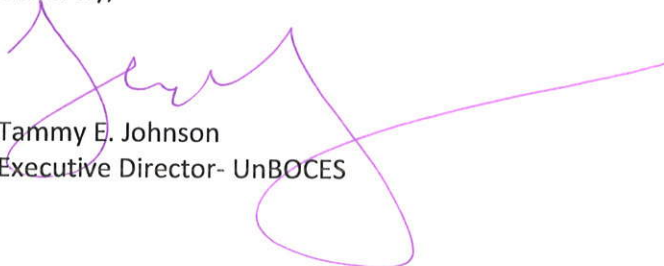
Currently, there are no undergraduate programs offered in Colorado in the area of ECSE, and the only option is to obtain a Master's Degree to be considered highly qualified and licensed to teach. I know that if an undergraduate level program were offered there would be plenty of quality candidates ready to enroll.

This program is in high need across the state and if CMU were to offer this program it would greatly benefit every district across the state and have a profound impact on how we can serve students. It would also positively reflect CMU's continued commitment to promoting quality education programs for prospective teachers.

I am currently the chairperson for the Outback Special Education Director's group, which is made up of 23 special education directors and coordinators across the western slope of Colorado. The shortage of ECSE teachers in our area has a profound impact in our region and is frequently an agenda item to be discussed at our meetings.

I wholeheartedly support the creating of an ECSE program at CMU. Please do not hesitate to contact me if you need more information.

Sincerely,



Tammy E. Johnson
Executive Director- UnBOCES

RIM ROCK ELEMENTARY SCHOOL

1810 J 6/10 Rd
Fruita, CO 81521

Sharon Kallus
Principal

Camī Kidd
Assistant Principal

Phone: (970) 254-6770

Fax: (970) 858-7654

November 10, 2015

To Whom It May Concern:

My name is Sharon Kallus and I am an elementary school principal in MCVSD51. I have been in the Valley for 12 years serving students in the elementary, high school and blended-learning setting. One of the greatest needs I have seen is in the area of highly qualified special education teachers.

My current role is in the largest elementary school in the Valley. We have 2.5 moderate needs teachers, 2 significant support needs teachers, and a preschool program with a classified lead "teacher." In filling three of these four positions over the last two years, I have found the candidate pool extremely shallow. We do not have many applicants, and when we do, they are not highly qualified, or they have been dismissed from previous positions.

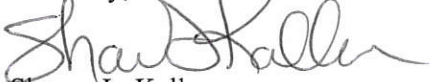
In my 26 years as an educator, I have learned your school culture and community are highly dependent on a strong Special Education department/team. In addition to completing and maintaining the increased requirements and paperwork, the ability to communicate with teachers, families, administration as well as work closely with students is essential and requires a high degree of organization, ability to balance work-load as well as juggle lessons at varied levels. Our buildings are receiving groups of children with disabilities and needs we have not seen in the past. There is an increased demand for early entry by a highly impacted group of children.

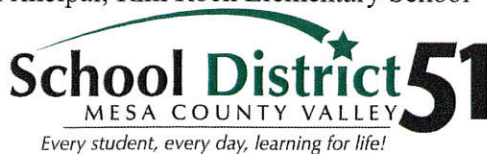
I strongly believe if we offered a program at CMU to develop and grow Early Childhood/Special Education educators, our schools, students and community would be GREATLY impacted.

The life of an educator, especially an educator in special education, is more complex than ever before. This group of giving, loving people helps shape the future of our community and world. Growing our own in our Valley would be a step in the right direction.

Thank you for your time, I hope this information helps inform your extremely important decision.

Sincerely,


Sharon L. Kallus
Principal, Rim Rock Elementary School



Rim Rock Mission

Our mission is to be a school community where all learners (students, staff and parents) are valued and continuously strive to achieve our personal best.

Rim Rock Vision

Our vision is to be a community of caring professionals who emulate what we want our students to become.

Montrose County School District RE-1J

930 Colorado Ave.
PO Box 10,000
Montrose, CO 81402-9701

(970) 240-6401 – phone
(970) 249-7173 – fax
www.mcsd.org



January 22, 2016

Dear Colorado Mesa University Board of Trustees and President Foster;

The need for both Early Childhood and Special Education teachers in Montrose and Olathe schools as well as schools across the state and nation has been well documented in research, by the Colorado Department of Education, and in numerous public pronouncements by all who advocate on behalf of public schools and our students.

The development of a B.A., Education, with dual endorsements in ECE and Special Education would be a welcome addition to the offerings in the Center for Teacher Education at Colorado Mesa University.

My district looks forward to the opportunity to collaborate with CTE on developing these new teachers and to the eventual prospect of hiring these graduates locally to improve the quality of schools throughout our region.

Thank you,
Sincerely,

Kirk Henwood
Deputy Superintendent
Montrose and Olathe Schools

Ouray School District R-1

Developing Minds to Match Our Mountains

P.O. Box N
400 7th Avenue
Ouray, CO 81427

Phone: 970-325-4505

Fax: 970-325-7343

Website: www.ouray.k12.co.us

January 21, 2016

To Whom It May Concern:

The need for both Early Childhood and Special Education teachers in our district schools has been well documented in research, by the Colorado Department of Education, and in numerous public pronouncements by all who advocate on behalf of public schools and our students.

The development of a B.A., Education, with dual endorsements in ECE and Special Education would be a welcome addition to the offerings in the Center for Teacher Education at Colorado Mesa University.

My district looks forward to the opportunity to collaborate with CTE on developing these new teachers and to the eventual prospect of hiring these graduates.



Scott Pankow

Ouray Schools Superintendent
K-12 Principal

spankow@ouray.k12.co.us

970-325-4505 office

970-596-3878 cell

Course Additions

ECSE 320

Credit Hours 3

Course Title: Learner Development and Individual Differences

Abbreviated Title: Learner Dev Ind Diff

Contact hours per week: Lecture 3 Lab 0 Field Studio Other 1.3

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to the Teacher Education Program

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Teaching - Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of child development and individual differences to respond to the unique and individualized needs of young children with exceptionalities. Field experience required.

Justification:

Beginning early childhood professionals need to understand how exceptionalities may interact with development and learning, and they need to possess the skills to use this knowledge to provide meaningful and challenging learning experiences for young children with exceptionalities. A comprehensive understanding of typical and atypical early childhood development will equip teachers to design appropriate, individualized, student-centered learning experiences and supports.

Topical course outline:

- I. Typical Child Development
- II. Understanding Children with Learning Disabilities
- III. Understanding Children with Communication and Language Differences
- IV. Understanding Children with Emotional and Behavioral Differences
- V. Understanding Children with Attention and Hyperactivity Differences
- VI. Understanding Children with Sensory Processing Differences
- VII. Understanding Children with Intellectual Disabilities
- VIII. Understanding Children with Autism
- IX. Understanding Children with Multiple Disabilities
- X. Understanding Children with Physical Disabilities and Other Health Impairments
- XI. Understanding Children with Traumatic Brain Injury
- XII. Understanding Children with Hearing Loss
- XIII. Understanding Children with Visual Impairments, Including Blindness
- XIV. Understanding Children Who are Gifted and Talented and Twice Exceptional

Course Additions

XV. Understanding Children Through Partnering with Families

Student Learning Outcomes:

1. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
2. Understand that infants and young children develop and learn at varying rates and that a child's abilities, needs, and characteristics impact development and learning
3. Understand the impact that differences in cognitive, social/emotional, adaptive, play, temperament, and motor development has on children and family systems

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

ECSE 410

Credit Hours 1

Course Title: Building Family and Community Partnerships

Abbreviated Title: Building Partnerships

Contact hours per week: Lecture 1 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 900 Student preparation minutes: 1800

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission into the Teacher Education program

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to the concept of family systems, the impact of children with diverse needs upon the family system, and the role of the educator in partnering with families and the community.

Justification:

Developing the understanding and skills of our teacher candidates in how to guide and work with community support is essential to the success of our early learners. Colorado Department of Education National Association for the Education of Young Children, and the Council for Exceptional Children Division of Early Childhood recommend that teachers have knowledge and training in the area of family and community partnerships. This course will provide our teacher candidates with the knowledge, understanding and skills necessary to create an inclusive classroom environment where parents are an intrical part of the childs educational learning plan.

Topical course outline:

- I. The impact of society on families today
 - a. Personal Views
 - b. Economic and political conditions
 - c. Community, culture and education
 - d. Changing pattern of family's involvement in education
 - e. Community resources
- II. Family organization and functioning capabilities
 - a. Types of families
 - b. Importance of family systems and dynamics
 - c. Impact of special needs child on the family life cycle
 - d. Parenting styles
 - e. Parents a change agents
- III. Collaborative partnerships with families
 - a. Intentional use of language
 - b. Communication strategies

Course Additions

- c. Establishing good working relationships
- d. Planning as a Team
- e. Problem solving
- f. Conflict resolution
- g. Helping parents to become advocates
- IV. Issues affecting families today
 - a. Factors that create stress
 - b. Coping strategies
 - c. Balancing family, career and adult's commitments
- V. Connection with other professionals
 - a. Training needs and options
 - b. Planning as a team
 - c. Evaluations, Outcomes, and Accountability
 - d. Problem solving skills
 - e. Ethical responsibilities
 - f. Advocacy

Student Learning Outcomes:

1. Examine personal attitudes towards families
2. Practice effective communication strategies for parent-professional partnerships
3. Identify internal and external family/community resources
4. Practice problem-solving and conflict resolution strategies
5. Design effective parent/family inclusion plans: components of planning, implementing, and evaluating successful meetings.
6. Demonstrate collaboration and teamwork while planning activities.
7. Identify ethical responsibilities to children, families, colleagues, and community and apply those guidelines in decision-making exercises.
8. Identify advocacy opportunities in the community and document participation in one or more advocacy actions.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

ECSE 430

Credit Hours 3

Course Title: Instructional Strategies for Inclusion and Intervention, Birth-8 Years

Abbreviated Title: Inst Strat Inclusion

Contact hours per week: Lecture 3 Lab Field 1.3 Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EDUC 340, EDUC 374, and ECSE 320

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Teaching - Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of evidence-based instructional strategies, focused on communication and sensory processing, to advance learning of young children with exceptionalities.

Justification:

In order for many young children who are at-risk or who have exceptionalities to make adequate progress in any area, professionals need to use strategies to promote and enhance communication skills and sensory integration skills.

Topical course outline:

- I. Social Communication and Following the Child's Lead
- II. Imitation and Animation
- III. Modeling and Expanding Language
- IV. Playful Obstruction to Promote Communication
- V. Turn-Taking
- VI. Teaching Expressive Language
- VII. Teaching Receptive Language
- VIII. Sensory Integration/Sensory Processing
- IX. Strategies for Hyperactivity
- X. Strategies for Hypoactivity
- XI. Strategies for Sensory Defensiveness
- XII. Picture Exchange Communication System
- XIII. Augmentative and Alternative Communication Systems
- XIV. Designing a Learning Environment to Promote Communication and Sensory Integration
- XV. Sensory Diets and Sensory Supports

Student Learning Outcomes:

1. Develop and match learning experiences and strategies related to sensory processing to characteristics of infants and young children

Course Additions

2. Respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations
3. Support the establishment of effective communication systems for young children that support self-advocacy
4. Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

ECSE 435

Credit Hours 3

Course Title: Assessment and Evaluation of the Young Child, Birth-8 Years

Abbreviated Title: Assess Eval for YC

Contact hours per week: Lecture 3 Lab Field Studio Other 1.3

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EDUC 340

ECSE 320

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Teaching - Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration and application of technically sound formal and informal assessments that minimize bias, and measurement principles and practices to evaluate and guide educational decisions through collaboration with colleagues and families.

Justification:

More intense supports and educational programs are being developed for children birth-8 years and the need for appropriate assessment and evaluation to make these programs strong, data-driven, and effective, is critical. Teacher quality standards and accrediting bodies in Early Childhood Education require candidates to be prepared to include assessment and evaluation in their everyday work with young children and families.

Topical course outline:

- I. Introduction to Assessment (assessment vs. evaluation, assessments of pre-/academic skills, behavior, social skills, adaptive behavior skills, purpose of assessment)
- II. A Comprehensive Assessment System for Birth Through Age 8
- III. Observation as the Key Method in the System
- IV. Using Basic Concepts of Measurement
- V. Choosing and Using the Right Measure (informal and formal tools, quantitative and qualitative measures)
- VI. Assessment for Planning Intervention
- VII. Conferencing, Grading, and Reporting
- VIII. Building a Child Study
- IX. Special Issues in Infant and Toddler Assessment
- X. Special Issues in Preschool Assessment
- XI. Special Issues in Primary Grades
- XII. Teaming and Collaboration in Assessment

Course Additions

XIII. Assessment Data

XIV. Using Assessment Data to Drive Instruction and Interventions

XV. Child's Voice in Assessment

Student Learning Outcomes:

1. Know and understand young children's characteristics and needs as they relate to assessment and evaluation
2. Support and engage families and communities in the assessment and evaluation processes through respectful, reciprocal relationships
3. Understand the legal requirements, goals, benefits, and uses of assessment
4. Know about and use observation, documentation, and other appropriate formal and informal assessment tools and approaches
5. Understand and practice responsible assessment and evaluation to promote positive outcomes for each child
6. Align assessment with curriculum, content standards, and local, state, and federal regulations.
7. Understand the connection of curriculum to assessment and progress monitoring activities.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

ECSE 450

Credit Hours 3

Course Title: Individual Behavior Support and Guidance with Young Learners

Abbreviated Title: Ind Support Guidance

Contact hours per week: Lecture 3 Lab Field 1.3 Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EDUC 340, EDUC 374, and ECSE 320

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Teaching - Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of behavioral theories and their application to individual and classroom management of young learners with an emphasis on the principles of applied behavior analysis.

Justification:

Developing the understanding and skills of our teacher candidates in guidance and behavior support is essential to the success of our early learners. Colorado Department of Education National Association for the Education of Young Children, and the Council for Exceptional Children Division of Early Childhood recommend that teachers have knowledge and training in the area of social emotional development. This course will provide our teacher candidates with the knowledge, understanding and skills necessary to create an inclusive classroom environment of emotional and social wellness..

Topical course outline:

Topical Course Outline

I. Analyzing Behavior Problems

- a. Functional Behavior Plan
- b. Behavior Intervention Plan
- c. Individualized Family Service Plan
- d. Individualized Education Plan

II. Direct Strategies:

- a. Setting Limits
- b. Modeling appropriate behaviors
- c. Using praise and encouragement
- d. Redirection
- e. Ignoring behaviors
- f. Communicating effectively

Course Additions

- g. Natural and logical consequences
- h. Conflict resolution and problem-solving
- i. Direct teaching of appropriate behaviors
- j. Supporting positive responsive relationships and environments
- III. Applied Behavior Analysis
 - a. Experimental Design
 - i. Dimensions of applied behavior analysis
 - ii. Use of alternating treatments
 - b. Fundamental Elements of Behavior Change
 - i. Use of positive and negative reinforcement
 - ii. Use appropriate parameters and schedules of reinforcement
 - iii. Use prompts, modeling, shaping, extinction, verbal operants
 - c. Specific-Behavior Change Procedures
 - i. Interventions based on manipulation of antecedents
 - d. Behavior-Change Systems
 - i. Self-management strategies
 - ii. Conditioned reinforcement systems
 - e. Identification of Problem
 - i. Biological/medical variables that effect client
 - ii. Preliminary assessment of client
 - f. Measurement
 - i. Select a measurement system to obtain representative data given the dimensions of the behavior and logistics of observing and recording
 - g. Assessment
 - i. Define behavior in observable and measurable terms
 - h. Intervention
 - i. State intervention goals in observable and measurable terms

Student Learning Outcomes:

1. Know and understand guidance and behavioral theories and their application to the inclusive classroom.
2. Develop an understanding of evidence-based practices in early childhood including students with special needs.
3. Provide knowledge and practical application of formal and informal behavioral assessments in the inclusive classroom.
4. Create safe, inclusive culturally responsive learning environments that engage individuals with exceptionalities in meaningful learning activities and social interactions.
5. Know and understand the skill-based, interpersonal relationship, cognitive and neurological interventions and treatments.
6. Apply basic principles and concepts of behavior analysis to produce effective ethical, and meaningful change in young learners.
7. Select, identify and use reinforcers, manipulate reinforcement schedules and dimensions of reinforcement to produce the desired effects on behavior.
8. Assess the functions and causes of behavior and develop function-based interventions.
9. Apply specific fundamental elements of behavior change including prompting, reinforcement, shaping, chaining, error correction and generalization methods.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

ECSE 499

Credit Hours 6

Course Title: Teaching Internship and Colloquia: Early Childhood Ages 3 - 5/Pre-K

Abbreviated Title: Teaching Internship

Contact hours per week: Lecture Lab Field Studio Other 20

Type of Instructional Activity: Student Teaching

Academic engagement minutes: 1500 Student preparation minutes: Sufficient

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

All program and degree requirements and courses must be successfully completed.

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Teaching - Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Participation in full-time supervised teaching experience for eight weeks in an inclusive classroom designed to allow the intern the opportunity to apply standards-based education, theories, and philosophies acquired in professional education coursework. Provides support in teaching and learning of Pre-K students, ages 3 - 5.

Justification:

Colorado Department of Education National Association for the Education of Young Children, and the Council for Exceptional Children Division of Early Childhood recommend that teachers have knowledge and training including student teaching experiences. This course will provide our teacher candidates with the knowledge, understanding and skills necessary to effectively teach in an inclusive classroom environment. This experiences gives teacher candidates the opportunity to relate principles and theories to actual classrooms and schools by creating meaningful learning experiences. The culmination of this experience is the teaching internship where teacher candidates fully participate in the teaching experiences with a qualified mentor.

Topical course outline:

- I. Planning lessons/unit and implementation
- II. Effective classroom management
- III. Becoming an effective, reflective educator
- IV. Teaching to diversity and needs of all students
- V. Assessment
- VI. Meeting Colorado Teacher Effectiveness Standards
- VII. Presenting data
- VII. Professional development

Student Learning Outcomes:

Course Additions

1. Design and implement developmentally appropriate and challenging learning experiences for all students taking into consideration cognitive, linguistic, social, emotional, and physical similarities/differences.
2. Ensure inclusive learning environments that enable each learner to meet high standards.
3. Create a learning environment that supports individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self motivation.
4. Creates learning experiences that make central concepts, tools of inquiry and structures of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
10. Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Additions

EDUC 301

Credit Hours 3

Course Title: Emergent Literacy for Early Childhood

Abbreviated Title: Emergent Lit Childhood

Contact hours per week: Lecture 3 Lab Field Studio Other 1.3

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Admission to Teacher Education Program and EDUC 340

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Teacher Ed BA, Early Childhood Education-Special Education

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum from birth to kindergarten. Survey of current research in emergent language and literacy including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum and ongoing assessment. Includes a minimum of 20 hours of field experience.

Justification:

Literacy begins at birth and builds on experiences that occur during infancy and early childhood. Learning to read and write are complex interrelated processes that develop with a child's oral language at home and at school. Early Childhood Special Education candidates will need to study the research, principles, methods and materials to develop the knowledge and skills to personalize their instruction to enable all children to learn how to be successful readers and writers.

Topical course outline:

I. Language theory

- a. Review theories of language development
- b. Summarize brain development as it relates to emergent literacy
- c. Discuss the relationship between cognitive and language development

II. Emergent literacy development

- a. Demonstrate knowledge of how children develop and learn by providing opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of young children.
- b. Review language development as it relates to emergent literacy
- c. Review reading and writing as they relate to emergent literacy

III. Elements of emergent literacy

- a. Outline developmental milestones of language development/ communication of children
- b. Discuss processes related to emergent literacy
- c. Explain the development of speaking, listening, reading and writing skills in children

Course Additions

IV. Emergent literacy integration

- a. Demonstrate knowledge of an ability to implement meaningful, integrated learning experiences for young children
- b. Outline the role of the teacher in promoting emergent literacy
- c. Explain how the teacher can integrate the children's culture into meaningful literacy experiences.
- d. Create engaging literacy practices that develop awareness, understanding, respect, and a valuing of differences in learners cultural backgrounds, diversity, learning styles.

V. Literacy environments

- a. Investigate ways to incorporate literacy in all classroom centers
- b. Develop environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes towards literacy.
- c. Provide opportunities with print in varied and meaningful contexts (e.g. listening to and retelling stories, engaging in "writing")
- d. Make literacy materials to use in early childhood programs
- e. Integrate technology to promote and foster early language and emergent literacy development

VI. Emergent literacy literature

- a. Analyze criteria for choosing activities, and materials appropriate for each age group
- b. Use a variety of techniques (puppets, dramatization flannel boards, storytelling, finger plays poetry, rhymes, riddles, songs, pictures, computers) to promote literacy.
- c. Use a variety of developmentally appropriate books and other forms of print to promote literacy. d. Read informally and frequently to children throughout the day.

VII. Emergent literacy assessment

- a. Use a variety of assessment tools and practices to plan and evaluate effective emergent literacy instruction.
- b. Systematic monitoring of student performance at individual, classroom, school, and system wide levels

Student Learning Outcomes:

After completing this course, each student will demonstrate knowledge, understanding, and application of the following:

1. Summarize theories of language development
2. Explain the development of literacy and emergent literacy
3. Describe the elements of emergent literacy
4. Integrate emergent literacy oral, reading, writing
5. Recognizes and develops literacy environments
6. Identifies and selects appropriate literature
7. Use multiple assessment strategies to emergent literacy progress

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Reactivations

EDUC 311

Credit Hours 3

Course Title: Creative and Physical Expressions for Children

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

The Center for Teacher Education has created a new Early Childhood Special Education degree which requires a class on early childhood arts and movement. The old class aligns to the needs of the new program.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 311

Current

Course Prefix: EDUC

Course No.: 311

Credit Hours 3

Course Title: Creative and Physical Expression for Children

Proposed

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

Justification:

The course is being reactivated and needed updating without changing the course purpose.

Topical course outline, current:

Not available

Topical course outline, proposed:

1) Goals for music and movement in the early childhood curriculum

a) Program

b) Age appropriateness

c) Individual appropriateness

d) Adaptations

2) Music/Movement terminology for use with young children

3) Topics for activities in music and movement

4) Evaluating activities for appropriateness

5) Creativity

a) Creative thinking

b) Creative experiences

6) Art and the Developing Child

a) Children's artistic development

b) Elements of art

c) Aesthetic

d) Sensory experiences

7) The Early Childhood Art Program

a) Providing art experiences

b) Art theories

c) Explaining children's art

d) Responses to children's art

8) Curriculum Development and Implementation

Student Learning Outcomes, current:

Understanding the major theorists on creativity and their contributions

- Understanding current research about creativity and be able to explain the implications for classroom practice

- Develop the ability to set up and maintain a classroom that will enhance children's creativity and problem solving

- Understand and demonstrate how to promote creativity in art, music, movement, drama, physical activity and problem solving

- To recognize visual and physical development in children in terms of the perceptive, cognitive, affective and creative aspects

- Develop specific strategies for integrating art, music, drama and movement into other areas of the curriculum

- Develop specific strategies for teaching art activities, including, printmaking, fiber, clay, paper, crayon

Course Modifications

painting and other appropriate media

- Learn and apply methods appropriate for leading classroom singing, listening, movement, playing instruments and other applicable musical activities
- Develop and implement lesson plans for art, music, movement, drama and physical activities appropriate for various age, grade and developmental levels in the elementary school
- Understand the meaning of a well-rounded physical and movement education program for children
- Increase proficiency in planning and teaching
- Develop a working knowledge of the equipment used in physical education, the safety factors and teaching techniques necessary to use the equipment properly
- Explain why physical education is an important ingredient in the total elementary school program
- Demonstrate the ability to develop curriculum for creative and physical expression and to integrate such curriculum into typical content areas in classrooms, which should include cross cultural implementation
- Demonstrate and explain ways to adapt creative and physical expressive activities to children's special needs, including the handicapped, ethnic strengths and differences, cultural and linguistic differences and those gifted physically and in the arts
- Develop ability to reflect on various instructional techniques

Student Learning Outcomes, proposed:

- 1) Identify and describe the developmental stages through which children pass.
- 2) Describe the relationship which exists between the child's cognitive development and his/her creative/artistic expression.
- 3) Identify and describe the various phases associated with the creative process.
- 4) Display evidence of their ability to develop and implement an art program for young children.
- 5) Discuss the benefits for the inclusion of music and movement in the early childhood curriculum.
- 6) Identify the stages and abilities of children as they relate to music and movement.
- 7) Adapt music and movement activities to a variety of age groups and abilities.
- 8) Identify direct and indirect outcomes for activities.
- 9) Recognize music/movement terminology appropriate for use with children.
- 10) Demonstrate a music and movement activity student has planned and prepared.
- 11) Evaluate activities for developmental appropriateness and ability to meet objectives.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 343

Current

Proposed

Course Prefix: EDUC

Course No.: 343

Credit Hours 3

Course Title: Teaching to Diversity

Co-requisites:

Current: EDUC 341 or 343

Proposed:

EDUC 340 or 341 or 342

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

Justification:

In developing a new Early Childhood Special Education program, we are requiring EDUC 340 which is a comparable course to EDUC 341 at the elementary level and EDUC 342 at the secondary level. The diversity course is an important component of all three programs.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 374

Current

Proposed

Course Prefix: EDUC

Course No.: 374

Credit Hours 3

Course Title: Exceptional and English Language Learners
in the Inclusive Classroom

Prerequisites:

Current: EDUC 341 or EDUC 342, and EDUC 343

Proposed: EDUC 341 or EDUC 342, and EDUC 343. May be taken concurrently with EDUC 340.

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

Justification:

EDUC 340 is recommended in the sequence to be taken the same semester as EDUC 374 therefore it needs to be available to be taken concurrently. The early childhood candidates need the EDUC 374 early in their program as it is a prerequisite for several other courses in the program.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 378

Current

Course Prefix: EDUC

Course No.: 378

Credit Hours 1

Course Title: Technology for K-12 Educators

Prerequisites:

Current: EDUC 341 or EDUC 342, and EDUC 343

Proposed: Admission to Teacher Education Program

Proposed

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

Justification:

After teaching this course for a few years, the teacher education faculty have decided that the course does not need any pre-requisites other than Admission to the Teacher Education program. This allows for more flexibility and for our new ECSE candidates to take the course.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 440

	Current	Proposed
Course Prefix:	EDUC	
Course No.:	440	
Credit Hours	4	3
Course Title:	Methods of Teaching Language and Literacy: Early Childhood	
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 3.3	Other 2.6
Engage Min.:	3000	2250
Prep Min.:	6000	4500

Description for catalog:

Current:

Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum, and ongoing assessment in instruction. Includes a minimum of 50 hours of field experience. Includes a minimum of 50 hours of field experience.

Proposed:

Exploration of student literacy development in multiple literacies, with a focus in emergent, early, and fluent content area literacy skills. Study and application of instructional strategies for the reading/writing process, phonemic awareness, vocabulary, comprehension strategies, reading and writing workshops, literacy assessment, and integration of literacy for kindergarten through third grade. Includes a minimum of 40 hours of field experience

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

Justification:

In revisiting this course as a requirement for the new Early Childhood Special Education program, we updated the content to better meet the new Common Core Standards vocabulary supported by the reading/writing research. The change from 4 to 3 credit hours better fits the needs of our Early Childhood Program and future changes to the Elementary Education Program.

Topical course outline, current:

- I. Understanding Emergent Literacy and Language
- II. Play and Emergent Literacy
- III. Oral Language and Story Time
- IV. Assisting All Emergent Readers
- V. Assisting All Emergent Writers
- VI. Supporting All Independent Writers
- VII. Creating a Classroom for All Readers
- VIII. Assessing Growth in Literacy
- IX. Assessing Growth in Literacy
- X. Local, State, and National Assessments
- XI. Individualizing Literacy and Language Instruction
- XII. Early Literacy Teaching Resources
- XIII. Professional Development

Topical course outline, proposed:

Course Modifications

1. Becoming an Effective Teacher of Reading
2. Teaching the Reading and Writing Process
3. Developing Early/Beginning Readers and Writers
4. Cracking the Alphabetic Code
5. Teaching Phonics, High-Frequency Words, and Syllabic Analysis
6. Developing Fluent Readers and Writers
7. Expanding the Students' Knowledge of Words
8. Developing vocabulary - Word Learning Strategies
9. Facilitating Students' Comprehension: Reading Factors
10. Facilitating Students' Comprehension: Text Factors
11. Organizing for Instruction
12. Differentiating Reading and Writing Instruction
13. Reading and Writing in the Content Area

Student Learning Outcomes, current:

1. Develop and articulate literacy and language based instruction using a variety of assessment techniques and data (informal and formal), including rubrics, in order to improve instruction and student learning across the curriculum
2. Demonstrate an understanding of the cognitive and literacy developmental learning process in students as related to current theory and professional practice.
3. Explore and use comprehension strategies that active, thoughtful readers use when constructing meaningful text. (e.g. conventions of language needed to compose and comprehend oral and written texts)
4. Identify and develop appropriate responses to differences among language learners (e.g., linguistic, sociocultural, intellectual, physical)
5. Develop and articulate literacy/language arts sequential learning experiences (i.e. lesson plan, grade level program) for students that include listening, oral language, reading, and writing which vary in form, subject, purpose, audience, point of view, tone, and style
6. Communicate with parents and families about the school language and literacy program and developmentally appropriate language experiences at home
7. Evaluate and share a range of appropriate childhood literature and a variety of meaningful literacy-rich strategies to promote creative thinking and expression (e.g. storytelling, drama, choral/oral reading, imaginative writing, etc)
8. Utilize local, state, and national standards to improve instruction and the total learning environment.

Student Learning Outcomes, proposed:

- I. Develop a broad knowledge base related to elementary literacy instruction and 'best practices,' with focus upon the reading/writing process, components of language, instructional procedures, developmental stages, home-school connections, assessment and evaluation, technology, and the integration of literacy.
- II. Determine, recognize, and demonstrate effective teaching strategies that meet the needs of individual students including instructional planning, communication, and implementation in the diverse classroom.
- III. Incorporate the use of higher level thinking and questioning skills in both individual and small and large group settings within a classroom
- IV. Develop the skills needed to construct performance objectives and the ability to apply the procedures and techniques for developing assessments to measure the achievement of classroom learning objectives, district standards, and Colorado Content Standards
- V. Engage in literacy activities designed to ensure students' comfort with a range of differing ideas, attitudes, and emotions related to the celebration of diversity, particularly regarding second language learners
- VI. Develop skills for using technology to enhance teaching and learning goals with an emphasis on teaching strategies related to literacy
- VII. Apply pedagogical and assessment knowledge, skills, and understanding in a field-based setting through observations, one to one tutoring, and small group instruction
- VIII. Reflect on teaching practice in light of research on literacy teaching, and evaluate the effects of professional decisions and actions on students, parents, and other professionals in the literacy learning community

Course Modifications

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Course Modifications

EDUC 499A

Current

Course Prefix: EDUC

Course No.: 499A

Credit Hours 6

Course Title: Teaching Internship and Colloquia: K-2

Prerequisites:

Current: Formal admission to the Teacher Education Program; EDUC 340 and/or 341, 343, 440 and/or 441, 451, 452, 453; all other coursework for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 in EDUC courses.

Proposed: All program and degree requirements must be successfully completed.

Description for catalog:

Current: Available for students who are pursuing ECE/ELED licensure and standards-based education: an eight-week experience. Colloquiums are included and required.

Proposed:

Participation in full-time supervised teaching experience for eight weeks in an inclusive classroom designed to allow the intern the opportunity to apply standards-based education, theories, and philosophies acquired in professional education coursework. Provides support in teaching and learning of K-2 students.

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

Justification:

Old course description is outdated with old pre-requisites and wording - ECE/ELED. Inclusive classroom was added to meet current teacher education expectations.

Proposed by: Lisa Friel

Expected Implementation: Fall 2016

Department: Theatre Arts

Course Additions

DANC 154 Credit Hours 1

Course Title: Dance Team

Abbreviated Title: Dance Team

Contact hours per week: Lecture 0.5 Lab 1.0 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125 Student preparation minutes: 1125

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Participation on the Mavettes Dance Team at the freshman standing level. Audition or Consent of Instructor Required. Only one credit hour of DANC 154 counts as a KINA activity credit.

Justification:

Students previously registered for this course under KINA 182A, Varsity Coed Cheerleading. This new course reflects the transfer of the dance team from athletics to the dance department.

Student Learning Outcomes:

Apply professional standards to the rehearsal/performance process.

Discussions with affected departments:

Discussed with Asst Athletic Director and Kinesiology Dept and approved. 2-17-16

Instructions to Registrar:

Student may take a total of 2 credit hours in this course.

Please add to Course Catalog list of courses approved for the Wellness requirement for baccalaureate degree (current catalog p. 53).

Proposed by: Megan Glynn

Expected Implementation: Fall 2016

Course Additions

DANC 254

Credit Hours 1

Course Title: Dance Team

Abbreviated Title: Dance Team

Contact hours per week: Lecture 0.5 Lab 1.0 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125 Student preparation minutes: 1125

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Participation on the Mavettes Dance Team at the sophomore standing level.

Justification:

Students previously registered for this course under KINA 182A, Varsity Coed Cheerleading. This new course reflects the transfer of the dance team from athletics to the dance department.

Student Learning Outcomes:

Apply professional standards to the rehearsal/performance process.

Discussions with affected departments:

N/A

Instructions to Registrar:

Student may take a total of 2 credit hours in this course.

Proposed by: Megan Glynn

Expected Implementation: Fall 2016

Course Additions

DANC 354

Credit Hours 1

Course Title: Dance Team

Abbreviated Title: Dance Team

Contact hours per week: Lecture 0.5 Lab 1.0 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125 Student preparation minutes: 1125

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Participation on the Mavettes Dance Team at the junior standing level.

Justification:

Students previously registered for this course under KINA 182A, Varsity Coed Cheerleading. This new course reflects the transfer of the dance team from athletics to the dance department.

Student Learning Outcomes:

Apply professional standards to the rehearsal/performance process.

Discussions with affected departments:

N/A

Instructions to Registrar:

Student may take a total of 2 credit hours in this course.

Proposed by: Megan Glynn

Expected Implementation: Fall 2016

Course Additions

DANC 454

Credit Hours 1

Course Title: Dance Team

Abbreviated Title: Dance Team

Contact hours per week: Lecture 0.5 Lab 1.0 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125 Student preparation minutes: 1125

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Participation on the Mavettes Dance Team at the senior standing level.

Justification:

Students previously registered for this course under KINA 182A, Varsity Coed Cheerleading. This new course reflects the transfer of the dance team from athletics to the dance department.

Student Learning Outcomes:

Apply professional standards to the rehearsal/performance process.

Discussions with affected departments:

N/A

Instructions to Registrar:

Student may take a total of 2 credit hours in this course.

Proposed by: Megan Glynn

Expected Implementation: Fall 2016

Course Additions

THEA 102

Credit Hours 2

Course Title: Introduction to Theatre Technology: Stagecraft

Abbreviated Title: Intro Scenic Tech

Contact hours per week: Lecture 1 Lab 2 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre Minor, Theatre: M270

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to basic scene shop safety, organization of materials, hand and machine carpentry and basic stagecraft techniques.

Justification:

Developed to become one of a four-part series of theatre technology mods which will constitute the introductory foundational technology courses for the major.

Topical course outline:

Properties of various theatre types & stage structures
Hand Tools
Saws
Hardware
Shop Supplies
Wood/Lumber/ and Other Materials
Constructing Flats
Decking & Platforms
Stair Units
Door & Window Units
How do I -----?
Full Scale Patterns

Student Learning Outcomes:

1. Demonstrate effective use of scenic construction tools.

Course Additions

2. Identify and analyze materials in order to produce scenery for productions from instructions or technical drawings
3. Exhibit safe practices and procedures used within the construction and stage areas when constructing scenery.

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Kristopher Dietrich

Expected Implementation: Fall 2016

Course Additions

THEA 103

Credit Hours 2.0

Course Title: Introduction to Theatre Technology: Costume

Abbreviated Title: Intro Costume Tech

Contact hours per week: Lecture 1 Lab 2 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre BA, Theatre Arts-Theatre (General): 3264

Theatre Minor, Theatre: M270

Theatre Minor, Theatre: M270

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to basic costume shop safety, organization and materials, hand and machine sewing.

Justification:

Replaces full semester course to become one of a four-part series of theatre technology mods which will constitute the introductory foundational technology courses for the major.

Topical course outline:

Tools and Safety Procedures in the Costume Shop

Hand Sewing Skills

Machine Sewing Skills

Taking Measurements

Reading and Using Commercial Patterns

Student Learning Outcomes:

Identify typical costume shop personnel

Explain the organization of a costume shop

Demonstrate the safe use of costume shop materials, tools and equipment

Identify the grain line of fabric

Demonstrate a command of hand and machine stitching

Take accurate measurements of the body

Construct a garment using a commercial pattern

Course Additions

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Additions

THEA 104

Credit Hours 2

Course Title: Introduction to Theatre Technology: Lighting²

Abbreviated Title: Intro Light Tech

Contact hours per week: Lecture 1 Lab 2 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre Minor, Theatre: M270

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to basic lighting safety and procedures of hang, focus, color and circuitry.

Justification:

Developed to become one of a four-part series of theatre technology mods which will constitute the introductory foundational technology courses for the major.

Topical course outline:

Properties of various theatre types & stage structures
Electricity
Lamps & Other Light Sources
Luminaire Fundamentals
Control Fundamentals
Advanced Equipment & Computers in Lighting
Projections & Lighting

Student Learning Outcomes:

1. Demonstrate effective understanding and abilities with theatrical lighting instruments.
2. Identify and analyze equipment in order to hang, focus, color, & circuit a production using a Light Plot.
3. Communicate safe practices and procedures used within the lighting & electricity area when hanging a show.

Proposed by: Kristopher Dietrich

Expected Implementation: Fall 2016

Course Additions

THEA 105

Credit Hours 3

Course Title: Introduction to Theatre Technology: Sound Technology

Abbreviated Title: Intro Sound Tech

Contact hours per week: Lecture 1 Lab 2 Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre Minor, Theatre: M270

Theatre BA, Theatre Arts-Theatre (General): 3264

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to basic theatre sound design, protocol, and execution, including live audio technology and computer editing.

Justification:

Developed to become one of a four-part series of theatre technology mods which will constitute the introductory foundational technology courses for the major.

Topical course outline:

Recording sound
Editing audio
Narration
Using wired and wireless microphones
Finding, creating, and playback of music and sound effects
History of sound design and technology

Student Learning Outcomes:

Identify tools used in audio creation
Contrast good and poor audio sources
Demonstrate how a sound system works
Defend design choices
Summarize conceptual design needs from a script and/or director

Proposed by: Michael Legate

Expected Implementation: Fall 2016

Course Additions

THEA 202

Credit Hours 3.0

Course Title: Theatrical Design Studio I

Abbreviated Title: Thea Design Studio I

Contact hours per week: Lecture Lab Field Studio 6 Other

Type of Instructional Activity: Art Studio

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 102 Introduction to Technical Theatre: Stagecraft, THEA 103 Introduction to Technical Theatre: Costume, THEA 104 Introduction to Technical Theatre: Lighting, THEA 105 Introduction to Technical Theatre: Sound
OR ARTA 123
OR ARTE 101
OR ARTG 122

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exposure to the elements of design in a theatrical context through lectures and projects.

Justification:

Design/Tech students can currently self-select from a variety of individual area design courses, but rarely do they understand the larger realm of design. This project-based course will emphasize the exploration of design concepts and vocabulary, while understanding how these concepts relate and integrate with theatre productions and their design worlds.

Topical course outline:

Design Concepts of:

Unity

Emphasis and Focal Point

Scale & Proportion

Balance

Rhythm

Line

Shape

Pattern & Texture

Illusion of Space

Illusion of Motion

Value

Color

Course Additions

Student Learning Outcomes:

Utilize Design principles within their projects and within other design pieces.

Express Design vocabulary through the presentation of their projects.

Create design elements using the concepts and ideas they have learned in the class.

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Kristopher Dietrich

Expected Implementation: Fall 2016

Course Additions

THEA 203

Credit Hours 3.0

Course Title: Theatrical Design Studio II

Abbreviated Title: Thea Design Studio II

Contact hours per week: Lecture Lab Field Studio 6 Other

Type of Instructional Activity: Art Studio

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 202 Theatrical Design Studio I

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of the collaborative process in theatrical design.

Justification:

Design/Tech students can currently self-select from a variety of individual area design courses, but rarely work outside their own areas of interest or in teams. This project-based course will emphasize the collaborative process of design within a driving concept, while encouraging them to explore a variety of roles within the design team.

Topical course outline:

Developing a Concept

Director/Designer Collaboration

Communicative Strategies

Paperwork, processes and products for Lighting, Scenic, Sound and Costume Designers

Designing Realism

Designing Non-Realism

Student Learning Outcomes:

Communicate clearly and effectively with members of a production team through a variety of visual, and aural methods

Articulate the particular requirements and challenges of different genres of design

Produce paperwork, processes and communicative devices for each of the four design areas

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Additions

THEA 303

Credit Hours 3.0

Course Title: Theatrical Design Studio III

Abbreviated Title: Thea Design Studio III

Contact hours per week: Lecture Lab Field Studio 6 Other

Type of Instructional Activity: Art Studio

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 203 Theatrical Design Studio II

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Development of further projects in collaborative Theatrical Design.

Justification:

There are currently no upper division courses in collaborative theatrical design offered. This course fills the gap for students interested in further exploration of one or more areas of design, and offers the instructors flexibility in subject focus dependent on class composition, interests and needs.

Topical course outline:

Design For Dance
The Power of the Performance Space
Special Topics in Design
The Design/Tech Portfolio

Student Learning Outcomes:

Interpret a choreographer's vision through the elements of a thoughtfully created design product.
Articulate the particular problems and challenges of a variety of performance spaces and produce design solutions to those spaces.
Articulate and produce design/tech solutions for special topics and problems in design.
Create and present a beginning Design/Tech portfolio.

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Additions

THEA 323

Credit Hours 3

Course Title: Computer Aided Drafting for the Theatre

Abbreviated Title: Theatre CAD

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 102 Introduction to Theatre Technology: Stagecraft

THEA 104 Introduction to Theatre Technology: Lighting

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of Vectorworks and other 3D computer aided drafting software (CAD) to create

Justification:

Teaches crucial skills that are required for students in theatrical lighting and scenic design.

Topical course outline:

3D Computer-Aided Drafting (CAD) Skills

Converting Scales and Measuring Ratios

Using USITT Symbols

Printing to Large Format

Student Learning Outcomes:

Create 3D plots and theatrical designs using CAD

Interpret industry standard symbols and units

Analyze their own design work

Operate 3D design and graphic software

Prepare final plots on large-format printers

Infer non-digital designs and convert to digital work

Proposed by: Michael Legate

Expected Implementation: Fall 2016

Course Additions

THEA 324

Credit Hours 3

Course Title: Multimedia Technology for the Theatre

Abbreviated Title: Theatre Multimedia

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 102 Introduction to Theatre Technology: Stagecraft

THEA 104 Introduction to Theatre Technology: Lighting

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Application of video projection technology and integrated show control software to create

Justification:

Addition to crucial design/tech skills needed for live entertainment designers.

Topical course outline:

Video design and editing skills
Show control software, such as QLab
Projection and cueing tools
Graphic software
Projection mapping
Animation

Student Learning Outcomes:

Defend their design choices
Summarize conceptual design needs from a script and/or director
Record/gather video from various sources
Edit video
Operate show control software and hardware
Produce original design concepts
Identify modern video and graphic applications
Devise solutions as part of production crew

Discussions with affected departments:

Course Additions

na

Instructions to Registrar:

na

Proposed by: Michael Legate

Expected Implementation: Fall 2016

Course Additions

THEA 325

Credit Hours 3

Course Title: Rigging and Special Effects

Abbreviated Title: Rigging FX

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 3375 Student preparation minutes: 3375

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 102 Introduction to Theatre Technology: Stagecraft

THEA 104 Introduction to Theatre Technology: Lighting

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to stage rigging, hanging lighting and scenery, weighting, safety, and flying hard and soft goods. Advanced technique of theatre technology including smoke, electrics, and

Justification:

This course includes important skills that benefit students going into most technical theatre fields. A priority is given to stage safety protocol.

Topical course outline:

Rigging
Safety knots
Fly systems and counterweight
Flying units and people
Load factoring
Block and tackle usage
Loading weight on bridge
Inspection
Rigging problems
Hazers
Strobe lighting
Safety & Emergency procedures

Student Learning Outcomes:

Define parts of fly system
Predict rigging problems

Course Additions

- Calculate weight-bearing loads
- Operate fly systems and rigging solutions
- Use special effect technologies
- Diagram systems & loads
- Plan safety measures & protocols

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Michael Legate

Expected Implementation: Fall 2016

Course Additions

THEA 333

Credit Hours 3.0

Course Title: Art, Architecture and Fashion: Prehistory to the Present

Abbreviated Title: Art, Architect & Fashion

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Theatre Minor, Theatre: M270

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of art, architecture, and fashion from Pre-History to the present.

Justification:

Design/Technology students do not currently have a visual research-based survey course that meets their needs. This course would offer an intensive, compact, research-based course directly applicable to providing context for design processes and decisions.

Topical course outline:

Pre-History
The Ancient Greeks and Romans
The Middle Ages
The Renaissance
The Cavalier/Baroque Era
The 18th Century
The 19th Century - Empire and Romantic
The 20th Century
The 21st Century

Student Learning Outcomes:

Identify the characteristics of major names and movements in art, architecture and fashion from pre-history to present
Conduct, compile and present appropriate period visual research
Apply research to selected theoretical and realized design/technology projects

Course Additions

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Additions

THEA 404

Credit Hours 3.0

Course Title: Theatrical Design Studio IV

Abbreviated Title: Thea Design Studio IV

Contact hours per week: Lecture Lab Field Studio 6 Other

Type of Instructional Activity: Art Studio

Academic engagement minutes: 4500 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

THEA 202 Theatrical Design Studio I

THEA 203 Theatrical Design Studio II

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Development of further projects in collaborative Theatrical Design.

Justification:

There are currently no upper division courses in collaborative theatrical design offered. This course fills the gap for students interested in further exploration of one or more areas of design, and offers the instructors flexibility in subject focus dependent on class composition, interests and needs.

Topical course outline:

Current topics in design
Unique design problems
Examining Design Processes
The Advanced Design/Tech Portfolio

Student Learning Outcomes:

Identify, articulate and create solutions to unique design problems.
Produce the artifacts and communicative tools of a variety of design processes.
Compile and maintain an entry level professional Design/Tech Portfolio

Discussions with affected departments:

na

Instructions to Registrar:

na

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Deletions

THEA 143

Credit Hours 3.0

Course Title: Costuming

Essential Learning Course: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre Minor, Theatre: M270

Theatre BA, Theatre Arts-Theatre (General): 3264

Prerequisite for other course(s): Yes ☒ No ☐

THEA 260 Costume Construction

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

Justification:

The research and design content of the course will be replaced by THEA 333 Art, Architecture and Fashion and THEA 202 Introduction to Theatrical Design.

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Deletions

THEA 243

Credit Hours 3.0

Course Title: Theatre Practice: Scene Construction

Essential Learning Course: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre BA, Theatre Arts-Theatre (General): 3264

Theatre Minor, Theatre: M270

Prerequisite for other course(s): Yes ☒ No ☐

THEA 322 Stage Management

THEA 343 Scene Design

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

Justification:

This course will be replaced by THEA 102 Introduction to Theatre Technology: Scenery and become part of the four-part theatre technology mod series.

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Deletions

THEA 244

Credit Hours 3.0

Course Title: Theatre Practice: Beginning Lighting

Essential Learning Course: Yes ☐ No ☒

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

Theatre Minor, Theatre: M270

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BA, Theatre Arts-Theatre (General): 3264

Prerequisite for other course(s): Yes ☒ No ☐

THEA 344 Advanced Stage Lighting

THEA 322 Stage Management

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

Justification:

This course will be replaced by THEA 204 Introduction to Theatre Technology: Lighting and become part of the four-part theatre technology mod series.

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Course Deletions

THEA 260

Credit Hours 3.0

Course Title: Costume Construction I

Essential Learning Course: Yes ☐ No ☒

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

Theatre BA, Theatre Arts-Design/Technology: 3262

Theatre BFA, Theatre Arts-Acting/Directing: 3260

Theatre BA, Theatre Arts-Theatre (General): 3264

Prerequisite for other course(s): Yes ☒ No ☐

THEA 360 Costume Construction II

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

Justification:

This course will be replaced by THEA 203 Introduction to Theatre Technology: Costume and become part of the four-part theatre technology mod series.

Proposed by: Jill Van Brussel

Expected Implementation: Fall 2016

Program Modification

Theatre Arts-Design/Technology: 3262

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Creation of new foundational technical theatre series, as well as replacement of individual area design classes with studio classes in design with a collaborative focus. See attached for complete list of changes.

Justification:

The current Design/Technology curriculum evolved over a number of years in response to faculty areas of interest. As a result, it does not offer a clear arc of learning, is weighted heavily toward technology at the expense of design, and encourages fragmentation of the students into special interest areas as they are not required to explore all areas of theatre technology. It has become increasingly difficult to meet class size needs (and students graduational needs) and students are emerging unprepared for the current job market. This re-design of the program is intended to do the following:

1. Create a cohort of students accustomed to collaborative work processes through the creation of required technology and design series they move through together.
2. Foster the well-rounded technology student through creation of a required four-part technology series
3. Develop students with a common design language, processes and collaborative skills, with insights into multiple design modalities through the creation of a design studio series involving all areas of design.
4. Deepen understanding of the Director/Designer relationship through the requirement of Directing I.
5. Broaden contextual understanding and research and presentation skills through the creation of a required course in Art, Architecture and Fashion.
6. Enhance employability and portfolio development through movement of Career Prep course from an option to requirement.
7. Provide a clear arc of learning grounded in history, literature, and analysis with required experiences in all areas of production, that progresses from foundational technology through design language and collaboration, with exploration of individual design and technology interests through mentored production season projects.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

Flexibility and versatility substantially increase the employment prospects of beginning Theatre artists. The increased breadth and rigor of the program should substantially strengthen the marketability of emerging students. They will have both classroom and hands-on experience in multiple areas of theatre design and technology, as well as repeated participation in collaborative processes.

Proposed by: Jill Van Brussel

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Theatre Arts

Concentration: Design/Technology

About This Major . . .

The Department of Theatre Arts offers one of the most successful theatre training degree programs in Colorado. Theatre Arts majors choose from two distinct concentrations in the Bachelor of Fine Arts degree in Theatre Arts (Acting/Directing or Music Theatre), 2 concentrations of the BA (Theatre Arts or Design/Technology) or the BFA in Dance and acquire a sound understanding of the performing arts in state-of-the-art facilities.

The Design/Technology concentration exposes students to the visual and technical aspects of Theatre, including Costume Design, Scenography, Lighting Design, Sound Design and other theatre technologies. The first year centers on courses that develop aesthetic sensitivity and technical proficiency. Subsequent years are devoted to specialized studio work in the student's chosen area of concentration. Coursework focuses on functional, expressive, and compositional aspects of design. This foundation is supported by a series of skill related courses in drafting, drawing, and rendering techniques, model making, projection aesthetics, lighting console operation, and computer-aided design. Costume skills courses include costume construction and fitting, fabric painting and fabric dyeing. The program culminates in a final design project during the fourth year.

Students can expect personalized instruction and supervised "hands-on" design experiences that stretch from designs on paper to fully realized productions. Graduates of the Design/Technology concentration will have the necessary skills for success in graduate studies or the professional theatre. For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

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

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

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

20

Signature of Department Head

Date

20

Signature of Registrar

Date

20

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.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

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

MATH 1				
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Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

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

Course No	Title	Sem.hrs	Grade	Term/Trns
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Fine Arts (3 semester hours)

History (3 semester hours)
HIST

WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1		
KINA 1		1		

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone			
	(see English & math pre-reqs)	3		
ESSL 200	Essential Speech (co-requisite)	1		

FOUNDATIONS COURSES (18 semester-17 semester hours) Two One consecutive classes in a the same foreign language. Must receive a grade of "C" or better.

FLA				3
FLA				

	THEA 102	Intro to Tech Theatre:
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scenery	Stgcrrft	2
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THEA 130	Script Analysis	3
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THEA 153	Acting I: Beginning Acting	3
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THEA 243	Theatre Practice: Scene Const.	3
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	THEA 103	Intro to Tech Theatre:
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Costume		2
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THEA 260	Costume Construction 1	3
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THEA 104	Intro to	
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Tech Theatre: Lighting		2
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THEA 105	Intro to Tech Theatre: Sound	2
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THEA 130	Script Analysis	3
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THEA 153	Acting I: Beginning Acting	3
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(Students must take these Theatre courses prior to their Junior Year)

THEATRE ARTS Design/Technical Concentration (52-36 Semester Hours)

THEA 117	Play Production	1
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THEA 118	Play Production	1
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THEA 142	Make Up or	
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THEA 143	Costuming	3
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THEA 145	Introduction to Dramatic Lit	3
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THEA 217	Play Production	1
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THEA 218	Play Production	1
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THEA 117	202	Play Production
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Studio I	13	Design
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THEA 118	203	Play Production
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Studio II	13	Design
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THEA 142	Make Up or	
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THEA 143	Costuming	3
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THEA 244	Beginning Lighting	3
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THEA 317	Play Production	1
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THEA 318	Play Production	1
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THEA 322	Stage Management	3
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THEA 331	Theatre History I: 400 B.C.	
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	to 1642	3
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THEA 332	Theatre History II: From 1642	
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	to the Present	3
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THEA 333	Art, Architect. & Fashion	3
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THEA 381	Directing I	3
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THEA 401	Career Prep	3
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THEA 417	Play Production	1
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THEA 418	Play Production	1
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THEA 445 or 446	Senior Tech/Des. Capstone	3
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Select 9-12 semester hours from the following Design/Tech Emphasis

Options THEA 143, 343, 344, 360, 400:

THEA 142 Makeup 3

THEA 303 Design Studio III 3

THEA 323 CAD for Theatre 3

THEA 324 Multi-Media for Theatre 3

THEA 325 Theatrical FX and Rigging 3

THEA 343 Scene Design 3

THEA 344 Advanced Stage Lighting 3

THEA 360 Costume Construction II 3

THEA 400 Sound Design for Theatre 3

~~History (3 semester hours)~~

~~HIST~~

Course No Title Sem.hrs Grade Term/Trns

Select 8 semester hours from the Performance Options (see below):

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

THEATRE ARTS – Design/Technology Concentration ~~(52 Semester Hours)~~

Select 8 semester hours from the following Performance

Options:

THEA 119, 120, 219, 220, 319, 320, 419, 420 Tech Performance

THEA 147, 148, 247, 248, 347, 348, 447, 448 Drama Performance

DANC 157, 257, 357 Dance Performance

Design/Technology Emphasis Options – Select 12 from: THEA 142, 303, 343, 344, 360, 400, 404, 323, 324, 325, 429

Performance Options – Select 8 from: THEA 119, 120, 219, 220, 319, 320, 419, 420 **OR** THEA 147, 148, 247, 248, 347, 348, 447, 448 **OR** DANC 156, 256, 356

General Electives: (10 semester hours) Additional upper division may be needed

Select 6 semester Suggested Elective hours from the following Design/Technology Support Courses:

ARTE 101 Two-Dimensional Design (3)

ARTE 102 Three-Dimensional Design (3)

ARTE 115 Art Appreciation (3)

ARTE 118 History of Art – Pre – Renaissance (3)

ARTE 119 History of Art – Rennais. – Present (3)

ARTS 151 Foundation Drawing (3)

THEA 404 Design Studio IV 4

_____ 3

THEA 444? CAD for the Theatre 3

_____ 3

THEA ??? Theatrical FX and Rigging 3

THEA 3?? Multi Media for Theatre 3

THEA 42996 Topics in Technical

Theatre 3

Select 6 semester hours from Design/Technology Support Courses (see below):

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

Course No Title Sem.hrs Grade Term/Trns

General Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (10 semester hours; additional upper division hours may be needed.)

Course No Title Sem.hrs Grade Term/Trns

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

Select 9 semester hours from the following Emphasis Options:

THEA 143 Costuming (3)

THEA 343 Scene Design (3)

~~ARTG 122 Design It! (3)~~
~~ARTG 215 Graphic Design I (3)~~
~~ARTG 221 Graphic Design II (3)~~
~~ARTG 337 Illustration & Storyboard (3)~~
~~ANY ARTH Course~~
~~ARTS 151 Foundation Drawing I (3)~~
~~ARTS 221 Metalsmithing (3)~~
~~ARTS 251 Life Drawing (3)~~
~~ARTS 252 Mixed Media Drawing (3)~~
~~ARTS 291 Beginning Acrylic Painting~~
~~THEA 381 Directing~~
~~THEA 344 Advanced Stage Lighting (3)~~
~~THEA 360 Costume Construction II (3)~~
~~THEA 400 Sound Design for Theatre (3)~~
~~HMG 101 Travel Industry I (3)~~
~~HMG 103 Travel & Tourism Marketing Techniques (3)~~
~~THEA 401 Career Preparation~~
~~MARK 231 Principles of Marketing (3)~~
~~MARK 332 Promotion (3)~~
~~MARK 340 Creating Marketing Materials (3)~~
~~MASS 140 Media Theory Introduction (3)~~
~~MASS 144 Multimedia Storytelling (3)~~
~~MASS 251 Mass Media: Advertising and Promotion (3)~~
~~THEA 499 Internship (3-9)~~
~~WELD 110 SMAW (3)~~
~~WELD 133 Metal Fabrication Methods (3)~~
~~WELD 151 Introduction to Welding (3)~~
~~OR any other Design/Technology Course~~

POLICIES:

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

Students are required to participate in exit examination and other programs deemed necessary to comply with college accountability requirements. 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.

General Electives: (10 semester hours) Additional upper division may be needed

~~THEA 117 Play Production (1)~~
~~THEA 118 Play Production (1)~~
~~THEA 142 Make Up~~
~~Or THEA 143 Costuming (3)~~
~~THEA 145 Introduction to Drama Lit (3)~~
~~THEA 217 Play Production (1)~~
~~THEA 218 Play Production (1)~~
~~THEA 244 Beginning Lighting (3)~~
~~THEA 317 Play Production (1)~~
~~THEA 318 Play Production (1)~~
~~THEA 322 Stage Management (3)~~
~~THEA 331 Theatre History I (3)~~
~~THEA 332 Theatre History II (3)~~
~~THEA 417 Play Production (1)~~
~~THEA 418 Play Production (1)~~
~~THEA 445 or 446 Senior Tech/Des. Capstone (3)~~

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN THEATRE – Design/Technology

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

	<u>Fall Semester</u>	<u>Hour:</u>	<u>Spring Semester</u>	<u>Hours</u>
<u>Freshman Year</u>	<u>ENGL 111 English Composition</u>	<u>3</u>	<u>ENGL 112 English Composition</u>	<u>3</u>
	<u>Math 1XX (110 or Higher)</u>	<u>3</u>	<u>KINE 100 Health & Wellness</u>	<u>1</u>
	<u>KINA Activity</u>	<u>1</u>	<u>THEA 130 Script Analysis</u>	<u>3</u>
	<u>THEA 153 Acting : Beginning Acting</u>	<u>3</u>	<u>THEA 145 Intro. Dramatic Lit.</u>	<u>3</u>
	<u>THEA 102 Intro to Theatre Tech: Scenery</u>	<u>2</u>	<u>THEA 104 Intro to Theatre Tech: Light</u>	<u>2</u>
	<u>THEA103 Intro to Theatre Tech: Costume</u>	<u>2</u>	<u>THEA105 Intro to Theatre Tech: Sound</u>	<u>2</u>
	<u>THEA 119 Tech Performance</u>	<u>1</u>	<u>THEA 120 Theatre Performance</u>	<u>1</u>
<u>TOTAL</u>	<u>-----</u>	<u>15</u>	<u>-----</u>	<u>15</u>
<u>Sophomore Year</u>	<u>Essential Learning Natural Science w/Lab</u>	<u>4</u>	<u>ESSL Social/Behavioral</u>	<u>3</u>
	<u>Foreign Language</u>	<u>3</u>	<u>ESSL Social/Behavioral</u>	<u>3</u>
	<u>THEA 202 Theatrical Design Studio I</u>	<u>3</u>	<u>Essential Natural Science</u>	<u>3</u>
	<u>THEA 322 Stage Management</u>	<u>3</u>	<u>THEA 203 Theatrical Design Studio II</u>	<u>3</u>
	<u>THEA 217 Play Production</u>	<u>1</u>	<u>THEA 218 Play Production</u>	<u>1</u>
	<u>THEA 219 Tech Performance</u>	<u>1</u>	<u>THEA 220 Tech Performance</u>	<u>1</u>
			<u>Elective</u>	<u>1</u>
<u>TOTAL</u>	<u>-----</u>	<u>15</u>	<u>-----</u>	<u>15</u>
<u>Junior Year</u>	<u>ESSL 290 Maverick Milestone ESSL</u>	<u>3</u>	<u>Essential Learning Humanities</u>	<u>3</u>
	<u>SPEE 200 Essential Speech</u>	<u>1</u>	<u>THEA 332 Theatre History II</u>	<u>3</u>
	<u>THEA 381 Directing I</u>	<u>3</u>	<u>THEA 333 Art, Architecture, & Fashion</u>	<u>3</u>
	<u>THEA 331 Theatre History I</u>	<u>3</u>	<u>THEA (Design Tech ChoiceDesign/Tech Emphasis Option)</u>	<u>3</u>
	<u>THEA (Design & Tech ChoiceDesign/Tech Emphasis Option)</u>	<u>3</u>	<u>Elective</u>	<u>3</u>
	<u>THEA 317 Play Production</u>	<u>1</u>	<u>THEA 318 Play Production</u>	<u>1</u>
	<u>THEA 319 Tech Performance</u>	<u>1</u>	<u>THEA 320 Tech Performance</u>	<u>1</u>
<u>TOTAL</u>	<u>-----</u>	<u>15</u>	<u>-----</u>	<u>17</u>
<u>Senior Year</u>	<u>Essential Learning Fine Arts</u>	<u>3</u>	<u>Essential Learning History</u>	<u>3</u>
	<u>Elective</u>	<u>3</u>	<u>Elective</u>	<u>3</u>
	<u>THEA (Design & Tech ChoiceDesign/Tech Emphasis Option)</u>	<u>3</u>	<u>THEA 446 Senior Design/ Tech. Capstone</u>	<u>3</u>
	<u>THEA (Design/Tech Emphasis OptionDesign & Tech Choice)</u>	<u>3</u>	<u>THEA (Design/Tech Emphasis OptionDesign & Tech Choice)</u>	<u>3</u>
	<u>THEA 417 Play Production</u>	<u>1</u>	<u>THEA 418 Play Production</u>	<u>1</u>
	<u>THEA 419 Tech Performance</u>	<u>1</u>	<u>THEA 420 Tech Performance</u>	<u>1</u>
<u>TOTAL</u>	<u>-----</u>	<u>14</u>	<u>-----</u>	<u>14</u>
		<u>59</u>		<u>61</u>
			<u>TOTAL of 120</u>	

FRESHMAN YEAR

<u>Fall Semester</u>	<u>Hours</u>
<u>ENGL 111 English Composition</u>	<u>3</u>
<u>MATH XXX (110 or higher)</u>	<u>3</u>
<u>KINA Activity</u>	<u>1</u>

<u>THEA 117 Play Production</u>	<u>1</u>
<u>THEA 153 Acting I: Beginning Acting (Foundation)</u>	<u>3</u>
<u>THEA 243 Theatre Practice/Scene Const. (Foundation)</u>	<u>3</u>
<u>Performance Option (THEA 119 Recommended)</u>	<u>1</u>

15

Spring Semester		Hours
ENGL 112	English Composition	3
KINE 100	Health and Wellness	1
THEA 118	Play Production	1
THEA 130	Script Analysis (Foundation)	3
THEA 145	Introduction to Dramatic Literature	3
THEA 260	Costume Construction I (Foundation)	3
Performance Option (THEA 120 Recommended)		1
		15

SOPHOMORE YEAR

Fall Semester		Hours
Essential Learning	Natural Science with Lab	4
FLA_	Foreign Language (Foundation)	3
THEA 142	Make up or	3
THEA 143	Costuming	3
THEA 217	Play Production	1
Design/Technology Emphasis Option		3
Performance Option (THEA 219 Recommended)		1
		15

Spring Semester		Hours
Essential Learning	Social/Behavioral Science	3
Essential Learning	Social/Behavioral Science	3
FLA_	Foreign Language (Foundation)	3
Emphasis Option		3
THEA 218	Play Production	1
THEA 244	Beginning Lighting	3
Performance Option (THEA 220 Recommended)		1
		14

JUNIOR YEAR

Fall Semester		Hours
ESSL 290	Maverick Milestone	3
ESSL 200	Essential Speech	1
THEA 317	Play Production	1
THEA 331	Theatre History I: 400BC to 1642	3
Design/Technology Emphasis Option		3
Design/Technology Support Courses		3
Performance Option (THEA 319 Recommended)		1
		15

Spring Semester		Hours
Essential Learning	Humanities	3
Essential Learning	Natural Science	3
THEA 318	Play Production	1
THEA 322	Stage Management	3
THEA 332	Theatre Hist II: From 1642 to the Present	3
Performance Option (THEA 320 Recommended)		1
		17

SENIOR YEAR

Fall Semester		Hours
Essential Learning	Fine Arts	3
THEA 417	Play Production	1
THEA 445	Senior Design/Tech Cap. (fall or spring)	(3)
Design/Technology Emphasis Option		3
Design /Technology Support Course		3
Elective or minor		3
Performance Option (THEA 419 Recommended)		1
		14-17

Spring Semester		Hours
Essential Learning	History	3
THEA 418	Play Production	1
THEA 446	Senior Design/Tech. Cap. (fall or spring)	(3)
Elective or minor		7
Performance Option (THEA 420 Recommended)		1
		12-15

Design/Technology Emphasis Options—Select 9-12 from: THEA 143,142, 343303, 344404, 360323, 400324, 325, 429

Performance Options—Select 8 from: THEA 119, 120, 219, 220, 319, 320, 419, 420 **OR** THEA 147, 148, 247, 248, 347, 348, 447, 448 **OR** DANC 156, 256, 356

Select 6 Design/Technology Support Options: ARTE 101, 102, 151, 221, 251, 292 ARTG 215, THEA 381, 401, 499, **OR** any other Design/Technology Course

POLICIES:

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

- ~~4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.~~
- ~~5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).~~

Program Modification

Theatre Arts-Theatre (General): 3264

Degree Type: BA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Substitutions in Foundations courses and elimination of options courses.

Justification:

Reflects changes in course offerings resulting from programmatic changes in the BA Theatre Arts: Design/Technology Program. Comparable courses have been substituted for deactivated courses.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

na

Proposed by: Jill Van Brussel

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

Degree: Bachelor of Arts
Major: Theatre Arts (General)

About This Major . . .

The Department of Theatre Arts offers one of the most successful theatre training degree programs in Colorado. Theatre Arts majors choose from two distinct concentrations in the Bachelor of Fine Arts degree in Theatre Arts (Acting/Directing or Music Theatre), 2 concentrations of the BA (Theatre Arts or Design/Technology) or the BFA in Dance 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)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date _____ 20____

Signature of Department Head Date _____ 20____

Signature of Registrar Date _____ 20____

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course	No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3			
ENGL 112	English Composition	3			

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

MATH 1					
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Humanities (3 semester hours)

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Social and Behavioral Sciences (6 semester hours)

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

History (3 semester hours)

HIST					
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Fine Arts (3 semester hours)

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Course	No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1			
KINA 1		1			

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone (see English & math pre-reqs)	3			
ESSL 200	Essential Speech (co-requisite)	1			

FOUNDATION COURSES (27 semester hours)

THEA 130	Script Analysis	3			
THEA 153	Acting I: Beginning Acting	3	—		
THEA 243	Theatre Practice: Scene Const.	3			
THEA 260	Costume Construction I	3			
MANG 201	Principles of Management	3	—		
MARK 231	Principles of Marketing	3	—		
THEA 141	Theatre Appreciation				
	Or				
DANC 115	Dance Appreciation				
	Or				
FINE101	The Living Arts	3			

Choose 6 semester hours from the following:

THEA 102	Intro Thea Tech: Stagecraft	2			
THEA 103	Intro Thea Tech: Costume	2			
THEA 104	Intro Thea Tech: Lighting	2			
THEA 105	Intro Thea Tech: Sound	2			

Students must take the Theatre courses prior to their Junior Year

Two **consecutive** classes in the **same** foreign language. Must receive a grade of "C" or better. FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA		3			
FLA		3			

HISTORY (6 Semester Hours) from the following options:

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

PRACTICE (8 Semester Hours) from the following options:

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

CAREER PREPARATION (3 semester hours)

THEA 401	Career Preparation	3			
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CAPSTONE (3 semester hours)

THEA 494 Acting/Directing and MT Capstone 3 _____

Course No Title Sem.hrs Grade Term/Trns

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

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

THEA Options: THEA 341, 114, 214, 314, 414, 116, 216, 316, 141, 142, ~~143~~, 145, 156, 196, 296, 396, 496, 213, 216, ~~243, 244~~, 253, 255, 256, 300, 316, 322, 331, 332, 333, 341, ~~343, 344~~, 343, 344, 345, 353, 354, 355, 356, ~~360, 360~~, 369, 376, 380, 381, 382, 395, ~~400~~, 400, 403, 411, 412, 416, 453, 454, 459, 495, 499

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

Course No Title Sem.hrs Grade Term/Trns
SPCH Options: SPCH 101, 102, 112, 196, 203, 241, 303, 304, 305, 306, 308, 395, 396, 495, 496

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

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

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

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

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN THEATRE ARTS

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

FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111 English Composition	3	ENGL 112 English Composition	3
MATH XXX (110 or higher)	3	KINE 100 Health and Wellness	1
KINA Activity	1	Practice Option	1
Practice Option	1	THEA 130 Script Analysis (Foundation)	3
THEA 153 Acting I: Beginning Acting (Foundation)	3	THEA 141, DANC 115 OR FINE 101	3
THEA 243-102X Theatre Practice/Scene Construction		THEA 260-104X Costume Construction-I	
THEA 103X Intro Theatre Tech: Costume	32	Intro Theatre Tech: Light	
	1415	or	
		THEA 105 Intro to Theatre Tech: Sound (Foundation)	32
			1413

SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
Essential Learning Natural Science with Lab	4	Essential Learning Social/Behavioral Science	3
FLA_ Foreign Language (Foundation)	3	Essential Learning Social/Behavioral Science	3
MANG 201 Principles of Management (Foundation)	3	FLA_ Foreign Language (Foundation)	3
Theatre/Dance/Speech Elective	3	MARK 231 Principles of Marketing (Foundation)	3
Practice Option	1	Theatre/Dance/Speech Elective	3
	14	Practice Option	1
			16

JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
ESSL 290 Maverick Milestone	3	Essential Learning Humanities	3
ESSL 200 Essential Speech	1	Essential Learning Natural Science	3
Theatre, Dance or Music Theatre History Option	3	Theatre, Dance or Music Theatre History Option	3
Theatre/Dance/Speech Elective (upper div)	3	General Elective	(6)
General Elective	3	Practice Option (upper division)	1
Practice Option (upper division)	1		16
	14		

SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
Essential Learning Fine Arts	3	Essential Learning History	3
THEA 401 Career Preparation	3	THEA 446 Senior Cap. (fall or spring)	3
General Elective (9)	9	General Elective (9) (upper div)	9
Practice Option (upper division)	1	Practice Option (upper division)	1
	16		16

POLICIES:

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

4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test)

Program Modification

Theatre Arts-Acting/Directing: 3260

Degree Type: BFA

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Adjustment of program sheet to reflect changes in Theatre Arts: Design/Technology course offerings.

Justification:

Substitution of comparable new courses for deactivated old ones.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

na

Proposed by: Jill Van Brussel

Director of Teacher Education Signature: Timothy D Pinnow

Expected Implementation: Fall 2016

~~2015~~2016-2016-2017 PETITION/PROGRAM SHEET

Degree: Bachelor of Fine Arts

Major: Theatre Arts

Concentration: Acting/Directing

About This Major . . .

The Department of Theatre Arts offers one of the most successful theatre training degree programs in Colorado. Theatre Arts majors choose from two distinct concentrations in the Bachelor of Fine Arts degree in Theatre Arts (Acting/Directing or Music Theatre), 2 concentrations of the BA (Theatre Arts or Design/Technology) or the BFA in Dance and acquire a sound understanding of the performing arts in state-of-the-art facilities.

The Acting/Directing concentration is constructed to help students meet the rigorous demands of a professional acting career and provide a strong foundation and practical experience for future directors. Beginning with the first semester, students enroll in performance courses taught by academically and professionally experienced faculty. Unlike larger institutions, acting opportunities in all productions at Colorado Mesa University are open to motivated and talented freshmen. In acting courses, students are exposed to techniques and approaches that are industry standards today. Training is grounded in Stanislavski, Meisner Cohen, and Chekhov. Voice and movement courses are complemented by performance opportunities in student and faculty directed productions. Acting students also audition for one act plays directed by the directing students each year. Experimental and other challenging productions are offered at the Mesa Experimental Theatre.

Colorado Mesa is strategically located at the hub of a circle of important entertainment centers such as Aspen, Telluride, Moab, and Park City, Utah. There are regional theatres of international repute within driving distance, such as the Utah Shakespeare Festival, the Denver Center for the Performing Arts, and the Colorado Shakespeare Festival. There is a thriving theatrical scene in Grand Junction that offers opportunities for summer employment, including 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)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor

Date

20

Signature of Department Head

Date

20

Signature of Registrar

Date

20

DEGREE REQUIREMENTS:

- 120 semester hours total (Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework.
- 2.00 cumulative GPA or higher in coursework toward the major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- When filling out the program sheet a course can be used only once.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Essential Learning Capstone should be completed between 45 and 75 hours.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours):

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

Course No	Title	Sem.hrs	Grade	Term/Trns
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English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

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

MATH 1				
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Humanities (3 semester hours)

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Social and Behavioral Sciences (6 semester hours)

Course No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

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

Fine Arts (3 semester hours)

--	--	--	--	--

KINE 100	Health and Wellness	1		
KINA 1		1		

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

ESSL 290	Maverick Milestone			
	(see English & math pre-reqs)	3		
ESSL 200	Essential Speech (co-requisite)	1		

FOUNDATION COURSES (18 semester hours)

Students must take these Theatre courses prior to their Junior Year

THEA 130	Script Analysis	3		
THEA 153	Acting I: Beginning Acting	3		
THEA 243	Theatre Practice: Scene Const.	3		
THEA 260	Costume Construction I	3		
SPCH 112	Voice and Diction	3		

Choose 6 credit hours from the following:

THEA 102	Intro Thea Tech: Stagecraft	2		
THEA 103	Intro Thea Tech: Costume	2		
THEA 104	Intro Thea Tech: Lighting	2		
THEA 105	Intro Thea Tech: Sound	2		

One class in a foreign language. Must receive a grade of "C" or better.
FLAS 114 & 115 will **NOT** fulfill this requirement.

FLA		3		
-----	--	---	--	--

THEATRE ARTS – ACTING/DIRECTING MAJOR REQUIREMENTS (52 semester hours)

Acting/Directing Emphasis (51 Semester Hours)

Select 1 semester hour from THEA 117 or THEA 118:

THEA		1		
THEA 142	Make-Up or			
THEA 143	Costuming	3		

THEA 145	Intro to Dramatic Literature	3		
THEA 156	Acting II: Cont. Scenework	3		

Select 1 semester hour from THEA 217 or 218:

THEA		1		
THEA 253	Acting III: Stage Movement	3		
THEA 256	Acting IV: Auditions	3		

Select 1 semester hour from THEA 317 or 318:

THEA		1		
THEA 331	Theatre History I: 400 B.C. to 1642	3		

THEA 332	Theatre History II: 1642-Present	3		
THEA 381	Directing I	3		

Select 1 semester hour from THEA 417 or 418:

THEA		1		
THEA 401	Career Preparation	3		
THEA 494	Perf. Seminar (Capstone)	3		

THEA 353	Adv Acting: Styles in Acting	3		
THEA 454	Adv Acting: Elizabethan	3		

History (3 Semester Hours)

--	--	--	--	--

Select 9 semester hours from the following Advanced Acting

Options THEA 300, ~~353~~, 354, 356, 369, 453, ~~454~~, 459:

THEA		3		
THEA		3		

THEA _____ 3 _____

Select 6 semester hours from the following Theatre Options:

THEA, 322, 345, 380, 382, 411, 412 or ENGL 355:

THEA _____ 3 _____
THEA _____ 3 _____

Select 3 semester hours from THEA 119, THEA 120, THEA 219, THEA 220 or THEA 147, THEA 148, THEA 247, THEA 248, or DANC 156, DANC 256, DANC 356:

_____ 1 _____
_____ 1 _____
_____ 1 _____

Electives (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours.)
(~~43~~7 semester hours; additional upper division hours may be needed.)

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

THEATRE ARTS – Acting/Directing Concentration (522 Hours)

THEA 117 or 118 Play Production (1)
THEA 142 Make-Up ~~or THEA 143 Costuming (332)~~
THEA 145 Introduction to Dramatic Literature (3)
THEA 156 Acting II: Contemporary Scenework (3)

THEA 217 or 218 Play Production (1)
THEA 253 Acting III: Stage Movement (3)
THEA 256 Acting IV: Auditions (3)

~~Adv. Acting: Elizabethan Acting Techniques (3)~~

THEA 317 or 318 Play Production (1)
THEA 331 Theatre History I: 400 BC to 1642 (3)
THEA 332 Theatre History II: 1642-Present (3)
THEA 381 Directing I (3)
THEA 417 or 418 Play Production (1)
THEA 401 Career Preparation (3)
THEA 494 Performance Seminar (Capstone) (3)

Select 9 semester hours from the following Advanced

Acting options:

~~THEA 353 Advanced Acting: Styles in Acting (3)~~
THEA 354 Advanced Acting: The Meisner Approach (3)
THEA 356 Advanced Acting: Dialects (3)
THEA 300 Advanced Acting: Stage Combat (2)
THEA 453 Advanced Acting: Acting for the Camera
~~THEA 459 Advanced Acting: Chekhov Technique (3)~~
~~THEA 369 Improvisation (2)~~ ~~THEA 454~~

~~THEA 459 Advanced Acting: Chekhov Technique (3)~~

Select 6 semester hours from the following Theatre Options:

THEA 322 Stage Management (3)
THEA 345 World Drama (3)
THEA 380 Playwriting (3)
THEA 382 Directing II (3)
THEA 411 American Drama (3)
THEA 412 Contemporary Drama (3)
ENGL 355 Shakespeare (3)

Select 3 semester hours from the following Performance Options:

THEA 119, 120, 219, 220 Tech Performance (1) **or**
THEA 147, 148, 247, 248 Drama Performance (1-2) **or**
DANC156, 256, 356 Dance Performance (1)

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 ARTS – ACTING/DIRECTING

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

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
MATH XXX (110 or higher)		3	THEA 118	Play Production – <i>fall or spring</i>	(1)
Essential Learning History		3	THEA 130	Script Analysis (Foundation)	3
THEA 117	Play Production – <i>fall or spring</i>	(1)	THEA 145	Introduction to Dramatic Literature	3
THEA 153	Acting I: Beginning Acting (Foundation)	3	THEA 156	Acting II: Contemporary Scenework	3
THEA 243	Thea Practice: Scene Construction	3	THEA 260	Costume Construction	3
THEA 102	Intro Theatre Tech: Scenic	2	THEA 104	Intro Theatre Tech: Lighting	2
THEA 103	Intro Theatre Tech: Costume	2	Or		
		15-16 16-17	THEA 105	Intro Theatre Tech: Sound	(2)
					15-16 14-15

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
SPCH 112	Voice and Diction	3	Essential Learning	Natural Science	3
Essential Learning	Fine Arts	3	Essential Learning	Humanities	3
FLA XXX	Foreign Language Req (Foundation)	3	ESSL 290	Maverick Milestone	3
KINE 100	Health and Wellness	1	ESSL 200	Essential Speech	1
THEA 217	Play Production – <i>fall or spring</i>	(1)	KINA XXX	Activity	1
THEA 253	Acting III: Stage Movement	3	THEA 218	Play Production – <i>fall or spring</i>	(1)
Performance Option (THEA 147 Recommended)		1	THEA 256	Acting IV: Auditions	3
		14-18	Performance Option (THEA 148 Recommended)		1
					15-16

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
Essential Learning	Social and Behavioral Sciences	3	Essential Learning	Social and Behavioral Sciences	3
THEA 317	Play Production – <i>fall or spring</i>	(1)	THEA 142	Make-up OR	2
THEA 331	Theatre History I	3	THEA 143	Costuming	3
THEA 381	Directing I	3	THEA 318	Play Production – <i>fall or spring</i>	(1)
Theatre Option		3	THEA 332	Theatre History II	3
THEA 353	Advanced Acting: Styles	3	THEA XXX	Advanced Acting Option	3
Performance Option (THEA 247 recommended)		1	Theatre Option (THEA 411 or 412 recommended)		3
		163-174			15-16 14-15

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
Essential Learning	Natural Science with Lab	4	THEA XXX	Advanced Acting Option	3
THEA 401	Career Preparation	3	Elective or Minor		6
THEA 417	Play Production- <i>fall or spring</i>	(1)			16-17

Spring Semester		Hours	THEA 454	Advanced Acting: Elizabethan	3
THEA 418	Play Production – <i>fall or spring</i>	(1)	Elective or Minor		<u>7</u>
THEA 494	Performance Seminar (Capstone)	3			163-174
THEA XXX	Advanced Acting Option	3			

Performance Options: THEA 119, 120, 219, 220 **or** THEA 147, 148, 247, 248 **or** DANC156, 256, 356

Theatre Options: THEA 322, 345, 380, 382, 411, 412, **or** ENGL 355

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

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

Theatre: M270

Degree Type: Minor

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Changes in theatre technology course options.

Justification:

Deactivated courses are replaced by comparable newly created courses.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

na

Proposed by: Jill Van Brussel

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

~~2015~~2016-~~2016~~2017 PETITION/PROGRAM SHEET
Minor: Theatre

About This Minor . . .

The Department of Theatre Arts is one of the most successful theatre training programs in Colorado. Through the Theatre Minor, students may choose courses from a broad range of theatrical endeavor including: acting, scenery, costumes, theatre history, the teaching of theatre, arts management, and dramatic literature. Students will also have the opportunity to gain hands on experience in the creation of two mainstage shows in the CMU Theatre season. The training afforded by study of theatre is also attractive to many professions including teaching, human resources, and law.

POLICIES:

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

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 Theatre 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. 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 (22 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below.

Course No	Title	Sem.hrs	Grade	Term/Trns
THEA 117	Play Production	(1)	_____	_____
<u>OR</u>				
THEA 118	Play Production	(1)	_____	_____
	[117 is fall, 118 is spring]			
THEA 142	Make-Up	(3)	_____	_____
<u>OR</u>				
THEA 143	Costuming	(3)	_____	_____
THEA 145	Intro to Dramatic Literature	3	_____	_____
THEA 153	Acting I: Beginning Acting	3	_____	_____

Course No	Title	Sem.hrs	Grade	Term/Trns
THEA 243	Theatre Practice: Scene			

_____	Construction, Painting, &			
_____	Design	(3)	_____	_____
<u>-OR-</u>				
THEA 244	Theatre Practice: Beginning			
_____	Lighting	(3)	_____	_____
<u>Choose six semester hours chosen from:</u>				
THEA 102	Intro Tech Theatre: Stagecraft	(2)	_____	_____
THEA 103	Intro Tech Theatre: Costume	(2)	_____	_____
THEA 104	Intro Tech Theatre: Lighting	(2)	_____	_____
THEA 105	Intro Tech Theatre: Sound	(2)	_____	_____
THEA 142	Makeup	(3)	_____	_____
THEA 333	Art, Arch and Fashion	(3)	_____	_____
THEA X96	Theatre Topics	(3)	_____	_____

Nine semester hours chosen from:

THEA 322	Stage Management	3	_____	_____
THEA 331	History of Theatre I	3	_____	_____
THEA 353	Adv. Acting: Styles in Acting	3	_____	_____
THEA 380	Playwriting I	3	_____	_____
THEA 401	Career Preparation	3	_____	_____
THEA 403	Meth. Teaching Drama/Speech	3	_____	_____
THEA 411	American Drama	3	_____	_____
THEA 412	Contemporary Drama	3	_____	_____

Department: WCCC (Construction Electrical)

Program Additions

Construction Electrical

Degree Type: AAS

Abbreviated Name: Construction Electrical

Proposed by: Gary Looft

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **WCCC**

If new department, please enter name:

Program: Degree type: **AAS**

Program/concentration Name: **Construction Electrical**

Abbreviated program/concentration (max 30 characters): **Construction Electrical**

PROPOSED AND PREPARED BY:

Name: **Gary Looft**

Date: **10/22/2015**

Email: **glooft@coloradomesa.edu**

Phone: **970-255-2612**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Glen Hoff**

Date: **11/19/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Christine Murphy**

Date: **11/19/15**

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

Name:

Date:

Construction Electrical

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.
-

Construction Electrical: SLO's

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a construction electrician. (communication fluency - CMU)
2. Apply Mathematical concepts and practices that are required to properly calculate electrical formulas, and linear measurements. (quantitative fluency - CMU)
3. Evaluate evidence discovered during the diagnosis/troubleshooting of electrical systems and apply those findings to strategies to properly repair these systems. (critical thinking - CMU)
4. Describe the scope and application of principle features of the field of study, including core practices of a construction electrician. (applied learning - CMU)
5. Demonstrate personal and professional ethical behavior as applied to a construction electrician. (specialized knowledge - CMU)
6. Demonstrate mastery of the current terminology in the construction electrician industry. (specialized knowledge - CMU)

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

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.

This program fulfills the community college role and mission at CMU. This program is designed to prepare the student to sit for the Colorado Electrician exam, become an apprentice electrician, and prepare existing apprentice electricians for advanced skill levels.

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

1. Local community support
2. Only non-union program in western Colorado
3. Growing employment potential

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?

This program comprises a construction electrical curriculum that fulfills the State Of Colorado training coursework requirement, to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Once approved, this program will be submitting an application to the Department Of Labor to become a federal approved apprenticeship program.

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

NONE

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

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

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

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

(c) surveys made by external agencies;

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

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

Projections for future growth, according to Department of Labor; over the next eight years Colorado will need over 740 new electricians per year, a 37% growth rate. The median wage for these new electricians is \$23.50/hr.

Locally, 18 contractors expressed a need for this training to fulfill the training requirements for their apprentice electricians, which would allow them to take the Colorado State Journeyman Electrician Exam. The course work would also better prepare the apprentice/journeyman electrician for the future growth of the industry as well as, new technology.

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)

This program would be the only non-union based Construction Electrical program in western Colorado. Eastern Colorado has four non-union based Construction Electrical programs. Locally, IBEW, has an apprenticeship training program, but the union based contractors in Grand Junction, make up only about 20% of the industry.

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?)

Ryan Mercer, Certified electrician, 12 years' experience, and qualified to obtain a Colorado Teaching credential.

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.

Conventional vocation/technical lecture/lab format will be used however, over the first three years we plan to develop a distance learning environment to expand into neighboring counties. Remote locations is one of the expressed needs of this program.

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

The Construction Electrical program is considered a PTO program.

The curriculum follows the Colorado common course format and meets the state requirement for licensure exam education requirements.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Construction Electrical

Degree Title Construction Electrical

Name of Institution: Western Colorado Community College

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	12	18	24	30	36	40
1-b	Out-of-State Headcount						
2	Program Headcount	12	18	24	30	36	40
3-a	In-state FTE	12	18	24	30	36	40
3-b	Out-of-State FTE						
4	Program FTE	12	18	24	30	36	40
5	Program Graduates		6	12	16	20	20

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Construction Electrical

Name of Institution: Western Colorado Community College

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	360		X					
Instructional Lab	900		X					
Offices	200		X					
Study								
Special/ General Use								
Other								
TOTAL	1460							

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	16,848	17,523	18,223	69,749	72,539
2	Financial Aid specific to program					
3	Instructional Materials	2,500	2,500	2,500	2,500	2,500
4	Program Administration	12,960				
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction	180,000	0	0	0	0
9	Equipment Acquisitions	0	0	0	0	0
10	Library Acquisitions					
11	Total Program Start-Up Exp.	212,308	20,023	47,680	105,945	115,474
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support	21,600	32,400	43,200	54,000	64,800
13	Cash Revenue: Tuition	68,976	107,603	149,207	193,968	242,076
14	Cash Revenue: Fees	7,900	12,325	17,090	22,219	27,726
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		98,476	152,328	209,497	270,187	334,601

** 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

Curriculum Map for Construction Electrical

	COMMUNICATION	QUANTATATIVE	CRITICAL THINKING	SPECIALIZED KNOWLEDGE	APPLIED KNOWLEDGE
ELEC 100 Electrical Construction		X		X	X
ELCE 110 Electrical Installations I	X	X	X	X	X
ELCE 120 Electrical Installations II	X	X	X	X	X
ELEC 125 Electrical Principles/Applications	X	X	X	X	X
ELEC 130 National Electrical Code I	X	X	X	X	
ELEC 135 National Electrical Code II	X	X	X	X	
ELEC 144 Grounding and Bonding		X	X	X	X
ELEC 155 AC Circuits		X	X	X	X
ELEC 169 Electrical Code Calculations		X	X	X	X
ELCE 215 Advanced Code Calculations		X	X	X	X
ELCE 124 Construction Safety	X		X	X	X
ELCE 215 Advanced Code Calculations		X	X	X	
ELCE 217 Electrical Estimating/Costing	X	X	X	X	X
PROS 117		X	X	X	
CONC 104 Archit/Civil Print Reading	X	X	X	X	

2016 - 2017 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Construction Electrical

About This Major . . .

The A.A.S. degree in Construction Electrical is designed to prepare students for a wide range of opportunities in the Construction electrical field. The curriculum incorporates courses in building materials, estimating, planning and scheduling, installations, codes, safety, tools, calculations, and print reading. Essential Learning courses that develop supervisory skills. Career options include obtaining a position as an: apprentice electrician, journeyman electrician, electrical installer, or maintenance and repair electrician.

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

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

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a construction electrician. (communication fluency)
2. Apply Mathematical concepts and practices that are required to properly calculate electrical formulas, and linear measurements. (quantitative fluency)
3. Evaluate evidence discovered during the diagnosis/troubleshooting of electrical systems and apply those findings to strategies to properly repair these systems. (critical thinking)
4. Describe the scope and application of principle features of the field of study, including core practices of a construction electrician. (applied learning)
5. Demonstrate personal and professional ethical behavior as applied to a construction electrician. (specialized knowledge)
6. Demonstrate mastery of the current terminology in the construction electrician industry. (specialized knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

Signature of Advisor Date 20__

Signature of Department Head Date 20__

Signature of Registrar Date 20__

DEGREE REQUIREMENTS:

- Minimum 65 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- A cumulative grade point average of 2.0 or higher must be maintained for all courses taken and a "C" or better must be achieved in coursework toward major content area.
- \Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (Minimum 15 semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor's degrees) cannot be used as options for the below requirements.

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

Communication (6 semester hours)

ENGL 111 English Composition	3	_____	_____
SPCH 101 Interpersonal Communication or	3	_____	_____

Mathematics: (Minimum 3 semester hours) Minimum MATH 107 Career Mathematics or higher

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

Social Sciences, Natural Science, Fine Arts or Humanities (Minimum 6 semester hours)

_____	_____	3	_____	_____
_____	_____	3	_____	_____

WELLNESS REQUIREMENT (2 semester hours)

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

ASSOCIATE OF APPLIED SCIENCE: COURSE REQUIREMENTS

(48 semester hours)

Required Classes

ELCE 100	Electrical Construction	4	_____	_____
ELCE 110	Electrical Installations I	4	_____	_____
ELCE 120	Electrical Installations II	4	_____	_____
ELCE 124	Construction Safety	1	_____	_____
ELCE 125	Electrical Principles/Appl	4	_____	_____
ELCE 130	National Electrical Code I	4	_____	_____
ELCE 135	National Electrical Code II	4	_____	_____
ELCE 144	Grounding and Bonding	1	_____	_____
ELCE 155	A/C Circuits	4	_____	_____
ELCE 169	Electrical Code Calculations	4	_____	_____
ELCE 215	Advanced Code Calculations	4	_____	_____
ELCE 217	Electrical Estimating/Costing	4	_____	_____
CONC 104	Archit/Civil Print Reading	3	_____	_____
PROS 117	Electronics I (A/C-D/C)	3	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED 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

First Semester		Hours	Second Semester		Hours
MATH 107	Career Mathematics	3	ELCE 120	Electrical Installations II	4
ELCE 100	Electrical Construction	4	ELCE 125	Electrical Principles/Appl	4
ELCE 110	Electrical Installations I	4	ELCE 130	National Electrical Code I	4
ELCE 124	Construction Safety	1	ELCE 144	Grounding and Bonding	1
CONC 104	Archit/Civil Print Reading	3	ELCE 169	Electrical Code Calculations	4
PROS 117	Electronics I (A/C-D/C)	<u>3</u>	KINE 100	Health and Wellness	<u>1</u>
		18			18

Sophomore Year

Third Semester		Hours	Fourth Semester		Hours
ENGL 111	English Composition	3	SPCH 101	Interpersonal Communication	3
ELCE 135	National Electrical Code II	4	ELCE 215	Advanced Code Calculations	4
ELCE 155	A/C Circuits	4	ELCE 217	Electrical Estimating/Costing	4
Social Sciences, Nat Science, Fine Arts or Humanities		3	Social Sciences, Nat. Science, Fine Arts or Humanities		<u>3</u>
KINA 1XX	Activity	<u>1</u>			14
		15			

POLICIES:

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

Program Additions

Construction Electrical

Degree Type: Technical Cert

Abbreviated Name: Construction Electrical

Proposed by: Gary Looft

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **WCCC**

If new department, please enter name:

Program: Degree type: **Technical Cert**

Program/concentration Name: **Construction Electrical**

Abbreviated program/concentration (max 30 characters): **Construction Electrical**

PROPOSED AND PREPARED BY:

Name: **Gary Looft**

Date: **10/22/2015**

Email: **glooft@coloradomesa.edu**

Phone: **970-255-2612**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Glen Hoff**

Date: **11/19/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Christine Murphy**

Date: **11/19/15**

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

Name:

Date:

Construction Electrical

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.
-

Construction Electrical: SLO's

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a construction electrician. (communication fluency - CMU)
2. Apply Mathematical concepts and practices that are required to properly calculate electrical formulas, and linear measurements. (quantitative fluency - CMU)
3. Evaluate evidence discovered during the diagnosis/troubleshooting of electrical systems and apply those findings to strategies to properly repair these systems. (critical thinking - CMU)
4. Describe the scope and application of principle features of the field of study, including core practices of a construction electrician. (applied learning - CMU)
5. Demonstrate personal and professional ethical behavior as applied to a construction electrician. (specialized knowledge - CMU)
6. Demonstrate mastery of the current terminology in the construction electrician industry. (specialized knowledge - CMU)

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

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.

This program fulfills the community college role and mission at CMU. This program is designed to prepare the student to sit for the Colorado Electrician exam, become an apprentice electrician, and prepare existing apprentice electricians for advanced skill levels.

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

1. Local community support
2. Only non-union program in western Colorado
3. Growing employment potential

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?

This program comprises a construction electrical curriculum that fulfills the State Of Colorado training coursework requirement, to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Once approved, this program will be submitting an application to the Department Of Labor to become a federal approved apprenticeship program.

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

NONE

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

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

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

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

(c) surveys made by external agencies;

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

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

Projections for future growth, according to Department of Labor; over the next eight years Colorado will need over 740 new electricians per year, a 37% growth rate. The median wage for these new electricians is \$23.50/hr.

Locally, 18 contractors expressed a need for this training to fulfill the training requirements for their apprentice electricians, which would allow them to take the Colorado State Journeyman Electrician Exam. The course work would also better prepare the apprentice/journeyman electrician for the future growth of the industry as well as, new technology.

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)

This program would be the only non-union based Construction Electrical program in western Colorado. Eastern Colorado has four non-union based Construction Electrical programs. Locally, IBEW, has an apprenticeship training program, but the union based contractors in Grand Junction, make up only about 20% of the industry.

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?)

Ryan Mercer, Certified electrician, 12 years' experience, and qualified to obtain a Colorado Teaching credential.

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.

Conventional vocation/technical lecture/lab format will be used however, over the first three years we plan to develop a distance learning environment to expand into neighboring counties. Remote locations is one of the expressed needs of this program.

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

The Construction Electrical program is considered a PTO program.

The curriculum follows the Colorado common course format and meets the state requirement for licensure exam education requirements.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Construction Electrical

Degree Title Construction Electrical

Name of Institution: Western Colorado Community College

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	12	18	24	30	36	40
1-b	Out-of-State Headcount						
2	Program Headcount	12	18	24	30	36	40
3-a	In-state FTE	9	14	19	24	28	32
3-b	Out-of-State FTE						
4	Program FTE	9	14	19	24	28	32
5	Program Graduates		6	12	16	20	20

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Construction Electrical

Name of Institution: Western Colorado Community College

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	360		X					
Instructional Lab	900		X					
Offices	200		X					
Study								
Special/ General Use								
Other								
TOTAL	1460							

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	16,848	17,523	18,223	69,749	72,539
2	Financial Aid specific to program					
3	Instructional Materials	2,500	2,500	2,500	2,500	2,500
4	Program Administration	12,960				
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction	180,000	0	0	0	0
9	Equipment Acquisitions	0	0	0	0	0
10	Library Acquisitions					
11	Total Program Start-Up Exp.	212,308	20,023	47,680	105,945	115,474
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support	21,600	32,400	43,200	54,000	64,800
13	Cash Revenue: Tuition	68,976	107,603	149,207	193,968	242,076
14	Cash Revenue: Fees	7,900	12,325	17,090	22,219	27,726
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		98,476	152,328	209,497	270,187	334,601

** 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

2016-2017 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Construction Electrical

About This Certificate . . .

This certificate in Construction Electrical is designed to prepare students for an apprenticeship electrician opportunity in the Construction electrical field. The curriculum incorporates courses in building materials, installations, codes, safety, tools, calculations, and print reading. Career options include obtaining a position as an: apprentice electrician, or electrical installer.

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

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

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a construction electrician. (communication fluency)
2. Apply Mathematical concepts and practices that are required to properly calculate electrical formulas, and linear measurements. (quantitative fluency)
3. Evaluate evidence discovered during the diagnosis/troubleshooting of electrical systems and apply those findings to strategies to properly repair these systems. (critical thinking)
4. Describe the scope and application of principle features of the field of study, including core practices of a construction electrician. (applied learning)
5. Demonstrate personal and professional ethical behavior as applied to a construction electrician. (specialized knowledge)
6. Demonstrate mastery of the current terminology in the construction electrician industry. (specialized knowledge)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

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

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

DEGREE REQUIREMENTS:

- 2.00 cumulative GPA or higher in all 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.

Required Courses (35 semester hours)

Course No	Title	Sem. Hrs	Grade	Term
MATH 107	Career Mathematics	3	_____	_____
ELCE 100	Electrical Construction	4	_____	_____
ELCE 110	Electrical Installations I	4	_____	_____
ELCE 120	Electrical Installations II	4	_____	_____
ELCE 124	Construction Safety	1	_____	_____
ELCE 125	Electrical Principles/Appl	4	_____	_____
ELCE 130	National Electrical Code I	4	_____	_____
ELCE 144	Grounding and Bonding	1	_____	_____
ELCE 169	Electrical Code Calculations	4	_____	_____
CONC 104	Archit/Civil Print Reading	3	_____	_____
PROS 117	Electronics I (AC/DC)	3	_____	_____

SUGGESTED COURSE SEQUENCING FOR A TECHNICAL CERTIFICATE IN

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.

Fall or Spring or Summer Semester

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
MATH 107 Career Mathematics	3	ELCE 120 Electrical Installations II	4
ELCE 100 Electrical Construction	4	ELCE 125 Electrical Principles/Appl.	4
ELCE 110 Electrical Installations I	4	ELCE 130 National Electrical Code I	4
ELCE 124 Construction Safety	1	ELCE 144 Grounding and Bonding	1
CONC 104 Archt/Civil Print Reading	3	ELCE 169 Electrical Code Calculations	4
PROS 117 Electronics I (A/C-D/C)	<u>3</u>		<u>17</u>
	18		

POLICIES:

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

Course Additions

ELCE 100

Credit Hours 4

Course Title: Electrical Construction

Abbreviated Title: Electrical Construction

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

WCCC AAS, Construction Electrical

WCCC Tech Cert, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Tactics to plan electrical system installations from blueprints to the completed job and preparation of material lists, job sheets, and time schedules for various phases of construction. The course emphasizes the National Electrical Code..

Justification:

These courses comprise a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Installation code requirements and specifications
2. Site and installation conditions
3. Material requirements and labor units
4. Material delivery and work schedules; cooperation w/other trades
5. Rental equipment, maintenance, and warehousing
6. Safety considerations
7. The use of prints for layout of projects
8. Code requirements for planning

Student Learning Outcomes:

Course Additions

1. Identify code requirements for a specified construction
2. Identify safety considerations of a job site
3. Produce a materials list and cost
4. Develop a work schedule
5. Interpret prints for a construction project

Discussions with affected departments:

Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 110

Credit Hours 4

Course Title: Electrical Installations I

Abbreviated Title: Electrical Install I

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ELCE 100 Electrical Construction

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

WCCC AAS, Construction Electrical

WCCC Tech Cert, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Approaches to residential building wiring in conformance with the current National Electrical Code and local codes using non-metallic cable.

Justification:

These courses comprise a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Installation code requirements and specifications
2. Site and installation conditions
3. Wiring systems
4. Material identification and terminology; cooperation with other trades
5. Tools use, care and maintenance
6. Safety considerations

Student Learning Outcomes:

1. Identify NEC code requirements for a specified installation
2. Evaluate location and site parameters and make recommendations based on code standards
3. Define the terminology used for electrical installations

Course Additions

4. Identify tool requirements needed for a specified task/tasks
5. Determine which safety regulations apply to a given situation

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 120

Credit Hours 4

Course Title: Electrical Installations II

Abbreviated Title: Electrical Install II

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ELCE 110 Electrical Installations I

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Approaches to commercial and industrial building wiring in conformance with the current National Electrical Code and local codes using electric metallic tubing and other raceways.

Justification:

These courses comprise a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Industrial and commercial wiring methods and safety.
2. Safety practices and proper usage and care of tools.
3. National Electrical Code requirements for installation of boxes, fittings, panels, devices and wiring and conductor sizing.
4. Electric lamps and circuits.
5. Services and interior distribution.
6. Conduit bending to dimension: Including offsets stubs, back-to-back bends, and saddles.
7. Work habits and coordination of work with other trades.
8. Proper raceway size dependent upon the conductors to be installed.
9. Proper size of box dependent upon the fill.
10. Proper size of box dependent upon entering raceways.

Course Additions

11. Surface metal raceway.
12. Overhead and underground conductors for rigid nonmetallic conduits, such as minimum burial depths, backfill, and raceway seals.
13. Disconnect requirements, such as location, number, grouping, and access to occupants.

Student Learning Outcomes:

1. Install a service and distribution system
2. Perform electrical construction tasks for conduit installations
3. Select and size electrical recepticals, lights and branches
4. Select and size raceways for commercial installations

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 124

Credit Hours 1

Course Title: Construction Safety

Abbreviated Title: Construction Safety

Contact hours per week: Lecture 1 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Exploration of OSHA's electrical safety-related work practices, and how they are applied to the work environment.

Justification:

This course comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This course is part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Introduction to OSHA and the OSHA Act
2. General safety and Health
3. Health Hazards, Hazard Communication & Materials
4. Cranes and Rigging
5. Electrical Safety
6. Pinch Points
7. Fall Protection
8. Personal Protective Equipment
9. Hand and Power Tools
10. Scaffolds
11. Stairs and Ladders

Student Learning Outcomes:

Course Additions

1. define OSHA 10 hr training requirement for construction
2. obtain a 10 hr OSHA certificate
3. demonstrate application of OSHA 10 hr. training

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 125

Credit Hours 4

Course Title: Electrical Principles and Applied Calculations

Abbreviated Title: Electrical Princ & Appl

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of the fundamental principles of electrical calculations and operations, as well as practical applications of various concepts.

Justification:

This courses comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This courses is part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Whole numbers, fractions, decimals, rational numbering, and percents in the measurement and installation of electrical equipment.
2. Integers and their use in AC sign waves and rotating vectors associated with electrical work.
3. Engineering notation using exponents to represent various quantities of electrical measurement.
4. Logarithms in solving various power problems.
5. Conversion factors and measurements in solving various power problems.
6. Algebraic expressions and relationships critical to the electrical industry.
7. Ratios, rate and proportions, particularly as they apply to input and output voltages of a transformer.
8. Cartesian plane representations of electrical circuitry and expressions.
9. Plane geometry principles of angles, polygons, and circles in installing electrical cable in conduit runs.
10. Three-dimensional figures using solid geometry principles in solving electrical installation problems.
11. Trigonometry as related to conduit bending, power-factor correction or AC circuits.

Course Additions

Student Learning Outcomes:

1. Perform mathematical calculations to solve electrical related service concerns
2. Use geometric principles to solve electrical service concerns

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 130

Credit Hours 4

Course Title: National Electrical Code I

Abbreviated Title: NEC I

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of the National Electrical Code and local code requirements for electrical installations. Chapters one through four of the National Electrical Code are covered.

Justification:

This course comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee

Topical course outline:

1. Scope, purpose, and general requirements of the code
2. Types of occupancies and areas that must comply and areas that are exempt from the code
3. Location of electrical outlets in a dwelling
4. Size of a conductor for a circuit considering ambient temperature and more than three conductors in the raceway, cord, or cable
5. Minimum permitted service entrance conductor size
6. Electrical wiring calculations

Student Learning Outcomes:

1. Identify and use National Electrical Codes relevant to the residential electrical construction industry
2. Identify and size the wiring requirements for residential electrical construction

Course Additions

3. Identify minimum service and entry wire sizes for residential electrical construction
4. Analyze the general code requirements and apply them to electrical equipment

Discussions with affected departments:

Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 135

Credit Hours 4

Course Title: National Electrical Code II

Abbreviated Title: NEC II

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ELEC 130 National Electrical Code I

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Further development of material from ELCE 130 and covering chapters five through nine of the National Electrical Code, including hazardous locations, special occupancies, conditions, and equipment.

Justification:

This courses comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This courses are part of the Colorado common course numbering syste, and approved by the construction electical advisory committee.

Topical course outline:

1. Minimum seal or device box permitted, taking conductor fill into consideration
2. Equipment grounding conductor
3. Intrinsically safe systems
4. Seals used in explosion-proof wiring systems
5. Use of flexible cord in a hazardous location
6. Explosion-proof fixtures and enclosed and gasketed fixtures
7. Signal circuit
8. Code requirements of class 1, 2, 3 circuits

Student Learning Outcomes:

Course Additions

1. Identify code requirements of class 1, 2, 3 circuits
2. Describe the difference between explosion-proof fixtures and enclosed and gasketed fixtures
3. Determine the minimum seal or device box permitted to take conductor fill into consideration
4. Determine what are intrinsically safe systems

Discussions with affected departments:

Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 144

Credit Hours 1

Course Title: Grounding And Bonding

Abbreviated Title: Grounding And Bonding

Contact hours per week: Lecture Lab Field Studio Other 1.5

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 1125 Student preparation minutes: 2250

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC Tech Cert, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers.

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of technology and techniques available for code and standards-compliant grounding and bonding systems, focusing on grounding and bonding requirements as they relate to Article 250 and other articles of the NEC code.

Justification:

These courses comprise a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. These courses are part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Grounding and bonding systems
2. Theory relative to grounding
3. General grounding principles
4. To ground or Not to ground
5. Grounding of electrical systems
6. Grounding electrodes and grounding electrode system
7. Bonding electrical enclosures and equipment
8. Equipment grounding conductors
9. Enclosure and equipment grounding
10. Clearing ground-faults and short-circuits
11. Grounding separately derived systems

Course Additions

12. Ground-fault circuit interrupter protection
13. Grounding and bonding for special occupancies and locations

Student Learning Outcomes:

1. Identify code requirements of class 1, 2, 3 circuits
2. Describe the difference between explosion-proof fixtures and enclosed and gasketed fixtures
3. Determine the minimum seal or device box permitted to take conductor fill into consideration
4. Determine what are intrinsically safe systems

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 155

Credit Hours 4

Course Title: A/C Circuits

Abbreviated Title: A/C Circuits

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of AC circuits including: resistance, current, voltage, computations of series and parallel circuits, circuit analysis, magnetism, inductive and capacitive circuits and troubleshooting with basic test equipment.

Justification:

This courses comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This course is part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Periodic functions
2. Vectors
3. AC current and voltage
4. Phase relationships
5. Complex algebra
6. Series AC circuits-impedance
7. Parallel AC circuits-impedance
8. Series-Parallel AC circuits-impedance
9. Power in AC circuits
10. Resonance

Course Additions

Student Learning Outcomes:

1. Analyze typical electrical circuits and determine the properties within those circuits
2. Diagram an alternating current distribution system
3. Compare and explain the different types of electrical loads
4. Develop proper safety practices while working with electricity

Discussions with affected departments:

Construction Supervisor: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 169

Credit Hours 4

Course Title: Electrical Code Calculations

Abbreviated Title: Electrical Code Calc

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ELEC 130 National Electrical Code I

ELEC 135 National Electrical Code II

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of calculations used in the application of the National Electrical Code, emphasizing sizing of branch circuit and feeder conductors and calculating ratings of protective devices.

Justification:

This course comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This course is part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Conductor ampacity
2. Lighting loads, motor loads, combination loads
3. Range and dryer loads
4. Feeder and branch circuit ratings
5. Protective device ratings
6. Capacities of conduit, raceways and fittings
7. Voltage drop and ohm's law
8. Services for single and multifamily dwellings

Student Learning Outcomes:

1. identify protective device ratings
2. determine motor and lighting loads

Course Additions

3. determine voltage drop in a given circuit
4. identify the feeder and branch circuit ratings

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 215

Credit Hours 4

Course Title: Advanced Code Calculations

Abbreviated Title: Advanced Code Calc

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

ELEC 169 Electrical Code Calculations

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of calculations for sizing conductors, conduits, fittings, protective devices, relays related to branch circuits, feeders for motor loads, transformers and power factor correction calculations.

Justification:

This course comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This courses is part of the Colorado common course numbering system, and approved by the construction electical advisory committee.

Topical course outline:

1. Conductor ampacity
2. Lighting loads, motor loads, combination loads
3. Range and dryer loads
4. Feeder and branch circuit ratings
5. Protective device ratings
6. Capacities of conduit, raceways and fittings
7. Voltage drop and Ohm's Law
8. Services for single and multifamily dwellings
9. Welding loads
10. Heating loads
11. Power factor correction

Course Additions

12. Single and three-phase transformer ratings
13. Ground fault currents

Student Learning Outcomes:

1. define the purpose and scope of the code
2. explain the common rules contained in the code for doing calculations
3. recognize and use terminology contained within the code
4. relate the calculations to industry standards
5. analyze the code requirements and apply them to electrical equipment
6. select the correct chapter to match the information to the task
7. apply the specific code information to the calculations
8. apply the most restrictive requirements, rule of the code
9. explain the calculation aspects of the code requirements as they relate to installation, repair, and maintenance of electrical equipment
10. choose proper wiring methods for special conditions, special occupancies and special equipment.
11. discuss the different classes, divisions, and groups of hazardous locations.
12. describe Calculations Method.
13. compare different methods of calculating services.

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Course Additions

ELCE 217

Credit Hours 4

Course Title: Electrical Estimating/Costing

Abbreviated Title: Electrical Est/Cost

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 6000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

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

WCCC Tech Cert, Construction Electrical

WCCC AAS, Construction Electrical

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☒ No ☐

The first year, the program will use part-time instructors, with offerings in the evenings, and subsequent years would require a full-time instructor.

Additional equipment required: Yes ☒ No ☐

Equipment costs to start the program will be donated by local suppliers

Additional lab facilities required: Yes ☒ No ☐

A lab large enough to support 12-16 students with modules for electrical installations, and a classroom plus office.

Course description for catalog:

Exploration of electrical estimating, material takeoffs from prints, required labor hours, material loss allowances and scheduling to ensure orderly work progress. .

Justification:

This course comprises a construction electrical curriculum that fulfills the State Of Colorado training course work to sit for the journeyman electrician certification exam, as well as advanced concepts of electrical installations. This course is part of the Colorado common course numbering system, and approved by the construction electrical advisory committee.

Topical course outline:

1. Plans and specifications
2. Material take-offs
3. Labor units and efficiency
4. Effects of location and work of other trades on time schedules
5. Costs of buying and/or leasing tools and equipment
6. Preliminary cost opinion
7. Detailed cost estimates
8. Cost plus, incentives, time and material
9. Lump sum bids

Student Learning Outcomes:

Course Additions

1. explain estimation and define, estimator, management, types of estimates, estimate and bid
2. analyze the estimation process
3. develop an estimation plan and produce take-offs for plans, specifications, and direct job overhead
4. illustrate an ability to perform quantity take-off methods
5. organize an estimate by demonstrating a knowledge of illustrating examples of labor, assembly, and unit pricing and compose a schedule
6. analyze the affects of value engineering, change order pricing, and remodel/addition estimating.

Discussions with affected departments:

Construction Supervision: Glen Hoff. The courses we have listed from this department fit the degree, and are available for this program without added resources.1. .

Proposed by: Gary Looft

Expected Implementation: Fall 2016

Department: WCCC (Developmental Education)

Course Additions

ENG 094

Credit Hours 2

Course Title: Reading and Writing Essentials

Abbreviated Title: R & W Essentials

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☒ No ☐

The course is in conjunction with the Developmental Education English 090 course College Reading and Composition. This course is for the students that fall below the index score of 80.

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

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Introduction to critical thinking as students explore reading and writing for specific purposes and audiences. Students develop skills required for college-level writing while applying strategies for improving comprehension, developing vocabulary, and increasing speed for reading college textbooks. Successful completion of this course will prepare students for college-level general education courses with a co-requisite reading/writing studio.

Justification:

The purpose of this course is to give extra assistance to students who fall below the index score of 80 and are considered redirect students. This course includes both reading and writing strategies that are supplemental to the English Basic Writing 090 course.

Topical course outline:

1. Analyze syllabi for English courses. Weekly log entry.
2. The Writing Process. What's necessary and Important. Peer review; weekly log entry
3. Composing correct sentences, missing comma after an introductory element, used (runon) sentence, comma splice, missing comma in a compound sentence. Peer review; weekly log entry.
4. Sentence fragment, review. Peer review; weekly log entry.
5. Wrong words, spelling including homonyms. Peer review; weekly log entry..
6. Spelling, including plurals. Peer review; weekly log entry.
7. Unnecessary or missing capitalization. Peer review; weekly log entry.
8. Unnecessary or missing apostrophe, including proper use of contractions. Peer review; weekly log entry.
9. Editing strategies: missing words. Unnecessary shift in verb tense. Peer review; weekly log entry
10. Unnecessary shift in verb tense. Peer review; weekly log entry

Course Additions

11. Vague pronoun reference and use of second person. Peer review; weekly log entry.
12. Lack of pronoun-antecedent agreement. Peer review; weekly log entry.
13. missing comma in series, missing comma in dates and addresses, unnecessary comma. Peer review; weekly log entry.
14. Parallel structure. Peer review; weekly log entry.
15. Semester review. Peer review; weekly log entry.

Student Learning Outcomes:

- Develop effective reading and clear thinking.
- Recognize main ideas and identify supporting details
- Recognize implied main ideas and the central point
- Demonstrate patterns that involve addition and time
- Define patterns that involve illustration, comparison and contrast, cause and effect, and problem and solution.
- Develop inferences and identify an author's purpose and tone
- Evaluate arguments; separate fact from fiction, detect propaganda, and recognize errors in reasoning
- Apply study and note taking system
- Develop ability to use vocabulary in context
- Illustrate examples, synonyms, antonyms
- Identify and practice specialized vocabulary English 090 and 096 was 76%.

Discussions with affected departments:

Developmental Education department two years ago discussed areas where students needed additional help. In 2013, the Federal government stated they would not pay for courses below the 090 level, which prompted a redesign. All students with index scores of 60 to 90 were put into English 090 classes. The success rate for the students that had an index score of 60 to 80 was low. After one year of students in English 090 and 092, it was decided that students in the specific index range would benefit from more help with the basics.

Instructions to Registrar:

This course is 2 credit hours two days a week.

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Department: WCCC (Electric Lineworker)

Program Additions

Electric Line Worker

Degree Type: AAS

Abbreviated Name: Electric Line Worker

Proposed by: glooft

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2015-16 DEPARTMENT WORKSHEET FOR PROGRAM ADDITION

Colorado Mesa University Curriculum Committees

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

a. Identifying information

Department: **WCCC**

If new department, please enter name:

Program:

Degree type: **AAS**

Program/concentration Name: **Electric Line Worker**

Abbreviated program/concentration (max 30 characters): **Electric Line Worker**

PROPOSED AND PREPARED BY:

Name: **glooft**

Date: **11/13/2015**

Email: **glooft@coloradomesa.edu**

Phone: **970-255-2612**

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

1. Complete items **b** through **m** on the following pages.
2. Complete the three CDHE tables at the end of this document. These tables **MUST** be included for all new program proposals. If any of the fields do not apply, please enter NA or other explanation.
3. Discuss the proposal with all departments affected by the program.
Enter NA or dates/outcomes of such discussions
4. Submit complete program sheet. The most up-to-date program sheet templates are available as Word documents at R:\Curriculum\Program Sheets for Curriculum Program Modifications.
5. Submit this completed form to the Library's Curriculum Committee representative and the Director of Financial Aid a week prior to the published proposal submission deadline.
6. Obtain departmental approval according to department-specific procedures.

Implementation Deadlines

Program additions and modifications approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA will ultimately approve or deny the request.)

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Glen Hoff**

Date: **11/13/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Christine Murphy**

Date: **11/19/15**

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

Name:

Date:

Submit to the chair of the appropriate curriculum committee.

Electric Line Worker

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.
-

- Apply principles of grammar and vocabulary in the documentation required to perform the duties of a Groundman or an Apprentice Lineman for the electrical industry.
- Develop a daily written plan that all crew members are required to produce to establish the daily work routine and safety plan. (Communication)
- Apply mathematical concepts to perform electrical formula calculations used for finding voltages, amperes, resistance, and power. (Quantitative)
- Be able to evaluate the situation, and determine which Standard Operating Procedure (SOP) to apply, locate, gather, and organize material to perform the job in a safe and timely manner. (Critical Thinking)
- Describe the scope and application of principle features of an electric line worker, including core practices required by the electrical industry.(Specialized Knowledge)
- Demonstrate familiarity with Standard Operating Procedures, climbing structures, replacing associated equipment, pole setting procedures, and soil recognition for underground applications
- and perform all required safety procedures.(Applied Learning)
- Evaluate company policies, and perform in a manner that is consistent to Federal and State laws and perform as a member of a crew in an ethical manner consistent with public, and company policy.(Specialized Knowledge)

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

To provide the western slope power companies with well-trained graduates and students with the necessary skill sets to become a journeyman line worker.

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

Only program in Colorado

The Mesa Hot Line School uses our facility each year to train current line workers in advanced techniques, and our students receive this instruction as part of their degree.

Excellent local support. Advisory committee provides monetary, and assessment support by assessing student performance four times a year.

Over 90% of the graduates become employed yearly.

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).

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?"

The AAS degree allows the student to seek a first line - field supervisor role in a power transmission company. This position in Colorado will expect a 30%+ growth potential in the next seven years. (ONet)

The power grid changes expected over the next ten years will increase the demand for first-line supervisors to perform logistical and operational functions.

Most utility companies require an associate degree to move to the supervisor role, and was reflected by the advisory committee for the line worker program. Locally, Grand Valley REA, Excel Energy, Delta-Montrose Rural Electric, and Holy Cross Electric have all expressed an interest in the program, and would either hire or send existing line workers for the upgrade training.

When implemented, this would be the only Associate degree option in Colorado, and would enhance recruitment.

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)

No others in Colorado

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

No new courses are required

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

None

Paul Behl, Technical Instructor

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

None are anticipated

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

The course content and methodology will continue to be lecture/lab vocational

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 Applied Studies courses, if applicable.
 - (5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
-

The certificate program is listed as a PTO program and this associates degree also qualifies as a PTO progrsm.

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Electrical Line Worker

Degree Title Electrical Line

Name of Institution: WCCC

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	4	6	10	12	16	16
1-b	Out-of-State Headcount	2	4	5	6	6	6
2	Program Headcount	6	10	15	18	22	22
3-a	In-state FTE	4	6	10	12	16	16
3-b	Out-of-State FTE	2	4	5	6	6	6
4	Program FTE						
5	Program Graduates	0	6	10	11	12	12

Signature of Governing Board Officer

Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Electrical Line Worker

Name of Institution: Electrical Line Worker

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

Part A

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

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom	0	0	0	0	0	0	0	
Instructional Lab	0	0	0	0	0	0	0	
Offices	0	0	0	0	0	0	0	
Study								
Special/ General Use								
Other								
TOTAL	0	0	0	0	0	0	0	

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

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

Governing Board Capital Construction Officer

Date

Approved Policy

I-B-10

June 5, 2003

TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES

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

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	0	0	0	0	0
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses	0	0	0	0	0
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.	0	0	0	0	0
TOTAL PROGRAM EXPENSES		0	0	0	0	0
Enrollment Revenue						
12	General Fund: State Support	5,400	9,000	13,500	16,200	19,800
13	Cash Revenue: Tuition	17,820	29,400	44,100	52,920	64,680
14	Cash Revenue: Fees	3,948	6,500	7,800	11,700	14,300
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		27,168	44,900	65,400	80,820	98,780

** 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

2016 - 2017 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Electric Line Worker

About This Major . . . This program covers all areas of training required to work with electric lines, including: basic skills in studies of electricity, math, fundamentals of line work, transformer connections, and underground installation. In addition to training at the field location, all students are encouraged to obtain a Red Cross First Aid and a CPR card as a requirement for employment. With this certificate, students will be prepared for entry-level positions as electric line mechanics, electric line workers, or power line workers

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

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

1. Apply principles of grammar and vocabulary in the documentation required to perform the duties of a ground man or lineman in the electrical distribution industry. (Communication Fluency)
2. Apply mathematical concepts to perform electrical formula calculations used for finding voltages, amperes, resistance, and power. (Quantitative Fluency)
3. Evaluate a situation, and determine which Standard Operating Procedure (SOP) applies to perform the job in a safe and timely manner. (Applied Learning)
4. Describe the scope and application of principle features of an electric line worker, including core practices required by the electrical distribution industry. (Critical Thinking)
5. Demonstrate familiarity with Standard Operating Procedures regarding climbing structures, replacing associated equipment, pole setting procedures, and soil recognition for underground applications. Perform all required safety procedures. (Specialized Knowledge)
6. Evaluate company policies, ethical standards and perform in a manner that is consistent to Federal and State laws. (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 20__

Signature of Department Head Date 20__

Signature of Registrar Date 20__

DEGREE REQUIREMENTS:

- Minimum 65 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- A cumulative grade point average of 2.0 or higher must be maintained for all courses taken and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (Minimum 15 semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor's degrees) cannot be used as options for the below requirements.

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

Communication (6 semester hours)

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

-OR-

ENGL 111	English Composition <u>and</u>	3	_____	_____
SPCH 101	Interpersonal Communication <u>or</u>	3	_____	_____
SPCH 102	Speechmaking	3	_____	_____

Mathematics: (Minimum 3 semester hours) Minimum MATH 107 Career Mathematics or higher

_____	_____	3	_____	_____
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Social Sciences, Natural Science, Fine Arts or Humanities (Minimum 6 semester hours)

_____	_____	3	_____	_____
_____	_____	3	_____	_____

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

WELLNESS REQUIREMENT (2 semester hours)

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

ASSOCIATE OF APPLIED SCIENCE: COURSE REQUIREMENTS (36 semester hours)**Core Classes**

ELCL 120	Fundamentals of Electricity	4	_____	_____
ELCL 125	Job Training and Safety	2	_____	_____
ELCL 131	Electrical Distrib. Theory I	4	_____	_____
ELCL 131L	Electrical Distrib.Theory I Lab	4	_____	_____
ELCL 132	Electrical Distrib. Theory II	4	_____	_____
ELCL 132L	Electrical Distrib.Theory II Lab	2	_____	_____
ELCL 137	Advanced Electrical Distrib.	2	_____	_____
ELCL 137L	Advanced Elect. Distrib. Lab	4	_____	_____
ELCL 140	Underground Procedure	4	_____	_____
ELCL 140L	Underground Procedure Lab	2	_____	_____
ELCL 145	Hotline Procedures	1	_____	_____
ELCL 145L	Hotline Procedures Lab	2	_____	_____
ELCE 124	Construction Safety	1	_____	_____

Restrictive Electives

(Choose a minimum of 12 semester hours from the list below)

_____	_____	3	_____	_____
_____	_____	3	_____	_____
_____	_____	3	_____	_____
_____	_____	3	_____	_____

Restricted Electives 12 semester hours

GEOL 103 Weather and Climate (3)
 GEOG 131 Intro to Cartography (3)
 BUGB 101 Intro to Business (3)
 BUGB 211 Business Communication (3)
 MAMG 121 Human Relations in Business (3)
 OFAD 118 Intro to PC applications (3)
 OFAD 101 Office Bookkeeping (3)
 OFAD 202 Records Management (3)

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE MAJOR IN ELECTRIC LINEWORKER

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

Freshman Year

First Semester			Hour	Second Semester			Hours
MATH 107	Career Mathematics		3	ELCL 132	Electrical Distribution Theory II		4
ELCL 120	Fundamentals of Electricity		4	ELCL 132L	Electrical Distribution Theory II Lab		2
ELCL 125	Job Training and Safety		2	ELCL 137	Advanced Electrical Distribution		2
ELCL 131	Electrical Distribution Theory I		4	ELCL 137L	Advanced Electrical Distribution Lab		4
ELCL 131L	Electric Distribution Laboratory		4	ELCL 140	Underground Procedures		4
*	Standard First Aid/CPR		<u>2</u>	ELCL 140L	Underground Procedures Lab		2
			17	ELCL 145	Hotline Procedures		1
				ELCL 145L	Hotline Procedures Lab		<u>2</u>
							21

Sophomore Year

Third Semester			Hours	Fourth Semester			Hours
ENGL 111	English Composition		3	SPCH101	Interpersonal Communications		3
	Social Sciences, Natural Science, Fine Arts or Humanities		3		Social Sciences, Natural Science, Fine Arts or Humanities		3
ELCE 124	Construction Safety		1		Restrictive Electives		6
Restrictive Electives			<u>6</u>	KINA 100	Health and Wellness		1
			13	KINE XXX			<u>1</u>
							14

POLICIES:

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

Department: WCCC (Emergency Medical Services)

Program Reactivation

Department: WCCC (Emergency Medical Services)

Degree Type: AAS

Program: EMT-Paramedic

Justification:

Current CMU students in the EMT program have petitioned to have the Paramedic reinstated to further their education in the field of emergency medicine. The EMT-Paramedic represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. EMT-Paramedics (EMT-4) provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as an EMT-Paramedic. Extensive related coursework and clinical and field experience is required. The program would be part of WCCC programs but operate on the CMU campus.

Proposed by: Christine Murphy

Director of Teacher Education Signature:

Program Reactivation

Department: WCCC (Emergency Medical Services)

Degree Type: Tech Cert

Program: EMT-Paramedic

Justification:

Current CMU students in the EMT program have petitioned to have the Paramedic reinstated to further their education in the field of emergency medicine. The EMT-Paramedic represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. EMT-Paramedics (EMT-4) provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as an EMT-Paramedic. Extensive related coursework and clinical and field experience is required. The program would be part of WCCC programs but operate on the CMU campus.

Proposed by: Jane A. Quimby

Director of Teacher Education Signature:

Course Additions

EMTS 225L

Credit Hours 2

Course Title: Fundamentals of Paramedic Practice Lab

Abbreviated Title: Para Practice Lab

Contact hours per week: Lecture Lab 4 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

Permission of Instructor.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 225

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Serves as the lab portion to EMTS 225. Change numbering to reflect the current practice of numbering lab to accompanying course.

Topical course outline:

1. Skills practice for appropriate topics
2. Anatomy
3. Physiology
4. Airway management
5. Patient assessment
6. Communication and documentation

Student Learning Outcomes:

1. Demonstrate knowledge of managing adult and pediatric airways
2. Apply CPAP (continuous positive airway pressure) devices
3. Demonstrate use of diagnostic tools
4. Demonstrate knowledge of managing emergency scenes
5. Interpret patient assessment findings
6. Communicate effectively as a team member
7. Define knowledge of anatomy and physiology when making therapeutic decisions
8. Reassess patients after therapeutic interventions have been administered
9. Summarize complete documentation of a patient encounter
10. Demonstrate professionalism throughout all interactions

Course Additions

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Additions

EMTS 227L

Credit Hours 2

Course Title: Paramedic Special Considerations Lab

Abbreviated Title: Para Spec Consid Lab

Contact hours per week: Lecture Lab 4 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EMTS 225, 225L, and Permission of Instructor.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 227

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Serves as the lab portion to EMTS 227. Change numbering to reflect the current practice of numbering lab to accompanying course.

Topical course outline:

I. skills practice for appropriate topics

Student Learning Outcomes:

1. Demonstrate knowledge of managing adult and pediatric special considerations
2. Demonstrate use of diagnostic tools for the special considerations

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Additions

EMTS 229L

Credit Hours 2

Course Title: Paramedic Pharmacology Lab

Abbreviated Title: Para Pharma Lab

Contact hours per week: Lecture Lab 4 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000 Student preparation minutes: 1500

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EMTS 225, 225L, and Permission of Instructor

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 229

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Serves as the lab portion to EMTS 229. Change numbering to reflect the current practice of numbering lab to accompanying course.

Topical course outline:

I. skills practice for appropriate topics

Student Learning Outcomes:

1. Demonstrate knowledge of managing adult and pediatric medications with proper doses and calculations of drips.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Additions

EMTS 231L

Credit Hours 1

Course Title: Paramedic Cardiology Lab

Abbreviated Title: Para Cardiology Lab

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EMTS 225, 225L, and Permission of Instructor.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 231

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Serves as the lab portion to EMTS 231. Change numbering to reflect the current practice of numbering lab to accompanying course.

Topical course outline:

I. Skills practice for appropriate topics

Student Learning Outcomes:

1. Demonstrate knowledge of managing adult and pediatric cardiology.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Additions

EMTS 233L

Credit Hours 1

Course Title: Paramedic Medical Emergencies Lab

Abbreviated Title: Para Med Emerg Lab

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EMTS 225, 225L, and Permission of Instructor.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 233

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Serves as the lab portion to EMTS 233. Change numbering to reflect the current practice of numbering lab to accompanying course.

Topical course outline:

I. Skills practice for appropriate topics

Student Learning Outcomes:

1. Demonstrate knowledge of managing adult and pediatric cardiology.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Additions

EMTS 235L

Credit Hours 1

Course Title: Paramedic Trauma Emergencies Lab

Abbreviated Title: Para Trauma Emerg Lab

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 750

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

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

EMTS 225, 225L and Permission of Instructor.

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☒ No ☐

EMTS 235

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Forthcoming.

Justification:

Change in course numbering to reflect current practice of numbering lab to accompanying underlying course.

Topical course outline:

1. Trauma Overview
2. Multi-System Trauma

Student Learning Outcomes:

1. Identify the pathophysiology of traumatic emergencies that patients in the pre-hospital setting experience.
2. Formulate a treatment plan for a simulated patient suffering from a traumatic emergency based on assessment findings.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Reactivations

EMTS 225

Credit Hours 3

Course Title: Fundamentals of Paramedic Practice

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228, 233, 234, 235, 236

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

EMTS 226, 229, 230, 231, 232

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 227

Credit Hours 3

Course Title: Paramedic Special Considerations

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

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

EMTS 228, 233, 234, 235, 236

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 229

Credit Hours 3

Course Title: Paramedic Pharmacology

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228, 233, 234, 235, 236

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

EMTS 225, 226, 230, 231, 232

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 231

Credit Hours 5

Course Title: Paramedic Cardiology

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228, 233, 234, 235, 236

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

EMTS 225, 226, 229, 230, 232

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 233

Credit Hours 4

Course Title: Paramedic Medical Emergencies

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

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

EMTS 227, 228, 234, 235, 236

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 235

Credit Hours 4

Course Title: Paramedic Trauma Emergencies

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

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

EMTS 227, 228, 233, 234, 236

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 237

Credit Hours 2

Course Title: Paramedic Internship Preparation

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 280

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

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 280

Credit Hours 6

Course Title: Paramedic Internship I

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 281

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

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Reactivations

EMTS 281

Credit Hours 6

Course Title: Paramedic Internship II

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☐ No ☒

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

Justification:

EMT- Paramedic courses are not currently being offered in the community, local and regional fire and rescue agencies are sending staff to Denver to obtain this advanced level training. Many smaller rural fire and rescue professionals are unable to advance to the EMT-Paramedic level due to the cost and distance to access the training.

This is the first lab course required by the National Standard Curriculum approved by the Colorado Department of Public Health and Environment. This standardized curriculum includes specific cognitive, affective and psychomotor objectives and detailed course outlines

(<http://www.dot.gov/people/injury/ems/nsc.htm>).

Proposed by: Christine Murphy

Expected Implementation: Fall 2016

Course Modifications

EMTS 225

Current

Proposed

Course Prefix: EMTS

Course No.: 225

Credit Hours 3

Course Title: Fundamentals of Paramedic Practice

Co-requisites:

Current: EMTS 226, EMTS 229, EMTS 230, EMTS 231, EMTS 232

Proposed: EMTS 225L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Delete previous course prerequisites and change in course corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 227

Current

Proposed

Course Prefix: EMTS

Course No.: 227

Credit Hours 3

Course Title: Paramedic Special Considerations

Prerequisites:

Current: EMTS 225, EMTS 226, EMTS229, EMTS 230, EMTS 231, EMTS 232

Proposed:

EMTS 225, EMTS 225L, and Permission of Instructor.

Co-requisites:

Current: EMTS 228, EMTS 233, EMTS 234, EMTS 235, EMTS 236

Proposed: EMTS 227L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisites and corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 229

Current

Proposed

Course Prefix: EMTS

Course No.: 229

Credit Hours 3

Course Title: Paramedic Pharmacology

Prerequisites:

Current: EMTS 130, EMTS 190

Proposed:

EMTS 225, EMTS 225L, and Permission of Instructor.

Co-requisites:

Current: EMTS 225, EMTS 226, EMTS 230, EMTS 231, EMTS 232

Proposed: EMTS 229L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisites and corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 231

Current

Proposed

Course Prefix: EMTS

Course No.: 231

Credit Hours 5

Course Title: Paramedic Cardiology

Prerequisites:

Current: EMTS 130, EMTS 190

Proposed: EMTS 225, EMTS 225L

Co-requisites:

Current: EMTS 225, EMTS 226, EMTS 229, EMTS 230, EMTS 232

Proposed: EMTS 231L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisites and corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 233

Current

Proposed

Course Prefix: EMTS

Course No.: 233

Credit Hours 4

Course Title: Paramedic Medical Emergencies

Prerequisites:

Current: EMTS 225, EMTS 226, EMTS 229, EMTS 230, EMTS 231, EMTS 232

Proposed:

EMTS 225, EMTS 225L and Permission of Instructor

Co-requisites:

Current: EMTS 227, EMTS 228, EMTS 234, EMTS 235, EMTS 236

Proposed: EMTS 233L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisites and corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 235

Current

Proposed

Course Prefix: EMTS

Course No.: 235

Credit Hours 4

Course Title: Paramedic Trauma Emergencies

Prerequisites:

Current: EMTS 225, EMTS 226, EMTS 229, EMTS 230, EMTS 231, EMTS 232

Proposed:

EMTS 225, EMTS 225L and Permission of Instructor.

Co-requisites:

Current: EMTS 227, EMTS 228, EMTS 233, EMTS 234, EMTS 236

Proposed: EMTS 235L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisites and corequisites to reflect current practice of numbering lab to accompanying underlying course. The previous alignment of prerequisites and corequisites was not necessary and created inflexibility in scheduling that adversely affected students.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Modifications

EMTS 237

Current

Proposed

Course Prefix: EMTS

Course No.: 237

Credit Hours 2

Course Title: Paramedic Internship Preparation

Prerequisites:

Current: EMTS 231, EMTS 232, EMTS 233, EMTS 234, EMTS 235, EMTS 236

Proposed: EMTS 225, EMTS 225L, EMTS 227, EMTS 227L, EMTS 229, EMTS 229L, EMTS 231, EMTS 231L, EMTS 233, EMTS 233L, EMTS 235, EMTS 235L

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

WCCC AAS, EMT-Paramedic

WCCC Tech Cert, EMT-Paramedic

Justification:

Change in course prerequisite requirement to reflect student's completion of all course requirements prior to taking Paramedic Internship preparation and advancing into Internship.

Proposed by: Pam Holder

Expected Implementation: Fall 2016

Course Deletions

EMTS 226

Credit Hours 2

Course Title: Fundamentals of Paramedic Practice Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228(227L), 233, 234(233L), 235, 236(235L)

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

EMTS 225, 229, 230(229L), 231, 232(231L)

Justification:

226 is being deleted and replaced by 225L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Course Deletions

EMTS 228

Credit Hours 2

Course Title: Paramedic Special Conditions Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

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

EMTS 227, 233, 234(233L), 235, 236(235L)

Justification:

228 is being deleted and replaced by 227L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Course Deletions

EMTS 230

Credit Hours 2

Course Title: Paramedic Pharmacology Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228(227L), 233, 234(233L), 235, 236(235L)

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

EMTS 225, 226(225L), 229, 231, 232(231L)

Justification:

230 is being deleted and replaced by 229L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Course Deletions

EMTS 232

Credit Hours 1

Course Title: Paramedic Cardiology Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 227, 228(227L), 233, 234(233L), 235, 236(235L)

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

EMTS 225, 226(225L), 229, 230(229L), 231

Justification:

232 is being deleted and replaced by 231L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Course Deletions

EMTS 234

Credit Hours 1

Course Title: Paramedic Medical Emergencies Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

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

EMTS 227, 228(227L), 233, 235, 236(235L)

Justification:

234 is being deleted and replaced by 233L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Course Deletions

EMTS 236

Credit Hours 1

Course Title: Paramedic Trauma Emergencies Lab

Essential Learning Course: Yes ☐ No ☒

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

Prerequisite for other course(s): Yes ☒ No ☐

EMTS 237

Co-requisite for other course(s): Yes ☒ No ☐

EMTS 227, 228(227L), 233, 234(233L), 235

Justification:

236 is being deleted and replaced by 235L to conform with current conventional course numbering system

Proposed by: Jane A. Quimby

Expected Implementation: Fall 2016

Program Modification

EMT-Paramedic

Degree Type: AAS

Modified Program Name: Paramedic

Modified Program Name: Paramedic

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The paramedic program is being reactivated. The number of required credit hours under the previous program was 75 hours. The number of credit hours under the new program is 63. Previous course requirements have been eliminated: EMTS 130 (2), EMTS 190 (2), BIOL 209 and 209L(4), BIOL 210 and 210L (4), and the core course work will be taught in an accelerated one semester program (33 credit hours, followed by an internship). The pre-requisites and co-requisites have been changed or eliminated. EMTS 225 and 225L are the only pre-requisites for 227, 227L, 229, 229L, 231, 231L, 233, 233L, 235 and 235L. All courses are prerequisites for EMTS 237.

Justification:

The current professional industry certification standards have changed. Anatomy and Physiology is not a requirement for state licensing, and has been incorporated into the remaining required coursework. The previous alignment of courses as co-requisites and pre-requisites was unnecessary and created inflexibility in scheduling, which adversely affected the students in the program. Industry has moved to an accelerated training model allowing for students to complete required paramedic core coursework in a more condensed period of time. We are modifying this program upon reactivation to provide our students with the opportunity to complete their core coursework within one semester. Students can complete the AAS degree course work over two semesters, followed by their required internship (12 credit hours). The AAS degree will be awarded upon completion of the internship.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

CMU Health Sciences concurs with change. 1/11/2016

Proposed by: Jane A. Quimby

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

Questions from UCC Executive Subcommittee Review:

1. How can EMTS 225 and 225L be prerequisites for 227/227L and the rest if they are all offered in a single semester? Same question –how can 227/227L be prerequisites for EMTS 237 if they are all taught in a single semester?

Department Response:

This program will follow the model of the POST (Police Academy) program at WCCC, and will be promoted/marketed as such. The primary coursework for paramedic certification will take place in an accelerated one semester format consisting of 33 hours (similar to POST which was previously 37, now 31 credit hours). Students will be expected to enroll simultaneously in all of the courses at one time. Upon acceptance into the paramedic program, WCCC will actually administratively register the students (same as we do for POST). Actual course scheduling will be done by mod - and 225 and 225L will actually be taught during the first two-three weeks of the 1st mod. Classes will be held from approximately 8am-5:00pm daily. The first mod will consist of 16 credit hours and the second mod will consist of 17 credit hours. 237 will be taught at the end of the second mod - just prior to the internship (which will begin immediately upon conclusion of the 2nd mod)

2. How will the contact hours work for 33 semester hours in a single semester?

Department Response:

This is an intense accelerated program designed in response to an industry/community need for a program that can be completed in a 6 -7 month time frame. Staff and part time adjunct instructors will cover classes Monday through Friday from approximately 8am-5pm, as well as some weekends. We will have a Health Sciences classroom (MC 162) designated for paramedic classes only (similar to the Academy classroom at WCCC). Although a student could conceivably take the various courses over a period of multiple semesters, the scheduling will not be conducive to that approach. VP-WCCC Adkins has consulted with VP Futhey regarding obtaining an exemption from the required "outside study/prep hours" required for every in class hour, similar to the POST program. Even without an exemption, this program envisions a complete student commitment every day, to include weekends, to complete the rigorous training.

3. The first semester of the course sequencing for the AAS shows ENGL 111 and SPCH 101 both being taken. But what if a student were to choose the other option of ENGL 111 and 112? It wouldn't work to have both in a single semester, and moving the ENGL 112 into the 2nd semester would put the load up to 36. Perhaps option 1 of the communication requirement isn't really feasible and should be removed?

Department Response:

Students retain the option to complete whatever ENGL/Speech option(s) that work best for their individual situation. The course sequencing demonstrates it is possible to complete the entire AAS program within 3 semesters. Most AAS programs require 4 semesters. Not all students will choose to accelerate all of the credits within three semesters. A student could choose to take ENGL 111 first semester, and ENGL 112 third semester (with the internship). That's why all options are listed for consideration.

FIRST MOD

225/225L (226)

229/229L (230)

231/231L (232)

SECOND MOD

227/227L (228)

233/233L (234)

235/235L (236)

All are prerequisites for:

237

237 is prerequisite for 280

280 is prerequisite for 281



2012-2013 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: EMT-Paramedic

About This Major . . .

The Paramedic represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. Paramedics provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as a Paramedic. Extensive related coursework and clinical and field experience is required.

Students admitted to the program must have and maintain EMT-Basic certification throughout the Paramedic program. Admission to the Paramedic program is competitive. EMTs and Paramedics should be emotionally stable, have good dexterity, agility, and physical coordination, and be able to lift and carry heavy loads.

Paramedics are employed by fire, police and rescue agencies, hospitals, private ambulance companies and in a variety businesses and industries with a high potential for accidental injury or illness.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

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____

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

Degree Requirements:

- 75 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters).
- 2.00 cumulative GPA or higher in all CMU coursework
- 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 (Minimum 15 semester hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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Communication (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

ENGL 111	English Composition	3	_____	_____	_____
ENGL 112*	English Composition	3	_____	_____	_____

(ENGL 129, Honors English, may be substituted for ENGL 111 & ENGL 112..)

Mathematics: (Minimum 3 semester hours)

MATH 113*	or Higher	4	_____	_____	_____
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Social Sciences, Natural Science, Fine Arts, or Humanities or selected Applied Studies~ (Minimum 6 semester hours)

PSYC 150	General Psychology	3	_____	_____	_____
_____	_____	3	_____	_____	_____

PSYC 150 is also a program requirement

Course	No	Title	Sem.hrs	Grade	Term/Trns
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OTHER LOWER DIVISION REQUIREMENTS

Wellness (2 semester hours)

KINE 100	Health and Wellness	1	_____	_____	_____
KINA 1	_____	1	_____	_____	_____

EMT – PARAMEDIC MAJOR REQUIREMENTS

(57 semester hours)

Required Support Courses (8 semester hours)

BIOL 209	Human Anat & Physiology I	3	_____	_____	_____
BIOL 209L	Human Anat & Physiology I Lab	1	_____	_____	_____
BIOL 210	Human Anat & Physiology II	3	_____	_____	_____
BIOL 210L	Human Anat & Physiology II Lab	1	_____	_____	_____

Required EMT – Paramedic Courses (49 semester hours)

EMTS 130	EMT IV	2	_____	_____	_____
EMTS 190	Basic EKG Interpretation	2	_____	_____	_____
EMTS 225	Fundamentals of Paramedic Practice	3	_____	_____	_____
EMTS 226	Fundamentals of Paramedic Practice Lab	2	_____	_____	_____
EMTS 227	Paramedic Special Considerations	3	_____	_____	_____
EMTS 228	Paramedic Special Considerations Lab	2	_____	_____	_____
EMTS 229	Paramedic Pharmacology	3	_____	_____	_____
EMTS 230	Paramedic Pharmacology Lab	2	_____	_____	_____
EMTS 231	Paramedic Cardiology	5	_____	_____	_____
EMTS 232	Paramedic Cardiology Lab	1	_____	_____	_____
EMTS 233	Paramedic Medical Emergencies	4	_____	_____	_____
EMTS 234	Paramedic Medical Emergencies Lab	1	_____	_____	_____
EMTS 235	Paramedic Trauma Emergencies	4	_____	_____	_____
EMTS 236	Paramedic Trauma Emergencies Lab	1	_____	_____	_____
EMTS 237	Paramedic Internship Prep	2	_____	_____	_____
EMTS 280	Paramedic Internship I	6	_____	_____	_____
EMTS 281	Paramedic Internship II	6	_____	_____	_____

EMT-Basic certification is required prior to admission to the EMT-Paramedic program and must be maintained while in the program.

*Required by this program

~Choose from HSCI 101, SPCH 101, SPCH 102

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN EMS-PARAMEDIC (for students who already have EMT-Basic)

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
PSYC 150	General Psychology	3	General Education		3
BIOL 209	Human Anatomy and Physiology I	3	BIOL 210*	Human Anatomy and Physiology II	3
BIOL 209L	Human Anatomy and Physiology I Lab	1	BIOL 210L	Human Anatomy and Physiology II Lab	1
KINE 100	Health and Wellness	1	MATH 113	College Algebra or Higher	4
KINA	Activity	1	EMTS 190	Basic EKG Interpretation	<u>2</u>
EMTS 130	EMT IV	<u>2</u>			16
		14			

SECOND YEAR

Fall Semester		Hours	Spring Semester		Hours
EMTS 225	Fundamentals of Paramedic Practice	3	EMTS 227	Paramedic Special Considerations	3
EMTS 226	Fundamentals of Paramedic Practice Lab	2	EMTS 228	Paramedic Special Considerations Lab	2
EMTS 229	Paramedic Pharmacology	3	EMTS 233	Paramedic Medical Emergencies	4
EMTS 230	Paramedic Pharmacology Lab	2	EMTS 234	Paramedic Medical Emergencies Lab	1
EMTS 231	Paramedic Cardiology	5	EMTS 235	Paramedic Trauma Emergencies	4
EMTS 232	Paramedic Cardiology Lab	<u>1</u>	EMTS 236	Paramedic Trauma Emergencies Lab	<u>1</u>
		16			15

Summer Semester		Hours
EMTS 237	Paramedic Internship Prep	2
EMTS 280	Paramedic Internship I	6
EMTS 281	Paramedic Internship II	6
		14

EMT-Basic certification is required prior to admission to the EMT-Paramedic program. Students may opt to take EMTS 101,102 and 103 or may obtain EMT-Basic certification from other community agencies.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN EMS-PARAMEDIC (for students who need coursework for EMT-Basic certification)

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with their advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Spring Semester		Hours	Fall Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
EMTS 101	EMT-Basic I	3	General Education		3
EMTS 102	EMT Basic II	3	BIOL 209	Human Anatomy and Physiology I	3
EMTS 103	EMT Basic III	4	BIOL 209L	Human Anatomy and Physiology I Lab	1
KINE 100	Health and Wellness	<u>1</u>	PSYC 150	General Psychology	3
		14	KINA	Activity	<u>1</u>
					14

SECOND YEAR

Spring Semester		Hours	Fall Semester		Hours
BIOL 210	Human Anatomy and Physiology II	3	EMTS 225	Fundamentals of Paramedic Practice	3
BIOL 210L	Human Anatomy and Physiology II Lab	1	EMTS 226	Fundamentals of Paramedic Practice Lab	2
MATH 113	College Algebra	4	EMTS 229	Paramedic Pharmacology	3
EMTS 130	EMT IV	2	EMTS 230	Paramedic Pharmacology Lab	2
EMTS 190	Basic EKG Interpretation	<u>2</u>	EMTS 231	Paramedic Cardiology	5
		12	EMTS 232	Paramedic Cardiology Lab	<u>1</u>
					16

THIRD YEAR

Spring Semester		Hours	Summer Semester		Hours
EMTS 227	Paramedic Special Considerations	3	EMTS 237	Paramedic Internship Prep	2
EMTS 228	Paramedic Special Considerations Lab	2	EMTS 280	Paramedic Internship I	6
EMTS 233	Paramedic Medical Emergencies	4	EMTS 281	Paramedic Internship II	6
EMTS 234	Paramedic Medical Emergencies Lab	1			14
EMTS 235	Paramedic Trauma Emergencies	4			
EMTS 236	Paramedic Trauma Emergencies Lab	<u>1</u>			
		15			

EMT-Basic certification is required prior to admission to the EMT-Paramedic program. Students may opt to take EMTS 101,102 and 103 or may obtain EMT-Basic certification from other community agencies.

2016 - 2017 PETITION/PROGRAM SHEET
Degree: Associate of Applied Science
Major: Emergency Medical Technician - Paramedic

About This Major . . . Associate of Applied Science EMT-Paramedic

The EMT-Paramedic represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. EMT-Paramedics (EMT-4) provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as an EMT-Paramedic. Extensive related coursework and clinical and field experience is required.

Students admitted to the program must have and maintain EMT-Basic certification throughout the EMT-Paramedic program. Admission to the Paramedic program is competitive. EMTs and paramedics should be emotionally stable, have good dexterity, agility, and physical coordination, and be able to lift and carry heavy loads.

EMT-Paramedics are employed by fire, police and rescue agencies, hospitals, private ambulance companies and in a variety businesses and industries with a high potential for accidental injury or illness.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to: 1.

1. Demonstrate intellectual reasoning, rational inquiry, and effective problem-solving skills while maintaining empathy, professionalism, and compassion for another. (Intellectual Skills: Critical Thinking)
2. Recommend access to resources necessary to meet the diverse health care needs of individuals, families, and communities within cultural, ethical, legal, social, economic, and professional parameters. (Specialized Knowledge/ Applied Learning)
3. Manage the collaborative health care of individuals, families, and communities through use of clear, effective, thorough, and accurate communication (Intellectual Skills/ Communication Fluency)
4. Practice Paramedic level care, which includes emergency care, illness and restorative care, and health education based on a systematic assessment that is reflective of current emergency theory and research (Specialized Knowledge/Applied Learning)
5. Demonstrate NREMT standards of practice, including legal basics, principles for delegation, and principles of documentation while maintaining a culture of respect and safety. (Specialized Knowledge/ Applied Learning)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor _____ Date _____ 20__

Signature of Department Head _____ Date _____ 20__

Signature of Registrar _____ Date _____ 20__

DEGREE REQUIREMENTS:

- Minimum 63 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- A cumulative grade point average of 2.0 or higher must be maintained for all courses taken and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (Minimum 15 semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor's degrees) cannot be used as options for the below requirements.

Course	No	Title	Sem.hrs	Grade	Term/Trns
<u>Communication</u> (6 semester hours)					
ENGL 111		English Composition	3	_____	_____
ENGL 112		English Composition	3	_____	_____
<u>-OR-</u>					
ENGL 111		English Composition <u>and</u>	3	_____	_____
SPCH 101		Interpersonal Communication <u>or</u>	3	_____	_____

SPCH 102 Speechmaking 3 _____

Mathematics: MATH 107 or higher (Minimum 3 semester hours)

MATH 107 Career Mathematics 3 _____

*Note: MATH 110 or higher is required for BA/BAS programs

Social Sciences, Natural Science, Fine Arts or Humanities (Minimum 6 semester hours)

BIOL 101/101L General Biology and Lab 4 _____

PSYC 150 General Psychology 3 _____

WELLNESS REQUIREMENT (2 semester hours)

KINE 100 Health and Wellness 1 _____

KINA 1 _____ 1 _____

ASSOCIATE OF APPLIED SCIENCE: COURSE REQUIREMENTS

(45 semester hours)

Core Classes

EMTS 225 Fundamentals of Paramedic Practice	3	_____	_____
EMTS 225L Fundamentals of Paramedic Practice L	2	_____	_____
EMTS 227 Paramedic Special Considerations	3	_____	_____
EMTS 227L Paramedic Special Considerations Lab	2	_____	_____
EMTS 229 Paramedic Pharmacology	3	_____	_____
EMTS 229L Paramedic Pharmacology Lab	2	_____	_____
EMTS 231 Paramedic Cardiology	5	_____	_____
EMTS 231L Paramedic Cardiology Lab	1	_____	_____
EMTS 233 Paramedic Medical Emergencies	4	_____	_____
EMTS 233L Paramedic Medical Emergencies Lab	1	_____	_____
EMTS 235 Paramedic Trauma Emergencies	4	_____	_____
EMTS 235L Paramedic Trauma Emergencies Lab	1	_____	_____
EMTS 237 Paramedic Internship Prep	2	_____	_____
EMTS 280 Paramedic Internship I	6	_____	_____
EMTS 281 Paramedic Internship II	6	_____	_____

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE EMERGENCY MEDICAL TECHNICIAN - PARAMEDIC

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester	18 Credit Hours	Second Semester	33 Credit Hours
ENGL 111 English Composition	3	EMTS 225 Fundamentals of Paramedics Practice	3
SPCH 101 Interpersonal Communications	3	EMTS 225L Fundamentals of Paramedics Practice Lab	2
MATH 107 Career Math	3	EMTS 227 Paramedic Special Considerations	3
BIOL 101/101L General Biology w/lab	4	EMTS 227L Paramedic Special Considerations Lab	2
PSYC 150 General Psychology	3	EMTS 229 Paramedic Pharmacology	3
KINE 100 Health and Wellness	1	EMTS 229L Paramedic Pharmacology Lab	2
<u>KINA 1xx Activity Class</u>	<u>1</u>	EMTS 231 Paramedic Cardiology	5
	18	EMTS 231L Paramedic Cardiology Lab	1
		EMTS 233 Paramedic Medical Emergencies	4
		EMTS 233L Paramedic Medical Emergencies Lab	1
		EMTS 235 Paramedics Trauma Emergencies	4
		EMTS 235L Paramedic Trauma Emergencies Lab	1
		<u>EMTS 237 Paramedic Internship Prep</u>	<u>2</u>
			33
Third Semester	12 Credit Hours		
EMTS 280 Paramedic Internship I	6		
EMTS 281 Paramedic Internship II	6		

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

Program Modification

EMT-Paramedic

Degree Type: Tech Cert

Modified Program Name: Paramedic

Modified Program Name: Paramedic

Revision to program sheet: Yes ☒ No ☐

Description of modification:

The paramedic certificate program is being reactivated. The number of required credit hours under the previous program was 57 hours. The number of credit hours under the new program is 45. Previous course requirements have been eliminated: EMTS 130 (2), EMTS 190 (2), BIOL 209 and 209L(4), BIOL 210 and 210L (4), and the core course work will be taught in an accelerated one semester program (33 credit hours, followed by an internship. The pre-requisites and co-requisites have been changed or eliminated. EMTS 225 and 225L are the only pre-requisites for 227, 227L, 229, 229L, 231, 231L, 233, 233L, 235 and 235L. All courses are prerequisites for EMTS 237.

Justification:

The current professional industry certification standards have changed. Anatomy and Physiology is not a requirement for state licensing, and has been incorporated into the remaining required coursework. The previous alignment of courses as co-requisites and pre-requisites was unnecessary and created inflexibility in scheduling, which adversely affected the students in the program. Industry has moved to an accelerated training model allowing for students to complete required paramedic core coursework in a more condensed period of time. We are modifying this program upon reactivation to provide our students with the opportunity to complete their core coursework within one semester. Students can complete the Technical Certificate course work in one semester, followed by their required internship (12 credit hours). The Technical Certificate will be awarded upon completion of the internship.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

CMU Health Sciences concurs with change. 1/11/2016

Proposed by: Jane A. Quimby

Director of Teacher Education Signature:

Expected Implementation: Fall 2016



2012-2013 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Emergency Medical Technician
Specialization: Paramedic

About This Certificate . . .

The Paramedic-represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. Paramedics provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as a Paramedic. Extensive related coursework and clinical and field experience is required.

Students admitted to the program must have and maintain EMT-Basic certification throughout the Paramedic program. Admission to the Paramedic program is competitive. EMTs and Paramedics should be emotionally stable, have good dexterity, agility, and physical coordination, and be able to lift and carry heavy loads. Paramedics are employed by fire, police and rescue agencies, hospitals, private ambulance companies and in a variety businesses and industries with a high potential for accidental injury or illness.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>.

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. See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.

Degree Requirements:

- 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.

Course	No	Title	Sem.hrs	Grade	Term/Trns
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EMT – PARAMEDIC MAJOR REQUIREMENTS

(57 semester hours)

Required Support Courses (8 semester hours)

BIOL 209	Human Anat & Physiology I	3	_____	_____
BIOL 209L	Human Anat & Physiology I Lab	1	_____	_____
BIOL 210	Human Anat & Physiology II	3	_____	_____
BIOL 210L	Human Anat & Physiology II Lab	1	_____	_____

Course	No	Title	Sem.hrs	Grade	Term/Trns
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Required EMT – Paramedic Courses (49 semester hours)

EMTS 130	EMT IV	2	_____	_____
EMTS 190	Basic EKG Interpretation	2	_____	_____
EMTS 225	Fundamentals of Paramedic Practice	3	_____	_____
EMTS 226	Fundamentals of Paramedic Practice Lab	2	_____	_____
EMTS 227	Paramedic Special Considerations	3	_____	_____
EMTS 228	Paramedic Special Considerations Lab	2	_____	_____
EMTS 229	Paramedic Pharmacology	3	_____	_____
EMTS 230	Paramedic Pharmacology Lab	2	_____	_____
EMTS 231	Paramedic Cardiology	5	_____	_____
EMTS 232	Paramedic Cardiology Lab	1	_____	_____
EMTS 233	Paramedic Medical Emergencies	4	_____	_____
EMTS 234	Paramedic Medical Emergencies Lab	1	_____	_____
EMTS 235	Paramedic Trauma Emergencies	4	_____	_____
EMTS 236	Paramedic Trauma Emergencies Lab	1	_____	_____
EMTS 237	Paramedic Internship Prep	2	_____	_____
EMTS 280	Paramedic Internship I	6	_____	_____
EMTS 281	Paramedic Internship II	6	_____	_____

EMT-Basic certification is required prior to admission to the Paramedic program and must be maintained while in the program.

SUGGESTED COURSE SEQUENCING FOR A TECHNICAL CERTIFICATE IN PARAMEDIC (For students who already have EMT-Basic)

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

FIRST YEAR

Summer Semester		Hours
EMTS 130	EMT IV	2
EMTS 190	Basic EKG Interpretation	<u>2</u>
		4

Fall Semester		Hours
EMTS 225	Fundamentals of Paramedic Practice	3
EMTS 226	Fundamentals of Paramedic Practice Lab	2
EMTS 229	Paramedic Pharmacology	3
EMTS 230	Paramedic Pharmacology Lab	2
EMTS 231	Paramedic Cardiology	5
EMTS 232	Paramedic Cardiology Lab	<u>1</u>
		16

Spring Semester		Hours
EMTS 227	Paramedic Special Considerations	3
EMTS 228	Paramedic Special Considerations Lab	2
EMTS 233	Paramedic Medical Emergencies	4
EMTS 234	Paramedic Medical Emergencies Lab	1
EMTS 235	Paramedic Trauma Emergencies	4
EMTS 236	Paramedic Trauma Emergencies Lab	<u>1</u>
		15

Summer Semester		Hours
EMTS 237	Paramedic Internship Prep	2
EMTS 280	Paramedic Internship I	6
EMTS 281	Paramedic Internship II	<u>6</u>
		14

EMT-Basic certification is required prior to admission to the Paramedic program. One additional semester will be required to complete the EMT-Basic certificate program OR a student may obtain EMT-Basic certification from other community agencies.

2016-2017 PETITION/PROGRAM SHEET
Award: Technical Certificate
Program of Study: Emergency Medical Technician
Specialization: Paramedic

About This Certificate . . .

The EMT-Paramedic represents the most advanced level of training of the emergency medical technician system. At this level, the caregiver receives advanced training in the use of procedures, medications and equipment to manage medical emergencies and traumatic injuries in patients of all ages. EMT-Paramedics (EMT-4) provide the most extensive pre-hospital care. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting. The program prepares the graduate to take the NREMT examination and become certified as an EMT-Paramedic. Extensive related coursework and clinical and field experience is required.

Students admitted to the program must have and maintain EMT-Basic certification throughout the EMT-Paramedic program. Admission to the Paramedic program is competitive. EMTs and paramedics should be emotionally stable, have good dexterity, agility, and physical coordination, and be able to lift and carry heavy loads.

EMT-Paramedics are employed by fire, police and rescue agencies, hospitals, private ambulance companies and in a variety businesses and industries with a high potential for accidental injury or illness.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>.

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Demonstrate intellectual reasoning, rational inquiry, and effective problem-solving skills while maintaining empathy, professionalism, and compassion for another. (Intellectual Skills: Critical Thinking)
2. Recommend access to resources necessary to meet the diverse health care needs of individuals, families, and communities within cultural, ethical, legal, social, economic, and professional parameters. (Specialized Knowledge/ Applied Learning)
3. Manage the collaborative health care of individuals, families, and communities through use of clear, effective, thorough, and accurate communication (Intellectual Skills/ Communication Fluency)
4. Practice Paramedic level care, which includes emergency care, illness and restorative care, and health education based on a systematic assessment that is reflective of current emergency theory and research (Specialized Knowledge/Applied Learning)
5. Demonstrate NREMT standards of practice, including legal basics, principles for delegation, and principles of documentation while maintaining a culture of respect and safety. (Specialized Knowledge/ Applied Learning)

NAME: _____ **STUDENT ID #** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor

Date

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. See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information

DEGREE REQUIREMENTS:

- 2.00 cumulative GPA or higher in all 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.

Required Courses (45 semester hours)

Course No	Title	Sem. Hrs	Grade	Term
EMTS 225	Fundamentals of Paramedic Practice	3	_____	_____
EMTS 225L	Fundamentals of Paramedic Practice L	2	_____	_____
EMTS 227	Paramedic Special Considerations	3	_____	_____
EMTS 227L	Paramedic Special Considerations Lab	2	_____	_____
EMTS 229	Paramedic Pharmacology	3	_____	_____
EMTS 229L	Paramedic Pharmacology Lab	2	_____	_____
EMTS 231	Paramedic Cardiology	5	_____	_____
EMTS 231L	Paramedic Cardiology Lab	1	_____	_____
EMTS 233	Paramedic Medical Emergencies	4	_____	_____
EMTS 233L	Paramedic Medical Emergencies Lab	1	_____	_____
EMTS 235	Paramedic Trauma Emergencies	4	_____	_____
EMTS 235L	Paramedic Trauma Emergencies Lab	1	_____	_____
EMTS 237	Paramedic Internship Prep	2	_____	_____
EMTS 280	Paramedic Internship I	6	_____	_____
EMTS 281	Paramedic Internship II	6	_____	_____

SUGGESTED COURSE SEQUENCING FOR A TECHNICAL CERTIFICATE IN EMT-PARAMEDIC

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.

Fall or Spring or Summer Semester

<u>First Semester</u>	<u>33 Hours</u>	<u>Second Semester</u>	<u>12 Hours</u>
EMTS 225 Fundamentals of Paramedic Practice	3	EMTS 280 Paramedic Internship I	6
EMTS 225L Fundamentals of Paramedic Practice L	2	EMTS 281 Paramedic Internship II	6
EMTS 227 Paramedic Special Considerations	3		
EMTS 227L Paramedic Special Considerations Lab	2		
EMTS 229 Paramedic Pharmacology	3		
EMTS 229L Paramedic Pharmacology Lab	2		
EMTS 231 Paramedic Cardiology	5		
EMTS 231L Paramedic Cardiology Lab	1		
EMTS 233 Paramedic Medical Emergencies	4		
EMTS 233L Paramedic Medical Emergencies Lab	1		
EMTS 235 Paramedic Trauma Emergencies	4		
EMTS 235L Paramedic Trauma Emergencies Lab	1		
EMTS 237 Paramedic Internship Prep	2		

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your "Intent to Graduate" form to the Registrar's Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
5. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).
6. NOTE: Students should consult the Financial Aid Office for eligibility requirements for undergraduate and graduate certificates.

Department: WCCC (Manufacturing Technology)

Course Additions

WELD 111 Credit Hours 4

Course Title: Shielded Metal Arc Welding 2

Abbreviated Title: SMAW 2

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☒ J-Term ☐ Spring ☐ Summer ☐

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

WELD 110 SMAW

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Study and skill development of safe practices, welding theory, and principles of Shielded Metal Arc Welding equipment and process. SMAW groove welds in all positions on plate. Pipe welding and stainless steel plate tests may be included.

Justification:

Currently we are running a 3 credit/hour SMAW class. Even the most skilled students are being rushed to meet the SLOs for this class and are unprepared when entering Weld 240 "pipe welding". Adding an advanced SMAW class will allow adequate skill advancement before taking the pipe welding class. The change in credit hours (from 3 to 4) gives students much needed lab time and matches our program to the curriculum used by other community colleges.

Topical course outline:

1. 1-4G with backing
2. 5-6F, 4G stainless steel
3. 3G open root (E308, E6010, E7010, E7018)

Student Learning Outcomes:

1. Demonstrate basic safety information regarding arc welding equipment
2. Demonstrate basic safety requirements for field and shop work
3. Demonstrate an understanding of SMAW equipment and accessories
4. Demonstrate an understanding of SMAW electrode classifications and applications
5. Demonstrate the application of SMAW groove welds

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Additions

WELD 114

Credit Hours 2

Course Title: Oxy-Fuel Welding & Brazing

Abbreviated Title: Oxy-Fuel Weld-Brazing

Contact hours per week: Lecture Lab Field Studio Other 3

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 2250 Student preparation minutes: 2250

Intended semesters for offering this course: Fall ☐ J-Term ☐ Spring ☒ Summer ☐

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Study and skill development of safe practices, welding theory, and principles of Oxy-Fuel equipment and process. Oxy-Fuel groove and fillet welding and braze welding will be included.

Justification:

Currently we cover most of this content in WELD 117 "Oxy-Fuel and Plasma Arc Cutting". It is more appropriate to break up WELD 117 and focus that class strictly on cutting processes and power tools used in manufacturing. Oxy/Fuel welding (OAW) and brazing (OAB) are specialized joining processes. OAW is obsolete in industry but can teach students valuable manual skills. Brazing has niche applications in manufacturing and repair and it also does not apply to cutting principles. Breaking up WELD 117, allows students seeking lower certificates to gain the valuable cutting skills needed for entry level welders, and allows AAS majors to explore the arts of OAW & OAB separately. Students will have the option to take WELD 114 or MAMT 101 (Intro to Manufacturing) to fulfill their core requirements.

Topical course outline:

1. 1-3G, 1-3F Lap and Tee joints,
2. 2F braze, 2F braze weld on carbon steel

Student Learning Outcomes:

1. Demonstrate basic safety information regarding Oxy-Fuel welding equipment
2. Demonstrate basic safety requirements for field and shop work
3. Demonstrate an understanding of Oxy-Fuel equipment and accessories
4. Demonstrate the matching of Oxy-Fuel welding and brazing filler and base metals
5. Demonstrate the application of Oxy-Fuel groove and fillet welds
6. Demonstrate the application of Oxy-Fuel brazing and braze welding

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Additions

WELD 201

Credit Hours 4

Course Title: Gas Metal Arc Welding

Abbreviated Title: GMAW

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☒ J-Term ☐ Spring ☐ Summer ☐

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

WCCC Tech Cert (16 wk), Manufacturing Tech-Basic Welder: 1110

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Study and skill development of safe practices, welding theory, and principles of Gas Metal Arc Welding equipment and process. GMAW fillet and groove welds with short circuit transfer and axial spray transfer will be included. GMAW pulse, aluminum, and stainless steel may be included.

Justification:

Currently we are running a 3 credit/hour GMAW/FCAW class which gives students little time to cover the requirements for entry level welders. There is no room to introduce advanced standards as well as GMAW-P, and welds using Aluminum and Stainless Steel alloys. This change will allow the program to use the national standards for advanced welders.

Topical course outline:

1. 1-4F, 3G (short circuit)
2. 2F, 1G (spray),
3. 1-4F (pulse)
4. 1-4F Aluminum

Student Learning Outcomes:

1. Demonstrate basic safety information regarding arc welding equipment
2. Demonstrate basic safety requirements for field and shop work
3. Demonstrate an understanding of GMAW equipment and accessories
4. Demonstrate an understanding of GMAW electrode classifications and applications
5. Demonstrate GMAW modes of transfer and their applications
6. Demonstrate GMAW fillet and groove welds

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Additions

WELD 203

Credit Hours 4

Course Title: Flux Cored Arc Welding

Abbreviated Title: FCAW

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☐ J-Term ☐ Spring ☒ Summer ☐

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☒ No ☐

Co-requisites: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Study and skill development of safe practices, welding theory, and principles of Flux Cored Arc Welding equipment and process. FCAW fillet and groove welds with self-shielded and gas-shielded processes will be covered.

Justification:

Currently we are running a 3 credit/hour GMAW/FCAW class which gives students little time to cover the requirements for entry level welders. There is no room to introduce advanced standards for FCAW applications. This change will allow the program to use the national standards for advanced welders and meet the industry requirements for FCAW, and match the program to that of other community colleges.

Topical course outline:

1. 1-4F, 3G Self Shielded Wire
2. 1-4F, 1-3G Dual Shield (Gas Shielded)

Student Learning Outcomes:

1. Demonstrate basic safety information regarding arc welding equipment
2. Demonstrate basic safety requirements for field and shop work
3. Demonstrate an understanding of FCAW equipment and accessories
4. Demonstrate an understanding of FCAW electrode classifications and applications
5. Demonstrate FCAW-G and FCAW-S applications
6. Demonstrate FCAW fillet and groove welds

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Additions

WELD 275

Credit Hours 4

Course Title: Automation

Contact hours per week: Lecture Lab Field Studio Other 6

Type of Instructional Activity: Lecture/Laboratory: Vocational/Technical

Academic engagement minutes: 4500 Student preparation minutes: 4500

Intended semesters for offering this course: Fall ☐ J-Term ☐ Spring ☒ Summer ☐

Essential Learning Course: Yes ☐ No ☒

Prerequisites: Yes ☒ No ☐

WELD 201, WELD 117

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisites: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

Overlapping content with present courses offered on campus: Yes ☐ No ☒

Additional faculty FTE required: Yes ☐ No ☒

Additional equipment required: Yes ☐ No ☒

Additional lab facilities required: Yes ☐ No ☒

Course description for catalog:

Study and skill development of safe practices, welding theory, and principles of robotic welding and CNC plasma cutting equipment and processes. Basic programming, setup, and systems integration will be included. Other automation equipment and processes may be included.

Justification:

The basic programming of robotic welders has been introduced as a topics class for the last three years. Robotics systems are used in manufacturing all over the world and are finding their way to the Grand Valley. CNC plasma cutting operations are also being used locally. This class is dedicated to introducing students to technologies designed to automate the fabricating process.

Topical course outline:

1. Safety
2. Systems
3. parts and accessories
4. programming
5. saving and copying files
6. applied automated cutting and welding assignments

Student Learning Outcomes:

1. Demonstrate basic safety information regarding automation equipment
2. Demonstrate the setup of automation equipment and accessories
3. Demonstrate the safe use of automation equipment and accessories
4. Demonstrate the use of programming and systems integration of automation equipment
5. Demonstrate the practical application of automated welding and cutting equipment

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 110

	Current	Proposed
Course Prefix:	WELD	
Course No.:	110	
Credit Hours	3	4
Course Title:	SMAW	Shielded Metal Arc Welding
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 4.5	Other 6
Engage Min.:	3375	4500
Prep Min.:	3375	4500

Description for catalog:

Current: Study and skill development of Shielded Metal Arc Welding (SMAW/ Stick). Lecture and laboratory. Safe use, theory, principles and practices of SMAW equipment in structural applications. SMAW with carbon steel plate in most positions. A.W.S. Welding test coupons and guided bend test

Proposed: Study and skill development of safe practices, welding theory, and principles of Shielded Metal Arc Welding equipment and process. SMAW fillet welds in all positions on plate.

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

WCCC Tech Cert (16 wk), Manufacturing Tech-Basic Welder: 1110

Justification:

Currently we are running a 3 credit/hour SMAW class. Even the most skilled students are being rushed to meet the outcomes for this class. The change in credit hours (from 3 to 4) gives students much needed lab time and matches our program to the curriculum used by other community colleges.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 117

	Current	Proposed
Course Prefix:	WELD	
Course No.:	117	
Credit Hours	3	2
Course Title:	Oxy/Fuel & Plasma Arc Cutting	
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 4.5	Other 3
Engage Min.:	3375	2250
Prep Min.:	3375	2250

Description for catalog:

Current: Study and skill development of Oxy/Fuel and Plasma Arc Cutting (PAC). Lecture and laboratory. Safe practices, theory, principles and practice of Oxy/Fuel equipment. Oxy/Fuel welding, Oxy/Fuel and PAC Cutting with sheet metal and carbon steel plate in most positions. Carbon Arc Cutting and Gouging (CAC-A) may be included.

Proposed: Study and skill development of safe practices, theory, and principles of cutting equipment used in fabrication. Oxy-Acetylene Cutting (OAC), Plasma Arc Cutting (PAC), and other cutting processes applied to sheet metal, plate, piping, and other materials. Other uses of power tools and hand tools to be included.

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

WCCC Tech Cert (16 wk), Manufacturing Tech-Basic Welder: 1110

Justification:

The reduction in credit hours breaks up the welding aspect of WELD 117, and focus it strictly on cutting processes and power tools used in manufacturing. Oxy/Fuel welding (OAW), and brazing (OAB) are specialized joining processes. OAW is obsolete in industry but can teach students valuable manual skills. Brazing has niche applications in manufacturing and repair and it also does not apply to cutting principles. Breaking up WELD 117, allows students seeking lower certificates to gain the valuable cutting skills needed for entry level welders, and allows AAS majors to explore the arts of OAW & OAB separately. Students will have the option to take WELD 114 OAW/OAB or MAMT 101 (Intro to Manufacturing) to fulfill their core requirements.

Topical course outline, current:

OAW: Edge weld, 1G, 2F lap, 2F tee

OAB: 2F Braze Weld, Braze dissimilar material

OAC: square cut, 3 shapes, out-of-position, pipe bevel, scarfing

PAC: 3 materials, 3 shapes, freehand & mechanical

Drill press station, mag-drill, drill bit dressing, drill sizes, and spindle speeds

A-CAG, A-CAC

Power/air tool safety and use

Band saws, chop saws

Topical course outline, proposed:

OAC: square cut, 3 shapes, out-of-position, pipe bevel, scarfing

PAC: 3 materials, 3 shapes, freehand & mechanical

Course Modifications

Drill press station, mag-drill, drill bit dressing, drill sizes, and spindle speeds

A-CAG, A-CAC

Power/air tool safety and use

Band saws, chop saws

Student Learning Outcomes, current:

1. Perform safety inspections of Oxy/Fuel - PAC equipment and accessories.
2. Make minor external repairs to Oxy/Fuel - PAC equipment and accessories.
3. Apply Oxy/Fuel fillet and groove welds on carbon steel in three positions.
4. Set-up and operate manual and machine Oxy/Fuel cutting equipment.
5. Perform Oxy/Fuel straight cutting operation on plain carbon steel.
6. Perform Oxy/Fuel shape cutting operations on plain carbon steel.
7. Perform Oxy fuel bevel cutting operations on plain carbon steel.
8. Set-up and operate manual PAC equipment on various metals.
9. Perform PAC shape cutting on carbon steel, aluminum, and stainless steel.
10. Set-up and operate manual Air Carbon Arc Cutting equipment on carbon steel.
11. May include safe operation and use of saw cutting, grinding, drilling, machining equipment.

Student Learning Outcomes, proposed:

1. Perform safety inspections of Oxy/Fuel - PAC equipment and accessories.
2. Perform operator maintenance to Oxy/Fuel - PAC equipment and accessories.
3. Demonstrate the proper use of manual and machine Oxy/Fuel cutting equipment.
4. Perform Oxy/Fuel straight cutting operation on plain carbon steel.
5. Perform Oxy/Fuel shape cutting operations on plain carbon steel.
6. Perform Oxy fuel bevel cutting operations on plain carbon steel.
7. Demonstrate the proper use of manual PAC equipment on various metals.
8. Perform PAC shape cutting on carbon steel, aluminum, and stainless steel.
9. Demonstrate the proper use of manual Air Carbon Arc Cutting equipment on carbon steel.
10. Demonstrate the proper use of hand and power tools.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 133

	Current	Proposed
Course Prefix:	WELD	
Course No.:	133	
Credit Hours	3	4
Course Title:	Metal Fabrication Methods	Fabrication & Blueprints for Welders
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 4.5	Other 6
Engage Min.:	3375	4500
Prep Min.:	3375	4500

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

Justification:

Currently, we cover a majority of welding fabrication techniques in Weld 133 "Metal Fabrication Methods", and although the course description covers weld symbols, our advisory board found our students are lacking the basics and had trouble linking concepts. The additional credit hour allows the room for in-depth weld symbol instruction and matches our fab class to other community colleges.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 230

	Current	Proposed
Course Prefix:	WELD	
Course No.:	230	
Credit Hours	3	4
Course Title:	Gas Tungsten Arc Welding	
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 4.5	Other 6
Engage Min.:	3375	4500
Prep Min.:	3375	4500

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

Justification:

The additional credit hour allows students the application of GTAW on pipe, and prepares them better for WELD 240. This change will match our program to that of other community colleges.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 240

	Current	Proposed
Course Prefix:	WELD	
Course No.:	240	
Credit Hours	3	4
Course Title:	Pipe Welding	
Contact	Lecture	Lecture
	Lab	Lab
	Field	Field
	Studio	Studio
	Other 4.5	Other 6
Engage Min.:	3375	4500
Prep Min.:	3375	4500

Prerequisites:

Current: WELD 110, WELD 117

Proposed: WELD 111, WELD 203, WELD 230

Description for catalog:

Current: Study and skill development of Pipe Welding. Lecture plus laboratory objectives. Students will learn; safe practices, theory, principles, use of pipe cutting/beveling and welding equipment in many applications. Shielded Metal Arc Welding with carbon steel pipe. API and ASME code electrode directions in most pipe welding positions. Oxy/Fuel, GTAW, GMAW, FCAW, and STT pipe welding may be included. API and ASME test coupons.

Prerequisites: WELD 110 and 117 or instructor consent.

Proposed: Study and skill development of safe practices, welding theory, and principles of pipe welding using SMAW, GMAW, FCAW, and GTAW processes. AWS, API, and ASME weld procedures will be examined.

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

Justification:

Currently, we are running a 3 credit/hour Pipe class. Even the most skilled students are unable to meet the SLOs for this class. With the addition of Weld 111, and more credit hours added to supporting classes students should be prepared for pipe welding. The change in credit hours (from 3 to 4) gives students much needed lab time and matches our program to the curriculum used by other community colleges.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Modifications

WELD 270

Current

Course Prefix: WELD

Course No.: 270

Credit Hours 3

Course Title: Practical Applications

Prerequisites:

Current: WELD 110, WELD 117, WELD 133, WELD 144

Proposed: None

Description for catalog:

Current: (Required for Welding Degree Only: Capstone Course)

Welding project course. Classroom discussions and directions with laboratory objectives. This class gives welding students the opportunity to apply techniques and knowledge gained from previous welding courses. With the guidance and advice of the instructor, students will fabricate a welding project of their choice. Prerequisites: WELD 110, WELD 117, WELD 133 and WELD 145 or instructor consent. 4.5 hours per week.

Proposed: Exploration of a welding project course. Classroom discussions and directions with laboratory objectives. This class gives welding students the opportunity to apply techniques and knowledge gained from previous welding courses. With the guidance and advice of the instructor, students will fabricate a welding project of their choice.

Requirement or listed choice for any program of study: Yes ☐ No ☒

Justification:

All welding courses involve some aspect of being practically applied. Weld 270 is a job-shop class and we would like to keep it in the catalog, but will no longer use it as the capstone course it was intended. WELD 240 will now be the pinnacle welding course in the program requiring aspects of all welding processes and the highest level of skill advancement.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Deletions

WELD 144

Credit Hours 3

Course Title: Welding Business Operations

Essential Learning Course: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisite for other course(s): Yes ☐ No ☒

Justification:

Students, teachers, and advisory board members have difficulty justifying a class devoted to business planning for welders. Students currently leaving the program have entry level skills, and a majority of them are ill prepared to become self-employed as welders. Any student seeking business classes or advice, will be directed to the CMU business department, CMU E-club, or to the many online and local small business resources. The removal of this class from the program sheet will allow students to develop their welding skills making them more prepared to meet industry needs.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Deletions

WELD 211

Credit Hours 3

Course Title: Gas Metal Arc Welding / Flex Core Arc Welding

Essential Learning Course: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☒ No ☐

WCCC AAS, Manufacturing Tech-Welding: 1332

WCCC Tech Cert, Manufacturing Tech-Welding Technology: 1338

WCCC Tech Cert (16 wk), Manufacturing Tech-Basic Welder: 1110

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisite for other course(s): Yes ☐ No ☒

Justification:

WELD 211 GMAW/FCAW (3 credits), will be replaced with WELD 201 GMAW (4 credits), and WELD 203 (4 credits). The full content of WELD 211 will be absorbed and advanced in the addition of these two classes. The new structure resembles that of other community colleges and allows students advanced learning in these two subjects.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Course Deletions

WELD 235

Credit Hours 3

Course Title: Advanced Gas Tungsten Arc Welding

Essential Learning Course: Yes ☐ No ☒

Requirement or listed choice for any program of study: Yes ☐ No ☒

Prerequisite for other course(s): Yes ☐ No ☒

Co-requisite for other course(s): Yes ☐ No ☒

Justification:

Advanced GTAW material will now be covered in the expansion of WELDs 230 and 240.

Proposed by: William Campbell

Expected Implementation: Fall 2016

Program Modification

Manufacturing Tech-Welding: 1332

Degree Type: AAS

Revision to program sheet: Yes ☒ No ☐

Description of modification:

New Course Addition

WELD 111 Shielded Metal Arc Welding 2

WELD 114 Oxy/Fuel Welding & Brazing

WELD 201 Gas Metal Arc Welding

WELD 203 Flux Cored Arc Welding

WELD 275 Automation

Course Modifications:

WELD110 Shielded Metal Arc Welding.Changed from 3cr to 4 cr, and catalog description

WELD117 Oxy/Fuel & Plasma Cutting.Changed from 3cr to 2 cr

WELD133 Fabrication & Blueprints. Changed Course title, went from 3cr to 4 cr

WELD230 Gas Tungsten Arc Welding. Change from 3cr to 4 cr

WELD 240 Pipe Welding.Changed from 3cr to 4 cr, and catalog description, and prerequisites

WELD 270 Practical Applications.Changed prerequisites, and catalog description

Course Deletions:

WELD211 GMAW/FCAW

WELD 235 Advanced Gas Tungsten Arc Welding

WELD144 Welding Business Operations

Corrected Program Sheet to reflect all the changes

Delete courses

Add courses

Change course selection by term

and up date courses that were modified

Justification:

To change the welding credits to match WCCC classes to other community colleges, and to ensure that AAS/Welding graduates meet the national requirements as advanced level welders under the AWS EG3.0:96 specification, and are eligible to be awarded an Advanced Level Welder's certification under AWS SENSE QC11:96.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

WCCC has a new AWS SENSE level 2 (Advanced Welder) accreditation. Under the current format, AAS graduates meet the minimum requirement to be SENSE level 1 (Basic Welder). WCCC welding course SLOs are modeled after the AWS SENSE training modules. Under the new proposed format, 1 year certificate welders will qualify as "Basic Welders" under AWS QC10:2008, and AAS welding graduates will qualify as "Advanced Welders" under AWS QC11:96. These are nationally recognised standards created by the American Welding Society. Graduates of the program will therefore meet these standards, and the certifications awarded by AWS will give our graduates an added advantage when seeking employment.

Discussions with affected departments:

Discussion on 10/16/2015 with Bill McCracken and Gary Looft: The above proposal is approved. Discussion on 10/20/2015 with Denis Thibodeau: The above proposal is approved.

Proposed by: William Campbell

Program Modification

Director of Teacher Education Signature: Christine Murphy

Expected Implementation: Fall 2016



~~2015~~~~2016~~-2016-2017 PETITION/PROGRAM SHEET

**Degree: Associate of Applied Science
Major: Manufacturing Technology
Emphasis: Welding Technology**

About This Emphasis . . .

This Welding Technology Degree program is designed to provide training and opportunity to become proficient at SMAW, GMAW, GTAW, FCAW, OAC, PAC, blueprint reading, pipe welding, fabrication, automation, layout, mathematics, and safety. This program offers classroom lecture and related lab work. Students study welding, cutting, layout, fabrication and technical math. Safety, attitude and quality of workmanship are stressed throughout this course. The welding AAS degree prepares students for advanced level placement in a wide range of jobs in the welding industry and is designed to meet competency based standards set by the American Welding Society. This program prepares students to become AWS certified welders.

~~The Welding Technology Degree program is designed to provide training and the opportunity to become proficient at SMAW, GMAW, GTAW, FCAW, OAW, OAC, PAC, CAC A on plate and SMAW on pipe. Students study welding, cutting, layout, fabrication, fluid power, pneumatics and technical math. Safety, attitude and quality of workmanship are stressed throughout this course. The welding AAS degree prepares students for advanced level placement in a wide range of jobs in the welding industry and is designed to meet competency based standards set by the American Welding Society.~~

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs.html>

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts for the Welding industry to meet entry level employment requirements.(Quantitative Fluency)
3. Research, evaluate, synthesize and apply information/data relevant to the welding industry. (Critical Thinking)
4. ~~Demonstrate knowledge of terminology, symbols, business practices, principles and application of associated technical skills in~~

NAME: _____ STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor Date 20__

Signature of WCCC Director Date 20__

Signature of Registrar Date 20__

DEGREE REQUIREMENTS:

- 65 semester hours total (A minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework and a "C" or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

ESSENTIAL LEARNING REQUIREMENTS (Minimum 15 semester Hours) See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. The Essential Learning capstone course and co-requisite Essential Speech course (required for bachelor's degrees) cannot be used as options for the below requirements.

Course No	Title	Sem.hrs	Grade	Term/Trns
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Communication (6 semester hours)

ENGL 111	English Composition	3		
ENGL 112	English Composition	3		

~~OR~~

ENGL 111	English Composition	and	3	
SPCH 101	Interpersonal Communication	or	3	
SPCH 102	Speechmaking		3	

Math: Minimum Math 107 Career Mathematics (Minimum 3 semester hours)

		3		
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Social Sciences, Natural Science, Fine Arts, or Humanities (Minimum 6 semester hours)

		3		
		3		

Course No	Title	Sem.hrs	Grade	Term/Trns
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WELLNESS REQUIREMENT (2 semester hours)

KINE 100	Health and Wellness	1		
KINA 1		1		

ASSOCIATE OF APPLIED SCIENCE: MANUFACTURING TECHNOLOGY – WELDING TECHNOLOGY COURSE REQUIREMENTS

(48 semester hours)

Core Classes

CADT101	Introduction to Computers	1		
ELCE 124	Computer Aided Design	3		
MAMT105	Print Reading/Sketching	2		
MAMT101	Intro to Manufacturing	2		
MAMT260	Intro to Machine Shop	3		
MAMT150	Intro to Numerical Control	1		
MAMT260	Properties of Materials	3		
TSTG 150	Fluid Power	3		
TSTG 220	Industry Employment Practices	3		
OR				
TSTG 120	Industrial Safety Practices	3		

WELD110	Shielded Metal Arc Welding	4		
WELD111	Shielded Metal Arc Welding 2	4		
WELD114	Oxy/Fuel Welding & Brazing	2		
WELD117	Oxy/Fuel & Plasma Cutting	2		
WELD133	Metal Fabrication & Blueprints	Methods	4	

WELD144	Welding Business Operations	3		
WELD201	Gas Metal Arc Welding	GMAW/FCAW	4	

WELD230	Gas Tungsten Arc Welding	4		
WELD 240	Pipe Welding	4		

WELD 203	Flux Cored Arc Welding	Practical Applications	4	
WELD 275	Automation		4	

Restricted Electives: (3 semester hours)

Restricted Approved Electives:

CADT 108	Computer Aided Design	or	3	
MAMT 115	Intro to Machine Shop	or	3	
TSTG 150	Fluid Power	or	3	
TSTG 220	Employment Practices		3	

TOTAL: 65 Semester Hours

*Please see your advisor for requirements specific to this program.

Students in Welding may be required to purchase approximately \$500.00 in tools and personal safety welding equipment. This does not include required textbooks. These costs may vary with student need and brand or quality of tools or equipment purchased. All safety glasses must meet the minimum industry safety standard of Z-87 with side shields. ~~CMU / WCCC has lockers with required tools available for rent at \$ 50.00 per semester.~~

SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF APPLIED SCIENCE WITH A MAJOR IN MANUFACTURING TECHNOLOGY – EMPHASIS IN WELDING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		Hours
MAMT 105	Print Reading/Sketching	2
ELCE 124	Construction Safety	1
WELD 110	Shielded Metal Arc Welding	4
WELD 117	Oxy/Fuel & Plasma Arc Cutting	2
MATH 107	Career Mathematics	3
WELD 201	Gas Metal Arc Welding	4
		16

Second Semester		Hours
WELD 133	Fabrication & Blueprints	4
CADT 101	Intro to Computers	1
WELD 203	Flux Cored Arc Welding	4
WELD 111	Shielded Metal Arc Welding 2	4
WELD 230	Gas Tungsten Arc Welding	4
		17

First Semester		Hours
CADT101	Introduction to Computers	1
MAMT 101	Intro to Manufacturing	2
MAMT 105	Print Reading/Sketching	2
WELD 110	Shielded Metal Arc Welding	3
WELD 117	Oxy/Fuel and Plasma Arc Cutting	3
WELD 133	Metal Fabrication Methods	3
WELD 144	Welding Business Operations	3
		17

Second Semester		Hours
CADT 108	Computer Aided Design Mechanical	3
MAMT 260	Properties of Materials	3
MATH 107	Career Mathematics	3
WELD 211	GMAW/FCAW	3
WELD 230	Gas Tungsten Arc Welding	3
WELD 240	Pipe Welding	3
		18

Third Semester		Hours
ENGL 111	English Composition	3
KINE 100	Health and Wellness	1
KINA 1xx	Activity	1
WELD MAMT 1145	Oxy/Fuel Welding & Brazing Intro to Machine Shop	23
MAMT 10150	Intro to Manufacturing	2
Numerical Control		24
WELD 240TSTG150	Pipe Welding Fluid Power	43
Social Sciences, Natural Science, Fine Arts, or Humanities		3
		165

SPCH 101	Interpersonal Communication	
ENGL 112	English Composition or	3
SPCH 101/102		3
MAMT TSTG 2620	Properties of Materials	
3Industry Employment Practices	OR	
TSTG120	Industrial Safety Practice	3
WELD 2750	Automation Practical Applications	43
Social Sciences, Natural Science, Fine Arts, or Humanities		3
Restricted		
Elective:		
*CADT 108 or MAMT 115 or TSTG 150 or TSTG 220		3

Fourth Semester

165

POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates**. You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December**.
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

Program Modification

Manufacturing Tech-Welding Technology: 1338

Degree Type: Tech Cert

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Removed:

WELD 144 Welding Business Operations

WELD 240 Pipe Welding

MAMT 260 Properties of Materials

Added:

ELCE 124 Construction Safety

WELD 111 Shielded Metal Arc Welding 2

WELD 201 Gas Metal Arc Welding

WELD 203 Flux Cored Arc welding

Corrected Program Sheet to reflect all the changes

Justification:

To change the welding credits to match WCCC classes to other community colleges, and to ensure that certificate graduates meet the national requirements as entry level welders under the AWS EG2.0:2008 specification, and are eligible to be awarded an Entry Level Welder's certification under AWS SENSE QC10:2008.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☒ No ☐

WCCC has a new AWS SENSE level 2 (Advanced Welder) accreditation. Under the current format, AAS graduates meet the minimum requirement to be SENSE level 1 (Basic Welder). WCCC welding course SLOs are modeled after the AWS SENSE training modules. Under the new proposed format, 1 year certificate welders will qualify as "Basic Welders" under AWS QC10:2008, and AAS welding graduates will qualify as "Advanced Welders" under AWS QC11:96. These are nationally recognised standards created by the American Welding Society. Graduates of the program will therefore meet these standards, and the certifications awarded by AWS will give our graduates an added advantage when seeking employment.

Discussions with affected departments:

Discussion on 10/16/2015 with Bill McCracken, Assistant Technical Professor of Manufacturing, Archuleta Engineering Center: The above proposal is approved.

Proposed by: William Campbell

Director of Teacher Education Signature: Christine Murphy

Expected Implementation: Fall 2016

~~20152016-2016~~ 2017 PETITION/PROGRAM SHEET

Award: Technical Certificate

Program of Study: Manufacturing Technology

Specialization: Welding Technology

About This Certificate . . .

This Welding Technology program is designed to provide training and opportunity to become proficient at SMAW, GMAW, GTAW, FCAW, ~~OAW~~, OAC, PAC, ~~CAC-A-blueprint reading, fabrication, layout, mathematics, and safety on plate and SMAW on pipe~~. This program offers classroom lecture and related lab work. Students study welding, cutting, layout, fabrication and technical math. Safety, attitude and quality of workmanship are stressed throughout this course. The welding certificate prepares students for entry level placement in a wide range of jobs in the welding industry and is designed to meet competency based standards set by the American Welding Society. This program ~~prepares~~ trains students to become ~~certified~~ AWS ~~certified~~, ~~API~~, ~~ASME~~ welders in the welding industry.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs>.

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts to meet entry level employment requirements. (Quantitative Fluency)
3. Research, evaluate, synthesize and apply information/data relevant to the industry. (Critical Thinking)
4. Demonstrate knowledge of welding terminology, symbols, business practices, principles and application of associated technical Skills (Specialized Knowledge/Applied Learning)
5. Perform the necessary applied welding skill sets to fulfill the needs of entry level employment. (Applied Learning)
6. Demonstrate ethical and civic responsibility necessary for employees in the industry. (Specialized Knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor Date 20__

Signature of Department Head Date 20__

Signature of Registrar Date 20__

DEGREE REQUIREMENTS:

- 2.00 cumulative GPA or higher in all CMU coursework
- "C" or better in each course which comprises the area of emphasis or specialization.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- Students in Welding may be required to purchase approximately \$500.00 in tools and personal safety welding equipment. This does not include required textbooks. These costs may vary with student need and brand or quality of tools or equipment purchased. All safety glasses must meet the minimum industry safety standard of Z-87 with side shields. [MSC/WCCC has lockers with required tools available for rent at \\$ 50.00 per semester.](#)
- See the "Undergraduate Graduation Requirements" in the Colorado Mesa University catalog for additional graduation information.

Technical Certificate: Manufacturing Technology – Welding Technology (33 Semester Hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is on the Essential Learning 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 Essential Learning requirement. Need a "C" or higher in all WELD courses.

Course No	Title	Sem.hrs	Grade	Term/Trns
MAMT 105	CADT 101 Print Reading/Sketching Introduction to Computers	2+		
WELD 110	MAMT 105 Shielded Metal Arc Welding	42		

WELD 117	MAMT 260 Cutting Properties of Materials	23		
MATH 107	Career Mathematics (minimum)	3		
WELD 201	44 Gas Shielded Metal Arc Welding	43		
ELCE 124	WELD 117 Construction	13		
WELD 133	Metal Fabrication & Blueprints Methods	43		
WELD 230	44 Gas Tungsten Arc Welding	43		
WELD 203	44 Flux Cored Arc welding GMAW/FCAW	43		
WELD 111	230 Shielded Metal Gas Tungsten Arc Welding	2- 43		
CADT WELD 101	240 Intro to Computers PIPE Welding	13		

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SUGGESTED COURSE SEQUENCING FOR THE TECHNICAL CERTIFICATE WITH A PROGRAM OF STUDY IN MANUFACTURING TECHNOLOGY, SPECIALIZATION IN WELDING TECHNOLOGY

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

First Semester		Hours
MAMT 105	Print Reading/Sketching	CADT 101
ELCE 124	MAMT 105 Construction	Safety Print Reading/Sketching 12
WELD 110	Shielded Metal Arc Welding	43
WELD 117	Oxy/Fuel & Plasma Arc Cutting	23
MATH WELD 107	33 Career Mathematics	Metal Fabrication Methods 3
WELD 201	44 Gas Metal Arc Welding	Welding Business Operations 43
		165

Second Semester		Hours
WELD 133	Fabrication & Blueprints	42
CADT 101	MAMT 260 Intro to Computers	Properties of Materials 13
WELD 203	MATH 107 Flux Cored Arc Welding	Career Mathematics 43
WELD 121	11 Shielded Metal Arc Welding	2 GMAW/FCAW 43
WELD 230	Gas Tungsten Arc Welding	43
WELD 240	PIPE Welding	3
		175

POLICIES:

- Please see the catalog for a complete list of graduation requirements.

2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).

Program Modification

Manufacturing Tech-Basic Welder: 1110

Degree Type: Tech Cert (16 wk)

Revision to program sheet: Yes ☒ No ☐

Description of modification:

Due to industry needs our Advisory Committee wanted more math skills, and add Gas Metal Arc Welding (GMAW) .

Removed :

WELD 211 FCAW

MAMT 260 Properties of Materials

Added

MATH 107 Career Math

ELCE 124 Construction Safety

Corrected Program Sheet to reflect all the changes

Justification:

To change the welding credits to match WCCC classes to other community colleges, and to focus the 16 credit certificate on the skills and education deemed needed for basic welders by our advisory board members.

Revision to SLOs: Yes ☐ No ☒

Other changes: Yes ☐ No ☒

Discussions with affected departments:

Discussion on 10/16/2015 with Bill McCracken, Assistant Technical Professor of Manufacturing, Archuleta Engineering Center: The above proposal is approved.

Proposed by: William Campbell

Director of Teacher Education Signature: Christine Murphy

Expected Implementation: Fall 2016

~~2015~~~~2016~~-2016-2017 PETITION/PROGRAM SHEET

**Award: Technical Certificate
Program of Study: Manufacturing Technology Cluster
Specialization: Basic Welder**

About This Certificate . . .

This Basic Welder program is designed to provide training and opportunity to become proficient at SMAW, GMAW, ~~FCAW~~, OAW, OAC, PAC, ~~blueprint reading, mathematics, and safety on plate and SMAW on pipe~~. This program offers classroom lecture and related lab work. Welding, cutting, layout, safety, attitude and quality of workmanship are stressed throughout this program. The Basic Welding certificate prepares students for welding helper-apprentice position in the welding industry and is designed to meet competency based standards set by the American Welding Society. This program prepares students to become certified AWS, ~~API~~, ASME certified welders in the welding industry upon successful completion of the appropriate test standard.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/wccc/programs> . All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply business communication using listening, verbal and written forms that are needed for entry level employment in the industry. (Communication Fluency)
2. Apply Mathematical concepts to meet entry level employment requirements. (Quantitative Fluency)
3. Research, evaluate, synthesize and apply information/data relevant to the industry. (Critical Thinking)
4. Demonstrate knowledge of welding terminology, symbols, business practices, principles and application of associated technical Skills (Specialized Knowledge/Applied Learning)
5. Perform the necessary applied welding skill sets to fulfill the needs of entry level employment. (Applied Learning)
6. Demonstrate ethical and civic responsibility necessary for employees in the industry. (Specialized Knowledge)

NAME: _____ **STUDENT ID #:** _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor

Date

20____

Signature of the 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:

- 167 semester hours total.
- 2.00 cumulative GPA or higher in all CMU coursework and a “C” or better must be achieved in coursework toward major content area.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information.
- Students in Welding may be required to purchase approximately \$500.00 in tools and personal safety welding equipment. This does not include required textbooks. These costs may vary with student need and brand or quality of tools or equipment purchased. All safety glasses must meet the minimum industry safety standard of Z-87 with side shields.

TECHNICAL CERTIFICATE: Basic Welder

(167 semester hours)

ELCEMAMT 124260
Safety Properties of Materials

Construction
13

Course No	Title	Sem.hrs	Grade	Term
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Core Classes

MAMT 105	Print Reading/Sketching	2		
WELD 110	Shielded Metal Arc Welding	43		
WELD 117	Oxy/Fuel & Plasma Cutting	23		
WELD 20144	Gas Metal Arc Welding-FCAW	43		
MATHWELD 107240	Career Math/Pipe Welding			
		3		

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POLICIES:

1. Please see the catalog for a complete list of graduation requirements.
2. This program sheet must be submitted with your graduation planning sheet to your advisor during the **semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.** You must turn in your “Intent to Graduate” form to the Registrar’s Office **by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.**
3. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature. Finally, the Department Head will submit the signed forms to the Registrar’s Office. (Students cannot handle the forms once the advisor signs.)
4. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.
5. NOTE: During your senior year, you will be required to take a capstone exit assessment/project (e.g., Major Field Achievement Test).