Curriculum Committee Proposal Summary
11/12/2015

Department: Kinesiology

Program Modification

Kinesiology-Fitness and Health Promotion: 3149

Degree Type: BA

Revision to program sheet: Yes ✔   No ☐

Description of modification:

Move KINE 310 from the category of Required Concentration Courses to Restricted Electives. In moving this course, the Restricted Electives will change to take 3 restricted electives instead of the 2 currently required.

Justification:

The change allows for a more personalized approach for Fitness and Health Promotion majors without substantially changing programmatic requirements.

Revision to SLOs: Yes ☐   No ✔

Other changes: Yes ☐   No ✔

Discussions with affected departments:

Not applicable.

Proposed by: Jeremy Hawkins

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

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

About This Major . . .

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

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

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

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

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

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

LOCAL ADDRESS AND PHONE NUMBER:_____

_____ **(   )** _____

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

_____   20_____
Signature of Advisor   Date

_____   20_____
Signature of Department Head   Date

_____   20_____
Signature of Registrar   Date

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

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

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

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

MATH 1___ _____ ____ _____ _____

Humanities (3 semester hours)

_____ ____ _____ ____ _____ _____

Social and Behavioral Sciences (6 semester hours)

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

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

_____ ____ _____ ____ _____ _____
_____ ____ _____ ____ _____ _____
_____ ___L _____ ____ _____ _____

History (3 semester hours)

HIST ____ _____ ____ _____ _____

Fine Arts (3 semester hours)

_____ ____ _____ ____ _____ _____

Course No Title	Sem.hrs	Grade	Term/Trns

WELLNESS REQUIREMENT (3 semester hours)

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

ESSENTIAL LEARNING CAPSTONE (4 semester hours)

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

FOUNDATION COURSES (10-13 semester hours)

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

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

KINE _____ 3 _____ _____

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

Required Core Courses (17 semester hours)

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

Required Concentration Courses (35-36 Semester Hours)

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

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

Select ~~two~~ three courses from the list below Courses with a lecture and lab are counted as one course. (~~6~~9-~~7~~10 Semester Hours)

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

Electives (All college level courses appearing on your final transcript, **not listed above** that will bring your total semester hours to 120 hours.) (18-20) semester hours.)

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

RESTRICTED ELECTIVES:
KINE 310 Methods of Exercise Instruction (3)
BIOL 315 Epidemiology
KINE 370 & 370L Biomechanics (3) / Lab (1)
KINE 403 Advanced Strength and Conditioning (3)
KINE 404 Clinical Exercise Physiology and Advanced Exercise Prescription (3)
KINE 430 Medical Conditions and Pharmacology in Sports (3)
KINE 487 Structured Research (3)
KINE 396 or KINE 496 Topics (3)
PSYC 401 Sport Psychology (3)

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

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

FRESHMAN YEAR

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

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 234	Prevention and Care of Athletic Injuries	3	Essential Learning	Social/Behavioral Science	3
*KINE 265	First Aid & CPR/AED for the Health Care Provider		BIOL 203	Human Nutrition	3
			KINA XXX	Activity	1
OR			KINE 297	Practicum	2
*KINE 250	Lifeguard Training	3	ESSL 290	Maverick Milestone	3
Essential Learning	Natural Science with Lab	4	ESSL 200	Speech	1
Essential Learning	Humanities	3	Electives		3
Electives		3			16
		13-16			

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

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 301	Health and Fitness Assessment	3	~~KINE 310~~	~~Methods of Exercise Instruction~~	~~3~~
KINE 303	Exercise Physiology	3	KINE 415	Physical Activity & Aging	3
KINE 303L	Exercise Physiology Lab	1	KINE Option OR ELECTIVES		~~3~~6-~~4~~7
KINE 309	Anatomical Kinesiology	3	Electives or Minor		3
KINE 333	Community Health	3	KINE 411	Worksite Health Promotion	3
KINA XXX	Activity	1			15-16
Electives or Minor (if needed)		2			
		16			

SENIOR YEAR

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

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: WCCC

<u>Program Additions</u>

Early Childhood Entry-Level Teacher

Degree Type: Technical Certificate

Abbreviated Name: Early Chldhd Entry-Level Teach

Proposed by: T Vail Shoultz McCole

Director of Teacher Education Signature:

Expected Implementation: Spring 2016

COLORADO MESA UNIVERSITY

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: **Early Childhood Education Entry-Level Teacher**

Abbreviated program/concentration (max 30 characters): **Early Chldhd Entry-Level Teach**

PROPOSED AND PREPARED BY:

Name: **T Vail Shoultz McCole** Date: **8/27/2015**

Email: **vshoultz@coloradomesa.edu** Phone: **970-255-2674**

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
   NA

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 Ferreira-Lillo** Date: **9/17/2015**

APPROVED BY DEPARTMENT HEAD:

Name: **Christine Murphy** Date: **9/18/2015**

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

Name: Date:

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

Program Learning Outcomes and Link to Institutional Outcomes

1. Demonstrate effective written communication skills (communication fluency - CMU)
2. Demonstrate effective oral communication skills (communication fluency - CMU)
3. Utilize mathematical concepts required to assist the classroom teacher with instructing young children (quantitative fluency - CMU)
4. Evaluate current professional resources relating to the different domains of early childhood education (critical thinking - CMU)
5. Explain the impact of the Colorado Department of Child Care Rules and Regulations on children and families (specialized knowledge - CMU)
6. Apply National Association for the Education of Young Children principles and practices in interactions with young children, families, and other professionals (applied learning - CMU)

Relationship – (CDA explained in g (2))

EDEC 101 – Introduction to Early Childhood	Basic course required by state licensing. Addresses at least 1 hour in each of the CDA Domains SLO - 4
EDEC 102 – Introduction to Early Childhood Professionals Lab Experiences	Field Experience of 60 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 2, 3, 5, 6
EDEC 114 – Introduction to Infant/Toddler Lab Experiences	Field Experience of 60 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 2, 3, 5, 6
EDEC 299 – Student Teaching in Early Education	Field Experience of 300 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 2, 3, 5, 6
EDEC 103 – Guidance Strategies	Field Experience of 3 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 4, 6
EDEC 113 – Infant/Toddler Theory and Practice	Field Experience of 3 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 3, 5, 6
EDEC 238 – Early Childhood Development 0-8 Years	Field Experience of 3 hours Addresses at least 1 hour in each of the CDA Domains SLO – 1, 4, 6

Planned assessment – The department evaluates that student learning outcomes each calendar year. We have key assessments in each course that are evaluated each semester to make sure we are aligning with best practices, state regulations, and national guidelines.

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

http://www.coloradomesa.edu/about/values.html

The goal of the early childhood program is to:
Provide students the opportunity to successfully complete course work required by Colorado Department of Human Services Early Childhood Licensing – CMU prepares them to be a responsible member of society and attain a post-secondary experience
Offer all courses required for the director license required by Colorado Department of Human Services Early Childhood Licensing – CMU supporting businesses in the region

This will become the initial rung on the career ladder for those entering the early childhood education field. By providing this entry level we addressing CMU's focus on student completion and retention. The entry level teacher courses will fold into the teacher certificate, which leads into the director certificate. The next level is the associate degree which will then lead to a BA.

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

Early Childhood Department:
- Works with the community to offer courses that fit within the working students time constraints
- Works with the state to make sure that courses offer meet the requirements for both teacher and director qualifications
- Faculty have worked in the field of early childhood and have a Master's Degree in Education or related field
- All Field Experience placements are within a licensed facility or Head Start or school district

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 current Program Director is a Program Peer Reviewer for the NAEYC Associate Degree accreditation and brings knowledge of those standards to the department.

The department is not currently seeking accreditation at this time because there are no full time faculty. We make look into it at a later date.

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?"

The State of Colorado received a 3.1 million dollar grant to expand quality and accessibility of care for Infants and Toddlers within the guidelines of Early Head Start. Mesa County was chosen as 1 of 4 pilot sites for these funds. The Program Director in conjunction with the local Early Childhood Council is supporting education for over 23 current teachers to complete the Child Development Associate (*CDA*) Credential (http://www.cdacouncil.org/the-cda-credential) that is accepted by Head Start for Lead Teachers and Assistants. This grant is viewed as being on going because it is attached to Head Start national funding.

Currently Mesa County is considered a child care desert, meaning that there are more children needing services than providers. The focus of this grant is to increase the number of providers, help supplement higher wages and support level 2+ quality star ratings.

   A. All child care facilities, Head Start, School District Preschools, Colorado Preschool Program sites
   B. Bls.gov – this career has a 17% faster growth rate then other careers. Across the nation it is expected that we will need 76,400 more preschool teachers.

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)

.

Only the Early Childhood Education department at the CMU WCCC campus offers the courses required by state child care licensing.

Other community colleges across the state offer early childhood course work but students would have to take courses online or travel farther. Several of these community colleges have different certificates to address the requirements of the Colorado Department of Child Care Licensing department.

The majority of our students are non-traditional. It is important that we recognize each success in order to encourage them to pursue the next level. This certificate will allow students to complete in a short amount of time in order to secure a job and help them to feel successful so they will strive towards the next certificate/degree. As students continue to gain more college credits their qualification level goes up and they are able to secure a higher paying job, align with licensing requirements, and work for public entities such as Head Start and School District 51 for higher pay and better benefits.

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;

All courses are currently offered.

Required:
EDEC 101 Introduction to Early Childhood

Choose one:
EDEC 102 Introduction to Early Childhood Professional Lab Experiences
EDEC 114 Introduction to Infant/Toddler Lab Techniques
EDEC 299 Student Teaching in Early Education

Choose one:
EDEC 103 Guidance Strategies
EDEC 113 Infant/Toddler Theory and Practice
EDEC 238 Early Childhood Development 0-8 Years

To earn the CDA students need a total of 120 clock hours of lecture within 8 different domains. The course listed above meet these requirements.

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

T. Vail Shoultz-McCole – MA Ed ECE
Stephanie Stelljes – MA Ed Sped
Michelle Calkins – MA Ed Sped
Jeanne James – MA Ed
Susan Tarr – MA Ed Sped

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.

There are no additional resources 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.

Course work will be delivered in the current modes that are being used by the department:

Blended
Face to Face
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.

1. Early Childhood falls under Technical programs
2. Curriculum has been aligned to meet the 120 clock hours and 8 domains required by the CDA National Council
3. NA
4. None
5. NA

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _____Early Childhood Education_____

Degree Title   _____ Entry-Level Teacher_____

Name of Institution: _____Colorado Mesa University/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	64	66	69	71	73	
1-b	Out-of-State Headcount	1	1	1	1	1	
2	Program Headcount	65	67	70	72	74	
3-a	In-state FTE	19.2	19.8	20.7	21.3	21.9	
3-b	Out-of-State FTE	.3	.3	.3	.3	.3	
4	Program FTE	19.5	20.1	21	21.6	22.2	
5	Program Graduates	50	57	60	62	64	

_____   _____
Signature of Governing Board Officer   Date

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: _____Early Childhood Education_____

Name of Institution: ____ Colorado Mesa University/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

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

* 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).
All courses are currently taught. The additional student count would not exceed current course enrollment limits. No additional teachers or classrooms would be needed.

		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	No additional costs	No additional costs	No additional costs	No additional costs	No additional costs
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.	N/A				
TOTAL PROGRAM EXPENSES		No additional costs	No additional costs	No additional costs	No additional costs	No additional costs
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition	4,000	4,000	4,000	4,000	4,000
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE		4,000	4,000	4,000	4,000	4,000

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

_____   _____   _____
Signature of Governing Board Financial Officer   Title   Date

About This Certificate . . .

The Early Childhood Education program is designed to prepare students to work with young children in a variety of settings. This certificate is designed for students wishing to work as lead teachers in a childcare classroom. Students who wish to work in licensed early childhood care and education programs may complete the sequence of courses for Early Childhood Education Entry-Level Teacher and may then continue on to earn an Associate of Arts degree in Early Childhood Education. The Early Childhood Education Entry-Level Teacher certificate enables students to meet the educational qualifications established by the Colorado Department of Human Services.

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 effective written communication skills. (Communication Fluency)
2. Demonstrate effective written verbal skills (Communication Fluency)
3. Utilize mathematical skills required to assist the classroom teacher with instruction of young children (Quantitative Fluency)
4. Evaluate current professional resources relating to several different domains of early childhood education. (Critical Thinking)
5. Explain the impact of the Colorado Department of Child Care Rules and Regulations on children and families. (Specialized Knowledge)
6. Apply the National Association for the Education of Young Children principles and practices in interactions with young children, families and other professionals. (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

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

- 9 semester credit hours
- 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.

Course No	Title	Sem.hrs	Grade	Term
Required Course (3 semester hours)				
EDEC 101	Introduction to Early Childhood	3	_____	_____
Restricted Electives (6 semester hours)				
Choose one of the following courses				
EDEC 103	Guidance Strategies			
EDEC 113	Infant/Toddler Theory/Pract.			
EDEC 238	Early Childhood Dev 0-8 Years	3	_____	_____
Choose one of the following courses				
EDEC 102	Introduction to Early Childhood Professions Lab Experiences			
EDEC 114	Introduction to Infant/Toddler Lab Techniques			
EDEC 299	Student Teaching in Early Ed.	3	_____	_____

SUGGESTED COURSE SEQUENCING FOR A TECHNICAL CERTIFICATE IN EARLY CHILDHOOD ENTRY-LEVEL TEACHER

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.

Semester 1		**Hours**
EDEC 101	Introduction to Early Childhood	3
EDEC103	Guidance Strategies *OR*	
EDEC 113	Infant/Toddler Theory and Practice *OR*	
EDEC 238	Early Childhood Development 0-8	3
		6

Semester 2		**Hours**
EDEC102	Intro Early Childhood Prof Lab Exp *OR*	
EDEC 114	Intro Infant/Toddler Lab Techniques *OR*	
EDEC 299	Student Teaching/Early Childhood Ed	3
		3

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

Financial Aid Checklist for adding New Program

Program is a new:

__X__ Certificate (Graduate or Undergraduate)   _____ Associate Degree (AA, AS, AAS)

_____ Bachelor Degree   _____ Graduate Degree

Is part of the program being contracted to another entity to provide services?   ___YES _X__NO

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

For new certificate programs (Undergraduate or Graduate):

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

___YES _X__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 __8/18/2015__

<u>Course Modifications</u>

FSWM 155

	Current	**Proposed**
Course Prefix:	FSWM	
Course No.:	155	
Credit Hours	2	2
Course Title:	Basic Incident Command Systems and Facilitative Instructor	Initial Attack Incident Commander/Basic Incident Command System
Abbreviated	Initial Attack I.C.	IAIC, Basic ICS

Description for catalog:

Current: Provides the entry level Wildland Firefighter with the essential understanding of the Incident Command System organizational chart, functions and responsibilities. This course combines the curriculum of the National Wildfire Coordinating Group Firefighter Training of the ICS I 200 and I 300 levels.

Proposed: Required training for an ICT4 qualification. Course topics include incident command organization, functions and responsibilities, readiness, mobilization, size-up, planning, resource ordering, deployment, objectives, strategy, tactics, containment, administrative responsibilities, and post-incident evaluation. This course consists of the curriculum in the National Wildfire Coordinating Group Firefighting Training classes S-200 and I-200.

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

WCCC   AAS,   Wildland Fire Management: 1363

<u>Justification:</u>

The combination of the two courses will allow the presentation of the two parellel course to be taught in a more logical manner and reduce redundancy of material presented in the classroom. The request to delete FSWM 140 is contingent on the approval of the modification of FSWM 155 Basic Incident Command Systems and Facilitative Instructor, with the new name FSWM 155, Initial Attack Incident Commander/Basic Incident Command System. The two courses are both required for the Incident Commander Type 4 (ICT4) qualification and are somewhat redundant in the information presented. Incorporating the two courses into FSWM 155 and deleting FSWM 140 will increase the academic synergy and reduce redundancy.

<u>Topical course outline, current:</u>

Leadership and Management, Delagation of Authority, Management by Objectives, Functional Areas and Positions, Briefings, Organizational Flexibility, and Transfer of Command.

<u>Topical course outline, proposed:</u>

Leadership and Management, Delagation of Authority, Management by Objectives, Functional Areas and Positions, Briefings, Organizational Flexibility, Transfer of Command, Foundational Skills, Intelligence Gathering and Documentation, Incident Size Up, Incident Action Plan Development, Managing the Incident, Incident Objectives, Post Fire Activities.

<u>Student Learning Outcomes, current:</u>

Develop a range of skills related to practical field experience as it relates to wildland fire response and incident management, acquire and demonstrate critical thinking skills by evaluating and analyzing incident management practices and mitigate safety issues as they relate to incident response and management, demonstrate proficient communication skills in written, verbal, radio and briefing forms, demonstrate the ability to function effectively and efficiently as a member of a team in routine and high pressure senarios, and 8demonstrate high ethical standards as it relates to wildland fire response.

<u>Student Learning Outcomes, proposed:</u>

Upon completion of this course, students will be able to:
1. Develop a range of skills related to practical field experience as it relates to wildland fire response and

incident management;

2. Acquire and demonstrate critical thinking skills by evaluating and analyzing incident management practices and mitigate safety issues as they relate to incident response and management

3. Demonstrate proficient communication skills in written, verbal, radio and briefing forms;

4. Demonstrate the ability to function effectively and efficiently as a member of a team in routine and high pressure senarios;

5. Demonstrate high ethical standards as it relates to wildland fire response and incident management;

6. Demonstrate effective foundation skills (leadership, risk management, and communications) at the ICT4 level;

7. Gather and document essential information about the incident, size up the incident, develop plan of action;

8. Manage the incident through effective leadership; and

9. Demonstrate the ability to evaluate plan of action and make adjustments to the plan when necessary, and conduct post-fire activities.

Proposed by:	W.T. Foley	Expected Implemention:	Fall 2016

FSWM 156

	Current	**Proposed**
Course Prefix:	FSWM	FSWM
Course No.:	156	
Credit Hours	1	2
Course Title:	Fellowship/Leadership	Firefighter Type 1 and Fireline Leadership
Abbreviated	Fellowship/Leadership	Firefighter 1/Leadership
Contact	Lecture 1	Lecture 2
	Lab	Lab
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	750	1500
Prep Min.:	1500	3000

Description for catalog:

Current:
Prepares individuals to step into a leadership role. Topics include: leadership values and principles, transition challenges for new leaders, situational leadership, team cohesion factors, and ethical decision making. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training classes: L-280.

Proposed: Required training for Firefighter Type 1 qualification. Topics include fireline reference materials, communications, tactical decision making, leadership values and principles, transition challenges for new leaders, situational leadership, team cohesion factors, and ethical decision making. This course consists of the curriculum in the National Wildfire Coordination Group S-131 and L-280 courses.

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

WCCC   AAS,   Wildland Fire Management: 1363

Justification:

The combination of the two courses will allow the presentation of the two parellel course to be taught in a more logical manner and reduce redundancy of material presented in the classroom. The request to delete FWSM 102 is contingent on the approval of the modification to FSWM 156 Fellowship/Leadership, with the new name FSWM 156, Firefighter Type 1 and Fireline Leadership. The two courses are both required for the Firefighter Type 1 (FFT1) qualification and are somewhat redundant in the information presented.

Incorporating the two courses into FSWM 156 and deleting FSWM 102 will increase the academic synergy and reduce redundancy.

Topical course outline, current:

The Art of Leadership, Foundations of Leadership, Follower to Leader, Situational Leadership, Team Cohesion, and Ethical Decision Making.

Topical course outline, proposed:

Fireline Reference Materials, Communication, Tactical Decision Making, The Art of Leadership, Foundations of Leadership, Follower to Leader, Situational Leadership, Team Cohesion, and Ethical Decision Making.

Student Learning Outcomes, current:

Demonstrate an understanding of fundamental leadership principles.
Assess individual traits and motivation for entering into a leadership role.

Student Learning Outcomes, proposed:

Upon completion of this course, students will be able to:
1. Demonstrate intermediate knowledge of wildland fire fighting practices, with written and practical tests;
2. Exhibit an intermediate knowledge of fuels, weather, and topography and how they pertain to wildland fire behavior;
3. Demonstrate basic supervisory skills in wildland fire suppression;
4. Demonstrate the ability to organize individuals into small units and conduct small unit tactical operations;
5. Demonstrate an understanding of fundamental leadership principles; and
6. Assess individual traits and motivation for entering into a leadership role.

Proposed by: W.T. Foley   Expected Implemention: Fall 2016

Course Deletions

FSWM 102   Credit Hours   1

Type of Change   Course Deletion
Course Title: Firefighter Type I Training

Essential Learning Course: Yes   ☐   No   ☑

Requirement or listed choice for any program of study: Yes   ☑   No   ☐
WCCC   AAS,   Wildland Fire Management: 1363

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

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

Justification:

The request to delete FSWM 102 is contingent on the approval of the modification to FSWM 156 Fellowship/Leadership, with the new name of FSWM 156, Firefighter Type 1 and Fireline Leadership. The two courses are both required for the Firefighter Type 1 (FFT1) qualification and are somewhat redundant in the information presented. Incorporating the two courses into FSWM 156 and deleting FSWM 102 will increase the academic synergy and reduce redundancy.

Proposed by: W.T. Foley   Expected Implementation: Fall 2016

FSWM 140   Credit Hours   1

Type of Change   Course Deletion

Course Title: Initial Attack Incident Commander

Essential Learning Course: Yes ☐   No ☑

Requirement or listed choice for any program of study: Yes ☑   No ☐
WCCC   AAS,   Wildland Fire Management: 1363

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

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

Justification:

The request to delete FSWM 140 is contingent on the approval of the modificaiton to FSWM 155 Basic Incident Command Systems and Facilitative Instructor, with the new name FSWM 155, Initial Attack Incident Commander/Basic Incident Command System. The two courses are both required for the Incident Commander Type 4 (ICT4) qualification and are somewhat redundant in the information presented. Incorporating the two courses into FSWM 155 and deleting FSWM 140 will increase the academic synergy and reduce redundancy.

Proposed by: W.T. Foley   Expected Implementation: Fall 2016

Program Modification

Wildland Fire Management: 1363

Degree Type: AAS

Revision to program sheet: Yes ☑   No ☐

Description of modification:

To combine four classes into two classes. Due to these changes there needed to be a sequence change.
 1: Combine FSWM 155 Intermediate Incident Command System/Facilitative Instructor, 2 semester hours with FSWM 140 Initial Attack Incident Commander, 1 semester hour. The resulting class would be FSWM 155 Intermediate Incident Command System/Initial Attack Incident Commander, 2 semester hours.
2: Combine FSWM 156 Fellowship to Leadership, 1 semester hour with FSWM 102 Firefighter Type One Training, 1 semester hour. The resulting class would be FSWM 156 Firefighter Type 1 and Fireline Leadership, 2 semester hours.
 3: Deletion of FSWM 102 Firefighter Type One Training, and FSWM 140 Initial Attack Incident Commander
4: sequence change
FSWM 151 Basic Air Operations from 4th to 1st semester
FSWM 100 Basic Fire Guard School from 2nd to 1st semester
 ENGL 111 English Composition, and KINA 127 Physical Conditioning from 1st to 2nd semester
KINE 100 Health and Wellness from 1st to 3rd semester

Justification:

The classes being combined are closely related and teaching them together puts them into a logical sequence.
1: FSWM 155 is known as I-200 and FSWM 140 is known as S-200 by the National Wildfire Coordination Group (NWCG) which is the nationally recognized industry standard. Both these courses are required for Incident Commander Type 4, ICT4, certification and they are somewhat redundant in some of the material. Combining these classes would create a synergy because of the classes building on each other and allow for the efficiencies associated with reducing the redundancy. The resulting efficiency will allow for the class to be a 2 semester hour class while covering all the required material. This change would require 1 additional semester hour of Restricted Electives for graduation, but would not require any change in total hours for graduation.

2: FSWM 156 is known as L-280 and FSWM 102 is known as S-131 by the NWCG. Both L-280 and S-131 are required for Type 1 Firefighter, FFT1, certification and they are also somewhat redundant in some of the material. Combining these classes would create a synergy because of the classes building on each other and allow for the efficiencies associated with reducing the redundancy.

3: The combination of classes would result in a 1 semester hour decrease in the required classes, and a 1 semester hour increase in the number of restricted electives required for graduation

4. Becase of the modification to FSWM 155, FSWM 156, and the delition of FSWM 102, FSWM 140. This lead to a sequence change on the program petition sheet.

Revision to SLOs: Yes ☐   No ☑

Other changes: Yes ☐   No ☑

Discussions with affected departments:

N/A

Proposed by: W.T. Foley

Director of Teacher Education Signature:

Expected Implementation: Fall 2016

WESTERN COLORADO COMMUNITY COLLEGE
A Division of Colorado Mesa University

About This Major. . .

This program is designed for students who want the credentials of an Associate Degree combined with the technical training that meets National Wildfire Coordination Group (NWCG) standards. The courses offered align with the NWCG Curriculum.

This degree provides graduates with a competitive advantage in gaining employment in the Wildland fire career market. Graduates are qualified to apply for jobs with the Bureau of Land Management, U.S. Forest Service, National Park Service, as well as state and local wildland firefighting agencies.

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. Demonstrate proficient formal and informal communication and writing skills that are professional in nature (Communication Fluency)
2. Apply mathematical concepts required of entry level wildland firefighters. (Quantitative Fluency)
3. Demonstrate specialized and holistic knowledge of interagency Wildland Fire Management (Specialized Knowledge)
4. Demonstrate proficiency in basic skills required for entry level Wildland Fire Management professionals (Applied Learning)
5. Evaluate leadership and ethical issues specific to Wildland Fire Management (Specialized Knowledge)

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).

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

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ ( ) _____

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

_____   _____ 20_____
Signature of Advisor   Date

_____   _____ 20_____
Signature of WCCC Dept Head   Date

_____   _____ 20_____
Signature of Registrar   Date

DEGREE REQUIREMENTS:

- Minimum 60 semester hours total, a 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.
- 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 Colorado Mesa University 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	_____	_____
-OR-			
ENGL 111 English Composition **and**	3	_____	_____
SPCH 101 Interpersonal Communication **or**	3	_____	_____
SPCH 102 Speechmaking	3	_____	_____

Mathematics: MATH 108* or higher (Minimum 3 semester hours)
MATH ____ _____ 3 _____ _____
*Note: MATH 108 and MATH 113 are 4 credit hour courses: 3 credits count towards Essential Learning and 1 counts as Elective credit.
MATH 110 or higher is required for most BAS programs n Public Administration and MATH 113 or higher is required for the BS in Environmental Science

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: WILDLAND FIRE MANAGEMENT COURSE REQUIREMENTS (29 28 semester hours)

ENVS 101	Intro to Environmental Science	3	_____	_____
GEOL 103	Weather and Climate	3	_____	_____
GEOG 131	Cartography	3	_____	_____
KINE 265	First Aid and CPR/AED.	3	_____	_____
FSWM 102	Firefighter Type I Training	1	_____	_____
FSWM 100	Basic Fire Guard School	4	_____	_____
FSWM 140	Initial Attack Inc Commander	1	_____	_____
FSWM 142	Pumps and Water Use	1	_____	_____
FSWM 144	Fire Ops Interface	2	_____	_____
FSWM 147	Ignition Operations	2	_____	_____
FSWM 151	Basic Air Operations	1	_____	_____
FSWM 153	Intermediate Fire Behav	2	_____	_____
FSWM 155	Initial Attack IC/ICS Intermediate ICS (I 200 / 300)	2	_____	_____
FSWM 156	Fellowship/Fire Leadership/Firefighter 1	1 2	_____	_____

Restricted Electives (Select 13 14 semester hours)

BIOL 107	Principles of Plant Biology	3	_____	_____
BIOL 107L	Principles of Plant Bio Lab	1	_____	_____
CHEM 121	Principles of Chemistry	4	_____	_____
CHEM 121L	Principles of Chemistry Lab	1	_____	_____
ENGL 219	Intro to Professional Writing	3	_____	_____
ENVS 204	Intro to Ecosystem Mgt	3	_____	_____
ENVS 204L	Intro to Ecosystem Lab	1	_____	_____
ENVS 360	Fire Ecology	3	_____	_____
ENVS 360L	Fire Ecology Lab	1	_____	_____
EMTS 115	Emergency Medical Responder	3	_____	_____
ENVS 204	Intro to Ecosystem Mgt	3	_____	_____
ENVS 204L	Intro to Ecosystem Lab	1	_____	_____
FSWM 103	Exp Dispatch Recorder	1	_____	_____
FSWM 141	Intro to Incident Information	2	_____	_____
FSWM 143	Wildfire Chain Saws	2	_____	_____
FSWM 148	Status / Check-in Recorder	1	_____	_____
FSWM 152	Helicopter Crew Member	2	_____	_____
FSWM 158	Fire Service Driving	2	_____	_____
FSWM 162	Advanced Task Book	3	_____	_____
FSWM 200	Extended Attack IC	1	_____	_____
FSWM 205	Intro to Fire Behav Calc	2	_____	_____
FSWM 278	Supervised Work Experience	3	_____	_____
FSWM 196	Topics	1-3	_____	_____
FSWM 296	Topics	1-3	_____	_____
FSWM 299	Internship	3-8	_____	_____
MANG 201	Principles of Management	3	_____	_____
MANG 221	Supervisory Concepts	3	_____	_____

Elective (1 semester hour)

_____ 1 _____

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

**Required for this degree.

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN WILDLAND FIRE MANAGEMENT

The sequence of courses for this program will primarily be determined by the individual and the availability of training courses offered through the NIFC system. Students are encouraged to meet with an advisor at WCCC when this program becomes an interest to the student. The Essential Learning courses that must be taken at WCCC/CMU are generally available each semester. Certain courses may have prerequisites or may require assessment to identify the best starting point for an individual. 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
FSWM 100	Basic Fire Guard School	4
FSWM 151	Basic Air Operations	1
ENGL 111	English Composition	3
KINE 100	Health and Wellness	1
KINA 127	Physical Conditioning	1
MATH 108	Technical Math	4
Essential Learning	Social and Behavioral Science Selection	3
ENVS 101	Introduction to Environmental Science	3
	Total: 15	

Spring Semester		Hours
ENGL 111	English Composition	3
KINA 1XX27	Activity Course — Physical Conditioning	1
KINE 265	First Aid & CPR/AED for the Health Care Provider	3
FSWM 100	Basic Fire Guard School	4
FSWM 142	Pumps and Water Use	1
FSWM 147	Ignition Operations	2
FSWM 155	Initial Attack IC/ICS Intermediate ICS (I 200)	2
GEOG 131	Cartography	3
	Total: 15	

SOPHOMORE YEAR

Fall Semester		Hours
KINE 100	Health and Wellness	1
Essential Learning	Selection Social and Behavioral Science	3
ENGL 112	English Composition	3
GEOL 103	Weather and Climate	3
Restricted Electives		6
	Total: 16 15	

Semester		Hours
FSWM 102	Firefighter I	1
FSWM 144	Fire Operations Interface	2
FSWM 153	Intermediate Fire Behavior	2
FSWM 156	Fire Leadership/Firefighter 1 Followership to Leadership	2 1
FSWM 151	Basic Air Operations	1
FSWM	Restricted Electives	8
	Total: 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).