Academic Senate

Agenda for the Meeting of November 7th, 2017

UCB 202A

10:00 - 11:50 am Session

- 1. Call to Order and Roll Call
- 2. Approval of Minutes
 - A. October 3rd, 2017 Minutes
- 3. Open Forum
- 4. Reports
 - A. Senate President Charles Bacon
 - B. Senate Vice President Sandy Alspach
 - C. Senate Secretary Melinda Isler
- 5. Committee Reports
 - A. Academic Program Review Council Gary Todd
 - B. University Curriculum Committee Rusty Leonard
 - C. Student Government Patrick Maloney
 - D. General Education Committee Kristin Conley
 - E. Arts and Lectures Committee Bernadette Fox
- 6. Old Business
- 7. New Business
- 8. Conversations with the Senate
 - A. Budget Report Sally DePew and David Eisler
 - C. ADA Compliance Jackie Hughes and Amy Greene
 - D. Linked Course Panel Erin Militzer-Benander, Melissa Smith, Anil Venkatesh, Kirk Weller
- 9. Announcements
 - A. FSU President David Eisler
 - B. Provost Paul Blake
 - C. Senate President Charles Bacon
- 10. Open Forum

Minutes Ferris State University October 3, 2017- 10:00 a.m.

Members in Attendance: Epps, Zyla, Moore, Alspach, Berghoef, Gray, Thomson, Bacon, Daubert, Conley, Weaver, Balanda, Johnson, Stone, Fadayomi, Marion, Bajor, Inabinett, Shimko, Isler, Wyss, Ing, Aslakson, Fox, Baran, Axford, Bright, Hanna, Rumpf, Desmond, Todd, Maike, Zube, Calkins

Members absent with cause: Wolfer, VanLent, Dinardo, Drake,

Members absent: Wancour

Ex-Officio and Guests: Maixner, Nicol, Reifert, Adeyanju, Damari, Schult, Durst, Johnson, Blake, Eisler, Franklund Carrie, Franklund Clifton, Johnson Leonard, Hawkins, Jackson, Bentley, Haik, Leonard, Teahan, Woolen

1.	President Bacon called the meeting to order at 10:05 a.m.
2.	Approval of Minutes. Senator Zyla moved to approve the minutes. Senator Epps seconded. Secretary Isler noted some corrections had been submitted prior to the meeting which had been corrected. Senator Fox asked about her placement in the attendance and Secretary Isler noted that was one of the corrections made. The motion passed 93% to 4% with 3% abstaining.
3.	Open Forum. Vice-President Alspach noted she was wearing pink to honor cancer awareness month. She also noted that on Thursday there was going to be a pep rally to introduce the student dawg pound for hockey. She also noted an upcoming sports speaker Mark Miller on October 23 rd who is a sports agent and Ferris graduate. Finally she noted the unified volleyball match which pairs Ferris athletes with special Olympians to raiste awareness.
	Senator Marion noted that a Ferris graduate working at Johnson Controls will be bringing a truck to campus to interview talent and talk about innovations on October 5th behind Wink Arena.
	Senator Maike noted that there would also be new donations for Heavy Equipment arriving on campus and available for viewing.
	Administrative Assistant Sylvia Maixner noted that Arts and Lectures was bringing Nell Painter on campus October 6 th in the University Center.
4.	Officer Reports/ President Report President Bacon welcomed the new non tenure-track Senators Paul Zube, Bernadette Fox and Keith Calkins to the Senate. They were elected unopposed. He also read a statement noting the role of the Academic Senate in curriculum proposal process and the importance of being able to support proper curricular functions.
	Vice-President Alspach thanked all for volunteering to serve on Senate committees. She noted that she is learning a lot in the process about appointment committees and thanked Gary Todd for continuing to serve on the Radiation Committee (and the fact that the item for removing that appointment has been removed from the agenda). There is new training scheduled for committee chairs.
	Secretary Isler asked for 4 volunteers to serve on the Rules Committee. This committee reviews the charter, gathers feedback and makes recommendations to the Senate for any charter modifications. Anyone interested please contact her after the meeting.
5.	Committee Reports APR chair Gary Todd spoke on some changes that are being proposed. He has made some modifications to the committee schedule in order to compress the calendar and hopefully make it less burdensome to committee members. There has been difficulty in recruiting enough committee members. He made a motion to approve the change in date of report submission for non-accredited programs from August 15 to September 1. A second motion moves the date in report submission from accredited program was moved from August 15 to September 1. Both were seconded by Secretary Isler. The accredited programs will now be reviewed first. Senator

Thomson asked how many programs reviewed each year. Senator Todd said 18-20 but in this year that was

greatly increased by the number of reports which were sent back. Senator Gray asked if the intention was to alternate having non-accredited programs go first. Senator Todd, said no, this was a permanent switch. The first motion passed 100%. The second motion passed with 97% in favor and 3% abstaining.

UCC Chair Rusty Leonard reported that the committee has been meeting weekly and two proposals were being brought forward to the Senate for approval. They are working on making the UCC policy on academic minors (and others) to be consistent with the Academic Affairs policy. They are coordinating with the registrars office to make workflow more smooth. They are also revising forms which should be coming to the senate soon.

General Education coordinator Cliff Franklund spoke on the General Education Committee. He said that the committee is beginning to implement the systematic assessment. Of the 242 courses on the books, at least 144 have identified a scale for evaluation. He noted that a new form for course review has been created and those forms will become part of the permanent record. There will be training sessions on these forms in the library this week.

Senator Drake, Elections chair was not available to attend the meeting. President Bacon gave the report on the non-tenure track faculty elections.

- 7. **Motion to create an Academic Senate special appointment to the General Education Committee**Vice-President Alspach made a motion to create an Academic Senate special appointment to the General
 Education Committee. Seconded by Senator Ing. Alspach explained this formalized the process for a continuing appointment to the committee, that had been introduced in the previous senate year. Motion passed 97% to 3%.
- 8. **Deletion of Pre-Social Work Program**Senator Weaver moved to delete the pre-social work program. Seconded by Senator Berghoef. Berghoef explained this was a cleanup of a program no longer on the books, as it had been converted to an associates degree. Motion passed 100% to 0.
- Religious Studies minor deletion and course cleanup
 Senator Zyla moved to delete the Religious Studies minor. Senator Gray seconded. Senator Moore asked if
 these related to APR reports. UCC chair Leonard said yes. Senator Hanna asked if it was being closed because
 of lack of faculty. Senator Gray said the department head and subsequent chair had asked faculty several times
 within the area but none were willing to be a champion for the program. Motion passed 90% to 7% with 3%

10 Announcements

abstaining.

President Eisler noted the many disasters occurring in the country. He asked everyone to make sure they had the ability to receive text messages in case of an emergency on the Ferris campus. He noted that he is watching the legislature to make sure that the proposal to eliminate the state income tax does not return. While this may mobilize individuals it would prove a disaster for the economies of universities. He discussed the successful Homecoming weekend, including the record-setting gift of the Golden Eagles from Pharmacy who donated \$101,000 and the awarding of the Pacesetter and Alumni Awards. He encouraged all to come to the budget forum on October 11th.

Provost Blake discussed his appreciation for all the great work faculty are doing. He specifically noted the Shoah project, the College of Business Diversity and Inclusion program, the Health fair held in Grand Rapids, the Spathelf lecture, the robotics competition and the new opiad task force. He also noted that the grandson of Cesar Chavez, Andre was coming to speak on campus October 17th.

11. **Open Forum**

Senator Zyla noted the Zeta girls would be having a color run to benefit raising funds for breast cancer. Senator Calkins mentioned the blood drive on October 5th. Senator Johnson noted that two Social Sciences staff members had family in Puerto Rico and her students were working on projects to help them.

12. Senator Marion made a motion to adjourn. Senator Zyla seconded. Motion passed 100% to 0%. Meeting adjourned at 11:10 a.m.



October 6, 2017

Linked Course/C4 Project

Panelists

Erin R. Militzer-Benander, Associate Professor, Mathematics Melissa S. Smith, Assistant Professor, Languages & Literature Anil Venkatesh, Assistant Professor, Mathematics Kirk Weller, Academic Department Head, Mathematics

The Linked Course Project is an interdisciplinary collaboration between the Mathematics Department, the Department of English, Literature and World Languages, the College of Business, and the School of Education. Three pairs of mathematics and composition faculty have been involved in it since 2013. As a part of the project, Math students learn how to express mathematical ideas in writing, and the writing students learn how to interpret reading assignments from a quantitative perspective. The overarching goal of the project is to help students to develop problem-solving abilities and critical thinking skills through an interdisciplinary connection that involves mathematics, reading, and writing.

The C4 (Cross-Curricular Career Community) Scholar Program is a yearlong learning community for students who need remediation in English composition, mathematics, and reading. It has been in existence since the fall of 2016. Student participants, selected randomly from General Studies students in Retention and Student Success, take English composition, mathematics, and reading as a two-semester cohort with a focus on the formation of a professional mindset. The project is part of a multi-year qualitative study to develop a scalable program to nurture formation of intellectual and emotional dispositions needed for long-term academic and professional success among at-risk students.

The Nutcracker featuring a special appearance from Rhythmic Sky Studios

November 29 | 7:30 PM Williams Auditorium



Ticket prices: Students with a valid ID \$5, General Admission \$7

Tickets can be purchased online at "www.ferris.edu/arts" or at the Williams Auditorium box office one hour prior to event start time.

Anyone with a disability who needs special accommodations to attend this event should contact Williams Auditorium box office at 231-591-3676 at least 72 hours in advance. Ferris State University is an equal opportunity institution. For information on the University's policy on non-discrimination visit "www.ferris.edu/non-discrimination".



Arts and Lectures Series

The Following Are For Information Only

Effective Fall 2016

UCC Fast Track Form

I. Curricular Action: Select from Option below. Any other options will use regular curricular change process. ☑ Pre-Requisite Changes ☐ Co-Requisite Changes ☑ Change Term Offered ☐ Course Cap Change ☐ Admission GPA Change
II. Desired Term Effective Date (6-digit code): 201801 NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.
III. Proposal Rationale: . Changing SONO 287 to be offered in the spring of the second year in the program to align the course properly with the new curriculum. This will change the prerequisite course to Sono 280.
College: HP - College of Health Professions

Department: DHMI - Dental Hygiene-Medical Imaging

Program: DMS

Units Affected: DMS only

Date forwarded to all Units for Information: 2/7/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual Michelle Weemae S	Musemoes	9/13-17	
Department/School ChairTheresa Baalin	Theresa a Raglin	9/13/7	
College Eurriculum Committee**	Emby 256	9/13/17	Support Support with Concerns Not Support Abstain
Dean Matthew Adeysiju	Makas Adayayin	9/14/17	
University Curriculum Committee** CVSS LEONARD	Juss Land	9/14/17	Support Support with Concerns Not Support Abstain
Senate			
Academic Affairs			

^{*}Provide number count for each voting category.

II. COURSE IDENTIFICATION: Sono 287 Management in DMS

		CURRENT					PROPOSEI)	
Prerequisite	Co- requisite	Term Offered	Course Cap Change	Admission GPA	Prerequisite	Co- requisite	Term Offered	Course Cap Change	Admission GPA
Sono 282		summer			Sono 280		Spring		

OFFICE OF THE REC	GISTRAR USE ONLY
Date Rec'd:	Date Completed:
Entered: SCACRS	SE, □ SCADETL, □ SCARRES, □ SCAPREQ

^{**}Support with Concerns, Not Support or Abstain must include identification of specific concern with appropriate rationale.

UCC Fast Track Form

Program: Marketing

 I. Cufricular Action: Select from Option below. Any other options will use regular cufficular change process. ☑ Pre-Requisite Changes ☐ Co-Requisite Changes ☐ Change Term Offered ☐ Course Cap Change ☐ Admission GPA Change
II. Desired Term Effective Date (6-digit code): 201801 NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.
III. Proposal Rationale: Pre-Requisite correction on MKTG 476 from MKTG 321 w/C- or higher and ECON 221 to MKTG 322 w/C- or higher and ECON 221 and Senior Status.
College: BU - College of Business Department: MKTG - Marketing

Units Affected: Marketing Department
Date forwarded to all Units for Information:

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	Rama Dig LAURA DIX	9/12/17	
Department/School Chair	JAY ER JERR ER	9/12/17	
College Curriculum Committee**	GEALD EMERICK	9/25/17	Support Support with Concerns Not Support Abstain
Dean	DAND NEWL	9/20/17	
University Curriculum Committee**	Mys Leavy RUSS LEONARD	9/28/17	Support Support with Concerns Not Support Abstain
Senate (Ralla	16/18/12	
Academic Affairs			

^{*}Provide number count for each voting category.

II. COURSE IDENTIFICATION: MKTG 476 Marketing Strategy

Course Prefix, Course Number – Course Title

^{**}Support with Concerns, Not Support or Abstain <u>must</u> include identification of specific concern with appropriate rationale.

Effective Fall 2016

Complete only fields that will change.

		CURRENT	•				PROPOSED)	
Prerequisite	Co- requisite	Term Offered	Course Cap Change	Admission GPA	Prerequisite	Co- requisite	Term Offered	Course Cap Change	Admission GPA
MKTG					MKTG				
321 w/C-					322				
or					w/C- or				
higher					higher				
and					and				
ECON					ECON				
221					221				
					and				
		ĺ	1		Senior				
					Status				

OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: Date Completed:	
Entered: ☐ SCACRSE, ☐ SCADETL, ☐ SCARRES, ☐ SCAPREQ	

UCC Outcome Update Form

	tive Date (6-digit code): 201801 ts indicate year, the next two digits indica	te month in which i	term.					
III. Proposal Rationale Paperwork was su	e: There have been some minor ch Ibmitted.	anges to the CA	RE 100 course since the	time the UCC				
Department: RSS - R Program: Career Exp Units Affected: Rete	ollege from the dropdown Date for Retention & Student Success Date olortaion ention and Student Success Units with Form B: Click here to enter	forwarded to D						
	Print and Sign your Name	Date	Vote/Action*					
Initiating Individual	Dave McCall	9/18/2017						
Department/ Program Faculty	Dave Mccall Kristin Conley Kuth Linder Monica Frees Monica Trees	9/19/2017	_3_SupportSupport with ConcernsNot Support Abstain					
Department/School Administrator	Deedee Stakley	9/19/2017						
University Curriculum Committee**	RUSS LEONARD	9/28/17	Support Support with Concerns Not Support Abstain					
Senate	Charlen	0/18/17						
Academic Affairs								
	for each voting category. s, Not Support or Abstain <u>must</u> include id	entification of spec	cific concern with appropriate	rationale.				
OFFICE OF THE REGISTRA	AR USE ONLY							
Date Rec'd:								
Entered: ☐ SCACRSE, ☐	SCADETL, □ SCARRES, □ SCAPREQ							

I. Curricular Action: Select from Option below. Any other options will use regular curricular change process.

□ Updating Program Level Outcomes
 □ Adding Outcomes to an Existing Program
 □ Updating Course Level Outcomes
 □ Adding Outcomes to an Existing Course

II. COURSE INFORMATION: Attach Completed Form EF for each course

III. PROGRAM OUTCOMES: Insert (or copy & paste) program outcomes here

Course Information Form (formerly Form E and Form F)

١.	ACT	ION	то	BE	TAKEN:	

□ CREATE, □ MODIFY, OR □ DELETE

Desired Term Effective Date (6-digit code): 201801

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: CARE 100 - Career Planning

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

		CURR	ENT				PROPOSED							
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar			
						CARE	100	15	0	0	15			
Title: (Click here	to enter t	ext.			Title: 0	Title: Career Planning							
Credi	t Hours	Prereq	uisites		Co-	Credi	Credit Hours Prerequisites				Co-			
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Click h	Click here to enter text.						r Planning		•					
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	Outcome		sessment	Plan			Outcome							
Click here to enter text. 1. Students will explore their personal values,							•							
							interests, and determine what is important to them in a career through self-assessments. 2.							
							Students will learn the importance of setting							
						goals by developing and monitoring at least two								
							SMART Goals focused on short-term career							
						oriented accomplishments. 3. Students will learn								
						the value of having soft skills and a strong work								
						ethic through reflective journaling.								
Course	Outline i	ncluding	Time Allo	catior	1	Course Outline including Time Allocation								
Click h	ere to ent	er text.				6 – 2.5 hour class sessions (15 hours total)								
						Due to the fact that this course will be offered								
						though	h many co	mmunity	partners	hips, t	:he			
						allocat	tion of tim	ie will dep	end on t	he ins	titution			
						running the course (i.e., 15 – 1 hour classes, 6 –								
							ur classes	•						
							ver, the co							
							– Differe				ıd a job			
							rs – Attrib		ing succe	essful				
							rs – Value:							
2 hours - SMART Goals														

Effective Fall 2016

	6 hours - Career Soft Skills
	2 hours - Career Assessments,
 A. If not LEC/LAB/SEM, Check box as appropr 	iate [See Definitions in Appendix E]:
☐ Practicum	
☐ Independent Study	
B. College Code: Choose a College from the d	Iropdown
C. Department Code: Developmental Curricu	lum
D. Credit Hours:	
☐ Variable	
⊠ Fixed	
E. Minimum Credit Hours: 1	
F. Maximum Credit Hours: 1	
G. Hours may be repeated for additional cred	lit:
⊠ No	
☐ Yes – If yes, max times repeated: Click h	nere to enter text. OR max credits awarded: Click here to enter text.
H. Levels:	
☑ Undergraduate	
☐ Graduate	
☐ Professional	
I. Grade Method:	
☐ Credit/No Credit	
J. Does the proposed course replace an equi	valent course?
⊠ No	
\square Yes – If yes, enter equivalent course: Cli	ck here to enter text.
	Course Prefix, Number – Course Title
K. Term(s) Offered: Spring, Summer, Fall	
L. Max Section Enrollment:	
Seminar: 30	
Lab: Click here to enter text.	
	ndards & Measures Coding and General Education Code
☐ Basic Skill (BS), ☐ General Education, ☐ Occu	ipational Education, Gen Ed. Codes:
UCC Chair Signature & Date:	Academic Affairs Approval Signature & Date:
occ chan signature & bate.	Academie Andris Approval Signature & Date.
OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: Date Completed:	
Entered: ☐ SCACRSE, ☐ SCADETL, ☐ SCARRES, ☐	TSCAPREQ

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Creation of CARE 100

Initiating Individual: Dave McCall Initiating Department or Unit: Developmental Curriculum (RSS)

Contact Person's Name: Dave McCall Email: davidmccall@ferris.edu Phone: 591-2842

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submission of the proposal to the	University Curriculum Committee.			(cnec	kboxes ind specific t				
			PCAF	Α	B-UND	C	D	EF	FIN
PROPOSAL GROUP: See Table B-7 in the	e UCC Manual for description.		Link		B-GRA	=	므	<u> </u>	1119
I-A: New Degree, major, concentration									
offering									
I-B: Deletion of a degree, major, conce									
II-A: New Course, modification of a cou	urse, deletion of a course			\boxtimes	\boxtimes	\boxtimes		\boxtimes	
Check here if deleting a course									
II-B: Minor Curriculum Clean-up									
-	III: Certificate (☐ College Credit ☐ Non-credit ☐ New Certificate)								
IV: Other site location (☐ College Cred									
IV: Off Campus: Other site location (
IV: Non-degree Offering : Other site lo	IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)								
	PLEASE PRINT and SIGN YOUR NAME Dave McCall	ļ	DATE		VOT	E/ACTI	1 * NO	lumber	Count
Program Representative **				— Supp					
Monica Frees Kristin Conley						oort wi		cerns	
1				— Not Abst	Suppor	τ			
Department/School/Faculty	Dave McCall			Support					
Representative Vote **	Monica Frees					oort wi	th Cor	cerns	
	Kristin Conley					Suppoi			
Demonstrate #5 object Advisory	Donald Challes	ļ			Abst				
Department/School Administrator	Deedee Stakley				Supr		th Ca-		
		1		Support with Concerns Not Support					
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College Curriculum Committee/Faculty	Dave McCall	Ì			Supr			***************************************	~~~~
	Monica Frees					oort wi		cerns	
	Kristin Conley					Suppo	t		
UCC Representative	Katherine Harris				Abst				
Occ hepresentative	Rotherine Harris				Supp				
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Dean	Jason Bentley				Supp	ort			1-111
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Support with Concerns or Not Support mus		rn witl	h approp	riate r	ationale.				

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To be completed by Academic Affairs	Date of Implementation:	

President (Date Approved	Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)

1.	This The Cou rati We with dur Gra the the	s proposal is for e course is bein e course will for irse will help st onale behind to have found the ha greater foc- ing the spring of and Rapids Publicheck sheet will a career to	r the develog designed cus on small udents discount the CARE us on soft slor 2017 with lic Schools. "ill not be rehrough self-short-term of designed of the control of the	opment of as a one- group dover and of this countills and verified the great sufficient of the countills and verified out the countills countills assessment of the countills as a	f a new one-cred credit class specification, career in understand their burse has come from the company of the	it course that fically design theory and spersonal attorned for many of the freeds to be the fered to adult 1. Students will learn the	It will become partied to address the oft skills lecture tributes, traits, anity partners whethem to comple a greater capacithe potential for it learners throuwill explore the importance of	art of the CARI ne needs of ad s, in-class exer and tendencies o have offerece ete and have re city. The cours this course to gh collaborati ir personal val setting goals b	E suite of cults seekir cises, role controlled the care was run be part of con with coues, interesty develop	ry of rationale and highlights) courses (currently 102, 201, 202, an 203) ag career attainment or career changeplaying, out-of-class assignments. The they align to career opportunities. The 102 three-credit class to adult students at a scaled down version of this course as an experimental (CARE 190) course if the two-generation pilot project with mmunity partners. Therefore, changes to ests, and determine what is important to ling and monitoring at least two SMART ft skills and a strong work ethic through
2.	Sum	mary of Curric	ular Action (Check al	that apply to thi	s proposal)				
		Degree	☐ Major		☐ Minor	□ Cond	entration	☐ Certi	ficate	⊠ Course
	× I	New	□ Mođifi	cation	☐ Deletion					
	Nam	e of Degree, N	1ajor, etc.: C	areer Ex	oloration					
3.	Sun	nmary of All Co	urse Action	Require	d:					
	A. Newly Created Courses to be Added to the Catalog									
		Prefix CARE			Number 100	Career F	Title Planning	È		
	В.	Courses to be	e Deleted fro	om FSU (atalog					
		Prefix Click here to	enter text.	Click her	Number e to enter text.		Title Click here to e			
	C.	Existing Cours	ses to be M	odified						
		Prefix Click here to	enter text.	Click her	Number e to enter text.		Title Click here to e	_		
	D.	Addition of ex	xisting FSU (courses t	o program					
		Prefix Click here to	enter te×t.	Click her	Number to enter text.		Title Click here to e			
	Ε.	Removal of ex Prefix Click here to			om program Number e to enter text.		Title Click here to e			
4.	Sun	nmary of All Co	nsultations							
	Forr	m Sent (B/B-UG	GPC or C)		Date Sent		Responding D	epartment		Date Received & By Whom
	Click	k here to enter	text.	Click her	e to enter text.	Click he	ere to enter text		Click he	re to enter text.
5.	Will	External Accre	ditation be	sought?	(For new prograr ⊠ No	ns or certific	ates only)			
	If ye	es, name the or	ganization i	nvolved	with accreditation	n for this pro	ogram. Click her	e to enter text		
6.	ls a	PCAF required	? □Yes	⊠ No	Is the PCAF appr	roved? 🗆 Y	'es □ No (If ye	es, supply link	on Acaden	nic Affairs website where PCAF is posted.
7.		gram Checkshe Add Course			oroposal (Check a		, ,	•	e from rea	uired to elective

	[′] □ Move from elective to required	☐ Change Outcomes and Assessment Plan	☐ Change Credit hours						
8.	List all Checksheets affected by this proposal:								
	College Retention and Student Success	Department Developmental Curriculum	Program Career Exploration						

Original - I have highlited the areas
that have been changed / updated.

Form EF Effective Fall 2016

Course Information Form (formerly Form E and Form F)

I. ACT	ION TO BE T	AKEN:		
\bowtie	CREATE. □	MODIFY, OR	П	DELETE

Desired Term Effective Date (6-digit code): 201801

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: CARE, 100, Career Exploration

Course Prefix, Course Number - Course Title

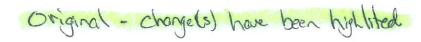
If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

		CURR	ENT					PROPO	DSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar			
						CARE	100	15	X					
Title: (Click here	to enter t	ext.			Title: 0	Title: Career Exploration							
Credi	it Hours	Prereq	luisites		Co-	Credi	Credit Hours Prerequisites Co							
				rec	quisites					rec	quisites			
							1	N	IA		NA			
Course/Catalog Description (125 words)						Course	e/Catalog	Description	on <i>(125 w</i>	ords)				
Click h	iere to ent	ter text.				Career	Explorati	on (CARE) 100 exp	lores t	the			
						career	search pr	ocess and	d the asso	ciate	d values			
							ills of succ	cessful en	nploymer	nt and	career			
						The second second	pment.							
	e Outcome		sessment	Plan			Outcome	The state of the s						
Click h	ere to ent	ter text.				1.	Student							
							values and interests to determine what							
							is important to them in a career through							
							self-assessments.							
							2. Students will learn the importance of							
							setting goals by developing and							
2							monitoring at least two SMART Goals							
							focused on short-term career oriented							
							accomplishments.							
						3. Students will learn the value of havin								
						soft skills and a strong work ethic								
<u> </u>	0 11: :	- 1 1 - 1	T: A !!					reflective						
	Outline i		i ime Allo	cation			Outline i							
Click h	ere to ent	er text.					the fact t							
						1000	n many co	The second secon	and the second second	Acres de la constante de la co				
							ion of tim	Application of the second seco						
						g the cou			ır clas	ses, 6 –				
							ur classes			Carrier .	4			
							er, the co							
	1 hour – Difference between a career and a job													

			Effective Fall 2016
		2 hours – Attributes of being successful	
		2 hours – Values	
		2 hours - SMART Goals	
		6 hours - Career Soft Skills	
		2 hours - Career Assessments,	
Α.	If not LEC/LAB/SEM, Check box as appropriate [See	Definitions in Appendix E]:	
	☐ Practicum		
	☐ Independent Study		
В.			
C.	Department Code: DPCU		
D.	Credit Hours:		
	☐ Variable		
	⊠ Fixed		
E.	Toronto and the state of the st		
F.			
G.			
О.	⊠ No		
		enter text. OR max credits awarded: Click here to e	nter text.
н	Levels:		
11.	☑ Undergraduate		
	☐ Graduate		
	☐ Professional		
l.	Grade Method:		
	Standard Letter Grading ■ The standard Letter Grading T		
	☐ Credit/No Credit	2	
J.	Does the proposed course replace an equivalent of	course?	
	⊠ No		
	\square Yes – If yes, enter equivalent course: Click here		
		Prefix, Number – Course Title	
	Term(s) Offered: Fall, Spring, Sumemr		
L.	Max Section Enrollment:		
	Lecture: 24		
	Lab: NA		
_		2.2. Cally and Cananal Education Code	
T	To be completed by Academic Affairs Office: $oxed{Standards}$ Basic Skill (BS), $oxdot$ General Education, $oxdot$ Occupationa	A Education Gen Ed Codes:	
	Basic Skill (BS), General Education, Goccapations	in Education, Gen Ear Codes.	
110	CC Chair Signature & Date:	Academic Affairs Approval Signature &	Date:
00	co chan signature a sute.		
-			
	OFFICE OF THE REGISTRAR USE ONLY		
	Date Rec'd: Date Completed:		
	Entered: ☐SCACRSE, ☐SCADETL, ☐SCARRES, ☐SCAPRE		



CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Creating new CARE 100 course

Initiating Individual: Dave McCall

Initiating Department or Unit: Developmental Curriculum (RSS)

Contact Person's Name: Dave McCall Email: davidmccall@ferris.edu Phone: 591-2842

	NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.				FORM (checkboxes indicate typically required for specific to the curricular action)					
			<u>PCAF</u>	Α	B-UND	<u>C</u>	D	EF	FIN	
PROPOSAL GROUP: See Table B-7 in the			Link		B-GRA					
I-A: New Degree, major, concentration offering	n, minor, or redirection of a current									
I-B: Deletion of a degree, major, conce	entration, or minor			П			7/42/11	П		
II-A: New Course, modification of a cou				\boxtimes	\boxtimes	\boxtimes		agraphics.		
Check here if deleting a course										
II-B: Minor Curriculum Clean-up										
III: Certificate (□ College Credit □ Nor										
IV: Other site location (☐ College Cred										
IV: Off Campus: Other site location (□		. 🗆								
IV: Non-degree Offering : Other site lo		lit)								
	PLEASE PRINT and SIGN YOUR NAME		DATE				1 * NO	Number	Count	
Program Representative **	Dave McCall				Supp					
						ort wi Suppo		icerns		
					Abst		1.0			
Department/School/Faculty	Dave McCall			Support						
Representative Vote **	Kristin Conley					ort wi		ncerns		
	Monic Frees				Not Abst	Suppo	rt			
Department/School Administrator	Deedee Stakley				Supr					
	,				Support with Concerns					
					90 mm	Suppo	rt			
College Curriculum Committee/Faculty	Dave McCall				Abst Supp	20.00000				
	Kristin Conley					ort wi	th Cor	ncerns		
	Monic Frees					Suppo				
	2.7				Abst					
UCC Representative	N/A				Supp					
					— Hold	ı Suppo	rt			
Dean	Deedee Stakley				Supp					
					Supr	ort wi	ith Cor	ncerns		
						Suppo	rt			
University Curriculum Committee **					Supr	oort oort wi	th Car			
Committee						Suppo		icerns		
					Abst					
Senate **					Supp					
								ncerns		
					Not Abst	Suppo	rτ			
Academic Affairs					Supr					
					Hold					
					Not	Suppo	rt			

To be completed by Academic Affairs

Date of Implementation:

^{*} Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale.

^{**} Number Count <u>must</u> be given for all members present and/or voting.

1.	Pro This the	s proposal is for course and for	: (Summary is generation of a r future offerings. T	erally less than o new course (CAR he CARE 100 cou	Board of Trustees (Date Approved) than one page. Briefly state what is proposed wit se (CARE 100). We ran an experimental course dur 100 course is a scaled down version of our CARE 1 through the Office of Transfer and Secondary Scho				ring spring 2017 (CARE 190), and now want to finalize 02 course (with slightly different focus) and will				
2.	Sum	mary of Curricu	ılar Action (Check a	all that apply to t	this proposal)								
		Degree	☐ Major	☐ Minor	nor Concentration Certific		cate 🛭	☑ Course					
	\boxtimes 1	New	☐ Modification	☐ Deletion									
	Nam	e of Degree, M	ajor, etc.: Click her	e to enter text.									
3.	Sun	Summary of All Course Action Required:											
	Α.	Newly Created	d Courses to be Ad	ded to the Catal	og								
		Prefix CARE Click here to e	enter text. Click he	Number 100 ere to enter text.		Title Click here to e	Career Explora	tion					
	В.	Courses to be	Deleted from FSU	Catalog									
		Prefix Click here to e	enter text. Click he	Number ere to enter text.		Title Click here to e							
	C.	Existing Cours	es to be Modified										
		Prefix Click here to e	inter text. Click he	Number are to enter text.		Title Click here to e							
	D.	Addition of ex	isting FSU courses	to program									
		Prefix Click here to e	nter text. Click he	Number ere to enter text.		Title Click here to e							
	E.	Prefix	isting FSU courses	Number		Title Click here to e							
4.	Sum	nmary of All Cor	nsultations										
		· m Sent (B/B-UG		Date Sent		Responding D	epartment	С	ate Received &	By Whom			
	Fori			5/29/17		FLITE		to enter te					
5.	Will	External Accre	ditation be sought	? (For new progr ☑ No	rams or certific	ates only)							
	If ye	es, name the or	ganization involved	d with accreditat	ion for this pro	gram. Click here	e to enter text.						
6.	ls a	PCAF required?	□ Yes ⊠ No	Is the PCAF ap	oproved? 🗆 Y	es □ No (If ye	s, supply link or	n Academic	Affairs website	where PCAF is posted.			
7.	$\boxtimes A$	Add Course	ets affected by this Delete Course ive to required	☐ Modify Cou		ge Prerequisite	☐ Move f	from require	ed to elective				

8. List all Checksheets affected by this proposal:

College	Department	Program
RSS	Developmental Curriculum	Career Exploration

Form A

Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Clean-up AAS RESP degree Initiating Individual: M. Sue Waters

Initiating Department or Unit: CRHA

Contact Person's Name: M. Sue Waters Email: margaretwaters@ferris.edu Phone: 231-591-3186

	e completed and included BEFORE University Curriculum Committee.			(che	ckboxes ind	licate t			
			PCAF	Α	<u>B-</u>	<u>C</u>	D	EF	FIN
PROPOSAL GROUP: See Table B-7 description.	7 in the UCC Manual for		Link		<u>UND</u> B-GRA				
I-A: New Degree, major, concentratio	n, minor, or redirection of a current								
offering									
I-B: Deletion of a degree, major, conc									
II-A: New Course, modification of a co				\boxtimes				\boxtimes	
Check here if deleting a coul	rse								
II-B: Minor Curriculum Clean-up			research and						
III: Certificate (2 College Credit 2 Non-									
IV: Other site location (2 College Cred	The state of the s								
IV: Off Campus: Other site location (2	· · · · · · · · · · · · · · · · · · ·								
IV: Non-degree Offering : Other site Io		t)							
	PLEASE PRINT and SIGN YOUR NAME		DATE		VOTE/	ACTIO	1 * NC	Numbe	r Count
Program Representative **	Margaret Sue Waters	9/1	5/17		_1_ Sup				
	Sue Water				Supp	Suppo		ncerns	
Department/School/Faculty	Emily Zyla (Abst				
Representative Vote **	Jany 2	9	Pille	1		ort wi		ncerns	
Donot de la			1		Abst				
Department/School Administrator	Gree/Zimmerman	q	20/17			oort wi Suppo		ncerns	
College Curriculum	Emily Zyla	(€ Supp	oort			
Committee/Faculty	2 1/1/21	a	1-1-		O Supp			ncerns	
	Cemby 29	7	26/17		O Abst		rt		
UCC Representative	16				✓ Supr				
****	8 military	9	126/1	1	Hold				
		<u> </u>	10011	<u> </u>		Suppo	rt		
Dean	Matthew Adeyanju		1 1		X Supp	oort	+h C		
	10)ala Adami	0	1/20/17	1		oort wi Suppo		icerns	
University Curriculum			1		2 Supp				
Committee **	//www// 1/2014/	1	10/	1	◯ Supp	ort wi		ncerns	
,	RUSSELL A, LEONARD	2	10/5	117	2 Not		rt		
Senate **	COSSECT THE EPOPULA	16 7	//		2 Abst				
		10	118/1	7		oort wi	th Cor	ncerns	
(Marsan	/				Suppo			
And domin Affician		-			Abst				
Academic Affairs					Supp				
						ı Suppo	rt		

To be completed by Academic Affairs

Date of Implementation:	Spring 2018	
Date of implementation.	20LIU6 SOTR	

^{*} Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale.

^{**} Number Count <u>must</u> be given for all members present and/or voting.

1.	Pro Pro wa:	gram clean-up	y: (Summary is gene . RESP 220 had 2 cre s. This does not cha	erally less than one edits on the Form	Board of Trustees (Date Approved) Academic Officers of MI (Date Approved) than one page. Briefly state what is proposed with a summary of rationale and highlights) the Form E proposal, while the checksheet (Form D) showed it as 3 credits. The intention for the course tumber of total credits for the degree being it was already counted as 3 credits. Just need to change									
2.	Sum	Summary of Curricular Action (Check all that apply to this proposal)												
		Degree	☐ Major	☐ Minor	☐ Concer	ntration	☐ Certificate	⊠ Course						
		New		☐ Deletion										
	Nam	ne of Degree, M	lajor, etc.: RESP 220)										
3.	Sun	nmary of All Co	urse Action Require	ed:										
	Α.	A. Newly Created Courses to be Added to the Catalog												
		Prefix Click here to	enter text. Click he	Number re to enter text.		Title Click here to ente	er text.							
B. Courses to be Deleted from FSU Catalog														
		Prefix Click here to	enter text. Click he	Number re to enter text.		Title Click here to ente	er text.							
	C.	Existing Cours	ses to be Modified											
		Prefix RESP		Number 220		Title Adult Mechanica	l Ventilation							
	D.	D. Addition of existing FSU courses to program		to program										
		Prefix Click here to	enter text. Click he	Number re to enter text.		Title Click here to ente	er text.							
	Ε.	Prefix	xisting FSU courses enter text. Click he	Number		Title Click here to ente	er text.							
4.	Sun	nmary of All Co	nsultations											
	Fori	m Sent (B/B-UG	SPC or C)	Date Sent		Responding Depa	artment	Date Received & By Whom						
	Not	necessary – or	aly affects RESP pro	gram Click	here to enter t	ext.		Click here to enter text.						
5.	Will	l External Accre ⊠ Yes	ditation be sought?	(For new progra	ms or certificat	tes only)								
	If ye	es, name the or	ganization involved	with accreditation	on for this prog	ram. Commission	on Accreditation fo	or Respiratory Care						
6.	ls a	PCAF required	? 🛮 Yes 🖾 No	Is the PCAF app	proved? 🛽 Yes	☐ No (If yes, su	upply link on Acadei	mic Affairs website where PCAF is posted.)						
7.	2 A	dd Course	ets affected by this Delete Course ive to required	proposal (Check ☑ Modify Cour ☑ Change Outco	rse 🛮 Change	Prerequisite		quired to elective t hours						
8.	List	all Checksheet	s affected by this pr	oposal:										
	Coll Coll	ege ege of Health F	Professions	Department CRHA		Respiratory Care	Program Program - AAS							

Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:											
	CREATE, ⊠	MODIFY, OR □	DELETE								

Desired Term Effective Date (6-digit code): 201801

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: RESP 220 Adult Mechanical Ventilation

Course Prefix, Course Number - Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

		CURR	ENT			PROPOSED							
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar		
RESP	220		2			RESP	220		3				
Title: /	Adult Mec	hanical Ve	entilation			Title:	Click here	to enter t	ext.				
Cred	it Hours	Prereq	uisites		Co-	Cred	it Hours	Prereq	uisites		Co-		
				red	uisites					requisites			
	2						3				-		
Course/Catalog Description (125 words)						Course	e/Catalog	Description	on <i>(125 w</i>	ords)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Click h	ere to ent	er text.					ere to ent		·'				
Course	e Outcome	es and Ass	sessment	Plan		Course	e Outcom	es and As:	sessment	Plan			
Click h	ere to ent	er text.	***************************************			Click h	ere to ent	er text.		• "			
Course	Outline i	ncluding	Γime Allo	catior)	Course	e Outline i	ncluding	Time Allo	cation	 }		
Click h	ere to ent	er text.				2. Ve ch 3. In- MI 4. Mc 5. Ini 6. Ini 7. Eff ho 8. Ch 9. CN 10. We ma 11. Ini 12. Pa 13. Re 14. Ad	nciples of mentilator circuleck-out procedure. In medication of the control of th	wits, the use edure. 2 ho ion delivery illation. 4 ho lator suppor settings ir nplications es of ventila h PS, and P mechanical 2 hours or settings ir tor system is considered. 2 illator graph	of humidifications of Numidifications of SVN, vibration of CMV. 2 hours of mechanication. 4 hours ventilation of SIMV with monitoring thours of the surface	ours cal ven rs and er PS. 2 h	and tilation. 4 and of life		

Α.	If not LEC/	LAB/SEM,	Check bo	x as app	propriate	[See D	efinitions i	in Append	dix E]
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□ Practicum

☐ Independent Study

B. College Code: CHP ▼

C. Department Code: RESP ▼

D. Credit Hours:

Effective Fall 2016

	□ Variable
	⊠ Fixed
E.	Minimum Credit Hours: 3
F.	Maximum Credit Hours: 3
G.	Hours may be repeated for additional credit:
	⊠ No
	☐ Yes – If yes, max times repeated: Click here to enter text. OR max credits awarded: Click here to enter text.
Н.	Levels:
	□ Undergraduate □ Undergraduate
	☐ Graduate
	□ Professional
I.	Grade Method:
	■ Standard Letter Grading
	☐ Credit/No Credit
J.	Does the proposed course replace an equivalent course?
	⊠ No
	☐ Yes — If yes, enter equivalent course: Click here to enter text.
	Course Prefix, Number – Course Title
K.	Term(s) Offered: Fall and Spring
L.	Max Section Enrollment:
	Lecture: 24
	Lab: Click here to enter text.
	ne completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
	Basic Skill (BS), 🗌 General Education, 🗎 Occupational Education, Gen Ed. Codes:
UC	C Chair Signature & Date: Academic Affairs Approval Signature & Date:
OFF	ICE OF THE REGISTRAR USE ONLY
Dat	e Rec'd: Date Completed:
Ente	ered: 🗆 SCACRSE, 🗈 SCADETL, 🗈 SCARRES, 🗈 SCAPREQ

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: CAS Honors Course Cleanup

Initiating Individual: Mark Thomson Initiating Department or Unit: College of Arts and Sciences

Fmail: MarkThomson@farris adu Phone: 231-591-5895 Contact Person's Name: Mark Thomson

Contact Person's Name. Wark Informs	JII EIIIaII. Wark I II OI II SOI W	iems	s.euu		PHONE	E. 25.	T-22T	-2023	
	e completed and included BEFORE University Curriculum Committee.			(che	ckboxes ind specific to	icate t			
			<u>PCAF</u>	Α	B-UND	<u>C</u>	D	EF	FIN
PROPOSAL GROUP: See Table B-7 in the			Link		B-GRA				
I-A: New Degree, major, concentration	, minor, or redirection of a current								
offering I-B: Deletion of a degree, major, conce	ntration or minor		100000000			552552			
II-A: New Course, modification of a cou									
Check here if deleting a course	inse, deletion of a course				\boxtimes			\boxtimes	
II-B: Minor Curriculum Clean-up									
III: Certificate (☐ College Credit ☐ Non	-credit □ New Certificate)								
IV: Other site location (☐ College Credi	it □ Non-credit)								
IV: Off Campus: Other site location (□									
IV: Non-degree Offering : Other site loc		lit)							
	PLEASE PRINT and SIGN YOUR NAME		DATE				ON * N	lumber	Count
Program Representative **	Mha				Supp		th Cor	cerns	
	1. ~					Suppo		CCITIS	
	Mark Thomson	9	/13/17		Abst				
Department/School/Faculty	-n/A 1		✓ Support						
Representative Vote **			Support with Concerns Not Support						
	Mark Thomson	(9/13/17Abstain						
Department/School Administrator	Joshajn	9	114/	1)		ort wi Suppo	th Cor rt	cerns	
College Curriculum Committee/Faculty	Joseph Lipan		ladi	. =	Supp				
	Mark Thomson	4/	128/	,,	≥ Supp ≥ Not S ○ Abst	ort wi Suppo		cerns	
UCC Representative	, Katherine Harris	, ,	1.1		Supp				
	K ()	10	121	17	O Hold				
<i>C</i>	Joseph Li par		*			Suppo	rt		
Dean	No 1 South Line		1, 1	/	X Supp Supp		th Cor	cerns	
	-/ren my	10	121	17	<u>⊘</u> Not S			VINCENTIA DE	
University Curriculum Committee **	10	Support Support with Concer Not Support Abstain				cerns			
Senate **					Supp				
					th Cor	cerns			
100			Not :	Suppo	r C				
Academic Affairs					Supp				
g-101-7 (100-100 A 100-10-7 T 100-10-7 T 100-10-7 T 100-7 T 10					Hold				
		-				Suppo	rt		
Support with Concerns or Not Support <u>must</u> Number Count <u>must</u> be given for all membe		n wit	h approp	riate r	ationale.				
- National Coult linast be given for an member	Data of Incolor antation								

To be completed by Academic Affairs Date of Implementation:

	pret Scie don	fixed" discipi ences is prop e for efficier	line codes and the cou cosed here as a comple ncy with the expectati	urses that use ther ete set by Mark Th on that faculty in i	Honors courses are listed in meed to be removed. The nomson, Chair of the College individual programs within the courses as soon as guide	removal of such course of Arts and Sciences Co ne College of Arts and S	es that reside in the College ollege Curriculum Committ iciences will cooperate wit	e of Arts and ee. This is being
2. 5	Sumi	mary of Curr	ricular Action (Check a	ll that apply to thi	s proposal)			
		Degree	☐ Major	☐ Minor	☐ Concentration	☐ Certificate	⊠ Course	
	□ r	New	☐ Modification	☑ Deletion				
ľ	Nam	e of Degree,	Major, etc.: Click her	e to enter text.				
3.	Sun	nmary of All	Course Action Require	ed:				
	A.	Newly Crea	ated Courses to be Ado	ded to the Catalog	S			
		Prefix		Number	Title	2		
		Click here t	to enter text. Click he	re to enter text.	Click here to e	enter text.		
	В.	Courses to	be Deleted from FSU	Catalog				
		Prefix	Number	Title				
		ANHH	371	Medical Anthro	pology Honors			
		ANHH	390	Special Topics in				
		СОМН	121	Public Speaking				
		FRNH	280	Literature Fren	World Honors			
		FRNH	290	Spec Topics in L	it Fren Honrs			
		HISH	258	Greece and Ror	me – Honors			
		HISH	315	Civil Rights Mov	vement – Honors			
		HISH	330	The Turbulent 1	1960's – Honors			
		HISH	371	East Asia in the	20th Century – Honors			
		HUMH	202	African-Amer C	ult Expre Honors			
		HUMH	290	Special Topics in	n HUMH Honors			
		HUMH	327	Mythology Hon	ors			
		HUMH	390	Special Topics in	n HUMH			
		LITH	202	Black Literature	: Honors			
		LITH	203	Intro African Lit	: Honors			
		LITH	233	Science Fiction	Honors			
		LITH	241	intro to World S	Shrt Fiction Hnr			
		LITH	280	Intro American	Folklore Honors			
		LITH	290	Special Topics in				
		LITH	297	Special Studies				
		LITH	323	Shakespeare fo				
		LITH	330		Literature Honors		•	
		LITH	371	Topics in Wome				
		LITH	380	World Folk Lite				
		PHIH	216	Honors Intro to				
		PHIH	290	Special Topics in				
		PHIH	390	Special Topics in				
		PSYH	325	Social Psycholog	= '			
		PSYH	331	Psychology of P				
		PSYH	390	Special Topics in				
	RELH 325 Eastern Religions Honors							
SOCH 340 Minority Groups America Honors								
				•				
		IMIH	712	Honors Introdu	ction to ineatre			
	C.	SOCH TMTH Existing Co	341 215 urses to be Modified	Community Stu Honors Introdu	dies Honors ction to Theatre			

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

Prefix Number Title

		Click here to enter text. Click he	re to enter text.	Click here to enter	text.		
	D.	Addition of existing FSU courses t	to program				
		Prefix Click here to enter text. Click here	Number re to enter text.	Title Click here to enter	text.		
	E.	Removal of existing FSU courses of Prefix Click here to enter text. Click here	Number	Title Click here to enter	text.		
4.	Sun	nmary of All Consultations					
	For	m Sent (B/B-UGPC or C)	Date Sent	Responding Depar	tment	Date Rec	ceived & By Whom
	FOF	RM B	9/13/2017	English, Literature	, and World Langua	ges	Click here to enter text.
	FORM B		9/13/2017	Honors Program		Click her	e to enter text.
	FOF	RM B	9/13/2017	Humanities		Click her	e to enter text.
	FOF	RM B	9/13/2017	Social and Behavio	oral Sciences	Click her	e to enter text.
5.	Will	External Accreditation be sought?	(For new programs or certifica ☐ No	ates only)			
	If ye	es, name the organization involved	with accreditation for this pro	gram. Click here to e	enter text.		
6.	ls a	PCAF required? ☐ Yes ☐ No	Is the PCAF approved? Ye	es □ No (If yes, su	pply link on Academ	ic Affairs v	website where PCAF is posted.)
7.	7. Program Checksheets affected by this proposal (Check all that apply ☐ Add Course ☐ Delete Course ☐ Modify Course ☐ Chan ☐ Move from elective to required ☐ Change Outcomes and As			ge Prerequisite 🗆 Move from requ			ective
8.	List	all Checksheets affected by this pr	oposal:				
	Coll Clic	ege k here to enter text.	Department Click here to enter text.		Program Click here to enter	text.	

FORM B - Undergraduate

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

- 1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
- 2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: CAS Honors Course Cleanup

Prop	osal Contact: MarkThomson@ferris.edu Date Sent: 9/13/2017
	rtment: College of Arts and Sciences Campus Address: <u>ASC 3052</u> se type)
	d upon department faculty review on (Date) we:
Base	d upon department faculty review on (Date) we: Support the above proposal.

Responding Department: English, Literature, and World Languages

Administrator: Jody Ollenquist __Date Received: Date Returned:

Signature:

Received: 9/13/17

Returned: 9/13/17

FORM B - Undergraduate

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

- 1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
- 2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: CAS Honors Course Cleanup

Initiator(s): Mark Thomson
Proposal Contact: MarkThomson@ferris.edu Date Sent: 9/13/2017
 Department: College of Arts and Sciences Campus Address: ASC 3052 (Please type)
Based upon department faculty review on (Date) we:
Support the above proposal.
Support the above proposal with the modifications and concerns listed below. Do not support the proposal for the reasons listed below.
Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.
Responding Department: Honors Program 9/13/17 Administrator: Peter Bradley Date-Received: Date Returned: 5/13/17
Administrator: Peter Bradley Date-Received: Date Returned: 5/13/17
Signature: 11 Serry

FORM B - Undergraduate

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

- 1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
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RE: Proposal Title: CAS Honors Course Cleanup

Initiator(s): <u>Mark Thomson</u>	
Proposal Contact: MarkThomson@ferris.edu Date	e Sent: <u>9/13/2017</u>
Department: College of Arts and Sciences (Please type)	Campus Address: ASC 3052
Based upon department faculty review on (Date) v	ve:
Support the above proposal. Support the above proposal with the modi	fications and concerns listed below. Is listed below.
Comment regarding the impact this proposal has or and/or faculty load for your department. Use addition Concerns about his non-thonors students, if they need to ten	current curriculum including prerequisites, scheduling, room assignments, and pages, if necessary. ow "Honors" courses will be accessible (or not) and how professors' responsibilities will be imputed the Honors + non-theory students in summe sections, and
Responding Department: Humanities	how honors courses will be indicated on transcripts, even if its for a non-leanors st-dent
Administrator: R. Scott Cohen Date Received: Signature:	Date Returned:

From:

Mark A Thomson

Sent:

Wednesday, October 4, 2017 12:11 AM

To:

Gayle E Driggers

Cc:

Richard Scott S Cohen; John Scott S Gray; Sylvia H Maixner

Subject:

Response to Humanities Consultation

Gayle,

Please attach this to the Curriculum Proposal as my response to the Humanities Consultation and their Support with Concerns.

Response to Humanities Department Concerns

How will "Honors" courses be accessible (or not) to non-honors students?

Access for non-honors students is a concern that will need to be addressed as proposals for new/replacement courses are developed. If access is not allowed, this will need to be addressed in the pre-requisites and co-requisites listed in the proposal. If access is allowed, this should be indicated in the course description so that students considering the course can be informed. An additional option would be to co-list paired honors and non-honors courses and have a single instructor teach both courses together. These two courses cannot be the same section, nor can they be different sections of the same course but would need to be two different courses with different outcomes and expectations. Doing this would require modifications to existing workload policies and, as such, would need to be negotiated in the context of the FFA contract and other pertinent policies and be at the discretion of the faculty member involved.

How "Honors" courses will be indicated on transcripts, even for non-honors students?

The new courses that will be proposed and replace those being eliminated in this proposal will each have different course numbers (appended with an H) and different course titles (including the word HONORS) to ensure that they are distinct from the non-honors courses based the same material and content. Transcripts, student records, and MyDegree should continue to specify course discipline codes, numbers, and titles and this will ensure the distinction between versions of the courses for both honors students and for non-honors students choosing to enroll in honors courses, should they elect to do so. The decision to allow non-honors students to select this option will be made on a course-by-course basis as the new/replacement courses are proposed and will be justified therein.

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

- 1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
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Prop	posal Contact: MarkThomson@ferris.edu Date Sent: 9/13/2017	
	partment: College of Arts and Sciences Campus Address: <u>ASC 3052</u> pase type)	
_	ed upon department faculty review on (Date) we:	
Base	ed upon department faculty review on (Date) we: Support the above proposal.	
_	, (,	

Responding Department: Social and Behavioral Sciences

Administrator: Meral Topcu Date Received: Date Returned: 9/14/17

Signature:

Course Information Form (formerly Form E and Form F)

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J.	Does the proposed course replace an equivalent co	urse?
	□ No	
	☐ Yes – If yes, enter equivalent course:	
	Course P	refix, Number – Course Title
K.	Term(s) Offered:	
L.	Max Section Enrollment:	
	Lecture:	
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Course Information Form (formerly Form E and Form F)

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J.	□ No	ivalent course?
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L.	Max Section Enrollment:	
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J.	Does the proposed course replace an equivalent course	
	□ No	
	\square Yes – If yes, enter equivalent course:	
	Course Prefix,	Number – Course Title
K.	Term(s) Offered:	
L.	Max Section Enrollment:	
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Entered: ☐ SCACRSE, ☐ SCADETL, ☐ SCARRES, ☐ SCAPREQ

Desired Term Effective Date (6-digit code): 201808 NOTE: The first four digits indicate year, the next two digits indicate month in which term begins. II.COURSE IDENTIFICATION: FRNH 280 Literature Fren World Honors
Course Prefix, Course Number – Course Title If deleting a course STOP HERE. For modification, complete all fields that will be changed. If creating a course, complete all relevant fields. CURRENT
If deleting a course STOP HERE. For modification, complete all fields that will be changed. If creating a course, complete all relevant fields. CURRENT
For modification, complete all fields that will be changed. If creating a course, complete all relevant fields. CURRENT
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☐ Variable ☐ Fixed
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E. Minimum Credit Hours:
F. Maximum Credit Hours:
G. Hours may be repeated for additional credit:
□ No
☐ Yes – If yes, max times repeated: OR max credits awarded: H. Levels:
□ Undergraduate □ Graduate
□ Professional I. Grade Method:
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☐ Standard Letter Grading

J. Doe	es the proposed course replace an equivalent course	<i>?</i>
	No	
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J.	Does the proposed course replace an equivalent co	uise:
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Desired Term Effective Date (6-digit code): 201808 NOTE: The first four digits indicate year, the next two digits indicate month in which term begins. II.COURSE IDENTIFICATION: HISH 258 Greece and Rome − Honors Course Prefix, Course Number − Course Title If deleting a course STOP HERE. For modification, complete all fields that will be changed. If creating a course, complete all relevant fields. CURRENT PROPOSED Prefix Number Contact Lecture Lab Seminar Prefix Number Contact Lecture Lab Seminar Hours Hours Hours Prerequisites Correquisites Correquisites Credit Hours Prerequisites Correquisites Correquisites Course/Catalog Description (125 words) Course/Catalog Description (125 words) Course Outcomes and Assessment Plan Course Outcomes and Assessment Plan Course Outline including Time Allocation Course Outline including Time Allocation A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]: Practicum Independent Study B. College Code: ▼ C. Department Code: D. Credit Hours: Variable Fixed E. Minimum Credit Hours: Maximum Credit Hours: Minimum Credit Hours: Minimum Credit Hours: Minimum Credit Hours: Minimum Credit Hours: Undergraduate Graduate Professional I. Grade Method:	i. <i>A</i>		ON TO BE TREATE, □		/, OR ⊠	DELE	TE							
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J.	Does the proposed course replace an equivalent course	} {
	□ No	
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Desired Term Effective Date (6-digit code): 201808 NOTE: The first four digits indicate year, the next two digits indicate month in which term begins. II.COURSE IDENTIFICATION: LITH 297 Special Studies in LITH Course Prefix, Course Number – Course Title If deleting a course STOP HERE. For modification, complete all fields that will be changed. If creating a course, complete all relevant fields. Prefix	I. A		ON TO BE TREATE, □		∕, OR ⊠	DELE	TE							
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	□ No		
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	☐ Yes – If yes, enter equivalent course:	
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 Does the propo 	sed course replace an equivalent co	urse?
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	Course Pr	efix, Number – Course Title
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J.	Does the proposed course replace an equivalent course?		
	□ No		
	\square Yes – If yes, enter equivalent course:		
	Course Prefix, N	lumber – Course Title	
K.	Term(s) Offered:		
L.	Max Section Enrollment:		
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J.	Does the proposed course replace an equivalent course?	
	□ No	
	\square Yes – If yes, enter equivalent course:	
	Course Prefix, Nur	mber – Course Title
K.	Term(s) Offered:	
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J. Does the proposed course replace an equivalent course?

No
Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered:
L. Max Section Enrollment:
Lecture:
Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
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		redit/No	Credit									

J. Does the propose	ed course replace an equivalent course?	
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\square Yes – If yes, en	nter equivalent course:	
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L. Max Section Enro	ollment:	
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J.	Does the proposed course replace an equivalent course	?
	□ No	
	☐ Yes – If yes, enter equivalent course:	
	Course Prefix,	Number – Course Title
K.	Term(s) Offered:	
L.	Max Section Enrollment:	
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J.	Does the proposed course replace an equivalent cours	se?
	□ No	
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	Course Prefi	x, Number – Course Title
K.	Term(s) Offered:	
L.	Max Section Enrollment:	
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J. Does the proposed course replace an equivalent course?

No
Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered:
L. Max Section Enrollment:
Lecture:
Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes:

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

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J.	Does the proposed course replace an equivalent course? ☐ No	
	☐ Yes — If yes, enter equivalent course:	
	Course Prefix, Nun	nber – Course Title
K.	Term(s) Offered:	
L.	Max Section Enrollment:	
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	☐ Yes – If yes, enter equivalent course:	
		Number – Course Title
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L.	Max Section Enrollment:	
	Lecture:	
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J. Does the proposed course replace an equivalent course?

No
Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered:
L. Max Section Enrollment:
Lecture:
Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
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UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

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J.	Does the proposed course replace an equivalent course?		
	□ No		
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J.	Does the proposed course replace an equivalent cours	e?
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L.	Max Section Enrollment:	
	Lecture:	
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Form A

Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Philosophy minor curriculum clean-up

Initiating Individual: John Scott Gray Initiating Department or Unit: Humanities Dept. Contact Person's Name: John Scott Grav Email: gravi14@ferris.edu Phone: 231-591-3515

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	pe completed and included BEFORE University Curriculum Committee.			(che	ckboxes ind specific to	icate t			
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offering						Alle Services	and the same of		
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II-B: Minor Curriculum Clean-up				\boxtimes		\boxtimes	\boxtimes		
III: Certificate (☐ College Credit ☐ Nor	n-credit New Certificate)								
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20hborr with concerns of	Not Support must include	e identification of specific conce	rn with appropriate rationale

	Number Count must be given for all members	present and/or voting.	., .
То	be completed by Academic Affairs	Date of Implementation:	

President (Date Approved

The Buddhism course is in particular. The Good Lutic" focus present in the law course taps into this valuatly to the heart of one of the law widens the horizons of the hievement." In addition to my Minors, many of whom havioral Therapy) traces its	in line with other valife course fills a fundatistory of philosophy able but often overled the goals of Ferris Galtheir experience by appealing to general major in Psychology roots to Stoic philoften are full of anxiets.	nd courses that better fit their interrious general education courses the damental gap in our program, for a sy. As Socrates argued long ago, "tooked question in philosophy: however a leducation: "It assists stude offering them a better understand all education students, this new courty or Social Work. For example, or sophy. All students who take the ety, depression, and debilitating structure." © Course	nat no he w nts in ing rse ne of
☐ Concentration g Title The Go	e od Life	⊠ Course	
g Title The Go	e od Life	⊠ Course	
Title The Go	od Life		
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Title	!		
Click here to e	enter text.		
Title	:		
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Title	2		
Responding D	epartment	Date Received & By Whom	
here to enter text	Click here to ent	er text.	
ms or certificates only)			
	Applied Ethics Special Topics Title Click here to e		Applied Ethics Special Topics in Philosophy Title Click here to enter text: Responding Department Date Received & By Whom There to enter text Click here to enter text. Date Received & By Whom There to enter text.

Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
This clean-up seeks to add several electives to the current Philosophy Minor check sheet (including out Special Topics course, Phil

6.	Is a PCAF required? ☐ Yes	Is the PCAF approved? ☐ Yes ☐ No	(If yes, supply link on Academic Affairs website where PCAF is posted.)
7.	Program Checksheets affected by this ☑ Add Course ☐ Delete Course ☐ Move from elective to required	proposal (Check all that apply to this pro Modify Course Change Prerequ Change Outcomes and Assessment	uisite
8.	List all Checksheets affected by this pr	oposal:	
	College AS	Department Humanities Dept.	Program Philosophy Minor

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FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Philosophy minor curriculum clean-up

Projected number of students per year affected by proposed change: 100-150

	······						
Initiator(s): John Scott Gray							
Proposal Contact: John Scott Gray Date Sent: 8-7-2017							
Department: Humanities Dept. (Please type)	Campus Address: John Ha	II 119 					
Lialson Librarian Signature: Click he Dean of FLITE Signature: Click here		Date Received: Click here to enter text. Date Returned: Click here to enter text.					
Based upon our review on (date), i	FLITE concludes that:						
☐ Library resources to support the	e proposed curriculum change	are currently available.					
☐ Additional Library resources are	e needed but can be obtained	from current funds.					
☐ Support, but significant addition	al Library funds/resources are	required in the amount of \$Click here to enter text.					
☐ Does not support the proposal	for reasons listed below.						
Comment regarding the impact thi programs. Use additional pages it	is proposal will have on libra f necessary. Click here to	ary resources, collection development, or other FLITE o enter text.					

FORM D GUIDELINES

MAJOR, MAJOR WITH CONCENTRATION, MINOR OR CERTIFICATE GUIDELINES

LABEL AS "CURRENT" and "PROPOSED" (if applicable) Highlight the changes on the current and proposed

Because Form D is a summary of the requirements for completing a major, major with concentration, minor or certificate granted by Ferris State University, it is essential that it contains all of the information listed below:

- Checksheet* (http://ferris.edu/HTMLS/administration/academicaffairs/mydegree/dwcontent/index.htm) with total credits required; specifying the minimum number of credits earned at FSU.
- General Education requirements including course levels, prerequisites and semester offered if applicable)
- Minimum number of 300 and 400 level courses
- All course prerequisites
- Any special admissions, continuation, or graduation requirements
- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies
 - o (See Appendix D Writing Student Learning Outcomes)
- · A Term-by-Term plan for completion of the offering

It is recommended that checksheets include information about when required courses are typically offered.

* Because of the multiple versions of the checksheets, proposal initiators should contact MyDegree Director (mydegree@ferris.edu, X-5435) for the checksheets appropriate for their proposal.



Philosophy (PHIL) - 18 Credits

CURRENT CHECKSHEET

PHIL-MNR_2017_2018

College of Arts and Sciences

ADMISSION REQUIREMENTS

New Students

 Student must be admitted to the university and pursuing a baccalaureate degree.

Transfer Students

 Student must be admitted to the university and pursuing a baccalaureate degree.

Prefix	###	Course Title (Prereq	uisites shown in parenthesis)	Crs
MINOR R	EQUIREM	ENTS – 9 Credits Required		
PHIL	203	Ancient through Medieval (ENGL 150)	A 1 %	3
PHIL	204	Modern Philosophy (ENGL 150)		3
CHOOSE	PHIL 216	Intro to Ethics (2nd semester standing freshman)		2
ONE	PHIL 217	Intro to Logic		3
ELECTIV	ES – 9 Cred	lits Required		
PHIL	115	Introduction to Philosophy	As the highest statement of the statemen	3
PHIL	218	Philosophy of Sex and Love (ENGL 150)		3
PHIL	220	Ethics in Health Care		3
PHIL	305	Feminist & Gender Theory (ENGL 250)		3
PHIL	310	Contemporary Philosophy (ENGL 250)	**************************************	3
PHIL	315	Political and Social Philosophy (ENGL 150)	A 2000-200 A	3
PHIL	320	Biomedical Ethics (ENGL 150)		3
RELG	215	Comparative Religions		3
RELG	325	Eastern Religions (ENGL 150)		3
RELG	326	Western Religions (ENGL 150)	To the second se	3

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a minimum 2.0 GPA in minor courses
- At least 12 credits in the minor must carry PHIL designators
- No more than 50% of the credits in this minor may be transferred from another institution.
- A maximum of 1/3 of the credits, but no more than 7 credits in a minor, may overlap the student's major.
- At least 50% of the credits of the minor must be numbered 200 or higher, with 6 credits 300 or higher
- Students may apply 6 credit hours of overlap between minors
- . Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree

	Signatures		Date
ON A ATION R	Student		
SECTIO DECLARATO OF MINOR	Advisor		
S DEC OF N	Department		
	Routing (FOLLOW	ING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)	Date
ON NOR	Department		
SECTIO B MIN COMPLE	CAS Dean	McDegree Verified	
S	Registrar		

Department/School: Humanities Banner Program Code: PHIL-MNR Reference #2017-0062 231-591-3515

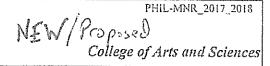
grayj14@ferris.edu

Page 1 of 1 Academic Year: 2017-2018



Philosophy (PHIL) - 18 Credits

Minor



ADMISSION REQUIREMENTS

New Students

 Student must be admitted to the university and pursuing a baccalaureate degree.

Transfer Students

 Student must be admitted to the university and pursuing a baccalaureate degree.

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MINOR	REQU	IREMENTS - 9 Credits Required	
PHIL	203	Ancient through Medieval (ENGL 150)	3
PHIL	204	Modern Philosophy (ENGL 150)	3
	216	Intro to Ethics (2 nd semester standing freshman)	
PHIL	OR		3
	217	Intra to Logic	
		REQUIREMENTS – 9 Credits Required	
PHIL	115	Introduction to Philosophy	3
PHIL	120	The Good Life	3
PHIL	218	Philosophy of Sex and Love (ENGL 150)	3
PHIL.	220	Ethics in Health Care	3
PHIL	305	Feminist & Gender Theory (ENGL 250)	3
PHIL	310	Contemporary Philosophy (ENGL 250)	3
PHIL	315	Political and Social Philosophy (ENGL 150)	3
PHIL	316	Applied Ethics (ENGL 250)	3
PHIL	320	Biomedical Ethics (ENGL 150)	3
PHIL	350	Topics in Philosophy (ENGL 150)	3
RELG	215	Comparative Religious	3
RELG	325	Enstern Religions (ENGL 150)	3
RELG	326	Western Religions (ENGL 150)	3
RELG	371	Buddhism (ENGL 250)	3

ADDITIONAL GRADUATION REQUIREMENTS

- 1. At least 12 credits in the minor must carry PHIL designators
- 2. At least 50% of the credits of the minor must be numbered 200 or higher, with 6 credits 300 or higher
- 3. At least 50% of the credits of the minor must be Ferris State University Credits
- 4. This minor requires a minimum GPA of 2.0 in these courses
- 5. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.
- 6. Students may apply 6 credit hours of overlap between minors
- 7. Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree

PHILOSOPHY PROGRAM OUTCOMES

- 1) Interpret the content and evolution of Western philosophy
- 2) Develop philosophical self-reflection as a way of enhancing the quality of their lives and world
- 3) Apply the philosophical method of examination to central issues of our environment, human action and interaction
- 4) Integrate traditional philosophical concepts and methods into sustaining an ethical existence and responsible citizenship
- 5) Critically appraise arguments in a wide variety of forms and topics

Academic Year: 2017-2018

Course Information Form (formerly Form E and Form F)

I. ACTION TO	BE TAKEN:
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□ CREATE, □ MODIFY, OR □ DELETE

Desired Term Effective Date (6-digit code): 201801

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: Relg 371 — Buddhism

Course Prefix, Course Number - Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete <u>all</u> relevant fields.

CURRENT						Γ	PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
							Relg	371	3	3	0	0
Title: 0	lick here	to enter t	ext.			Γ	Title: l	Buddhism				
Credi	t Hours	Prereq	uisites		Co-		Credi	it Hours	Prereq	uisites		Co-
				rec	uisites						rec	uisites
			***					3 Engl 250		250		
Course	e/Catalog	Description	on <i>(125 w</i>	ords)			Course	e/Catalog	Description	on <i>(125 w</i>	ords)	
Click h	ere to ent	er text.					Buddh	ism is one	of the w	orld's pri	mary	
							religio	ns, origina	ating in In	dia by an	indiv	idual
							who b	ecame 'av	vakened'	and bega	n tea	ching
								his experi	-	_		
							.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	lual becar				
							1	e, student				
							1	y and cult				
							in India and beyond. Students will study the key					
							concepts of the religion and philosophy,					
							including the Four Noble Truths and the					
		1 A .		DI		_	Eightfold Path. Course Outcomes and Assessment Plan					
**-	Outcome		sessment	Plan		_						
Click n	ere to ent	er text.					Students will: *Identify the various countries, nations, and cultures associated with Buddhism.					
							*Distinguish the key concepts of Buddhism.					
							*Interpret the importance of Buddhism to world					
							history and culture. *Explain the differences					
							between Buddhism and other world religions,					
							particularly Hinduism. *Analyze the core					
					; ;	us texts a		-				
					_							
					These outcomes will be assessed using a combination of exams, journal entrees, research							
						papers and presentations.						
Course	Outline i	ncluding 1	Time Allo	catior	1		Cours	e Outline	including	Time Allo	catio	n
	ere to ent					Γ	Sample: I. Hinduism and Buddhism –					
							background (one week) II. History and cultures					
						L	of Buddhism (one week) III. Theravada: History					

Effective Fall 2016

	and Culture (three weeks) IV. Mahayana (three
	weeks) V. Zen and Tibetan (four weeks) VI.
	Buddhist Sutras (three weeks)
۹.	If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
	☐ Practicum
	☐ Independent Study
В.	College Code: AS
C,	Department Code: HUMN
D.	Credit Hours:
	□ Variable
	⊠ Fixed
Ξ.	Minimum Credit Hours: 3
F.	Maximum Credit Hours: 3
G.	Hours may be repeated for additional credit:
	⊠ No
	☐ Yes – If yes, max times repeated: Click here to enter text. OR max credits awarded: Click here to enter text.
Н.	Levels:
	☑ Undergraduate
	☐ Graduate
	☐ Professional
١.	Grade Method:
	Standard Letter Grading
	☐ Credit/No Credit
١.	Does the proposed course replace an equivalent course?
	⊠ No
	☐ Yes — If yes, enter equivalent course: Click here to enter text.
	Course Prefix, Number – Course Title
ζ.	Term(s) Offered: Fall Odd
	Max Section Enrollment: 25
	Lecture: XXX
	Lab: Click here to enter text.
	be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Щ	Basic Skill (BS), 🗌 General Education, 🗎 Occupational Education, Gen Ed. Codes:
UC	C,Chair Signature & Date: Academic Affairs Approval Signature & Date:
//	was to the start of the start o
W	wo sear 10/1/1/7
	FFICE OF THE REGISTRAR USE ONLY
	ate Rec'd: Date Completed:
En	itered: 🛮 SCACRSE, 🗗 SCADETL, 🔟 SCARRES, 🗗 SCAPREQ

Course Information Form (formerly Form E and Form F)

☑ CREATE, ☐ MODIFY, OR ☐ DELETE

Desired Term Effective Date (6-digit code): 201801

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: Phil 120 - The Good Life

Course Prefix, Course Number - Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete <u>all</u> relevant fields.

CURRENT							PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
							Phil	120	3	3	0	0
Title: 0	Click here	to enter t	ext.		·		Title: 1	The Good	Life			
Credi	it Hours	Prereq	uisites		Co-		Credi	it Hours	Prereq	uisites		Co-
				rec	uisites	.					requisites	
								3	<u> </u>			
	e/Catalog		on <i>(125 w</i>	ords)								
Click here to enter text.						Course/Catalog Description (125 words) This course in philosophy will explore how traditional philosophical schools have prescribed recipes on how to live "good lives" that are happy, tranquil, meaningful, and stressfree. Typical schools may include Socratic, Stoic, Epicurean, Skeptical, Cynical, Existential, and Cognitive Behavioral. Students will be asked to identify and contrast central features of these different schools, to engage in personal self-exploration, and to apply some of the concepts and techniques to their own lives.					lives" d stress- ic, Stoic, , and sked to these self-	
Course	e Outcome	es and Ass	sessment	Plan			Course Outcomes and Assessment Plan					
Click here to enter text.						be abl core c good I philos 2. Diff differe 3. App weaks 4. Prac recom 5. Tes techni 6. For	Completice to: oncepts a life as advophical so cant philos or aise the citice some mended the valuiques by a mulate a licore idea	and technicanced by the core ophical so relative so se core is e of the tiby the diffe of these opplying tife plan f	1. Endiques related the difference of the differ	umerated tarent and ic techniloso s and heir o menti	ate the to the he hniques phies.	

			Effective Fa
		7. Report the results of their own personal	
		exploration and adaptation of "the good life."	
		Assessment Plan:	
		Outcome #1-3: Direct measure through quizzes, exams, or other written projects.	
Ì		Outcome #4: Direct measures via journal and	
		case study analysis.	
		Outcome #5: Direct measure via journal;	
		indirect measure via exit interview/reflection.	
		Outcome #6-7: Direct measure through major	
	;	final project; indirect via exit	
		interview/reflection.	
-	ourse Outline including Time Allocation	Course Outline including Time Allocation	
C	ick here to enter text.	Sample: 1. Intro to Therapeutic Philosophy and Socratic	
		Philosophy (three weeks) 2. Stoic Philosophy (three weeks)	
		3. Epicurean Philosophy (three weeks)	
		4. Skeptic and Cynic Philosophy (two weeks)	
		5. Existential Philosophy (three weeks) 6. Personal Good Life Plans and Exit Interviews (one	
		week)	
Ā.	If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:	
	☐ Practicum		
	☐ Independent Study		
В.	College Code: AS		
C.	Department Code: HUMN		
D.	Credit Hours:		
	☐ Variable		
	⊠ Fixed		
E.	Minimum Credit Hours: 3		
F.	Maximum Credit Hours: 3		
Ġ.	Hours may be repeated for additional credit:		
	⊠ No		
	☐ Yes – If yes, max times repeated: Click here t	o enter text. OR max credits awarded: Click here to er	nter text.
Н.	Levels:		
	☑ Undergraduate		
	☐ Graduate		
	☐ Professional		
1	Grade Method:		
••	Standard Letter Grading		
	☐ Credit/No Credit		
J.	Does the proposed course replace an equivalen	t course?	
J.	No	r railae)	
		ro to antor tout	
	Yes – If yes, enter equivalent course: Click he	re to enter text. se Prefix, Number – Course Title	
K	Term(s) Offered: Spring, Summer, Fall	se rejuj manuer coarse ride	
L.	Max Section Enrollment: 35		
	Lecture: XXX		

Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code ☐ Basic Skill (BS), ☐ General Education, ☐ Occupational Education, Gen Ed. Codes:						
UCC Chair Signature & Date: 10/27/17	Academic Affairs Approval Signature & Date:					
//www.						
OFFICE OF THE REGISTRAR USE ONLY						
Date Rec'd: Date Completed:						
Entered: TSCACRSE TSCADETI TSCARRES TSCAPRED						

GENERAL EDUCATION APPROVAL FORM

FORM G Effective Fall 2017

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: PHIL Course Number: 120

Course Title: The Good Life G. E. Codes Requested: CLTR

G.E. Codes: **COMS**=Oral Communication; **COMW**=Written Communication; **CLTR**=Culture; **DIVG**=Global diversity; **DIVU**=U.S. diversity; **NSCI**=Natural sciences; **NCSL**=Natural sciences lab; **QUAL**=Quantitative literacy; **SSOC**=Self and society; **SSOF**=Self and society foundation; **COLL**=Collaboration; **PROB**=Problem solving

society foundation; COLL=Collaboration; PROB=Problem solving						
society foundation, delta						
Please Print						
Initiator: Grant Snider Date Sent: September 5, 2017						
Proposal Contact: John Scott Gray Email: <u>JohnScottGray@Ferris.edu</u>						
Department: Humanities Campus Address: Johnson Hall 119						
University General Education Committee: Click here to enter text.						
Chair: Click here to enter text. Date Returned: _Click here to enter text.						
Based upon University General Education Committee review on Click here to enter text. (Date), we						
☐ Support the request to designate the course listed above as a <u>Click here to enter text.</u> Gen. Ed. Designation(s).						
☐ Do not support the request to designate the course listed above as a <u>Click here to enter text.</u> Gen. Ed. Designation(s) for						

Comments: Click here to enter text.

reasons listed below.

COMPETENCY IMPLEMENTATION PLAN (CIP) CULTURE

Date: 09/05/2017

Course prefix, number, and title: PHIL 120; The Good Life

Briefly describe how this course fulfills the operational definition of the Culture core competency at Ferris State University:

PHIL 120: The Good Life directly engages the operational definition of Culture in three significant ways: 1. the course explores several "systems of shared beliefs" as found in a variety of famous philosophical communities that have influenced Western society; 2. the course will directly explore how these systems of belief helped their followers "cope" with other people and their historical realities; 3. the course will provide ample opportunity for students to apply those belief systems to their own lives.

CUL1: Interpretation – Students will be able to demonstrate an increased ability to interpret cultural works and practices, including but not limited to art, music, literature, language, history, philosophy and religion, as part of a broader culture and justify those interpretations with an understanding of the interpretive process.

How will this be implemented in class?

One of the central points of emphasis in the course will be on interpreting the relevant philosophical works from a range of schools and their historical contexts. Drawing specifically from the course outcomes from the curriculum form, students will be able to:

- 1. Enumerate the core concepts and techniques related to the good life as advanced by the different schools studied.
- 2. Differentiate the core ideas from among the different philosophical schools.
- 3. Appraise the relative strengths and weaknesses of those core ideas.

How will achievement be evaluated?

Achievement and assessment will be evaluated/measured directly through quizzes, exams, or other written projects. Pre-test/post-test writing samples also will be used to measure student progress toward increasing their skills of interpreting philosophical works.

These assessments will be processed using the five-level rubric designed by Cliff Franklund, and the results will be included in the Philosophy Minor assessment as well as in General Education assessment.

CUL2: Self-Awareness – Students will be able to articulate an understanding of themselves as part of culture(s) with rich historical perspectives and gain increased self-understanding through works of culture(s).

How will this be implemented in class?

Perhaps more than most Culture classes, PHIL 120 will provide a robust engagement with Self-Awareness. The philosophical schools studied had as their founding motivation self-knowledge and self-improvement. Drawing specifically from the official course outcomes, students will be able to:

- 4. Practice some of the therapeutic techniques recommended by the different philosophies.
- 5. Test the value of these concepts and techniques by applying them to their own lives.

How will achievement be evaluated?

The outcomes related to Self-Awareness will be directly measured through student journals and case study analyses. Outcome number seven will be measured directly through a major final project. All these outcomes also will be indirectly measured via exit interviews or reflection essays.

These assessments will be processed using the five-level rubric designed by Cliff Franklund, and the results will be included in the Philosophy Minor assessment as well as in General Education assessment.

CUL3: Analysis – Students will be	able to develop just	tify and improve va	lue distinctions (including
aesthetic and ethical) in pe			
	en a en	r generalist et en	
How will this he implemente	d in class?	How will ach	ievement he evaluated?

The precise analysis of texts, concepts, and values is at the heart of philosophy, and PHIL 120 is no exception. Drawing specifically from the course outcomes, students will be able to:

- 3. Appraise the relative strengths and weaknesses of those core ideas.
- 5. Test the value of these concepts and techniques by applying them to their own lives.

Achievement will be directly measured for outcome number three through guizzes, exams, or other written projects. Achievement for outcome number five will directly measured through a student journal project, and it will be indirectly measured via exit interviews or written reflections.

These assessments will be processed using the five-level rubric designed by Cliff Franklund, and the results will be included in the Philosophy Minor assessment as well as in General Education assessment.

CUL4 Process-Awareness, Participation - Students will be able to explain the processes contexts and motivations behind the production of cultural works and practices, and when appropriate be able to participate in their creation.

How will this be implemented in class?

CUL4 is an extension of CUL1, where being able to "interpret" the core philosophical works and practices requires at least some understanding of the process context and motivations. Students will need to appreciate the connection between philosophical ideas and format. Of course, the student journal and other projects have their own history in the format/process of the ancients. Again drawing from the official course outcomes, students will be able to:

- 1. Enumerate the core concepts and techniques related to the good life as advanced by the different schools studied.
- 5. Practice some of the therapeutic techniques recommended by the different philosophies.
- 6. Formulate a life plan for implementing some of the core and ideas and techniques.

How will achievement be evaluated?

- Achievement will be measured in the following ways: 1. Will be directly assessed via guizzes, exams, or other written projects. (Students will be asked to explain the relationships between motivation, content, form, and process of the different philosophical schools)
- 5, will be directly measured via student journal and case study analysis. (For example, when working with a case study, students might create coping cards that enlist ideas/techniques from a particular philosophy--this is a common current clinical practice in CBT but that was used in similar ways via Stoic maxims).
- 6. will be directly assessed the the final project and indirectly through exit interview or written reflection.



The Good Life Spring 2018

Professor:

Dr. Grant Snider

Course:

PHIL 120: The Good Life

(3 credits)

Sections:

XXXX

Office Hours:

XXXX

Office: Johnson Hall 122

Office Phone: 231.591.3615

Department Phone: 231.591.3675

Email: sniderg@ferris.edu

Course Description: This course in philosophy will explore how traditional philosophical schools have prescribed recipes on how to live "good lives" that are happy, tranquil, meaningful, and stress-free. Typical schools may include Socratic, Stoic, Epicurean, Skeptical, Cynical, Existential, and Cognitive Behavioral. Students will be asked to identify and contrast central features of these schools, to engage in personal self-exploration, and to apply some of the concepts and techniques to their own lives.

Prerequisite: None

Textbooks and Materials: Provided by professor for spring 2018

Course Outcomes:

Upon completion of the course, students will be able to:

- 1. <u>Enumerate</u> the core concepts and techniques related to the good life as advanced by the philosophical schools studied in class.
- 2. <u>Differentiate</u> the core ideas among the different philosophical schools
- 3. Appraise the relative strengths and weaknesses of those core ideas.
- 4. Practice some of the therapeutic techniques recommended by the different philosophies.
- 5. Test the value of these concepts and techniques by applying them to their own lives.
- 6. Formulate a life plan for implementing some of the core ideas and techniques.
- 7. Report the results of their own personal exploration and adaption of "the good life."

General Education: This course has been approved for the Culture designation under the new Gen Ed guidelines (2017).

"form rather than inform" -- Victor Goldschmidtt

Course Policies:

Attendance:

You are expected to attend every class. If you do not attend class, you will find it difficult to do well in the course. This is true for many reasons: foremost, much—although obviously not all—of the thinking that will go into your projects will happen in class through discussion and activities. The success of your projects, then, can be directly influenced by your participation in class. "Class" is defined broadly to include class meetings and workshops as well as any individual or group conferences with the professor.

Please note that I will not accept any late work unless you can offer a convincing reason (documented medical emergencies, university approved absences, etc.).

Integrity:

If you are having a challenge with a deadline or a problem with an assignment (including the problem of boredom), consult me rather than someone else's work. Plagiarism will not be tolerated. See the Student Handbook for further details regarding possible sanctions for academic dishonesty.

Also, actions in the classroom (whether traditional or on-line classrooms) that distract or disrespect your peers or professor undermine the learning environment. Repeated actions that are disruptive, distracting, or disrespectful will serve as grounds for disciplinary actions consistent with college and university policy. For on-line courses, I reserve the right to delete postings or to limit access to discussions if I see any posts that might be disrespectful in tone or in content.

Projects and Grades:

"Make him traverse a certain itinerary in the course of which he will make spiritual progress"

-Pierre Hadot

Projects: While you will receive more detailed assignment sheets in class, here is a summary of the major assignments for the course.

<u>Participation Portfolio (100 points)</u>: Philosophy is at its best when you can personally engage in the issues, questions, and discussions. There will be four ways in which I will directly assess your class participation/preparation:

First, there will be "participation tickets," which I will hand out when you volunteer a substantial, relevant, and meaningful comment/answer—some sort of comment that advances our discussion in a positive and noteworthy way. At the end of each class period, I will collect any tickets folks have earned. You will need to earn at least 10 tickets to receive a passing participation score for the semester.

Second, on a regular basis I will identify a set of students to whom I will address direct questions on the material and issues. The quality of the responses will be noted. If you are absent or if you have nothing to contribute, a zero will be marked for that attempt/date.

Third, over the course of the semester, there will be a variety of regular in-class activities: for example, in-class **quizzes** about the material, reflective writings about the issues, definitions of terms, student-generated questions about the concepts, and small group activities/presentations. Not all activities will result in a product submitted for review. Each document that is collected, though, will receive feedback to indicate how thoughtfully and thoroughly the assignment seemed to have been addressed.

Fourth, near the end of the course, you will be required to attend an **Exit Interview**, during which we will discuss your reflections on the course material and the assignments—especially your semester project and journal.

The evidence of participation generated collectively through these activities will be used to create a holistic semester participation score out of 100 points. There will be no make-up of the individual activities (unless there are documented medical or university excuses.)

Spiritual Exercise Journal: (200 points, approx. 33% of course grade)

You are to maintain a semester-long journal in which you respond to specific quotations from our primary readings. You are to compose two entries per week for ten weeks. Each entry will be worth up to ten points. Entries must adhere to the precise requirements on the complete assignment sheet. In addition to the 20 journal entries, you will include a "Good Life Plan." Details to follow. All journal entries will be submitted on Blackboard.

Semester Project (100 points):

There are several options: 1) Dr. Google Annotated Bibliography 2) The Good Life Calendar 3) The Artist Within 4) The Good Life Greeting Card Collection 5) The Good Life Book Club or 6) Traditional Research or Literature Review. Details to follow.

Final Exam (100 points):

All students will be required to take the comprehensive final exam in order to pass the course. The exam may include both sit-down and take-home elements. There will be quotation identification, short-answer questions, and at least one essay question.

Assignments/values:

Participation Portfolio 100 points

Spiritual Exercise Journal= 200 points (20 entries worth up to 10 points each)

Semester Project= 100 points Final Exam= 100 points

TOTAL= 500 points

Grading Scale:

A 93-100%	465-500
A- 90-92%	450-464
B+ 88-89%	440-449
В 83-87%	415-439
B- 80-82%	400-414
C+ 78-79%	390-399
C 73-77%	365-389
C- 70-72%	350-364
D+ 68-69%	340-349
D 63-67%	315-339
D- 60-62%	300-314
F 0-59%	001-299 (or for plagiarism)

Note about grades:

Faculty assign grades, but they do not give them; rather, students must earn them. Grades represent a faculty member's impartial, professional evaluation of a student's work on a given assignment or in a given course. **Note on criteria**: Assignments that are comprehensive, precise, nuanced, and specific are better than assignments that are incomplete, imprecise, superficial, and general. Assignments will be judged according to these criteria:

- 1. Correctness: No credit can be given to incorrect answers.
- 2. Completeness: Does the answer thoroughly respond to the question?
- 3. Coherence: Does the answer stick to the point or does it meander?
- 4. Competence: Is the answer properly expressed? (grammar, style, documentation)
- 5. Clarity: Does the answer employ the appropriate technical terms from the course? Are the relationships between ideas made clear through transitional phrases or precise commentary? Have you been more specific than general in your analysis?

NOTICE: While this syllabus is considered generally binding, the professor reserves the right to make changes to content, deadlines, instructional techniques, or other elements of the course.

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

PHIL 120: The Good Life

Tentative/General Course Outline:

Week One:

- Intro to course and how to do well
- Questions Explored:
 - O What is Philosophy?
 - What does Philosophy have to do with the good life?
 - What is meant by "therapeutic philosophy" or "clinical philosophy"?
 - What are the differences and similarities between Philosophy and Psychology? What history do they share?
 - o How do we define "mental health and illness"?
 - O What is Cognitive Behavioral Therapy?

Weeks Two and Three:

- Socratic Therapy:
 - o The life and death of Socrates
 - o Philosophy as the preparation for death
 - Ethics and happiness
 - o The Socratic Method and Psychotherapy (talking cures)
 - Why dialogue? (form and content)

Weeks Four and Five:

- Stoicism:
 - o Managing emotions
 - Our role in the cosmos (macrocosm and microcosm)
 - Duties and responsibilities

- Why maxims? (form and content)
- Memento mori
- o Epictetus, Seneca, Marcus Aurelius, James Stockdale

Weeks Five and Six:

- Epicureanism:
 - o Desire for pleasure (hedonism)
 - Tetrapharmakos
 - o Friendship and avoidance
 - o Understanding the cosmos and atomism (Democritus)
 - o Epicurus, Lucretius

Weeks Seven:

- Skepticism and Cynicism
 - o Logic, Reason, and Tranquility ("the triumph of skepticism")
 - o The problem with strong values
 - o Sextus Empiricus, Pyrrho, David Hume

Week Eight:

- Cynicism
 - o "It's not me; it's you." Confrontation and rejection
 - o Extreme Epicureanism? Living like dogs.
 - o Embracing shame?
 - Society makes us sick
 - o Antisthesnes, Diogenes, Hipparchia and Crates

Weeks Nine and Ten: (May need three weeks)

- Existentialism
 - o The good (and frightening) news of nihilism
 - The struggle for meaning and passion
 - Sartre/Simone de Beauvoir: Bad Faith, Radical Freedom, Anguish, and the Problem of Alterity
 - Nietzsche: The Will to Power; The Over-man; Resentment; "all too human"
 - Heidegger: Finding authenticity; facing death; being-with-others; commitment
 - o Existential Psychology: Rollo May, Irvin Yalom, Viktor Frankl

Week 11:

- Cognitive Behavioral Therapy and Philosophy in Practice/Case Studies:
 - o Trauma
 - o PTSD
 - o Acceptance
 - o Mindfulness (the brain and philosophical meditation)

Week 12:

- TBD
- Spiritual Exercise Journals Due

Week 13:

• Student Presentations (Semester Projects)

Week 14:

• Student Presentations (Semester Projects)

Week 15:

• Exit Interviews/Prep for Final Exam

Final Exam:

PHIL 120: The Good Life

Semester Project

You must choose ONE of the options below. This assignment is worth up to 100 points, and it is due during the last few weeks of the semester. You must present your project to the class in a professional, prepared manner. You will need to commit to a project by ______.

Option One: Dr. Google

This option requires you to isolate a topic, theme, concept, or philosopher relevant to our class. Once the professor approves of your topic, then you will browse the internet to find academically respectable web pages that in some way address your topic. As you locate such web sources, you are to draft an annotation regarding it.

Each entry should consist of the URL for the web page followed by a two paragraph (1/2 page) single spaced annotation of the source. The first paragraph will provide a basic summary or overview of the content and style of the web page. The second paragraph will evaluate that content in light of course readings and discussions. The second paragraph must contain documented quotations from our readings and/or from other web pages reviewed in the project. You will need at least 10 sources. For help: (http://olinuris.library.cornell.edu/ref/research/skill28.htm).

Option Two: 2015 Good Life Calendar

Over the semester, you are to collect at least 12 different quotations from our material that you find personally inspirational—that speak to your sense of the good life you would like to create for yourself. You will need to keep track of the authors and sources for the quotations.

Also across the semester, you should collect photos or take photos (good quality photos) that you could then combine with your inspirational quotations. There should be some connection between the content of the photos with the content of the quotations. Once combined, you will have 12 photos, each with an inspirational quotation printed across the photo. These photos would be compiled to create a 2018 Good Life Calendar. These are the fun and easy steps.

In addition to creating the calendar, you must also draft a letter to yourself in which you assign specific strategies (also tied to the class) that can help you edge closer to your sense of the good life. In other words, at the end of 2018 in what specific ways will you be closer to "the good life"? What will you have tried to do (in the form of monthly *askesis*—spiritual exercises) to attain your grand goals in life?

Students in the past actually have kept the letters/calendars to review at the end of the year. Very interesting stuff. (These calendars can also make nice gifts during the holidays.)

Option Three: The Artist Within

This option requires you to design and create a work of art specifically for this course. You may create a musical performance, you may paint, sculpt, photograph, etc. You may write a set of poems or a story. New ideas seem to emerge each semester. You need only have the idea approved in advance. Of course, you will need to write a didactic or critical afterword in which you make the art meaningful in light of our course content, being sure to quote from our primary readings. (The weight of the grade will rest mostly on the quality of the critical afterword—at least 1500 words).

Option Four: The Good Life Greeting Card Collection

A variation of the Good Life Calendar, you are to create a set of 12 greeting cards, each one focused on a specific "life event" and each one incorporating a different quotation from the course material. The sentiments may be humorous, serious, or even cute, but the philosophy behind the cards must be sophisticated and intended to help other people cope with or appreciate life events. In other words, these cards must make our philosophies real and of use to people not in the course.

In addition to creating these cards, you will need to draft an analysis of each card, explaining the original context/importance of the quotation, demonstrating how the quotation actually relates to the life event, and highlighting how the quotation will be of benefit to its intended audience.

Option Five: The Good Life Book Club

In the spirit of a traditional book report, this option allows you to work with me to select a book related to the course ideas. You will write an analysis of the book that links it to specific readings/quotations from the course. You will be expected to address the ways in which the book echoes our content and/or the ways in which the book asks us to consider new issues of the good life. I will provide a list of books that will make good candidates.

Option Six: Traditional Research Project or Literature Review: Working with me, you will create a research project related to our class and to your major. There are many ways of connecting our material to most majors, and I am happy to help you focus this project.

The Good Life Book List:

• What Should I Do With My Life? By Po Bronson

ISBN-10: 0345485920 **ISBN-13:** 978-0345485922

• The Happiness Project by Gretchen Rubin

ISBN-10: 006158326X ISBN-13: 978-0061583261

• The Art of Happiness by Dalai Lama

ISBN-10: 1594488894 ISBN-13: 978-1594488894

• Buddha's Brain by Rick Hanson and Richard Mendius

ISBN-10: 1572246952 ISBN-13: 978-1572246959

Happiness: The Science Behind Your Smile by Daniel Nettle

ISBN-10: 0192805592 ISBN-13: 978-0192805591

• The How of Happiness by Sonja Lyubomirsky

ISBN-10: 0143114956 **ISBN-13:** 978-0143114956

• In Pursuit of Happiness: Better Living from Plato to Prozac by Mark Kingwell

ISBN-10: 0609605356 ISBN-13: 978-0609605356

- Man's Search for Meaning by Viktor Fankl (Existential Psychology)
 - http://www.amazon.com/Mans-Search-Meaning-Viktor-Frankl/dp/080701429X/ref=pd sim b 3?ie=UTF8&refRID=1CN944MYFVFX1E246X76
- Happiness: A Guide to Developing Life's Most Important Skill (WRITTEN BY molecular biologist turned Buddhist monk)
 - http://www.amazon.com/Happiness-Guide-Developing-Lifes-Important/dp/0316167258/ref=pd sim b 9?ie=UTF8&refRID=1CN944MYFVFX1E246X7
 6
- The Architecture of Happiness by Alain de Botton
 - http://www.amazon.com/Architecture-Happiness-Alain-Botton/dp/0307277240/ref=sr 1 6?s=books&ie=UTF8&qid=1410896839&sr=1-6&keywords=alain+de+botton

- The Pleasures and Sorrows of Work by Alain de Botton
 - o http://www.amazon.com/Pleasures-Sorrows-Work-Vintage-
 International/dp/0307277259/ref=pd sim b 4?ie=UTF8&refRID=0JT5FDS5Y7VDKCDX3D3V
 D3V
- Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence
 - http://www.amazon.com/Hardwiring-Happiness-Science-Contentment-Confidence/dp/0385347316/ref=sr 1 6?s=books&ie=UTF8&qid=1410897071&sr=1-6&keywords=happiness
- The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom
 - o http://www.amazon.com/Happiness-Hypothesis-Finding-Modern-Ancient/dp/0465028020/ref=sr 1 9?s=books&ie=UTF8&qid=1410897071&sr=1-9&keywords=happiness

200 points

Spiritual Exercise Journal: (psychagogic askēsis)

For philosophy to be experienced as a way of life (as having therapeutic benefit), it must excite the soul or spirit. Stoic philosophers practiced "psychagogic exercises": activities meant to excite the soul/spirit and to influence action and character. Since part of the inspiration for this course came from Stoic philosophers like Epictetus and Seneca, it seems appropriate that we work not only with their abstract concepts (knowing) but with their actual lived philosophical practices (becoming). Their philosophies were meant to have immediate impact upon daily behavior and action. One technique for keeping their philosophy "real" was to exercise the spirit on a daily basis (like taking the soul to the gym—interestingly, philosophy discussions were conducted in the same gymnasia as athletic training). One key philosophical exercise was the testing of personal maxims against actual behaviors. Here is Hadot quoting Seneca who is writing about Sextius:

"Every day, we must call upon our soul to give an account of itself. . . . When the day is over and he (Sextius) had withdrawn to his room for his nightly rest, he questioned his soul: . . . In what sense are you better? (Seneca again) I plead my cause before myself. . . . I examine my entire day and measure what I have done and said. I hide nothing from myself, nor am I indulgent with myself." (Hadot, What is Ancient Philosophy? 200).

To simulate psyschagogic *askēsis*, one of your assignments this semester is to generate a journal in which you "examine" you life in light of passages from our primary readings.

Each week (for ten weeks) you are to draft two entries in your journal and post them through Blackboard. Each entry must follow this structure:

- 1. Date of entry
- 2. Name of philosopher
- 3. Quotation from text
- 4. Summary of quotation (and its relevance to the associated philosophical school)
- 5. Application of quotation to your life (with specific references to quotation)
 - a. Key tip: In what way(s) does the quotation help you personally to cope with something specific currently happening in your own life? To understand something about your life and world? To reframe the way you think about yourself, others, or the world? (In short, how might the idea in the quotation help you make progress toward your own "good life" and why/why not?)

You may write on the same quotation up to three times, but you are encouraged to use a different quotation each time (as this will help you prepare for the final exam). Each acceptable entry is worth up to 10 points, for a total of 200 possible. I will comment on the first two entries to give you a sense of how you are doing, but the remaining entries will be graded upon completion of the assignment.

Knowing and Becoming: The key to success on this assignment is that you make an earnest attempt to integrate into your life the concepts from our course. Ultimately, you might reject the concepts, but the more you are willing to "test drive" them in your life, the better you will understand and appreciate them (and the better you will perform on the final exam).

Joseph Lipar

From: Kristi L Haik

Sent: Wednesday, October 4, 2017 2:59 PM

To: Joseph Lipar; Gayle E Driggers **Subject:** FW: Relg 371 Cap Justifcation



Kristi L. Haik, Ph.D. | Dean
College of Arts and Sciences | Ferris State University
820 Campus Drive - ASC 3052 | Big Rapids, MI 49307
(231) 591-3667 office · (231) 591-2618 fax · KristiHaik@ferris.edu

From: John Scott S Gray

Sent: Thursday, September 28, 2017 11:08 AM

To: Kristi L Haik < Kristi Haik@ferris.edu>

Cc: Rachel M Foulk <RachelFoulk@ferris.edu>; Richard Scott S Cohen <RichardScottCohen@ferris.edu>; Mark A

Thomson <MarkThomson@ferris.edu>
Subject: Relg 371 Cap Justification

Dean Haik,

Thank you again for taking my call today during your office hours. To reiterate the points I raised during that call, the Humanities area requests that the Relg 371 course on Buddhism cap gets set at 25. This is in line with the only other upper level religious studies course focused on one religion (Relg 370, on Christianity), whose cap is also set at 25. Both of these courses (370 and 371) because of their focus on one religion, require close textual analysis (unlike the more general 325 and 326 courses in Eastern and Western Religions, which involve much more traditional lecture). This textual analysis, which includes class discussion and extensive writing, is better achieved with the lower course cap.

Regards,

JSG

John Scott Gray

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective Fall 2017

Proposal Title: Legge blank – will be assigned by LICC

Proposal Title: Leave blank – will be assigned by UCC

Type of Curriculum Action: Select the Proposed Action

College: ▼

Department:	Choose a	Department	from	the d	dropdown

Program(s): _______

initiating marviada	
Contact Person's Name:	Phone:

	PLEASE PRINT and SIGN YOUR	DATE	VOTE/ACTION * Number Count
	NAME		
Program Representative **			Support
			Support with Concerns
			Not Support
			Abstain
Department/School/Faculty			Support
Representative Vote **			Support with Concerns
			Not Support
			Abstain
After Department Faculty approve	al, email Original Word Document ald	ong with a PDF of the si	gnature page to FSU Curriculum
	(fsucurriculum@ferri	s.edu)	
FSU Curriculum			
Review			
Department/School Administrator			Support
Department/school Administrator			Support with Concerns
			Not Support
			Abstain
College Curriculum			Support
Committee/Faculty			Support with Concerns
Committee/Tacuity			Not Support
			Abstain
Dean			Approve
Dean			Approve with Concerns
			Not Approved
University Curriculum			Support
Committee **			Support with Concerns
Committee			Not Support
			Abstain
Senate **			Support
3543			Support with Concerns
			Not Support
			Abstain
Academic Affairs			Approved
			Hold
			Not Approved

To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

^{*}Provide number count for each voting category. **Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale

Proposal Number: (Assigned by UCC)

1. **Proposal Summary:** (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

Click here to enter text.

2. Summary of Program/Degree Action Affecting Department Checksheets – Choose degree action and type per program from the drop down menu. The Banner Program Code can be found in the footer of the <u>current checksheet</u>. If creating a new program, enter "NEW" in the Banner Program Code column.

Include CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

Action	Degree Type	Banner Program Title	Banner Program Code
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		

Please contact <u>FSUCurriculum@ferris.edu</u> should you need more lines than provided.

3. **Summary of All Course Action Required -** *Complete a Form E/F for each course:*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action
			Choose an item.

Please contact FSUCurriculum@ferris.edu should you need more lines than provided.

4. **Summary of All Consultations –** *Include completed consultation form in this proposal*

Consultation	Date Sent	Department	Department Contact
Form Sent			
Choose an item.			

5.	Will External Accreditation be sought? (For new programs or certificates only) ▼
	If yes, name the organization involved with accreditation for this program.
6.	Is a PCAF required? ▼ Is the PCAF approved? ▼ (If yes, supply link on Academic Affairs website where PCAF is posted.

Proposal Number: (Assigned by UCC)

7. **List all other checksheets, outside of department, affected by this proposal** (For assistance determining what other checksheets are affected, email <u>FSUCurriculum@ferris.edu</u>):

College	Department	Banner Program Code

Please contact <u>FSUCurriculum@ferris.edu</u> should you need more lines than provided.

8. Are there plans to offer blended or online courses? **V**

	ACTION:
	☐ CREATE, ☐ MODIFY, ☐ DELETE, OR ☐ Update TracDat
[Desired Term Effective: ▼
	COURSE IDENTIFICATION: Course Prefix, Course Number – Course Title f deleting a course STOP HERE.
III.	COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R):
ON	LY complete the fields that are proposing changes.
A.	Course Title (30 Characters)
В.	Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼
C.	If not LEC/LAB/SEM, Choose from drop down [See Definitions in Appendix E]: ▼
D.	College Code: ▼
E.	Department Code: ▼
F.	Credit Hours - Fixed: ▼
	Credit Hours – Variable (numeric range):
G.	Hours may be repeated for additional credit: ▼
	If yes, max times repeatedOR max credits awarded
Н.	Levels: ▼
I.	Grade Method: ▼
J.	Does the proposed course replace an equivalent course? ▼
	If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K.	Term(s) Offered:
L.	Max Section Enrollment:
M.	Pre-requisite Course(s) AND minimum grade requirement in parenthesis for each course. If left blank default will be D-
	and if more than one course, use "AND" or "OR" to separate:
N.	Other Pre-requisites or restrictions:
Ο.	Co-requisite:
Ρ.	Course/Catalog Description (125 words):
Q.	Course Outcomes and Assessment Plan:
R.	Course Outline including Time Allocation:
шс	C Chair Signature & Data.
UC	C Chair Signature & Date: Academic Affairs Approval Signature & Date:
	
-	FFICE OF THE REGISTRAR USE ONLY
$\perp D$	ate Rec'd: Date Completed: Entered: \square SCACRSE, \square SCADETL, \square SCARRES, \square SCAPREQ

Proposed	Number: (Assigne title: <i>Leave blank</i>	Effective Fa			
College: V	s):	Choose a Dep	artment from the dropdow	n	
					Phone:
					FIIOHE
1. Proposa	al Summary: Brief	ly describe pro	pposed change(s)		
2. Course	,	·	Completed Form EF for eac		
Prefix	Course Number	Course Ti	tle (Existing, or Newly Creat	ed Course Title)	Action
					Choose an item.
					Choose an item.
					Choose an item.
4. Summa			completed consultation for Department		Department Contact
Choose a	an item.		'		·
Choose a	an item.				
Choose a	an item.				
		PLEASE PRII	NT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Initiat	ing Individual				
	ment/Program aculty **				SupportSupport with ConcernsNot Support
					Abstain
After D	epartment Facult	y approval, en	nail Original Word Documen fsucurriculum@f)	_	the signature page to FSU Curriculum
FSU Cur	riculum Review				
	tment/School ministrator				Support Not Support
	ge Curriculum ommittee				SupportSupport with ConcernsNot Support Abstain
	Dean				For information only

Support

__Approve __Not Approved

__Not Support __Abstain For information only

__Support with Concerns

University Curriculum

Committee

Senate

Academic Affairs

^{*}Provide number count for each voting category. **Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale.

Table B7: Summary of Approval(s) Based on Type of Curricular Action

Type of Curriculum Action	PCAF	Dean	ucc	Academic Senate	Provost	Board of Trustees	Academic Officers (MASU)
GROUP I – Form A							
New Degrees, Program/Majors	Yes	Action	Action	Action	Yes	Yes	Yes
Substantial Redirection of Program/Major with additional resource requirements - includes 3 or more new courses, program name changes	Yes	Action	Action	Action	Yes	Info Only	Yes
New Minor - includes 3 or more new courses required	Yes	Action	Action	Action	Yes	Info Only	No
New Concentration - includes 3 or more new courses	Yes	Action	Action	Action	Yes	Info Only	No
Non-degree offering(s)	Yes	Action	Info Only	Action	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Action	Info Only	Yes	Info Only	No
New Certificate - with more than 3 new courses required and/or other additional resource requirements	Yes	Action	Action	Info Only	Yes	Info Only	No
New Certificate - with fewer than 3 new courses required	No	Action	Action	Info Only	Yes	Info Only	No
Delete a Degree, Program/Major	No	Action	Action	Action	Yes	Yes	Yes
Substantial Revision or Redirection of Program/Major with no additional resource requirements	No	Action	Action	Action	Yes	Info Only	Yes
New Minor - with fewer than 3 new courses required	No	Action	Action	Action	Yes	Info Only	No
Delivering existing programs at new off-campus sites	No	Action	Info Only	No	Yes	Yes	Yes
Modification or elimination of a Certificate	No	Action	Action	Action	Yes	Info Only	No
Type of Curriculum Action	PCAF	Dean	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers (MASU)
GROUP II – Fast Track Form							
Revision of Degree, Program/Major/Minor - modification of program outcomes sequence of courses, revisions to entrance, progression, or exit policies	No	Info Only	Action	Action	Yes	No	No
Curriculum clean-up: up to two, creation(s), deletion(s), or modification(s) of Course Title, Prefix, Credit hours, Term Offered, or Prerequisites Course Descriptions, Outcomes, or Outline Convert existing courses into modules Creating Honors sections Assigning General Education attributes	No	Info Only	Action	Action	Yes	No	No
Experimental Course	No	Action	Info Only	Info Only	Yes	No	No

In order to expedite final approval and implementation, proposals may be concurrently reviewed by the Board of Trustees and the Academic Officers or, in some instances, by the Academic Officers first and then the Board of Trustees. Board of Trustees approval is required for implementation of new degrees, program/ majors, major redirection of a program/major (only if accompanied by a closure), deletion of degree or program/major, and non-degree offerings of 2 or more courses in a program of study. Concentrations and Minors are NOT reviewed by the Board of Trustees or Academic Officers. Associate degrees may be reviewed by Academic Officers. Certificates must be submitted to HLC (Higher Learning Commission) and approved before implementation.