Academic Senate
Agenda for the Meeting of
December 5th, 2017
UCB 202A
10:00 - 11:50 am Session

1. Call to Order and Roll Call

2. Approval of Minutes
   A. November 7th, 2017

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. University Curriculum Committee – Rusty Leonard
   B. Student Government – Patrick Maloney
   C. Diversity Committee – Kristin Conley
   D. Academic Policy and Standards Committee – James Nystrom
   E. Rules Committee – Melinda Isler
   F. Distinguished Teacher Award Committee – Emily Aslakson

6. Old Business

7. New Business
   A. UCC Proposal 18-026 – SCWK Changes – Rusty Leonard
   B. UCC Proposal 18-035 – Legal Studies Minor – Rusty Leonard
   C. Health Promotions Committee Closure – David Bright

8. Conversations with the Senate
   A. Technology Update – Jake Martin

9. Announcements
   A. FSU President - David Eisler
   B. Provost – Paul Blake
   C. Senate President – Charles Bacon

10. Open Forum

Minutes
Ferris State University
November 7, 2017- 10:00 a.m.

Members in Attendance: DiNardo, Epps, Fox, Bacon, Desmond, Drake, Daubert, Hanna, Marion, Bright, Aslakson, Zyla, Todd, Moore, Maike, Rumpf, Shimko, Weaver, Inabinett, Johnson, Gray, Wolfer, Axford, Calkins, Conley, Bajor, Ing, Thomson, VanLent, Isler, Berghoef, Stone, Zube, Balanda, Baran, Alspach, Wancour
Members absent with cause: Fadayomi, Wyss
Members absent:
Ex-Officio and Guests: Maixner, Hawkins, Jackson, Franklund, Damari, Eisler, Nicol, Bentley, Weller, Haik, Schult, Johnson L., Johnson M., Blake, Teahan, Leonard, Garrison, Durst, Reifert, Depew, Buse, Hughes, Prakasam, Piercey, Smith, Venkatesh, Cullen, Fagan, Militzer-Beneder,

1.	President Bacon called the meeting to order at 10:01 a.m.
2.	**Approval of Minutes.** Senator Epps moved to approve the minutes. Senator Zyla seconded. Secretary Isler noted that the approval date for accredited programs was September 15, not September 1. The motion passed 94% to 0 %with 6% abstaining.
3.	**Open Forum.** Senator Fox encouraged those who were interested to buy tickets for the Nutcracker which is coming to Ferris November 29th. It has not been on campus for several years. Vice-President Alspach reminded Senators of the Tuesday night volleyball match which had teams of current athletes and athletes with disabilities. Senator Calkins expressed his disappointment in the low voter turnout of voters for the non-tenure track faculty elections of 25%. He noted this was the second year of low turnout and he had expressed concerns to the rules committee. Senator Zyla noted that in the UCC report the revisions of form EF was coming up and also an issue questions the UCC had about the fact that the forms list only the outcomes and not the means of assessment, which committee members feel should be added to the form. General Education Coordinator Cliff Franklund suggested that the UCC if they wish to do this coordinate with assessment committee's processes. Senator Wancour noted that the State of Michigan has just approved dental therapist as a job classification- between a hygienist and a dentist. Senator Wolfer noted that Hospitality Management needed 150 students to help out at the Food and Wine Festival November 9-11th and encouraged RSOs with an interest to contact her. It is at the Devos Hall in Grand Rapids, Michigan.
4.	**Officer Reports/ President Report** President Bacon noted the Senate continues to work on its involvement with Academic Affairs. Vice-President Alspach noted that in order to make coordinating with committees with intensive workloads President Bacon was coordinating with Academic Program Review and she was coordinating with the University Curriculum Committee. All of the senators have now been assigned to committees and committees need to be submitting minutes from meetings to Sylvia for the Senate office and website. Secretary Isler thanked Senators Baran, Hanna, Wancour and Zube for agreeing to serve on the Rules Committee. Their first meeting would be occurring following the Senate meeting.
5.	**Committee Reports** APR Chair Gary Todd said the committee had one final meeting to finalize recommendations (in particular the

	general recommendations). They would be meeting with Academic Affairs and the Executive Committee on November 16th and with the full Senate on November 21, 2017. UCC Chair Rusty Leonard reported that 6 proposals passed that were included in the packet for information al purposes. They have requested to the Senate Executive Committee a member from RSS and are waiting for a response from the Senate Executive Committee. They are considering requiring assessment plans when revisions to curriculums come through (but are aware this may slow down the process). He reviewed revised EF forms and demonstrated for the Senate. The purpose is to streamline the process. The current pre-UCC meeting (academic affairs, registrar and UCC chair) has been moved to after departmental approval. This will allow things not have to be resent through the process if they are significantly changed. The new forms are now up but may use the old forms if partway through process until Fall 2017. The UCC would like all proposals for implementation tor fall to be at the UCC committee by December 1st of the previous year. This is in part because the checksheets need to be changed at that point (cannot change checksheets mid-year). Senator Baran asked a question about the Honors proposal and President Bacon suggested answering this later once the proposal has actually gone through. Senator Gray asked if this was a hard date- and noted it may be faster for a concurrent process. Senator Zyla expressed her gratitude to Michelle Johnson who created the forms. Senator Thomson noted that sometimes the process takes a while at a college committee level. Chair Leonard said the pre-UCC part should not take more than a week. Senator Alspach noted this change in process would make the correction of forms less of a faculty responsibility. General Education committee member Senator Conley spoke on how they two training sessions had low attendance but those who attended learned a lot. The subcommittees are working on their rubrics and membership models (how members are selected. Senator Fox expressed concern about how committees like Self and Society are picked. General Education Coordinator Franklund said he had recently been made aware of this issue and it was not revised at the time at which committee membership structures have changed. They are working with Leonard Johnson to develop a more standardized approach. Senator Fox from Arts and Lectures noted she had already announced the Nutcracker but she expressed a concern that committee had with low attendance numbers and that they were investigating why. Was it a cost issue and if so could events be made free? Senator Weaver noted the recent Nell Painter event had low attendance. Senator Maike suggested bringing in high school student. Senator Berghoef said the history of why done may not matter if committee wished to change. Dean Haike noted when even are held in Williams Auditorium the committee needs to pay fees for staffing the space.
8a.	**Presentation on Budget- Sally Depew, Budget Office.** Sally Depew, Budget Office gave a presentation on the budget. She defined the types of funds (general, designated and auxiliary). She gave an update on revenue and enrollment and how that has effected the budget. She noted the significant restrictions placed on TIP (Tuition Incentive Program) funding which has also impacted Ferris enrollment numbers. We did receive a 4.7% performance incentive increase from the state because it correlates with our metrics. Our largest issues with enrollment relate to the decrease in the number of high school graduates in Michigan. 5.1 million dollars were cut from the Fiscal Year 2017 budget and estimated 3.0 million from the Fiscal Year 2018 budget. Senator Johnson asked if TIP students were awarded on first come, first serve? President Eisler noted some students received non-TIP funds to compensate but it affected approximately 296 freshman. Senator Gray asked about whether online students are included (and if they are running with empty seats) Director DePew could not answer that question. Senator Moore asked about jobs leaving Michigan being a key issue? President Eisler said the more relevant issue is the birthrate for remaining residents of Michigan which was half that that of 1957. Senator Marion asked a question about freezing faculty lines? President Eisler said they are not frozen and all positions are reviewed on a case by case basis when they are vacated.
8b.	**Presentation on ADA Compliance in Blackboard** Jackie Hughes, from Online Learning gave a demonstration of Blackboard and how it can be made more ADA compliant. She showed the dial which evaluates the accessibility of all attached documents within the course shell. Ferris has subscribed to a service called Blackboard Ally, which can generate machine automated transformations for some documents. For others, they need to be viewed, and edited appropriately. Over winter break, sessions will be offered as a 2 day workshop in order to allow faculty a chance to work on fixing these documents. Senator Berghoef encouraged senators to attend these workshops and asked about current level of

	compliance. With Ally compliance is 35% and otherwise only 25%. Hughes noted the easiest way to be compliant is to fix it which creating the original document (and to use headers). Senator Ing noted email can also be non-compliant. Senator Moore asked if numbers are more complicated. Hughes acknowledged that symbo are more complicated to descript. Senator Wolfer noted in her experience documents in pdf format showed up as less compliant than those left in Word.
8c	**Presentation Panel on Linked Courses** This presentation was on linked courses at Ferris. For the past few years, courses have been linked (on this panel they were grouped as Math- English or English-Business). Presenters included Kristen Conley, Roxanne Cullen, Deidre Fagan, Erin Militzer-Benander, Melissa Smith, Anil Venkatesh and Kirk Weller. Peircey and Cullen, who were the first faculty group to lead a cohort note that the goal was to make learning less of a passive activity. Senator Peircey noted that algebra was really just another form of communication and the common problem for both disciplines was the ability to do critical reading. Professor Venkatesh also noted the reading component was an issue for his students as well but one of the advantages of the team approach is he never had to answer the "why do we have to do this math" that he did in other courses. For readings Venkatesh and Fagain coordinated on a variable assignment. Professor Fagan added how this worked well with business content such as linked order and saw incredible growth. Students from the previous cohort are volunteering to come in and work with current student and still come back to meet with instructors. Professors Smith and Militzer-Benander have a math and English group who are also Education majors and they focus on the teaching methodsa s well as content. They have an experts scale. Senator Conley concluded by noting the benefits of community for these students.
9.	Because of the time, the remainder of the agenda items were skipped. The meeting was adjourned at 11:55 a.m.

Academic Senate Diversity Committee

April 4, 2017

1 Members (College, years remaining)

- Anuli Njoku (CHP, 3)
- Adnan Dakkuri (PHR, 2)
- John Scott Gray (OPT, 1)
- Felix Bollou (BUS 3)
- David McCall (RSS, 3)
- Nathan Leatherman (CET, 2)
- Mike Mendenhall (EHS, 1)
- Anil Venkatesh – Chair (AL, 3)
- Heather Symon-Bassett (L/C, 3)
- Kristin Conley (SR, 1)
- Eric Warner (CAS, 2)

2 Objectives

1. Serve as a liaison between organizations promoting campus diversity and inclusion, and the Academic Senate
2. Demonstrate leadership by guiding the Academic Senate in its response to current diversity related issues
3. Collaborate with FCTL to support training and development initiatives that focus on diversity and inclusion
4. Serve, in partnership with University Archives, as a repository for diversity and inclusion initiatives generated by faculty, staff, and students

3 Review of Past Recommendations

- Expand successes of CAS-CET coordination in 2016-17 to new cross-campus collaboration.
- Improve visibility of online postings of diversity-related events, and increase coordination between sources of these postings to amplify the message and reduce duplication of labor.
- Enhance offerings of diversity and inclusion training for students, faculty, and staff through collaboration with experts such as FCTL and the Center for Latin@ Studies.

4 Progress Report

- Starting this semester, we have instituted a policy of hosting individuals from diversity and inclusion focused units at our monthly meetings. This initiative is consistent with the committee's primary objective of serving as a liaison for campus diversity and inclusion.
- We have identified a promising way to improve the visibility of online postings of diversity-related events on campus, using only the current functionality of the Ferris Outlook server. The system is being piloted by Paul Zube in the CAS Dean's Office. We are working with our contacts around campus to raise awareness of this initiative and encourage other units to adopt similar systems.
- Through Brooke Moore in Retention and Student Success, we are providing sensitivity training for FSUS instructors.

5 New Initiatives

- In addition to our ongoing work, we have identified community mentoring as a key objective for the coming year. We are partnering with Endless Opportunities, a Grand Rapids based mentorship program that predominantly serves black and hispanic youth in the city. The objective is to provide high quality, practical enrichment and workshops from Ferris faculty to students in the program. So far, we have run two workshops on credit card math and personal finance. We are currently planning workshops from Ferris faculty in public health, education, criminal justice, and philosophy.
- In conversation with Paul Zube, we have learned that featuring students in social media content can dramatically increase visibility. Next semester, we will be joined by a representative from Student Government who will help us achieve this objective.

Please consider the following a formal statement on the attached Medical Withdrawl Policy from the Academic Policy and Standards (APS) Committee to the Academic Senate.

The Senate APS committee met with Lindsay Barker, Director of Ferris State University's Birkam Health Center and Personal Counseling Center, and Associate Provost Johnson at our October meeting to begin discussion of revising the Medical Withdrawal Policy. The discussions, and updating of the policy continued through the committee's November meeting.

The APS committee approved the updated document via an email vote on 28 November 2017. This Policy, as now written, provides a fair and concise process for all concerned parties; including students, faculty and staff, and the administration. The APS committee has decided to include in the official policy statement the flow chart outlining options available to the student (the second page of the packet), and related forms, checklists and a sample medical release statement (pages 3 – 8 of the packet) that had heretofore been used throughout the University by various parties to support the Medical Withdrawal policy.

This packet has now been submitted for the Senate's consideration at the December 2017 meeting. APS committee members, as well as Lindsay Barber will be in attendance at the Senate Meeting to answer any questions and/or concerns that may arise.

dr. jf (jim) nystrom
APS Committee Chair

FERRIS STATE UNIVERSITY
Academic Affairs

Academic Affairs Policy Letter

Policy 18:2

MEDICAL WITHDRAWAL FROM THE UNIVERSITY

A student may initiate a Medical Withdrawal from the University by contacting the Registrar's Office in the Timme Center for Student Services. A Medical Withdrawal results in a student being withdrawn from ***all classes*** for either a part of a term/session or full semester. Medical Withdrawals will result in the grade of "MW".

If a Medical Withdrawal is initiated after the end of a semester, or if a student is attempting to change an Academic Withdrawal to a Medical Withdrawal, all required forms and medical documentation and must be submitted to the Birkam Health Center no later than January 1 of the following year for Fall Semester, June 1 of the same year for Spring Semester, or September 1 of the same year for Summer Semester.

Grades awarded for part of a term/session courses completed on or before the effective Medical Withdrawal date will remain as assigned and credit will be given for those courses. Examples would be courses in session A, or session B. Within the part of term/session, the Medical Withdrawal is effective when the student is/was no longer able to attend classes due to documented medical reasons. Upon receipt of all required documentation as described in the attached Medical Withdrawal Packet (specifically, the Request to Withdraw from Ferris State University For Health Reasons form and the required documentation), the Birkam Health Center will submit a Medical Withdrawal to the Registrar's Office.

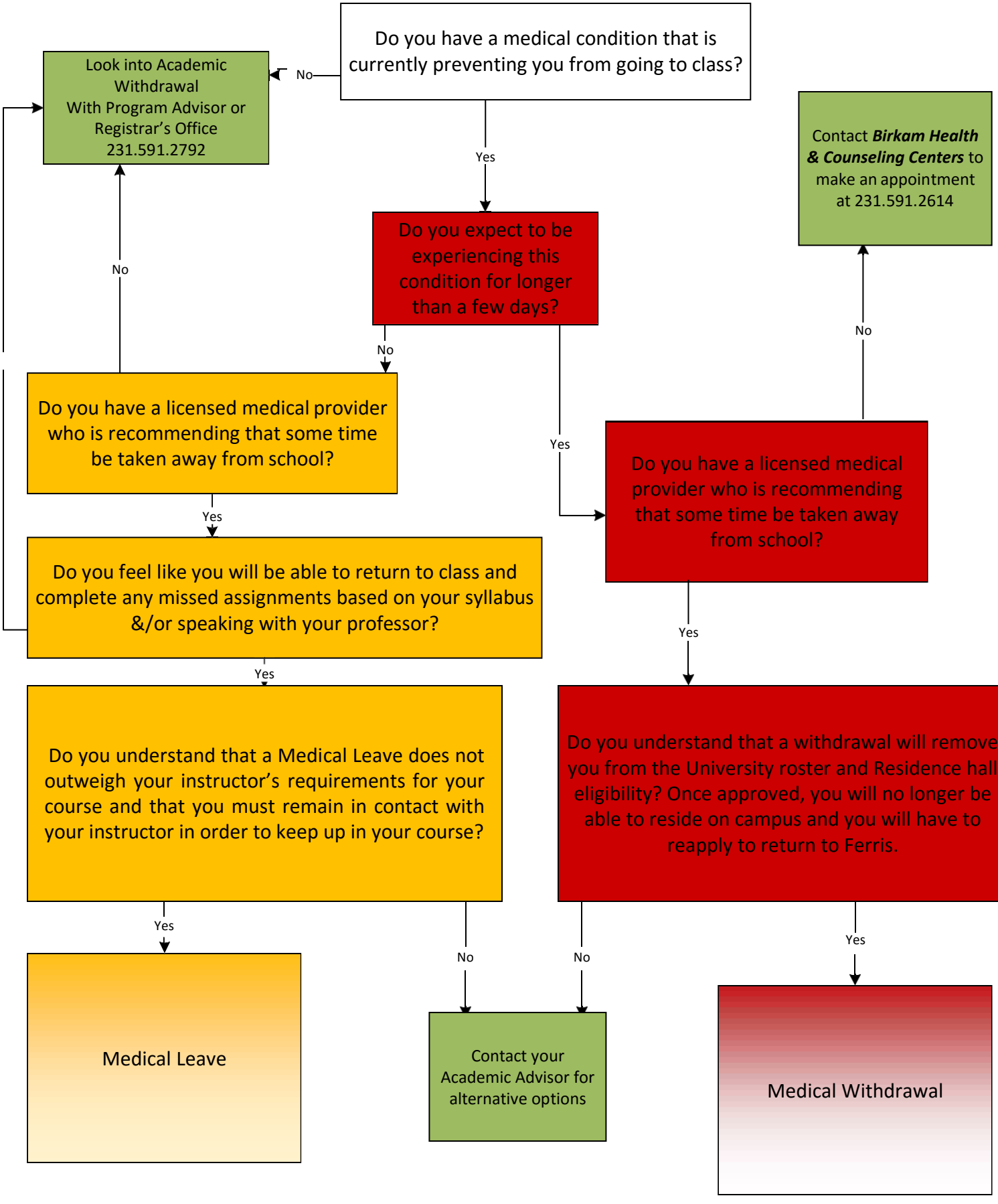
Students who receive a Medical Withdrawal effective fall or spring semester, and wish to return to the University, must reapply for admission and financial aid. The Birkam Health Center will place a "Medical Hold" on the student's record, preventing the student from registering for future semesters, until the hold is cleared by the Birkam Health Center as explained in the attached Medical Withdrawal Packet (specifically, the student needs to fill out the Request to Lift Registration Hold after a Medical Withdrawal form and provide the required documentation). Summer semester Medical Withdrawals may or may not affect a student's fall class schedule or financial aid as the student is not required to reapply for admission.

The withdrawal process is the responsibility of the student and will be initiated by the Registrar's Office. The Dean of Enrollment Services will review exceptions to all withdrawal policies. To remain in compliance with federal regulations, the University may change withdrawal policies without prior notification.

DRAFT

Office of Academic Affairs | 1201 S. State St. | Big Rapids, MI 49307
Phone: (231) 591-2300 | Fax: (231) 591-3592 | www.ferris.edu

Should I do a Medical Leave or a Medical Withdrawal?



FERRIS STATE UNIVERSITY

Birkam Health and Counseling Centers

Total Withdrawal for Medical Reason(s) Checklist

The following items are required in order for a student to complete the request for a total withdrawal from Ferris State University for a medical reason. Please contact the listed department with any questions regarding these steps.

_____ Speak with Registrar's office about total withdrawal and possible implications. If in person go to the Student Services Counter in Timme Center.
Registrar's Office: Ph: (231) 591-2792

_____ Contact the Office of Housing and Residence Life if you are currently living in campus housing to discuss timeline for vacating residence.
Office of Housing and Residence Life: Ph: (231) 591-3745

_____ Review *"WITHDRAW FROM ALL CLASSES – THINGS TO CONSIDER"* from Office of Scholarships and Financial Aid.
Student Financial Services: Ph: (231) 591-3945 (Debi Whitman)

_____ Review and complete *"REQUEST TO WITHDRAW FROM FERRIS STATE UNIVERSITY FOR HEALTH REASONS"* packet and return to Birkam Health & Counseling Center.
Birkam Health & Counseling Centers: Ph: (231) 591-5968, Fax: (231) 591-5336

_____ Retrieve *signed recommendation letter* from your licensed medical provider and return to Birkam Health & Counseling Center.
Birkam Health & Counseling Centers: Ph: (231) 591-5968, Fax: (231) 591-5336

Once these steps have been completed, your medical withdrawal will be processed through the necessary departments. A confirmation will be sent to your Ferris State University email account when the Medical Withdrawal is complete. Contact the Registrar's office for updates regarding your request.

FERRIS STATE UNIVERSITY
Office of Scholarships & Financial Aid

WITHDRAWAL FROM ALL CLASSES – THINGS TO CONSIDER

What happens if I am registered for classes next semester?

Your future class schedule will be cancelled. You must apply for readmission through the Admissions and Records Office. You may apply online by going to www.ferris.edu. Click on Free Online Application, select Re-Admit Application. You must meet the same requirements expected of new applicants.
Exception: Summer withdrawals will not affect your admission status or fall class schedule. Off-campus and graduate students may not have to apply for readmission and future classes may be retained.

Will I owe the University money if I withdraw?

Many students who withdraw will owe the University money. Frequently the tuition and housing charges, if applicable, that are reduced on your account are not the same amount as the funds that must be returned to the federal financial aid programs. This results in you owing the University money. **To inquire how this withdrawal may affect your account balance, please contact Business Operations at (231) 591-3945.** (You may leave a message and someone will return your call.)

What happens to my financial aid?

- **Your future financial aid may be cancelled**. You must contact the Financial Aid Office at finaid@ferris.edu to determine what steps may be required to assure your future financial aid.
- **You will begin to use your student loan grace periods**. Please complete Direct Loan Exit Counseling (Perkins Loan Exit Counseling must also be completed if you have had a Perkins Loan while attending FSU. You will receive an email from University Accounting Service when you can complete the counseling.)
- **Business Operations is required to pro-rate your federal aid** – which means they will determine how much of your federal financial aid you have earned by the official withdrawal date. Any "unearned" federal financial aid must be returned to the appropriate programs.

Will I get a tuition and housing refund if I withdraw?

Refunds are based on University Refund Policy. A portion of your federal aid may have to be returned to the student aid programs. This could result in a balance due the University.
*Questions should be directed to Business Operations at (231) 591-3945. (You may leave a message and someone will return your call.)

If I have a credit on my account after I withdraw, when do I get the money?

All refunds will be processed within three to four weeks. A refund check will be mailed to your permanent address, or the refund will be direct deposited if you have a valid direct deposit account set up.

If I live on campus, how long do I have before I must move out?

- **Residence Halls**: You must vacate your room within forty eight (48) hours after you process a total withdrawal. Questions should be directed to Residential Life at (231) 591-3745.
- **Campus Apartments**: The move out date may vary. Please call (231) 591-3758 to determine your apartment status.

Who do I contact to begin the withdrawal process?

- You may contact the Registrar Office by calling (231) 591-2792.
- You may withdraw in person by going to the Timme Center for Student Services.
- Medical Withdrawals should be initiated by contacting the Registrar Office at (231)591-2792 or toll free at 1(800)433-7747. Upon review of the possible ramifications, if a Medical Withdrawal is still desired, the student will be referred to Birkam Health Center for Medical Withdrawal approval.

Timme Center for Student Services
1201 S. State Street, CSS 101
Big Rapids, MI 49307 FAX 231-591-2950

Kendall College of Art and Design of FSU
17 Fountain Street NW
Grand Rapids, MI 49503 FAX 616-831-9689

FERRIS STATE UNIVERSITY
Birkam Health and Counseling Centers

Request to Withdraw from Ferris State University
For Health Reasons

A health withdrawal is a complete separation from the University (not a leave of absence). Once a student has withdrawn from the University, he/she must apply for readmission through the Admissions Office. A letter from a licensed health professional will be required to verify that the student is mentally and physically able to return to the University and have a successful semester.

Withdrawal is requested for: ___ Fall Year: _

____ Spring

____ Summer

I, _____, _____,
Student's Full Name (printed) Student Number

request a withdrawal from Ferris State University for health reasons.

I have read and understand the information regarding "*Total Withdrawals*" from the University and *"Withdrawal from All Classes – Things to Consider"* (available at http://www.ferris.edu/htmls/administration/businessoffice/withdrawal.htm and http://www.ferris.edu/HTMLS/administration/businessoffice/WithdrawalThingstoConsider.pdf).

I understand that if this request is approved, it is effective immediately and may not berescinded.

_____ _____
Signature Date

_____@ferris.edu
FSU Email Address

Permanent Address: _____

_____

Phone: _____

College: ____ Arts & Sciences
___ Education & Human Services
___ Health Professions
___ Optometry
___ Retention and Student Success
_ Business
_ Engineering Technology
_ Kendall
_ Pharmacy

1019 Campus Drive
Birkam Health Center
Big Rapids, MI 49307

Health Center
Phone: 231.591.2614
Fax: 231.591.5336

Personal Counseling Center
Phone: 231.591.5968
Fax: 231.591.5336

SAMPLE LETTER OF SUPPORT FOR MEDICAL WITHDRAWAL

Successful letters in support of medical withdrawal identify the following six points:

1. Student name
2. Date of first visit/treatment during the semester of requested withdrawal
3. Period of treatment during the semester the withdrawal is requested
4. Recommendation for withdrawal for medical reasons *(specific diagnosis &/or medical reason is not required)*
5. Original document with signature and license number of professional *(must be licensed medical provider, i.e. M.D., D.O., N.P., PA-C, PhD., L.P.C., M.S.W, etc*), on letterhead with contact information.

DATE: Date of Letter

To: Director of Health Services
Birkam Health Center and Personal Counseling Center
1019 Campus Drive, BHC 210
Big Rapids, MI 49307

RE: Medical Withdrawal

Re: Student Name

From: Provider, License Number (contact information)

Ms. Student has been my patient since September 2013 seeking treatment. On July 7, 2014 I met with Ms. Student and at that time it was determined that she would be unable to complete her (Fall, Spring, Summer) coursework. Please accept my recommendation for her request for medical withdrawal for the (Fall, Spring, Summer) session for which she was enrolled.

FERRIS STATE UNIVERSITY
Birkam Health and Counseling Centers

Request to Lift Registration Hold after a Medical Withdrawal

To return to the University after a Medical Withdrawal, a student must apply for readmission through the Admissions Office. A letter from a licensed health professional is required to verify that the student is mentally and physically able to return to the University and have a successful semester.

Return is requested for: _____ Fall Year: _

_____ Spring

_____ Summer

I, _____ ,_____,
Student's Full Name (printed) Student Number

request to have the registration hold lifted from my account.

I understand that this request only lifts the registration hold placed on my account after taking a Medical Withdrawal. I will need to contact the following offices regarding any further documentation required to return to the University.

Admissions:	(231) 591-2100
Financial Aid:	(231) 591-2110
Housing & Residence Life:	(231) 591-3779

_____ _____
Signature Date

_____ @ferris.edu
FSU Email Address

Permanent Address: _____

_____

Phone: _____

College:
__ Arts & Sciences
_____ Education & Human Services
_____ Health Professions
_____ Optometry
_____ Retention and Student Success
_____ Business
_____ Engineering Technology
_____ Kendall
_____ Pharmacy

1019 Campus Drive
Birkam Health Center

Big Rapids, MI 49307-2280

Health Center
Phone: 231.591.2614
Fax: 231.591.5336

Personal Counseling Center
Phone: 231.591.5968
Fax: 231.591.5336

SAMPLE LETTER OF A MEDICAL RELEASE TO RETURN TO SCHOOL AFTER A MEDICAL WITHDRAWAL

Successful letters of a medical release to return to school identify the following six points:

1. Student name
2. Date of Medical Release to return to school
3. Recommendation for return to school
4. Original document with signature and license number of professional *(must be licensed medical provider, i.e. M.D., D.O., N.P., PA-C, PhD., L.P.C., M.S.W, etc*), on letterhead with contact information.

DATE: Date of Letter

To: Director of Health Services
Birkam Health Center and Personal Counseling Center
1019 Campus Drive, BHC 210
Big Rapids, MI 49307

RE: Medical Release

Re: Student Name

From: Provider, License Number (contact information)

Ms. Student has been my patient since September 2013 seeking treatment for a health condition. In the (Fall, Spring, Summer) semester, Ms. Student requested to take a Medical Withdrawal from school. At that time, it was determined that Ms. Student would be unable to complete her coursework for the (summer) term. Her condition has now stabilized and as of November 1, 2014, she may return to her studies at the university and successfully resume her coursework in the next possible term.

Rules Committee Report. December 2017.

The Rules Committee for the Academic Senate in 2017-18 consists of Senator David Hanna (Engineering Technology), Senator Melinda Isler (Librarians/Counselors), Senator Rose Baran (Pharmacy) Senator Susan Wancour (Health Professions) and Senator Paul Zube (Non-Tenure Track)

The committee has met once and reviewed some charter issues which were submitted to the Senate Executive Committee prior to the formation of the committee. The committee plans to send out a request via email in December for input and will be holding forum at 9 a.m., directly prior to the January 9th Senate meeting.

Any issues a senator wishes to bring up can be sent to Chair Melinda Isler (or other committee members if that is more convenient) at any time. The plan is to submit the recommendations to the Senate in the Spring for approval.

The current charter is available at https://ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/pdfs-docs/charterfinaldec2016.pdf

Current Proposals

1) Addition of an at-large member to the Senate Executive Committee (and the provision that no more than 2 members of the at large group can be from a single college)
2) Revision of language to specific that the non-tenure track faculty member's term goes through September of the following year.
3) Article IV, section 3 was not corrected in last charter revisions to reflect the number of non-tenure track faculty members as 3 instead of 2.
4) Clarify and define that ex-officio members of Senate committees are non-voting

18-026 SEP 18 2017

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: SCWK 610 Name and Outcome Change; SCWK 680 delete; SCWK 632 addition; SCWK 691, SCWK 692, SCWK 693, SCWK 591, and SCWK 592 Contact Hours Change; SCWK 591, 592 Credit Hours Change; SCWK 699 Grading Type Change

Initiating Individual: Janet Vizina-Roubal **Initiating Department or Unit:** Social Work

Contact Person's Name: Wendy Samuels **Email:** samuelsw@ferris.edu **Phone:** 231-591-5896

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		FORM (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☒	☒			☐	
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Janet Vizina-Roubal, MSW Program Coordinator Janet Vizina-Roubal /ws	8/23/2017	_x_ Support _ Support with Concerns _ Not Support _ Abstain
Department/School/Faculty Representative Vote **	Social Work Faculty Wendy Samuels	8/23/2017	_13_ Support _ Support with Concerns _ Not Support _ Abstain
Department/School Administrator	Wendy Samuels, Department Chair Wendy Samuels	8/23/2017	_X Support _ Support with Concerns _ Not Support _ Abstain
College Curriculum Committee/Faculty	Mark Thomson Mark Thomson	11/2/17	6 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative	Katherine Harris Katherine Harris	10/2/17	X Support _ Hold _ Not Support
Dean	Joseph Lipar Joseph Lipar	10/3/17	X Support 0 Support with Concerns 0 Not Support
University Curriculum Committee **	RUSS LEONARD Russ Leonard	11/09/17	✓ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
** Number Count must be given for all members present and/or voting.
To be completed by Academic Affairs Date of Implementation: _____

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

The Social Work Department has made extensive revisions to the MSW program based upon our assessment data, student feedback and prior curricular changes. This proposal incorporates those course changes in the social work MSW program. 1) We are combining two of our courses in the MSW Program (SCWK 610 Policy Advocacy and SCWK 680 Leadership and Supervision) by adding Leadership to the SCWK 610 class, adding Supervision to the new second clinical class (SCWK 632). 2) We are deleting SCWK 680. 3) We are also adding a new course, SCWK 632 to the curriculum to reflect student feedback in wanting more clinical lab time. 4) We are substantially changing our field courses. Initially, we decided that our field hours in the first two field placements in the foundation year would be more than our advanced year because the foundation year students do not have a BSW and have not had prior experience in the field. Initially we began these students in their first semester with no social work coursework. After our first year of operation, and with substantial feedback from our field instructors, we moved the beginning of the field experience to the student's second semester in the spring semester. After piloting this last year, we have determined that the number of field hours and therefore the field credit hours could be reduced, as students now experience a good foundation in the profession in their first semester coursework. We also considered student debt and the alignment with both our BSW and MSW field hours. We are proposing a reduction in field credit hours from 6 credits to 4 credits for SCWK 591 and 592 and a change in the contact hours to 240 hours. We are also changing the number of contact hours in the SCWK 691,692 and 693 to give students more experience time in their field placements. 5) We are also changing the grading requirement for our Capstone class, SCWK 699 to become a CR/NC class. This enables students to have a richer learning experience instead of being so focused on achieving an A. Passing in the graduate program is a B.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☒ New ☒ Modification ☒ Deletion

Name of Degree, Major, etc.: SCWK

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
SCWK	632	Adv Clinical Prac/Supervision

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
SCWK 680	Leadership and Supervision	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
SCWK	610	Leadership, Policy & Advocacy
SCWK 691	Advanced Field Practicum I	
SCWK 692	Advanced Field Practicum II	
SCWK 693	Advanced Field Practicum III	
SCWK 591	Field Practicum I	
SCWK 592	Field Practicum II	
SCWK 699	Social Work Capstone Project	

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
SCWK 680	Leadership and Supervision	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form B UGPC	8/24/2017 and re-sent 9/18/2017	UGPC	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **MSW Check-sheet – Name change SCWK 610; Deletion of SCWK 680, Addition of SCWK 632, Change in credit hours for SCWK 591, 592.**

☒ Add Course ☒ Delete Course ☒ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

☐ Move from elective to required ☒ Change Outcomes and Assessment Plan ☒ Change Credit hours

8. List all Checksheets affected by this proposal: Only the MSW Check-sheet will be affected.

College	Department	Program
CAS	Social Work	Master of Social Work

FORM B - Graduate

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: Change Credit Hours for SCWK 591

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent:** 8/28/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we:

- [x] 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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. 10-10-17 **Date Returned:** Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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.

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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: Change Credit Hours for SCWK 592

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent**: 8/28/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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.

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   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: SCWK 610 Name and Outcome Change

Initiator(s): Janet Vizina-Roubal and Wendy Samuels

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** Click here to enter text. 10-10-17

Signature: Liza Ing

FORM B - Graduate

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.

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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: SCWK 632 Advanced Clinical Practice

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108 B
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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.

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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: Delete SCWK 680 Leadership and Supervision

Initiator(s): Janet Vizina-Roubal and Wendy Samuels

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

Effective Fall 2016

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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: Change Contact Hours SCWK 691

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we:

- [x] 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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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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   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: Change Contact Hours SCWK 692

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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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   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: Change Contact Hours SCWK 692

Initiator(s): Janet Vizina-Roubal

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

FORM B - Graduate

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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   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: SCWK 699 Grading Change

Initiator(s): Janet Vizina-Roubal and Wendy Samuels

Proposal Contact: Wendy Samuels **Date Sent:** 8/4/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Click here to enter text. Liza Ing **Date Received:** Click here to enter text. **Date Returned:** 10-10-17 Click here to enter text.

Signature: Liza Ing

Form C
Effective Fall 2016

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: SCWK 610 Leadership, Policy & Advocacy Name and Outcome Change; Addition of SCWK 632; Deletion of SCWK 680; Change in Contact Hours for SCWK 691, 692 and 693; Change in Contact Hours and Credit Hours for SCWK 591, 592; Change in grading for SCWK 699.

Projected number of students per year affected by proposed change: 40

Initiator(s): Janet Vizina-Roubal and Wendy Samuels

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017; resent 9/18/2017

Department: Social Work **Campus Address: ASC 2108**
(Please type)

Liaison Librarian Signature: Stacy A. Ackerman **Date Received:** 10/12/2017

Dean of FLITE Signature: Click here to enter text. **Date Returned:** 10/20/17

Based upon our review on 10/12/17 (date), FLITE concludes that:

- ☒ Library resources to support the proposed curriculum change are currently available.
- ☐ Additional Library resources are needed but can be obtained from current funds.
- ☐ Support, but significant additional 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 this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. Click here to enter text.

None of these changes have any bearing on library resources.

PROPOSED

MASTER OF SOCIAL WORK

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: JANET VIZINA-ROUBAL
PHONE: (231)357-2816 OFFICE: ASC 2094/UCSuite 100E-MAIL: JanetVizinaRoubal@ferris.edu

Admission requirements for Traditional Program: Bachelor's Degree from an accredited college or university. Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences, political science, humanities and the sciences. 3.0 overall undergraduate GPA

Graduation Requirements **SOWK-MSW-AS**:
1. 3.0 GPA in all courses
2. Minimum 62 credits
3. Completion of all courses listed Traditional Year and Advanced Year

Admission Requirements for Advanced Standing: Bachelor in Social Work from a CSWE accredited social work program. 3.2 overall GPA; 3.5 average in all social work courses.

Graduation Requirements **SOWK-MSW-AS**:
1. 3.0 GPA in all courses
2. Minimum 35 credits
3. Completion of all courses listed Advanced Year

Program Requirements: **For students entering Fall 2018**

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
Traditional Year 30 credits					
SCWK	510	Policy Analysis & Advocacy		3	
SCWK	520	Generalist Macro Practice		3	
SCWK	530	Generalist Micro Practice		4	
SCWK	540	Human Behavior/Social Environ		3	
SCWK	550	Research Methods		3	
SCWK	560	Diversity & Social Justice		3	
SCWK	591	Field Practicum I		4	
SCWK	592	Field Practicum II	(SCWK 591)	4	
Advanced Year 35 credits					
SCWK	610	Leadership, Policy & Advocacy	(Advanced Standing or Traditional Year)	3	
SCWK	620	Advanced Group Practice	(Advanced Standing or Traditional Year)	3	
SCWK	630	Advanced Micro Practice	(Advanced Standing or Traditional Year)	4	
SCWK	631	Cognitive Behavioral Therapy	(Advanced Standing or Traditional Year)	1	
SCWK	632	Advanced Clinical Practice	(Advanced Standing or Traditional Year	3	
SCWK	650	Applied Social Work Research	(Advanced Standing or Traditional Year)	3	
SCWK	660	Clinical Assessment and Diagnosis	(Advanced Standing or Traditional Year)	3	
SCWK	691	Advanced Field Practicum I	(Advanced Standing or Traditional Year)	4	
SCWK	692	Advanced Field Practicum II	(SCWK 691)	4	
SCWK	693	Advanced Field Practicum III	(SCWK 692)	4	
SCWK	699	Social Work Capstone Project	(SCWK 650, Advanced Standing or Traditional Year)	4	

Sample Course Sequence
Traditional Year (27 credits)

TRADITIONAL YEAR Fall Semester

SCWK 530 Generalist Micro Practice	4
SCWK 540 Human Behavior/Social Eviron	3
SCWK 550 Research Methods	3
	10

TRADITIONAL YEAR Spring Semester

SCWK 510 Policy Analysis and Advocacy	3
SCWK 520 Generalist Macro Practice	3
SCWK 560 Diversity & Social Injustice	3
SCWK 591 Field Practicum 1	4
	13

TRADITIONAL YEAR Summer Semester

SCWK 591 Field Practicum 2	**4**

Advanced Year (31 credits minimum)

ADVANCED YEAR Fall Semester

SCWK 620 Advanced Group Practice	3
SCWK 630 Advanced Micro Practice	4
SCWK 660 Clinical Assessment/Diagnosis	3
SCWK 691 Advanced Field Practicum 1	4
	14

ADVANCED YEAR Summer Semester

SCWK 693 Advanced Field Practicum 3	4
SCWK 699 Social Work Capstone Project	4
	8

ADVANCED YEAR Spring Semester

SCWK 610 Leadership, Policy& Advocacy	3
SCWK 632 Adv Clinical Prac/Supervision	3
SCWK 650 Applied Social Work Research	3
SCWK 692 Advanced Field Practicum 2	4
	13

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

PROPOSED

MASTER OF SOCIAL WORK

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: JANET VIZINA-ROUBAL
PHONE: (231)357-2816 OFFICE: ASC 2094/UCSuite 100E-MAIL: JanetVizinaRoubal@ferris.edu

Admission requirements for Traditional Program: Bachelor's Degree from an accredited college or university. Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences, political science, humanities and the sciences. 3.0 overall undergraduate GPA

Graduation Requirements **SOWK-MSW-AS**:

1. 3.0 GPA in all courses
2. Minimum 62 credits
3. Completion of all courses listed Traditional Year and Advanced Year

Admission Requirements for Advanced Standing: Bachelor in Social Work from a CSWE accredited social work program. 3.2 overall GPA; 3.5 average in all social work courses.

Graduation Requirements **SOWK-MSW-AS**:

1. 3.0 GPA in all courses
2. Minimum 35 credits
3. Completion of all courses listed Advanced Year

Program Requirements: **For students entering Fall 2017**

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
Traditional Year 30 credits					
SCWK	510	Policy Analysis & Advocacy		3	
SCWK	520	Generalist Macro Practice		3	
SCWK	530	Generalist Micro Practice		4	
SCWK	540	Human Behavior/Social Environ		3	
SCWK	550	Research Methods		3	
SCWK	560	Diversity & Social Justice		3	
SCWK	591	Field Practicum I		4	
SCWK	592	Field Practicum II	(SCWK 591)	4	
Advanced Year 35 credits					
SCWK	610	Leadership, Policy & Advocacy	(Advanced Standing or Traditional Year)	3	
SCWK	620	Advanced Group Practice	(Advanced Standing or Traditional Year)	3	
SCWK	630	Advanced Micro Practice	(Advanced Standing or Traditional Year)	4	
SCWK	632	Advanced Clinical Practice	(SCWK 630,Advanced Standing or Traditional Year)	3	
SCWK	650	Applied Social Work Research	(Advanced Standing or Traditional Year)	3	
SCWK	660	Clinical Assessment and Diagnosis	(Advanced Standing or Traditional Year)	3	
SCWK	691	Advanced Field Practicum I	(Advanced Standing or Traditional Year)	4	
SCWK	692	Advanced Field Practicum II	(SCWK 691)	4	
SCWK	693	Advanced Field Practicum III	(SCWK 692)	4	
SCWK	699	Social Work Capstone Project	(SCWK 650, Advanced Standing or Traditional Year)	4	

Sample Course Sequence
Traditional Year (27 credits)

TRADITIONAL YEAR Fall Semester	
SCWK 530 Generalist Micro Practice	4
SCWK 540 Human Behavior/Social	3
Environ SCWK 550 Research Methods	3
SCWK 591 Field Practicum 1	4
	14

TRADITIONAL YEAR Spring Semester	
SCWK 510 Policy Analysis and Advocacy	3
SCWK 520 Generalist Macro Practice	3
SCWK 560 Diversity & Social Injustice	3
SCWK 592 Field Practicum 2	4
	13

Advanced Year (35 credits minimum)

ADVANCED YEAR Fall Semester	
SCWK 620 Advanced Group Practice	3
SCWK 630 Advanced Micro Practice	4
SCWK 660 Clinical Assessment/Diagnosis	3
SCWK 691 Advanced Field Practicum 1	4
	14

ADVANCED YEAR Spring Semester	
SCWK 610 Leadership, Policy& Advocacy	3
SCWK 632 Adv Clinical Prac/Supervision	3
SCWK 650 Applied Social Work Research	3
SCWK 692 Advanced Field Practicum 2	4
	13

ADVANCED YEAR Summer Semester	
SCWK 693 Advanced Field Practicum 3	4
SCWK 699 Social Work Capstone Project	4
	8

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Form EF
Effective Fall 2016

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): 201808

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

II.COURSE IDENTIFICATION: SCWK 610 Leadership, Policy & Advocacy

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 Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
SCWK	610	3	2	2		SCWK	610	3	3		
Title: Advanced Policy& Advocacy						Title: Leadership Policy & Advocacy					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
3		Advanced Standing or SCWK 510				3					
Course/Catalog Description *(125 words)*						Course/Catalog Description *(125 words)*					
This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.						This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and advanced policy advocacy. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, and development of effective policy with emphasis on political processes. Students will also identify their individual leadership styles and gain knowledge and skills for effective leadership					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						Click here to enter text.					

Learning Outcomes	**Learning Outcomes**
1. Analyze the impact of policy implementation on their own social work practice and professional development Practice Behaviors 2.8, 3.5, 5.5, 9.1 Assessment: Agency Policy Analysis	1. Analyze the impact of policy implementation on their own social work practice and professional development **Practice Competencies: 2.1-2.4, 3.1-3.4, 5.1-5.5** **Assessment: Agency Policy Analysis**
2. Describe how political ideologies and social values impact policy advocacy and implementation	2. Describe how political ideologies and social values impact policy advocacy and

Practice Behaviors 8.3, 9.1 Assessment: Policy Debates	implementation, especially with vulnerable populations. **Practice Competencies: 2.1-2.4, 3.1-3.4, 5.1-5.5** **Assessment: Policy Advocacy Project**
3. Reflect and evaluate own ideological and value positions regarding policy practice and compare to professional social work values Practice Behaviors 1.9, 2.4, 2.9, 3.5 Assessment: Agency Policy Analysis	3. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Competencies: **2.1-2.4, 3.1-3.4, 5.1-5.5, 8.1-8.3, 8.6, 9.3** **Assessment: Agency Policy Analysis; Policy Advocacy Project; Policy in the Media Presentations**
4. Describe the rationale for policy advocacy by social workers in all areas of social work practice Practice Behaviors 8.1, 8.4 Assessment: Policy Debates	4. Analyze how the shifting bonds of community to hierarchy impact policy leadership **Practice Competencies: 2.1, 3.1, 5.3** **Assessment: Policy Advocacy Project**
5. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Behaviors 1.1, 4.3, 4.4, 6.2, 8.1, 9.2 Assessment: Policy Debates	5. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change **Practice Competencies: 5.1-5.5** **Assessment: Policy Advocacy Project**
6. Describe how historical trauma of vulnerable groups has affected social policy affecting those groups Practice Behaviors 2.8, 4.9 Assessment: Policy Debates	6. Identify and use knowledge of relationship dynamics, particularly power differentials in developing supervision skills and leadership strategies. **Practice Competencies: 1.6, 2.3, 3.4, 5.3, 6.1, 8.1** **Assessment: Agency Policy Analysis, Policy Advocacy Project: Leadership Style Profile**
7. Analyze how policies impact social service delivery and policy advocacy facilitates the delivery of effective social services Practice Behaviors 8.1, 8.4 Assessment: Policy Debates	
8. Describe how globalization impacts and affects and sometimes harms vulnerable populations in the US Practice Behaviors 8.4, 10.2 Assessment: Policy Debates	
9. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change Practice Competency 8 (8.1-8.5), Practice Behaviors 10.24, 10.25, 10.26 Assessment: Policy Advocacy Project	

10. Analyze the impact of policy implementation on the lives of their clients (in their field placements) Practice Behaviors 1.1, 8.1, 8.2, 8.4 Assessment; Agency Policy Analysis	
11. Identify and use knowledge of relationship dynamics, particularly power differentials in the implementation of policy change Practice Behaviors 2.8, 8.5, 10.25, 10.26 Assessment: Agency Policy Analysis	

Course Outline including Time Allocation	Course Outline including Time Allocation
Weekly Topics **Week 1:** **Introduction to Course and Course Expectation Group Assignments** **Week 2** **Becoming a Policy Advocate and LeaderJansson – Chapters 1 &2** **Week 3:** **Skills for Policy Advocacy** **Jansson – Chapters 3 &4** **Week 4:** **Policy Advocacy Across National Borders** **Jansson – Chapter 5** **Immigration Reform Articles** **Week 5:** **Policy Debates** **Social Work Speaks Chapters on Presentation Titles** **Week 6:** **Policy Debates** **Social Work Speaks Chapters on Presentation Titles** **Week 7** **Tasks for Policy Advocacy – Agendas and Analysis** **Jansson – Chapters 6 & 7** **Week 8:** **Tasks for Policy Advocacy – Proposals and Presentation** **Jansson – Chapters 8 & 9** **Week 9:** **Power and Political Strategy** **Jansson – Chapters 10 & 11** **Week 10:** **Ballot Box Advocacy** **Jansson – Chapter 12** **Week 11:** **Policy Evaluation** **Jansson – Chapters 13 & 14** **Week 12:** **Policy Advocacy Project Presentations**	**Mon.1/11** **SyllabusStudentship Syllabus Review and course expectationsStudentshipThe Impact of Policy on Your Beliefs, Values, and Social Work Practice Mon.1/18** **NO CLASS – MLK Day** **Mon.1/25** **GrishamPp. 1-174** **Resolving ethical dilemmas** **Mon.2/1** **GrishamPp. 174-344 Resolving ethical dilemmas** **Mon.2/8** **HariPp. 1-184Pp. 300-304** **Policies That Make Us Feel Good as Nation: We HAVE to do something, don't we? How Globalization Affects Policy** **Mon.2/15** **HariPp. 185-298** **Policy from Practice or Practice From Policy: The Chicken and Egg Debate** **Mon.2/22** **AlexanderPreface-P. 189** **The politics of race and using the CJ system as system of racial control** **Mon.2/29** **AlexanderPp. 190-261** **The politics of race and using the CJ system as system of racial control (Con't)** **Mon.3/7NO CLASS – SPRING BREAK** **Mon.3/14** **GonnermanPrologue-p. 350 The Impact of Policy on Clients: How policy sabotages the ability to succeed Mon. 3/21** **SklootPrologue-p. 170 Colliding policies on ethics, race, poverty and health care: Can anyone win? Mon.3/29**

Week 13: **Policy Advocacy Project Presentations** **Week 14:** **Policy Advocacy Project Presentations** **Week 15:** **Course wrap up and evaluation**		**SklootPp. 170-345 The racial and gendered politics of medicineMon.4/4** **BrillPp. 3-287 OMG! Healthcare for Everyone? The economic politics of heath care. Mon.4/11** **BrillPp. 288-455Appendix** **Policy Advocacy: Advocating for equal access to healthcare** **Mon.4/18** **Cohen and ConnonP. 1-315 The conflagration of religion and politics: using religious beliefs to dictate policy** **Mon.4/25** **Policy Advocacy Project Presentations** **Mon.5/2** **Policy Advocacy Project Presentations**

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☐ Independent Study

B. College Code: AS

C. Department Code: SCWK - Social Work

D. Credit Hours:
   - ☐ 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.

H. Levels:
   - ☐ 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, Spring, Summer

L. Max Section Enrollment:
   Lecture: 15
   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: Russell A Board 11/09/17

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY
*Date Rec'd:*_____ *Date Completed:* _____
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Form EF
Effective Fall 2016

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): 201808

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

II.COURSE IDENTIFICATION: SCWK 680 Leadership and Supervision

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 Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							Click here to enter text.					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Click here to enter text.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☐ Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:
   - ☐ Variable
   - ☐ Fixed

E. Minimum Credit Hours: Click here to enter text.

F. Maximum Credit Hours: Click here to enter text.

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.

H. Levels:
   - ☐ 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: Click here to enter text.

L. Max Section Enrollment:

Lecture: Click here to enter text.

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:

Russ Carroll 11/09/17

Academic Affairs Approval Signature & Date:

_____

OFFICE OF THE REGISTRAR USE ONLY

*Date Rec'd:*_____ *Date Completed:* _____

Entered: ☐*SCACRSE,* ☐*SCADETL,* ☐*SCARRES,* ☐*SCAPREQ*

Form EF
Effective Fall 2016

Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

☐ **CREATE,** ☒ **MODIFY, OR** ☐ **DELETE**

Desired Term Effective Date (6-digit code201808

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

II.COURSE IDENTIFICATION: SCWK 699 Social Work Capstone Project

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 Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							Click here to enter text.					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Click here to enter text.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☐ Independent Study

B. College Code: ASC

C. Department Code: SCWK - Social Work

D. Credit Hours:
   - ☐ Variable
   - ☐ Fixed

E. Minimum Credit Hours: Click here to enter text.

F. Maximum Credit Hours: Click here to enter text.

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.

H. Levels:
   - ☐ 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, Spring, Summer

L. Max Section Enrollment:
Lecture: Click here to enter text.
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:
Jess Leard 11/09/17

Academic Affairs Approval Signature & Date:
_____

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

Form EF
Effective Fall 2016

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): 201808

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

II.COURSE IDENTIFICATION: SCWK 632 Adv Clinical Prac/Supervision

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 Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						SCWK	632	3	1	2	
Title: Click here to enter text.						Title: SCWK 632 Advanced Clinical Practice					
Credit Hours	Prerequisites	Co-requisites				Credit Hours	Prerequisites	Co-requisites			
						3	SCWK 630				
Course/Catalog Description *(125 words)*						Course/Catalog Description *(125 words)*					
Click here to enter text.						**Course Catalogue Description: This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for advanced clinical skills and supervision in a clinical setting. Students will learn advanced clinical skills and supervisory models through simulation and role-play. This course focuses on the core practice theories, conceptual frameworks and intervention skills necessary for social work practice**					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						**As a result of completing this course, students will be able to:** **1.Apply core practice theories and conceptual frameworks for advanced professional social work practice.Competencies: 1.6, 1.7, 1.8, 1.9, 6.3, 6.4, 6.5, 7, 5, 7.6, 7.7, 7.8, 8.7, 8.8, 8.9, 8.10, 9.5** **Assessment: Interview Labs; Self-Analysis; Mis-Step Paper** **2. Apply social work ethical principles to complex issues arising in clinical social work practice. Competencies:1.6, 1.7, 1.8, 1.9 Assessment: Interview Labs; Self Analysis: Mis-Step Paper.**					

		3. Address clinical social work practice issues related to age, race, ethnicity, gender, class, sexual orientation and disability.Competencies: 6.3, 6.4, 6.5, 7, 5, 7.6, 7.7, 7.8, 8.7, 8.8, 8.9, 8.10, 9.5 Assessment: Interview Labs; Self Analysis; Mis-Step Paper. **4. Identify the elements of, and demonstrate beginning ability in effective administrative and supportive supervisionCompetencies:1.5, 1.6, 1.7, 1.8, 1.9 Assessment: Supervisory Simulations** **5. Identify the problems and stresses in becoming and being a supervisor. Competencies: 1.5, 1.6, 1.7, 1.8, 1.9 Assessment: Supervisory Simulations** **6. Identify diversity issues in supervision, leadership and managementCompetencies: 1.5, 1.6, 1.7, 1.8, 1.9, 4.4, 4.5 Assessment: Supervisory Simulations**
Course Outline including Time Allocation		Course Outline including Time Allocation
Click here to enter text.		Week 1: Syllabus Review – Assignment of Lab days and case scenarios. Week 2 – Overview of theoretical frameworks and EBPs Week 3 - CBT Week 4 – CBT and online therapy Week 5 – Suicide Assessments Week 6 – Psychiatric Hospitalization (voluntary and involuntary) Week 7 –Intern Populations Week 8 – Intern Populations Week 9 – Intern Populations Week 10 Trauma Victims Group Debriefing Week 11 Trauma Victims Individual Treatment and PTSD Week 12 No Class Easter Break Week 13 Clinical Supervision the one on one Week 14 Clinical Supervision Week 15 Clinical Supervision Week 16 Final Exam

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☐ Independent Study
B. College Code: AS
C. Department Code: SCWK - Social Work
D. Credit Hours:
   - ☐ 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.
H. Levels:
☐ 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 Spring Summer
L. Max Section Enrollment:
Lecture: 15
Lab: 15

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:
11/09/17

Academic Affairs Approval Signature & Date:
_____

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*Date Rec'd:*_____ *Date Completed:* _____
Entered: ☐*SCACRSE,* ☐*SCADETL,* ☐*SCARRES,* ☐*SCAPREQ*

Form EF
Effective Fall 2016

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): 201808
NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II.COURSE IDENTIFICATION: SCWK 691 – Advanced Field Practicum I
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.

*****There are no changes in the Learning Outcomes**

CURRENT							PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							**SCWK 691: This is the first Advanced MSW practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Students also attend a concurrent seminar 10 hours per semester. Participation in the guided integrative seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.**					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Click here to enter text.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   ☒ Practicum
   ☐ Independent Study
B. College Code: AS - College of Arts & Sciences
C. Department Code: SCWK - Social Work
D. Credit Hours:
   ☐ Variable

☒ Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

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.

H. Levels:

☐ 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 Spring Summer

L. Max Section Enrollment:

Lecture: Click here to enter text.

Lab: 8

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:

Russ Leard 11/09/17

Academic Affairs Approval Signature & Date:

_____

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

Form EF
Effective Fall 2016

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)201808

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

II.COURSE IDENTIFICATION: SCWK 692 – Advanced Field Practicum II

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.

*****There are no changes in the Learning Outcomes**

CURRENT							PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							**SCWK 692 - This is the second part of the MSW Advanced practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided integrative seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. The seminar is an additional 10 hours per week. Illustration from the students' work in the agency setting is included through various assignments.**					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Click here to enter text.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*

☒ Practicum

☐ Independent Study

B. College Code: AS - College of Arts & Sciences

C. Department Code: SCWK - Social Work
D. Credit Hours:
☐ Variable
☒ Fixed
E. Minimum Credit Hours: 4
F. Maximum Credit Hours: 4
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.
H. Levels:
☐ 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 Spring Summer
L. Max Section Enrollment:
Lecture: Click here to enter text.
Lab: 8

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:
11/09/17

Academic Affairs Approval Signature & Date:

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

Form EF
Effective Fall 2016

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)201808

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

II.COURSE IDENTIFICATION: SCWK 693– Advanced Field Practicum III

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.

*****There are no changes in the Learning Outcomes**

CURRENT							PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							**This is the final part of the MSW Advanced Practicum experience. Students are required to complete a 240 hour, hands on social work internship, in an approved agency, under the supervision of a professional social worker. As well as, 10 hours of participation in the guided integrative seminar class to assist the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.**					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Click here to enter text.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☒ Practicum
   - ☐ Independent Study
B. College Code: AS - College of Arts & Sciences
C. Department Code: SCWK - Social Work
D. Credit Hours:
   - ☐ Variable
   - ☒ Fixed

E. Minimum Credit Hours: 4
F. Maximum Credit Hours: 4
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.
H. Levels:
☐ 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 Spring Summer
L. Max Section Enrollment:
Lecture: Click here to enter text.
Lab: 8

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:
Russ Leavell 11/09/17

Academic Affairs Approval Signature & Date:
_____

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

Sylvia H Maixner

From: Rusty A Leonard
Sent: Tuesday, October 24, 2017 2:26 PM
To: Sylvia H Maixner
Subject: FW: Proposal 18-024 & 18-026
Attachments: Form EF 699.docx; Form EF SCWK 691.docx; Form EF 680.docx; Form EF SCWK 632.docx; Form EF 610.docx; Form EF SCWK 693.docx; Form EF SCWK 692.docx; Proposed MSW Check-sheet.docx

Forwarding

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Wendy L Samuels <WendySamuels@ferris.edu>
Date: Tuesday, October 24, 2017 at 1:10 PM
To: Janet L Vizina Roubal <JanetVizinaRoubal@ferris.edu>, Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: RE: Proposal 18-024 & 18-026

Responses for 18-026. Please let me know if there is anything else that needs to be corrected.

Wendy Samuels

From: Rusty A Leonard
Sent: Wednesday, October 18, 2017 11:09 AM
To: Janet L Vizina Roubal <JanetVizinaRoubal@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: Proposal 18-024 & 18-026

Janet,

Please address the following concerns with your two proposals and in the future, combine as many similar proposals as possible into one proposal, to lessen the unnecessary duplication of work individual mini proposals create for the UCC and others in the path of the approval process.

For 18-024:

1. The effective date for the proposal is 201712, which is not a term. The effective date will need to be 201808. Fall is the only time checksheets and outcomes can be changed within MyDegree.
2. Submit a Form D

For 18-026

For 18-026:

1. Form A shows that field experience was being moved to the second semester from the first semester. However, the course sequence still shows that the field experience in the first semester. New form D attached showing that move in the course sequence.
2. Form B is not signed. Form B's were received after the proposal was submitted. I took them to the dean's office who indicated they would get these to you. It is my understanding from past proposals submitted and from the information on the UCC form that if not received within 10 days of submission, full approval is assumed.
3. Form C is not signed. We just received Form C yesterday. I will take that to the dean's office when I am done with this email. Same as above
4. Form E/F's also have incorrect term dates. Choose a future term date and know that checksheets and course catalog descriptions are only updated each fall semester. All new EF's are attached.
    a. These forms are not on the correct University Template. They were done on the forms that are on the UCC web site, November 2016 version.
5. E/F for SCWK 610
    a. Will this course be changed to a lecture lab?
        i. It is currently in the system as just a 3 credit lecture, but the E/F Form has a split between lecture and lab hours. Correction made
6. E/F for SCWK 632
    - Contact hours should be by week, not semester. There have been numerous UCC proposals submitted by the department over the past few years. No one has corrected this. Now corrected.

3. Submit a Form D Attached Proposed check-sheet

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

Sylvia H Maixner

From: Wendy L Samuels
Sent: Friday, November 3, 2017 3:55 PM
To: Katherine B Harris
Cc: Sylvia H Maixner
Subject: Re: A few, final minor changes to SCWK proposal

I agree to all those changes. Thank you so much, Katherine for expediting that process!!!

Wendy Samuels, MSW, Ph.D.
Social Work Program Director and Department Chair
Big Rapids MI 49307
231-591-5896
WendySamuels@ferris.edu
Social Work Web Address: ferris.edu/socialwork

From: Katherine B Harris
Sent: Thursday, November 2, 2017 4:48:20 PM
To: Wendy L Samuels
Cc: Sylvia H Maixner
Subject: A few, final minor changes to SCWK proposal

Dear Professor Samuels,

The UCC has approved the Social Work proposal pending three minor edits. First, we noticed that the check sheet does not have hours listed for SCWK 631. It appears this is a 1 hour course. If correct, may we enter that number? Second some of the dates show implementation of the program for Fall 2017. May we harmonize all implementation dates to Fall 2018? Finally, for the EF form for SCWK 632 it appears that lecture and lab hours listed might be for the semester? If that is true, may we change these to their weekly numbers, which would appear to be 1 hour of lecture and 2 hours of lab each week?

I'm CCing Sylvia Maixner with this email, and if you agree to these changes, just reply to both of us; we will update the forms. Thank you for all of the hard work you and your social work colleagues have put into this proposal.

I am at your service if you have questions.

Regards,

Katherine

Katherine B. Harris, PhD
Associate Professor
English, Literature, and World Languages
ASC 3056
(616) 570-3035

18-035

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Legal Studies Minor

Initiating Individual: Gayle Lopez and Emily Fransted Initiating Department or Unit: Management Department

Contact Person's Name: Gayle Lopez Email: lopezg@ferris.edu Phone: 231-591-2427

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		FORM (checkboxes indicate typically required forms specific to the curricular action)						
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN	
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☒	☒	☒	☒	☐	☒	
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐		
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐	
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐		
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐			

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count	
Program Representative **	Gayle Lopez	9.19.17	X Support __ Support with Concerns __ Not Support __ Abstain	
Department/School/Faculty Representative Vote **	Gayle Lopez	9.19.17	X Support 24 O Support with Concerns O Not Support O Abstain	
Department/School Administrator	Gayle Lopez	9.19.17	X Support __ Support with Concerns __ Not Support __ Abstain	
College Curriculum Committee/Faculty	GERALD KEMERICK		Support __ Support with Concerns Not Support __ bstain	
UCC Representative	Roy McLean	10-20-17	X Support __ Hold __ Not Support	
Dean	DAVID NICOL	10/20/17	✓ Support __ Support with Concerns __ Not Support	
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain	
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain	
Academic Affairs			__ Support __ Hold __ Not Support	

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
** Number Count must be given for all members present and/or voting.
To be completed by Academic Affairs Date of Implementation: _____

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

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

The Legal Studies Minor will replace the AAS Legal Studies program to be deleted as a result of a separate proposal. Current AAS Legal Studies students will be able to complete the program requirements and obtain their AAS Legal Studies degree. The AAS Legal Studies program no longer meets our students' needs. The Legal Studies Minor addresses our students' desire for a legal background/education that does not focus on paralegal education. The AAS Legal Studies program is an American Bar Association (ABA) approved paralegal program with approximately 40 students. As such, the ABA requires that the courses offered in the program be legal specialty courses with practical assignments to prepare students for employment as paralegals. While drafting the last two ABA re-approval and interim self-study reports, along with the ABA site visit, it became apparent that our students do not plan to work as paralegals and rarely seek paralegal positions. Students obtain the AAS Legal Studies degree or take a few Legal Studies courses for other purposes such as having a legal foundation to further their personal and professional career goals and to provide an introduction to law for those planning to attend law school. This has been confirmed by informal and formal student polling and surveys. Because the AAS Legal Studies program no longer meets the needs of our students, enrollment in the program continues to decline despite a rise in the number of students enrolled in the first AAS Legal Studies course, LLAW 160 – Law in the United States I. LLAW 160 provides a solid legal foundation that is applicable for all students and will remain in the minor.

Based on the ABA limitations, including the time and cost to maintain ABA approval, along with input from the Legal Studies Advisory Board, we decided to eliminate the AAS Legal Studies program with its focus on paralegal skill development. Alternatively, the minor allows us to customize the required courses to better meet the educational goals of all students including the former AAS Legal Studies and former AA Pre-Law students. Additionally, many students want a legal foundation but their bachelor degree program cannot accommodate an associate degree whereas a minor could be declared with the addition of 300-400 level courses. Students that need an associate degree for TIPP purposes will be directed to the AAS General Business program or other appropriate associate degree program. Students can use the law courses as electives until they declare a bachelor degree and the Legal Studies Minor.

The Legal Studies Minor will not be approved by the ABA as a paralegal program. As such, the minor provides a cost savings to the University and COB as well as a reduction in library resources. The faculty time and costs associated with the ABA and the re-approval process are eliminated with the minor. The Legal Studies Minor courses are already taught on a semester or yearly rotation by existing law faculty. Six Legal Studies courses will be deleted when the associate degree is deleted. Three of the courses to be deleted are taught by adjuncts. No additional faculty resources are required at this time to provide the law offerings necessary for the Legal Studies Minor.

The Legal Studies Minor will expose students to the practical knowledge necessary to address the legal rights, duties and obligations arising in personal, professional and business contexts. To this end, students develop a solid foundation and understanding of substantive and procedural laws along with the regulatory environment in the United States. The Legal Studies Minor affords students the ability to further develop their applied critical thinking and problem solving skills when addressing current legal issues that impact their lives and success in their chosen career.

The minor is comprised of the following courses: Three (3) Required Courses: LLAW 160 Law in the United States 1, BLAW 301 Legal Environment of Business, BLAW 321 Contracts and Sales; and Three (3) Elective Courses: BLAW 322 Commercial Law & Transactions, BLAW 330 Insurance Law, BLAW 421 Employment Law, HCSA 202 Health Care Law 1, HSMG 403 Hospitality Law, PREL 350 Public Relations Ethics and Law, PHIL 217 Introduction to Logic, and Directed Law Elective.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☒ Minor ☐ Concentration ☐ Certificate ☐ Course

☒ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc.: Legal Studies Minor

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title

C. Existing Courses to be Modified

Prefix	Number	Title

D. Addition of existing FSU courses to program

Prefix		Number	Title
BLAW	301	Legal Environment of Business	
BLAW	321	Contracts and Sales	
BLAW	322	Commercial Law & Transactions	
BLAW	330	Insurance Law	
BLAW	421	Employment Law	
HCSA	202	Health Care Law 1	
HSMG	403	Hospitality Law	
LLAW	160	Law in the United States 1	
PREL	350	Public Relations Ethics and Law	
PHIL	217	Introduction to Logic	
		Directed Law Elective	

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form B	September 18, 2017	Marketing Department	
Form B	September 18, 2017	SEHM Department	
Form B	September 18, 2017	Humanities Department	
Form B	September 18, 2017	Dept. of Clinical Laboratory Sciences, Resp. Care &Health Care Administration	
Form C	September 18, 2017	FLITE	

Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

   ☐ Yes ☒ No

   If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) REQUIRED None

   ☐ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

   ☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal: None

   College Department Program

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: Legal Studies Minor

Initiator(s): Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez **Date Sent**: September 18, 2017

Department: Management Department **Campus Address: COB 212**
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Marketing Department

Administrator: Jeff Ek **Date Received:** 9/15/17 **Date Returned:** 9/19/17

Signature: Jeffrey C Ek

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: Legal Studies Minor

Initiator(s): Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez Date Sent: September 18, 2017

Department: Management Department Campus Address: COB 212
(Please type)

Based upon department faculty review on Sept. 20, 2017 (Date) we:

- ☒ Support the above proposal. (7 out of 7 Support)
- ☐ 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. Click here to enter text.

Responding Department: SEHM Department

Administrator: Lianne Briggs Date Received: Sept. 1, 2017 Date Returned: Sept. 21, 2017

Signature: Lianne Briggs

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: Legal Studies Minor

Initiator(s): Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez **Date Sent**: September 18, 2017

Department: Management Department **Campus Address: COB 212**
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Humanities Department

Administrator: Scott Cohen **Date Received:** Click here to enter text. **Date Returned:** Click here to enter text.

Signature:

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: Legal Studies Minor

Initiator(s): Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez **Date Sent:** September 18, 2017

Department: Management Department **Campus Address: COB 212**
(Please type)

Based upon department faculty review on September 19, 2017 (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. **The CRHA Department, and in particular the Health Care Systems Administration unit, supports the Legal Studies Minor proposal as written. More specifically, the HCSA unit believes they can accommodate COB students in available HCSA 202 sections for the foreseeable future.**

Responding Department: Department of Clinical Laboratory Sciences, Respiratory Care and Health Administration

Administrator: Greg Zimmerman **Date Received:** September 18, 2017 **Date Returned:** September 19, 2017

Signature:

Form C
Effective Fall 2016

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: Legal Studies Minor

Projected number of students per year affected by proposed change: 40

Initiator(s): Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez Date Sent: September 18, 2017

Department: Management Department Campus Address: COB 212
(Please type)

Liaison Librarian Signature: David A Scag Click here to enter text. **Date Received:** 9-18-17 Click here to enter text.

Dean of FLITE Signature: Click here to enter text. **Date Returned:** 9/18/17 Click here to enter text.

Based upon our review on 9-18-17 (date), FLITE concludes that:

☒ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional 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 this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. Click here to enter text.

Legal Studies – 18 Credits

Form D Proposed

Minor

College of Business

Student Name: _____ **Student ID:** _____

Prerequisites shown in parenthesis

REQUIRED COURSES – *9 Credits Required*			Crs.	Gr.
LLAW	160	Law in the United States 1 (None)	3	
BLAW	301	Legal Environment of Business (None)	3	
BLAW	321	Contracts and Sales (None)	3	
9 Credits Required				
CHOOSE THREE	BLAW 322	Commercial Law & Transactions (BLAW 321 or 221)	3	
	BLAW 330	Insurance Law	3	
	BLAW 421	Employment Law (Junior status or instructor approval)	3	
	HCSA 202	Health Care Law 1 (COHP 101 with grade of C or above)	3	
	HSMG 403	Hospitality Law (Hospitality Management students only. Junior status or higher)	3	
	PHIL 217	Introduction to Logic	3	
	PREL 350	Public Relations Ethics and Law (PREL 240)	3	
		Directed Elective	3	

DECLARATION OF MINOR

In addition to their major the student must declare the minor with the advisor, **Emily Fransted, (231) 591-2416, BUS 347; Gayle Lopez, (231) 591-2427, BUS 212 or Aaron Madziar, (231) 591-2479, BUS 345.**

STUDENT Signature _____ Date _____

MINOR ADVISOR Signature _____ Date _____

DEPARTMENT HEAD/CHAIR Signature _____ Date _____

ADMISSION REQUIREMENTS

Any person who is admitted to a Ferris State University Bachelor's degree program is welcome to obtain this minor.

ADDITIONAL GRADUATION REQUIREMENTS

1. At least one-half of the credits must be Ferris State University credits.
2. A maximum of 1/3 of the credits, but no more than 7 credits, may overlap with the student's major.
3. A minimum of fifty percent (50%) of the courses in the minor must be at the 200 or above level.
4. A 2.00 GPA is required for completion of the Minor.
5. **A term prior to completion of the Minor**, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done the Graduation Secretary will notify the Registrar who will note the completion of the Minor.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

FINANCIAL AID FORM

FORM FIN
Effective Fall 2016

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the initiator (proposer). The DFA 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 this proposal.

Proposal Title: Legal Studies Minor

Initiators: Gayle Lopez and Emily Fransted

Proposal Contact: Gayle Lopez **Date Sent: September 18. 2017**

Department: Management **Campus Address: COB 212**

Director of Financial Aid Signature: Heide Wisby **Date Returned: 9-19-17**

Please check all that apply:

☐ The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.

☐ The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.

☐ The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.

☐ The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.

☒ The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 18 credit hours

The Following Are For Information Only

#17-126

18-008

FTF-PREQ
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): ~~201708~~ 201801 called Gareth and he acknowled the change in date Brian Holton

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

III. Proposal Rationale: Pre-Requisite not entered correctly for EEET 124 Electric Circuits 2; it should have been MATH 115 and not MATH 116, and the Co –Requisite has always been MATH 120.

College: TE - College of Engineering Technology
Department: EECN - EET-CNS
Program: EEET
Units Affected: College of Engineering and Computing Technology
Date forwarded to all Units for Information: 4/17/2017

	Print and Sign your Name	***Date***	***Vote/Action****
Initiating Individual	Gareth Todd	4/6/17	
Department/School Chair	Gareth Todd	4/6/17	
College Curriculum Committee**	Brian Holton		X Support __Support with Concerns __Not Support __ Abstain
Dean	Larry Schult	9/28/17	
University Curriculum Committee**	RUSS LEONARD	11/2/17	6 Support __Support with Concerns __Not Support __ Abstain
Senate			
Academic Affairs			

*Provide number count for each voting category.
**Support with Concerns, Not Support or Abstain must include identification of specific concern with appropriate rationale.

II. COURSE IDENTIFICATION: EEET 124, Electric Circuits 2

Course Prefix, Course Number – Course Title

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
MATH 116		Fall Spring				MATH 115 or SAT Math 580 or MATACT 24	MATH 120	Fall Spring		

FTF-PREQ

Effective Fall 2016

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ *Date Completed:* _____

Entered: ☐ *SCACRSE,* ☐ *SCADETL,* ☐ *SCARRES,* ☐ *SCAPREQ*

EEET 124 - Electric Circuits 2

A continuation of Electric Circuits 1. This course examines capacitance, inductance, RC circuits, RL circuits, transformer theory and applications, AC signals and waveforms, oscilloscopes, power supplies and higher level devices. The course approaches these topics from a systems viewpoint which emphasizes the application of basic concepts to actual circuits and devices. Prerequisites: EEET 114 minimum grade C- and MATH 116 or a minimum score of 24 on ACT Math or 560 on SAT Math. Typically Offered Spring and Fall
4.000 Credit hours
3.000 Lecture hours
4.000 Lab hours

Levels: Undergraduate
Schedule Types: Combination lecture/laboratory, Laboratory, Lecture, Structured Learning Workshop, Fully On Line, Web Based Mixed Delivery

EET-CNS Department

Course Attributes:
Big Rapids Campus, Big Rapids Tuition**

Math 115 or a minimum score of 24 on ACT Math or 580 on SAT 16 Math or 560 on SAT Math, Corequisite: Math 120

Deborah A Ducat

From: Deborah A Ducat
Sent: Monday, May 01, 2017 7:48 AM
To: Paula L Hadley-Kennedy
Cc: Jannifer M Anderson; Chuck G Drake; Angie L Mishler
Subject: Fast Track Form - Pre-Req for EEET 124
Attachments: 2017_05_01_07_45_44.pdf

Deb Ducat
Ferris State University College of Engineering Technology
1009 Campus Drive, Johnson 200 | Big Rapids, MI 49307
(231) 591-2961 office · (231) 591-2946 fax | ducatd@ferris.edu

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ASSOCIATE IN APPLIED SCIENCE (AAS)
Industrial Electronics Technology
BACHELOR OF SCIENCE (BS)
Electrical/Electronics Engineering Technology
Course Sequence Guide

Student:			
Advisor:		Ph.:	

ASSOCIATE IN APPLIED SCIENCE (AAS) COURSE SEQUENCE GUIDE

YEAR 1 - FALL SEMESTER			Crs	Gr
EEET	114	Electric Circuits 1 (MATH 115 co-req)	4	
ETEC	140	Engr. Graphics Comprehensive	3	
ENGL	150	English 1 (ENGL 074 or ACT 14)	3	
MATH	115	Intermediate Algebra (C- in Math 110 or ACT 19)	3	
		Cultural Enrichment Elective	3	
FSUS	100	FSU Seminar	1	
		Total	**17**	

YEAR 1 - SPRING SEMESTER			Crs	Gr
EEET	122	Digital 1 (C- in EEET 114)	4	
EEET	124	Electric Circuits 2 (C- in EEET 114; co-req: MATH 120)	4	
ENGL	250	English 2 (C- in ENGL 150)	3	
MATH	120	Trigonometry (ACT 24 or C- in MATH 115)	3	
		Total	**14**	

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YEAR 2 - FALL SEMESTER			Crs	Gr
EEET	210	Communication Circuits (C- in EEET 124, co-req EEET 212/216)	3	
EEET	212	Digital 2 (C- in EEET 122)	4	
EEET	216	Electronics I (C- in EEET 124)	3	
MATH	130	Adv. Algebra-Analytical Trig (C- in MATH 120 or ACT 24)	4	
PHYS	211	Physics 1 (C- in MATH 120 or ACT 26)	4	
		Total	**18**	

YEAR 2 - SPRING SEMESTER			Crs	Gr
EEET	221	Troubleshooting (C- in EEET 210/212/216; Co-req: EEET 226)	3	
EEET	222	Microprocessor Applications (C- in EEET 212)	4	
EEET	224	Industrial Automation and Motors (C- in EEET 124)	4	
EEET	226	Electronics II (C- in EEET 216, C- in MATH 130)	3	
		Social Awareness Elective	3	
		Total	**17**	

BACHELOR OF SCIENCE (BS) COURSE SEQUENCE GUIDE

YEAR 3 - FALL SEMESTER			Crs	Gr
EEET	325	PC Data Acquisition and Control (C- in EEET 122/124)	3	
		Concentration Elective 1	3	
COMM	121	Fundamentals of Public Speaking	3	
MATH	220	Analytical Geometry-Calculus 1 (C- in MATH 130 or ACT 26)	4	
PHYS	212	Physics 2 [CHEM 114 alt.] (C- in PHYS 211)	4	
		Total	**17**	

YEAR 3 - SUMMER SEMESTER			Crs	Gr
EEET	393	Industrial Internship (Department Permission)	4	
		Total	**4**	

Submit Application for Graduation for BS Degree

YEAR 3 - SPRING SEMESTER			Crs	Gr
		Concentration Elective 2	3	
		Technical Science Elective	3	
ENGL	311	Advanced Technical Writing (C in ENGL 211/250	4	
MATH	230	Analytical Geometry-Calculus 2 (C- in MATH 220)	3	
		Cultural Enrichment Elective	3	
		Total	**16**	

YEAR 4 - FALL SEMESTER			Crs	Gr
ECNS	311	High Level Programming (C- in MATH 120)	3	
EEET	321	Network Analysis (C- in EEET 124, C- in MATH 230)	3	
EEET	418	Project Management (Dept. Approval)	2	
		Concentration Elective 3	4	
		Directed Elective-MFGE 423 Engr. Economics or Approved Alternative	2	
		Social Awareness Elective	3	
		Total	**17**	

YEAR 4 - SPRING SEMESTER			Crs	Gr
EEET	428	Senior Projects (C- in EEET 418)	2	
		Concentration Elective 4	4	
		Cultural Enrichment Elective (200 level or above)	3	
		Social Awareness Elective (200 level or above)	3	
		Total	**12**	

Contact the Electrical/Electronics Engineering Technology Program for more information
Phone: 231-591-2755
Email: eecn@ferris.edu www.ferris.edu/eet

Fall 2016
(UCC # 15-072)

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ASSOCIATE IN APPLIED SCIENCE
Industrial Electronics Technology
BACHELOR OF SCIENCE
Electrical/Electronics Engineering Technology
Program Academic Requirements

Student:				Transfer Credits:	
Advisor:		Ph:		GPA Degree:	

ASSOCIATE DEGREE REQUIREMENTS

MAJOR			CR	GR
EEET	114	Electric Circuits 1 (MATH 115 Co-req)	4	
EEET	122	Digital 1 (C- in EEET 114)	4	
EEET	124	Electric Circuits 2 (C- in EEET 114; COREQ: MATH 120)	4	
EEET	210	Communication Circuits (C- in EEET 124, Co-reqs: EEET 212/216)	3	
EEET	212	Digital 2 (C- in EEET 122)	4	
EEET	216	Electronics I (C- in EEET 124)	3	
EEET	221	Troubleshooting (C- in EEET 210/212/216; co-req: EEET 226)	3	
EEET	222	Microprocessor Applications (C- in EEET 212)	4	
EEET	224	Industrial Automation and Motors (C- in EEET 124)	4	
EEET	226	Electronics II (C- in EEET 216, C- in MATH 130)	3	
ETEC	140	Engineering Graphics Comprehensive	3	
COMMUNICATIONS COMPETENCE				
ENGL	150	English 1 (ACT 14 or ENGL 074)	3	
ENGL	250	English 2 (C- in ENGL 150)	3	
SCIENTIFIC UNDERSTANDING				
PHYS	211	Physics 1 (C- in MATH 120 or ACT 26)	4	
QUANTITATIVE SKILLS				
MATH	115	Intermediate Algebra (C- in MATH 110 or ACT 19)	3	
MATH	120	Trigonometry C- in MATH 115 or ACT 24)	3	
MATH	130	Adv. Algebra-Analytical Trig (C- in MATH 120 or ACT 24)	4	
CULTURAL ENRICHMENT				
		Cultural Enrichment Elective	3	
SOCIAL AWARENESS				
		Social Awareness Elective	3	
FRESHMAN SEMINAR				
FSUS	100	FSU Seminar	1	
TOTAL CREDITS IN AAS MAJOR			**39**	
TOTAL CREDITS IN AAS DEGREE			**66**	

BACHELOR OF SCIENCE GENERAL EDUCATION REQUIREMENTS:

(1) Race-Ethnicity-Gender Course (3 credits) *

(1) Foundation Course (3 credits)*

(1) Global Consciousness Course (3) credits*

*Multiple requirements may be satisfied by a single course

Social Awareness-(9) credits (3 credits in 200 level or above and (3) credits as social foundation course) **must be in two different subject areas.**

Cultural Enrichment-(9) credits required (3 credits in 200 level or above)

NOTE: A minimum grade of C- is required for any EEET or ECNS course to qualify as a prerequisite for another EEET or ECNS course

BACHELOR DEGREE REQUIREMENTS

MAJOR			CR	GR
ECNS	311	High Level Programming (C- in MATH 120)	3	
EEET	321	Network Analysis (C- in EEET 124, C- in MATH 230)	3	
EEET	325	PC Data Acquisition and Control (C- in EEET 122/124)	3	
EEET	393	Internship (Department Permission)	4	
EEET	418	Project Management (Department Permission)	2	
EEET	428	Senior Projects (C- in EEET 418)	2	
DIRECTED ELECTIVE			2	
MFGE	423	Engineering Economics (or approved alternative)	2	
TECH. SCIENCE ELECTIVES (Minimum 3 credits required)			3	
MECH	250	Fluid Power (MATH 116 or ACT 24)	2	
MECH	211	Fluid Mechanics (MATH 126/130; PHYS 211/241)	4	
MECH	223	Thermodynamics (MATH 216/220, PHYS 211)	3	
MECH	340	Statics/Strengths-Matls (MATH 120; PHYS 211)	4	
MFGE	353	Statistical Quality Control (MATH 115/116 or ACT 24)	3	
MFGE	341	Quality Science Stats (MATH 116/120/126 or ACT 24)	3	
MFGE	342	Statistical Process Engr (MFGE 341)	3	
PDET	413	Appl Fluid-Thermo (MATH 126/130)	3	
COMMUNICATIONS COMPETENCE				
ENGL	311	Adv Technical Writing (C in ENGL 250/211)	3	
COMM	121	Fundamentals of Public Speaking	3	
QUANTITATIVE SKILLS				
MATH	220	Analytical Geometry-Calculus 1 (C- in MATH 130 or ACT 26)	4	
MATH	230	Analytical Geometry-Calculus 2 (C- in MATH 220)	4	
SCIENTIFIC UNDERSTANDING				
PHYS	212	Physics 2 [CHEM 114 Alt] (C- in PHYS 211)	4	
CULTURAL ENRICHMENT				
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective (200 level or above)	3	
SOCIAL AWARENESS				
		Social Awareness Elective	3	
		Social Awareness Elective (200 level or above)	3	
CONCENTRATION COURSES (14 credits required)			14	
ECNS	315	Network Theory and Test (C- in ECNS 225)	3	
ECNS	323	Real Time Operating Systems (C- in ECNS 311)	4	
ECNS	414	Adv. Digital Systems (C- in EEET 222 & ECNS 311)	4	
ECNS	424	Advanced Digital Design (C- in ECNS 311 & ECNS 414)	4	
EEET	313	Electrical Power & Machines (C- in EEET 224 or EEET 301)	4	
EEET	323	Ind. Automation Controls (C- in EEET 224 or EEET 301)	4	
EEET	357	Advanced Electronics (C- in EEET 226 & EEET 222)	3	
EEET	414	Ind. Process Comm. (C- in EEET 323)	4	
EEET	424	Ind. Motion Control (C- in EEET 313/321)	4	
TOTAL CREDITS IN BS MAJOR			**36**	
TOTAL CREDITS IN BS DEGREE (incl. AAS Degree Credits)			**132**	

For More Information, contact the Electrical/ Electronics Engineering Technology Program
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Industrial Electronics Technology
BACHELOR OF SCIENCE
Electrical/Electronics Engineering Technology
Program Academic Requirements

Student:				Transfer Credits:	
Advisor:		Ph:		GPA Degree:	

ASSOCIATE DEGREE REQUIREMENTS

MAJOR			CR	GR
EEET	114	Electric Circuits 1 (MATH 115 Co-req)	4	
EEET	122	Digital 1 (C- in EEET 114)	4	
EEET	124	Electric Circuits 2 (C- in EEET 114; COREQ: MATH 120)	4	
EEET	210	Communication Circuits (C- in EEET 124, Co-reqs: EEET 212/216)	3	
EEET	212	Digital 2 (C- in EEET 122)	4	
EEET	216	Electronics I (C- in EEET 124)	3	
EEET	221	Troubleshooting (C- in EEET 210/212/216; co-req: EEET 226)	3	
EEET	222	Microprocessor Applications (C- in EEET 212)	4	
EEET	224	Industrial Automation and Motors (C- in EEET 124)	4	
EEET	226	Electronics II (C- in EEET 216, C- in MATH 130)	3	
ETEC	140	Engineering Graphics Comprehensive	3	
COMMUNICATIONS COMPETENCE				
ENGL	150	English 1 (ACT 14 or ENGL 074)	3	
ENGL	250	English 2 (C- in ENGL 150)	3	
SCIENTIFIC UNDERSTANDING				
PHYS	211	Physics 1 (C- in MATH 120 or ACT 26)	4	
QUANTITATIVE SKILLS				
MATH	115	Intermediate Algebra (C- in MATH 110 or ACT 19)	3	
MATH	120	Trigonometry C- in MATH 115 or ACT 24)	3	
MATH	130	Adv. Algebra-Analytical Trig (C- in MATH 120 or ACT 24)	4	
CULTURAL ENRICHMENT				
		Cultural Enrichment Elective	3	
SOCIAL AWARENESS				
		Social Awareness Elective	3	
FRESHMAN SEMINAR				
FSUS	100	FSU Seminar	1	
TOTAL CREDITS IN AAS MAJOR			**39**	
TOTAL CREDITS IN AAS DEGREE			**66**	

BACHELOR OF SCIENCE GENERAL EDUCATION REQUIREMENTS:

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NOTE: A minimum grade of C- is required for any EEET or ECNS course to qualify as a prerequisite for another EEET or ECNS course

BACHELOR DEGREE REQUIREMENTS

MAJOR			CR	GR
ECNS	311	High Level Programming (C- in MATH 120)	3	
EEET	321	Network Analysis (C- in EEET 124, C- in MATH 230)	3	
EEET	325	PC Data Acquisition and Control (C- in EEET 122/124)	3	
EEET	393	Internship (Department Permission)	4	
EEET	418	Project Management (Department Permission)	2	
EEET	428	Senior Projects (C- in EEET 418)	2	
DIRECTED ELECTIVE			2	
MFGE	423	Engineering Economics (or approved alternative)	2	
TECH. SCIENCE ELECTIVES (Minimum 3 credits required)			3	
MECH	250	Fluid Power (MATH 116 or ACT 24)	2	
MECH	211	Fluid Mechanics (MATH 126/130; PHYS 211/241)	4	
MECH	223	Thermodynamics (MATH 216/220, PHYS 211)	3	
MECH	340	Statics/Strengths-Matls (MATH 120; PHYS 211)	4	
MFGE	353	Statistical Quality Control (MATH 115/116 or ACT 24)	3	
MFGE	341	Quality Science Stats (MATH 116/120/126 or ACT 24)	3	
MFGE	342	Statistical Process Engr (MFGE 341)	3	
PDET	413	Appl Fluid-Thermo (MATH 126/130)	3	
COMMUNICATIONS COMPETENCE				
ENGL	311	Adv Technical Writing (C in ENGL 250/211)	3	
COMM	121	Fundamentals of Public Speaking	3	
QUANTITATIVE SKILLS				
MATH	220	Analytical Geometry-Calculus 1 (C- in MATH 130 or ACT 26)	4	
MATH	230	Analytical Geometry-Calculus 2 (C- in MATH 220)	4	
SCIENTIFIC UNDERSTANDING				
PHYS	212	Physics 2 [CHEM 114 Alt] (C- in PHYS 211)	4	
CULTURAL ENRICHMENT				
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective (200 level or above)	3	
SOCIAL AWARENESS				
		Social Awareness Elective	3	
		Social Awareness Elective (200 level or above)	3	
CONCENTRATION COURSES (14 credits required)			14	
ECNS	315	Network Theory and Test (C- in ECNS 225)	3	
ECNS	323	Real Time Operating Systems (C- in ECNS 311)	4	
ECNS	414	Adv. Digital Systems (C- in EEET 222 & ECNS 311)	4	
ECNS	424	Advanced Digital Design (C- in ECNS 311 & ECNS 414)	4	
EEET	313	Electrical Power & Machines (C- in EEET 224 or EEET 301)	4	
EEET	323	Ind. Automation Controls (C- in EEET 224 or EEET 301)	4	
EEET	357	Advanced Electronics (C- in EEET 226 & EEET 222)	3	
EEET	414	Ind. Process Comm. (C- in EEET 323)	4	
EEET	424	Ind. Motion Control (C- in EEET 313/321)	4	
TOTAL CREDITS IN BS MAJOR			**36**	
TOTAL CREDITS IN BS DEGREE (incl. AAS Degree Credits)			**132**	

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Course Sequence Guide

Student:			
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ASSOCIATE IN APPLIED SCIENCE (AAS) COURSE SEQUENCE GUIDE

YEAR 1 - FALL SEMESTER			Crs	Gr
EEET	114	Electric Circuits 1 (MATH 115 co-req)	4	
ETEC	140	Engr. Graphics Comprehensive	3	
ENGL	150	English 1 (ENGL 074 or ACT 14)	3	
MATH	115	Intermediate Algebra (C- in Math 110 or ACT 19)	3	
		Cultural Enrichment Elective	3	
FSUS	100	FSU Seminar	1	
		Total	17	

YEAR 1 - SPRING SEMESTER			Crs	Gr
EEET	122	Digital 1 (C- in EEET 114)	4	
EEET	124	Electric Circuits 2 (C- in EEET 114; co-req: MATH 120)	4	
ENGL	250	English 2 (C- in ENGL 150)	3	
MATH	120	Trigonometry (ACT 24 or C- in MATH 115)	3	
		Total	14	

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YEAR 2 - FALL SEMESTER			Crs	Gr
EEET	210	Communication Circuits (C- in EEET 124, co-req EEET 212/216)	3	
EEET	212	Digital 2 (C- in EEET 122)	4	
EEET	216	Electronics I (C- in EEET 124)	3	
MATH	130	Adv. Algebra-Analytical Trig (C- in MATH 120 or ACT 24)	4	
PHYS	211	Physics 1 (C- in MATH 120 or ACT 26)	4	
		Total	18	

YEAR 2 - SPRING SEMESTER			Crs	Gr
EEET	221	Troubleshooting (C- in EEET 210/212/216; Co-req: EEET 226)	3	
EEET	222	Microprocessor Applications (C- in EEET 212)	4	
EEET	224	Industrial Automation and Motors (C- in EEET 124)	4	
EEET	226	Electronics II (C- in EEET 216, C- in MATH 130)	3	
		Social Awareness Elective	3	
		Total	17	

BACHELOR OF SCIENCE (BS) COURSE SEQUENCE GUIDE

YEAR 3 - FALL SEMESTER			Crs	Gr
EEET	325	PC Data Acquisition and Control (C- in EEET 122/124)	3	
		Concentration Elective 1	3	
COMM	121	Fundamentals of Public Speaking	3	
MATH	220	Analytical Geometry-Calculus 1 (C- in MATH 130 or ACT 26)	4	
PHYS	212	Physics 2 [CHEM 114 alt.] (C- in PHYS 211)	4	
		Total	17	

YEAR 3 - SPRING SEMESTER			Crs	Gr
		Concentration Elective 2	3	
		Technical Science Elective	3	
ENGL	311	Advanced Technical Writing (C in ENGL 211/250	4	
MATH	230	Analytical Geometry-Calculus 2 (C- in MATH 220)	3	
		Cultural Enrichment Elective	3	
		Total	16	

YEAR 3 - SUMMER SEMESTER			Crs	Gr
EEET	393	Industrial Internship (Department Permission)	4	
		Total	4	

Submit Application for Graduation for BS Degree

YEAR 4 - FALL SEMESTER			Crs	Gr
ECNS	311	High Level Programming (C- in MATH 120)	3	
EEET	321	Network Analysis (C- in EEET 124, C- in MATH 230)	3	
EEET	418	Project Management (Dept. Approval)	2	
		Concentration Elective 3	4	
		Directed Elective-MFGE 423 Engr. Economics or Approved Alternative	2	
		Social Awareness Elective	3	
		Total	17	

YEAR 4 - SPRING SEMESTER			Crs	Gr
EEET	428	Senior Projects (C- in EEET 418)	2	
		Concentration Elective 4	4	
		Cultural Enrichment Elective (200 level or above)	3	
		Social Awareness Elective (200 level or above)	3	
		Total	12	

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Phone: 231-591-2755
Email: eecn@ferris.edu www.ferris.edu/eet

Fall 2016
(UCC # 15-072)

18-024

AUG 2 9 2017

Fall 2016

UCC Outcome Update Form

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. Desired Term Effective Date (6-digit code): ~~201712~~ 201808
NOTE: The first four digits indicate year, the next two digits indicate month in which term.

III. Proposal Rationale: We are changing the MSW Program Outcomes to align with the 2015 CSWE standards. We were unable to do this during our 3 year candidacy process.

College: AS - College of Arts & Sciences Date forwarded to CCC: 8/24/2017
Department: SCWK - Social Work Date forwarded to Dean: 8/24/2017
Program: SCWK
Units Affected: SCWK
Date forwarded to Units with Form B: 8/24/2017

	Print and Sign your Name	***Date***	***Vote/Action****
Initiating Individual	Janet Vizina-Roubal, MSW Program Coordinator Janet Vizina-Roubal	8/23/2017	Support
Department/ Program Faculty	Social Work Department Wendy Samuels	8/23/17	18 Support __Support with Concerns __Not Support __ Abstain
Department/School Administrator	Wendy Samuels, Department Chair Wendy Samuels	8/23/17	Support
University Curriculum Committee**	RUSS LEONARD Russell Leonard	10/12/17	6 Support ~~__Support with Concerns~~ ~~__Not Support~~ ~~__Abstain~~
Senate		11/3/17	
Academic Affairs			

*Provide number count for each voting category.
**Support with Concerns, Not Support or Abstain must include identification of specific concern with appropriate rationale.

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

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

III. PROGRAM OUTCOMES:

Practice Competency #1: Demonstrate Ethical and Professional Behavior
Social Workers understand the value base of the profession and its ethical standards as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research,

and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social Workers understand the professions history, its mission and the roles and responsibilities of the profession. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social Workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social Workers:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes;
5. Use supervision and consultation to guide professional judgment and behavior, with emphasis on secondary traumatic stress and trauma triggers;
6. Understand and identify professional strengths, limitations and challenges;
7. Tolerate ambiguity in resolving conflicts and Apply ethical decision-making skills to issues specific to clinical social work;
8. Identify and use knowledge of relationship dynamics, including power differentials; and
9. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being.

Practice Competency #2: Engage Diversity and Difference in Practice

Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religions/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social Workers:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
4. Research and apply knowledge of diverse populations to enhance client well-being and work effectively with diverse populations;
5. Identify and use practitioner/client differences from a strengths and trauma informed perspective; and
6. Demonstrate knowledge of historical trauma and its impact on diverse populations.

Practice Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social

Workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Social Workers:
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
2. Engage in practices that advance social, economic, and environmental justice; and
3. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and/or system levels.
4. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, intervention, and/or termination.

Practice Competency #4: Engage in Practice- informed Research and Research- informed Practice.
Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social Workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social Workers understand that evidence that informs proactive derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Social Workers:
1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
3. Use and translate research evidence to inform and improve practice, policy and service delivery; and
4. Use evidence-based practice process in clinical assessment and intervention with clients.
5. Participate in the generation of new clinical knowledge with respect to trauma through research and practice.
6. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Practice Competency #5: Engage in Policy Practice.
Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings . Social Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Social Workers:
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice; and
4. Communicate to stakeholder, administrators and/or legislators the implications of policies and policy change in the lives of clients.
5. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.

Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of

social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers value the importance of human relationships. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social Workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
3. Develop culturally responsive therapeutic relationships;
4. Attend to the interpersonal dynamics and contextual factors including the use of technology that both strengthen and potentially threaten the therapeutic alliance during the engagement phase.
5. Establish a relationship based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Practice Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Social Workers:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
5. Synthesize and differentially apply theories of human behavior in the social environment utilizing a trauma informed perspective to guide clinical practice.
6. Use bio-psycho-social-spiritual theories, trauma informed perspective, and diagnostic classification systems in formulation of comprehensive assessments.
7. Asses clients' readiness for change.
8. Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

Practice Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to

effectively intervene with clients and constituencies. Social Workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social Workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
Social Workers:
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, personal-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. Facilitate effective transitions and endings that advance mutually agreed-on goals;
6. Promote social and economic justice causes through political advocacy and community intervention;
7. Select and modify appropriate best practice intervention strategies based on continuous clinical assessment.
8. Demonstrate sensitivity to trauma experiences and the role of trauma when implementing interventions, goals and objectives;

9. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed and trauma focused as needed;
10. Collaborate with other professionals to coordinate treatment interventions

Practice Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes and practice effectiveness. Social workers:
1. Select and use appropriate methods for evaluation of outcomes;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels;
5. Use clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions and traumatic experiences;
6. Facilitate transitions and endings; and
7. Contribute to the theoretical knowledge base of the social work profession through practice based research.

FORM B - Graduate

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: Master of Social Work Program Outcome Changes

Initiator(s): Janet Vizina-Roubal and Wendy Samuels

Proposal Contact: Wendy Samuels **Date Sent:** 8/24/2017

Department: Social Work **Campus Address:** ASC 2108
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we:

- [x] 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. Click here to enter text.

Responding Department: Click here to enter text. UGPC

Administrator: Liza Ing **Date Received:** Click here to enter text. 10-10-17 **Date Returned:** Click here to enter text.

Signature: Liza Ing

PROPOSED

MASTER OF SOCIAL WORK

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: JANET VIZINA-ROUBAL
PHONE: (231)357-2816 OFFICE: ASC 2094/UCSuite 100E-MAIL: JanetVizinaRoubal@ferris.edu

Admission requirements for Traditional Program: Bachelor's Degree from an accredited college or university. Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences, political science, humanities and the sciences. 3.0 overall undergraduate GPA

Graduation Requirements **SOWK-MSW-AS**:
1. 3.0 GPA in all courses
2. Minimum 62 credits
3. Completion of all courses listed Traditional Year and Advanced Year

Admission Requirements for Advanced Standing: Bachelor in Social Work from a CSWE accredited social work program. 3.2 overall GPA; 3.5 average in all social work courses.

Graduation Requirements **SOWK-MSW-AS**:
1. 3.0 GPA in all courses
2. Minimum 35 credits
3. Completion of all courses listed Advanced Year

Program Requirements: For students entering Fall 2017

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
Traditional Year 30 credits					
SCWK	510	Policy Analysis & Advocacy		3	
SCWK	520	Generalist Macro Practice		3	
SCWK	530	Generalist Micro Practice		4	
SCWK	540	Human Behavior/Social Environ		3	
SCWK	550	Research Methods		3	
SCWK	560	Diversity & Social Justice		3	
SCWK	591	Field Practicum I		4	
SCWK	592	Field Practicum II	(SCWK 591)	4	
Advanced Year 35 credits					
SCWK	610	Leadership, Policy & Advocacy	(Advanced Standing or Traditional Year)	3	
SCWK	620	Advanced Group Practice	(Advanced Standing or Traditional Year)	3	
SCWK	630	Advanced Micro Practice	(Advanced Standing or Traditional Year)	4	
SCWK	631	Cognitive Behavioral Therapy	(Advanced Standing or Traditional Year)		
SCWK	632	Advanced Clinical Practice	(Advanced Standing or Traditional Year	3	
SCWK	650	Applied Social Work Research	(Advanced Standing or Traditional Year)	3	
SCWK	660	Clinical Assessment and Diagnosis	(Advanced Standing or Traditional Year)	3	
SCWK	691	Advanced Field Practicum I	(Advanced Standing or Traditional Year)	4	
SCWK	692	Advanced Field Practicum II	(SCWK 691)	4	
SCWK	693	Advanced Field Practicum III	(SCWK 692)	4	
SCWK	699	Social Work Capstone Project	(SCWK 650, Advanced Standing or Traditional Year)	4	

Sample Course Sequence
Traditional Year (27 credits)

TRADITIONAL YEAR Fall Semester

SCWK 530 Generalist Micro Practice	4
SCWK 540 Human Behavior/Social Eviron	3
SCWK 550 Research Methods	3
	10

TRADITIONAL YEAR Spring Semester

SCWK 510 Policy Analysis and Advocacy	3
SCWK 520 Generalist Macro Practice	3
SCWK 560 Diversity & Social Injustice	3
SCWK 591 Field Practicum 1	4
	13

TRADITIONAL YEAR Summer Semester

SCWK 591 Field Practicum 2	**4**

Advanced Year (31 credits minimum)

ADVANCED YEAR Fall Semester

SCWK 620 Advanced Group Practice	3
SCWK 630 Advanced Micro Practice	4
SCWK 660 Clinical Assessment/Diagnosis	3
SCWK 691 Advanced Field Practicum 1	4
	14

ADVANCED YEAR Summer Semester

SCWK 693 Advanced Field Practicum 3	4
SCWK 699 Social Work Capstone Project	4
	8

ADVANCED YEAR Spring Semester

SCWK 610 Leadership, Policy& Advocacy	3
SCWK 632 Adv Clinical Prac/Supervision	3
SCWK 650 Applied Social Work Research	3
SCWK 692 Advanced Field Practicum 2	4
	13

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

CURRENT

MASTER OF SOCIAL WORK

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: JESSICA GLADDEN
PHONE: (231) 591-5882 OFFICE: ASC 2097 E-MAIL: JessicaGladden@ferris.edu

Admission requirements for Traditional Program: Bachelor's Degree from an accredited college or university. Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences, political science, humanities and the sciences. 3.0 overall undergraduate GPA

Graduation Requirements **SOWK-MSW-AS**:

1. 3.0 GPA in all courses
2. Minimum 66 credits
3. Completion of all courses listed Traditional Year and Advanced Year

Admission Requirements for Advanced Standing: Bachelor in Social Work from a CSWE accredited social work program. 3.2 overall GPA; 3.5 average in all social work courses.

Graduation Requirements **SOWK-MSW-AS**:

1. 3.0 GPA in all courses
2. Minimum 35 credits
3. Completion of all courses listed Advanced Year

Program Requirements: For students entering Fall 2017

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
Traditional Year 30 credits					
SCWK	510	Policy Analysis & Advocacy		3	
SCWK	520	Generalist Macro Practice		3	
SCWK	530	Generalist Micro Practice		4	
SCWK	540	Human Behavior/Social Environ		3	
SCWK	550	Research Methods		3	
SCWK	560	Diversity & Social Justice		3	
SCWK	591	Field Practicum I		5	
SCWK	592	Field Practicum II	(SCWK 591)	6	
Advanced Year 35 credits					
SCWK	610	Advanced Policy & Advocacy	(Advanced Standing or Traditional Year)	3	
SCWK	620	Advanced Group Practice	(Advanced Standing or Traditional Year)	3	
SCWK	630	Advanced Micro Practice	(Advanced Standing or Traditional Year)	4	
SCWK	650	Applied Social Work Research	(Advanced Standing or Traditional Year)	3	
SCWK	660	Clinical Assessment and Diagnosis	(Advanced Standing or Traditional Year)	3	
SCWK	680	Leadership and Supervision	(Advanced Standing or Traditional Year)	3	
SCWK	691	Advanced Field Practicum I	(Advanced Standing or Traditional Year)	4	
SCWK	692	Advanced Field Practicum II	(SCWK 691)	4	
SCWK	693	Advanced Field Practicum III	(SCWK 692)	4	
SCWK	699	Social Work Capstone Project	(SCWK 650, Advanced Standing or Traditional Year)	4	

Sample Course Sequence
Traditional Year (30
credits)

TRADITIONAL YEAR Fall Semester	
SCWK 530 Generalist Micro Practice	4
SCWK 540 Human Behavior/Social	3
Environ SCWK 550 Research Methods	3
SCWK 591 Field Practicum 1	5
	15

TRADITIONAL YEAR Spring Semester	
SCWK 510 Policy Analysis and Advocacy	3
SCWK 520 Generalist Macro Practice	3
SCWK 560 Diversity & Social Injustice	3
SCWK 592 Field Practicum 2	6
	15

Advanced Year (35 credits minimum)

ADVANCED YEAR Fall Semester	
SCWK 620 Advanced Group Practice	3
SCWK 630 Advanced Micro Practice	4
SCWK 660 Clinical Assessment/Diagnosis	3
SCWK 691 Advanced Field Practicum 1	4
	14

ADVANCED YEAR Spring Semester	
SCWK 610 Advanced Policy and Advocacy	3
SCWK 650 Applied Social Work Research	3
SCWK 680 Leadership and Supervision	3
SCWK 692 Advanced Field Practicum 2	4
	13

ADVANCED YEAR Summer Semester	
SCWK 693 Advanced Field Practicum 3	4
SCWK 699 Social Work Capstone Project	4
	8

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Sylvia H Maixner

From: Rusty A Leonard
Sent: Tuesday, October 24, 2017 1:08 PM
To: Sylvia H Maixner
Subject: FW: Proposal 18-024 & 18-026
Attachments: Program Outcome Change Form.docx; Current MSW Check-sheet.docx; Proposed MSW Check-sheet.docx

Forwarding

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Wendy L Samuels <WendySamuels@ferris.edu>
Date: Tuesday, October 24, 2017 at 12:31 PM
To: Janet L Vizina Roubal <JanetVizinaRoubal@ferris.edu>, Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: RE: Proposal 18-024 & 18-026

Hi Rusty. Janet forwarded this to me. As she's new to the UCC process, I've made the corrections necessary. Please also your comments below. I've replied to some of these in red. I will send two separate emails for each of the proposals.

From: Rusty A Leonard
Sent: Wednesday, October 18, 2017 11:09 AM
To: Janet L Vizina Roubal <JanetVizinaRoubal@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: Proposal 18-024 & 18-026

Janet,

Please address the following concerns with your two proposals and in the future, combine as many similar proposals as possible into one proposal, to lessen the unnecessary duplication of work individual mini proposals create for the UCC and others in the path of the approval process.

For 18-024:

1. The effective date for the proposal is 201712, which is not a term. The effective date will need to be 201808. Fall is the only time checksheets and outcomes can be changed within MyDegree. Form A is attached with the term correction.
2. Submit a Form D Attached.

For 18-026

1. Form A shows that field experience was being moved to the second semester from the first semester. However, the course sequence still shows that the field experience in the first semester.
2. Form B is not signed.
3. Form C is not signed.
4. Form E/F's also have incorrect term dates. Choose a future term date and know that checksheets and course catalog descriptions are only updated each fall semester.
    a. These forms are not on the correct University Template.
5. E/F for SCWK 610
    a. Will this course be changed to a lecture lab?
        i. It is currently in the system as just a 3 credit lecture, but the E/F Form has a split between lecture and lab hours.
6. E/F for SCWK 632
    - Contact hours should be by week, not semester.

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

18-028

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: READ 176- Analytical Reading

Initiating Individual Kristin Conley **Initiating Department or Unit:** Developmental Curriculum in RSS

Contact Person's Name: Kristin Conley **Email:** KristinConley@ferris.edu **Phone:** 231-591-2808

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		**FORM** (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course **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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Kristin Conley, Faculty	5/4/17	X_ Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Kristin Conley, Faculty	5/4/17	X Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	Deedee Stakley	5/4/17	X_ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Monica Frees, Faculty Dave McCall, Faculty Kristin Conley, Faculty		3 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative		10/6/17	X Support __ Hold __ Not Support
Dean	Interim – Deedee Stakley	5/4/17	X_ Support __ Support with Concerns __ Not Support
University Curriculum Committee **	RUSS LEONARD	10/12/17	6 Support ~~0~~ Support with Concerns ~~0~~ Not Support ~~0~~ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
** Number Count must be given for all members present and/or voting.
To be completed by Academic Affairs Date of Implementation: Fall 2017

President (Date Approved

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
After many conversations with our department, administration from other colleges on campus, and Provost Blake, our department realigned the curriculum and student learning outcomes for READ 176 to better meet the needs of students entering the University. In doing so, it was decided that the course aligned with two of the General Education requirements. Since many students enter the University needing READ 176 just like students enter the University needing MATH 115, we believe that this request should be considered. Not only will it help our students academically, it will also help them financially because this valuable course would count toward their degree.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☐ New ☒ Modification ☐ Deletion

Name of Degree, Major, etc.: N/A

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number
Click here to enter text.	

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
READ	176	Analytical Reading

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

☐ Add Course ☐ Delete Course ☒ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

☐ Move from elective to required ☒ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Retention and Student Success	Developmental Curriculum	General Studies

Form EF
Effective Fall 2016

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: READ 176-College Critical Reading
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 Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar	
READ	176						READ	176					
Title: College Critical Reading							Title: Analytical Reading						
Credit Hours		Prerequisites		Co-requisites			Credit Hours 3		Prerequisites		Co-requisites		
3		Placement by assessment or successful completion of READ 106.							Placement by assessment or successful completion of READ 175.				
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*						
The College Critical Reading course provides students the opportunity to develop higher-level critical reading skills necessary to complete research projects. Instruction is designed to assist in the improvement of effective reading skills needed for comprehension, interpretation, analysis and synthesis of college level content. Prerequisite: Placement by assessment or successful completion of READ 106							Improve students' analytical reading ability and reading efficiency as needed for advanced college-level material and necessary for research papers and projects. Instruction is designed to assist in the improvement of effective reading skills needed for comprehension, interpretation, analysis and synthesis of college-level content. Critical comprehension skills, such as making inferences, distinguishing between facts and opinions, recognizing biases, making critical judgements, understanding cultural differences, relating social systems and theories, and making critical judgments, are emphasized. These skills are designed to be applicable to texts in other college courses. Placement by assessment or successful completion of READ 175.						
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan						
See Below							See Below						
Course Outline including Time Allocation							Course Outline including Time Allocation						
See Below							See Below						

CURRENT: READ 176- College Critical Reading Course Outcomes	CURRENT: Assessment Plan
Students will develop higher-level critical reading skills necessary to define and interpret credible sources needed for research.	Pre and Post Assessments Article Summaries Research Project
Students will develop reading comprehension skills needed for synthesis of college level content.	Pre and Post Assessments Article Summaries Book Summaries Research Project
Students will develop college level reading interpretation skills needed to create an outline to analyze and summarize text.	Pre and Post Assessments Article Summaries Book Summaries Research Project

Current READ 176- College Critical Reading Time Allocation	
Article Summaries	4 hours
Reflection	3 hours
Engage in Discussion	6 hours
Research	13 hours
Vocabulary Building- Content Specific	6 hours
Online Journals	6 hours
Summarize Text	2 hours
Identify Credible Sources	3 hours
Outline	2 hours
Total for 15 weeks	45 hours

Reading 176 – Student Learning Outcomes		
	Course Outcomes	**Assessment Plan**
1	Students will **read** and **discuss** (**creating** questions and **sharing** experiences) different types of text (i.e. newspaper articles, memoirs, college textbooks, novels, etc.)	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) -Guided Reciprocal Peer Questioning (1, 2, 3, 4) -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest

2	Students will actively engage in learning by **determining** the purpose, point of view, and the implicit or explicit message of a piece of text **-citing specific textual evidence** when supporting conclusion drawn from the text.	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) -One-Minute Papers, reflections, etc. -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
3	Students will **analyze** two or more texts that address similar themes or topics in order to **compare elements** of each.	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) - Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
4	Students will **reflect** upon their ability to better interpret, analyze, and critically evaluate and advocate ideas.	-Journals -Formative: Rate your knowledge, exit ticket, 3,2,1, muddiest , etc. -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
5	Students will **acquire** or **clarify** the meaning of unknown general academic and domain-specific vocabulary to increase comprehension.	-Mini lesson activities: context clues, content-specific vocabulary, connotation, denotation, etc. -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest

READ 176 - Time Allocation	
Actively Engage in Reading	3 hours
Develop questions	6 hours
Engage in Discussion	6 hours
Analyze Two or More Text	6 hours
Vocabulary Building- Content Specific	3 hours
Research social issues	9 hours
Research 2-3 countries	3 hours
Research cultural interest	6 hours
Reflect upon learning	3 hours
Total for 15 weeks	45 hours

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   ☐ Practicum
   ☐ Independent Study
B. College Code: Retention and Student Success
C. Department Code: RSS - Retention & Student Success
D. Credit Hours:
   ☐ Variable
   ☒ Fixed
E. Minimum Credit Hours: Click here to enter text.
F. Maximum Credit Hours: Click here to enter text.
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.
H. Levels:
   ☒ 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: NA

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: [signature] 10/12/17

Academic Affairs Approval Signature & Date: _____

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

GENERAL EDUCATION APPROVAL FORM

FORM G
Effective Spring 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: READ **Course Number: 176**

Course Title: Analytical Reading **G. E. Codes Requested: SSOC, SSOF, 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

Please Print

Initiator: Kristin Conley **Date Sent:** 4/30/17

Proposal Contact: 591-2808 **Email:** KristinConley@ferris.edu

Department: Developmental Curriculum **Campus Address:** 820 Campus Drive, ASC 1027

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 Click here to enter text. Gen. Ed. Designation(s).

☐ Do not support the request to designate the course listed above as a Click here to enter text. Gen. Ed. Designation(s) for reasons listed below.

Comments: Click here to enter text.

Ferris State University
Analytical Reading – READ 176

Instructor: Professor XXX
Office:
Phone: 231-591-XXX
E-Mail: _____@ferris.edu

Office Hours: Dates and Times * or by appointment

Course: READ 176 XXX
Class Schedule: Days Times
Class Location: **STR XXX

Note for All Students: **Welcome to READ 176- Analytical Reading! I am excited to have you in class and I know that we will have a great semester!** As your instructor, I assume many responsibilities. You, however, are expected to be an EQUAL partner in your own learning. In other words, you are expected to be a self-disciplined, self-motivated learner who is actively involved in your own learning. This section of READ 176 has been carefully designed to help you increase and improve your critical thinking and reading skills. Although I will do my best to identify students who are having difficulty in the course, *please feel free to contact me when you need help. This is very important!*

Your Syllabus: Please hold on to this syllabus because it contains valuable information, and, if you ask me a question during the semester that is found in this syllabus, I will always refer you back to it because I want you to use it as a resource and guide for the semester.

Materials Required:

1. Boss (2012), ***THINK: Critical Thinking and Logic Skills for Everyday Life,*** *3rd ed.* (McGraw Hill)
2. *Millennials Speak: Essays on the 21st Century* ed. (Thead & Khan)
3. Folder/notebook, Paper, writing utensil, and flash drive for computer use.
4. Printer or a print card (with at least $25.00 on it)

Course Description: This course is designed to improve students' reading efficiency and analytical reading ability as needed to successfully read advanced college-level material and to become lifelong readers. This course provides students the opportunity to develop higher-level critical reading skills necessary to complete research projects. Instruction is designed to assist in the improvement of effective reading skills needed for comprehension, interpretation, analysis and synthesis of college level content. Critical comprehension skills, such as making inferences,

distinguishing between facts and opinions, recognizing biases, making critical judgements, understanding cultural differences, relating social systems and theories, and making critical judgments, are emphasized. These skills are designed to be applicable to texts in other college courses. **Prerequisite: Placement by assessment or successful completion of READ 175- Fundamentals of Analytical Reading.**

Course Overview: **This is a blended course where you will be completing at least 1/3 of your assignments online. It will require that you complete assignments for the course a minimum of 2 to 3 times a week and that you check your course messages and announcements **daily.** For this reason you must complete the **FSU Online Readiness** course located in our Blackboard shell.

Reading 176 – Student Learning Outcomes		
	Course Outcomes	**Assessment Plan**
1	Students will **read** and **discuss** (**creating** questions and **sharing** experiences) different types of text (i.e. newspaper articles, memoirs, college textbooks, novels, etc.)	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) -Guided Reciprocal Peer Questioning (1, 2, 3, 4) -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
2	Students will actively engage in learning by **determining** the purpose, point of view, and the implicit or explicit message of a piece of text - **citing specific textual evidence** when supporting conclusion drawn from the text.	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) -One-Minute Papers, reflections, etc. -Independent Reading -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest

3	Students will **analyze** two or more texts that address similar themes or topics in order to **compare elements** of each.	-Participate in theme based round-table discussions about assigned and independent readings. (1, 2, 3, 4,5) - Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
4	Students will **reflect** upon their ability to better interpret, analyze, and critically evaluate and advocate ideas.	-Journals -Formative: Rate your knowledge, exit ticket, 3,2,1, muddiest , etc. -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest
5	Students will **acquire** or **clarify** the meaning of unknown general academic and domain-specific vocabulary to increase comprehension.	-Mini lesson activities: context clues, content-specific vocabulary, connotation, denotation, etc. -Research Project(s)- i) **2-3 Countries,** ii) social issue iii) cultural interest

Assignments and Assessments:

1. **Pre and post** assessments will be given. The post test will be graded.
2. **Formative Assessments**- these will be given weekly (entrance ticket, 3,2,1, , muddiest point, one minute summary, etc.) These will not be graded.
3. **Homework** – It will be given on a regular basis. Homework points will vary depending on the complexity of the assignment. However these points will add up quickly during the semester.

4. **Chapter Quizzes** – There will be 7 chapter quizzes. Each quiz is worth 20 points. Some quizzes are given online and some are given in class.
5. **FLITE Pilot Modules** – Project Information Literacy Online Tutorial (Pilot) Pre-test, 5 unit tests and a post-test. These modules focus on your ability to Identify, Select, Find, Retrieve and evaluate sources for research. (5 points each)
6. **Research Project #1: Informative (Country)**- As we attempt to broaden our understanding of other countries and cultures, students will pick 2-3 countries to research. This first research project will be informational and the presentation will be less formal with students engaging in small group presentations –where each student will present to a table of six to seven students. (50 points)
7. **Research Project #2**: This research project will be done with 1-2 partners. Students will pick a topic of cultural interest to present to the class. They will explain how and why this was or is of significant interest. Each pair or group of three will present their findings to the class (75 points).
8. **Research Project #3: Social Issue** –
    a. **Articles Annotation –** The eight (8) articles you select for your Final Project are to be annotated. This will require you print each article to annotate. After annotating the article you will write a summary of each article. You will include a statement of how on how the information in this article can used for your final project. Due dates for these 8 articles will be provided will be provided by the instructor. 10 points for each article.
    b. **Research Log** – This research log relates directly to the outcome of the final project. You are to select a **minimum of 10 articles** by the end of the project. This assignment will be broken down into sections over the semester. See Rubric for details. 20 points
    c. **Research Outline** – This is an annotated outline which relates directly to the Final Project and Research Log. This can be completed within 2-3 pages. 35 points
    d. Student-Faculty One-on-One Conferences -
    A minimum of one (1)10-15 minute conference is required. These conferences are held during the 9-11 week period of the semester. This conference may be scheduled during class, If not in the classroom, conferences will be in the instructor's office. 15 points
9. **Social Issue Final Research Project**: There are options for the final project.- Points 200
    You will select one.
        i. **Research Paper**: This paper is to be in MLA or APA format, minimum of 8 pages paper with citations (this does not include the title page or work cited). You will be responsible to share your research with the class.
        ii. **Presentation:** - A 30-35 minute presentation with citations, can include up to 2 five minute videos and other images. The week prior to exams the presentations will be presented to the class.
        iii.
    ❖ ***Whether you are presenting a game or not during finals week you are expected to attend the final exam date. If you do not attend, you will lose 50 points of your total score.***

10. **Class Participation Online:** Your participation online is based on the completion of assignments, review and response to videos, discussion prompts, etc. **Again, these points will add up quickly so make sure that you are completing them every week!**

11. **Journals:** The journals should be connected to the work we are doing in class. They are due on Sunday by 11:59 pm in Blackboard. 10 points each.
12. **Daily Participation/Activities**: In class assignments, discussion and projects constitute daily points. If you are absent, you will miss these points. There are up to ten points each class period. See Studentship rubric.
13. **Possible Points**: There are approximately **1000 possible points** for the semester.

Instructions and due dates for assignments will be given at the time they are assigned. However, all assignments, rubrics, and assessment methods will be housed on our blackboard course page for easy accessibility.

Grading Scale:

Points	Grade		Points	Grade
95-100	A		77-79	C+
90-94	A-		74-76	C
87-89	B+		70-73	C-
84-86	B		67-69	D+
80-83	B-		64-66	D
			61-63	D-
			Below 60	F

ABSENCES: Attendance is critical for college success. For this reason, you are allowed only three absences for the semester. If you have **more than (4) four absences** you could receive a failing grade, this is regardless if the absence is excused or not excused. If you have more than three absences, you will need to schedule a one-on-one conference to discuss your options. . However, if at the end of the semester, you have absences remaining, you will receive 10 bonus points for each!

Absences for University-sponsored Functions: The University also has a policy (Academic Affairs Policy Letter 01:4) and form that addresses students' absences due to University-sponsored functions. In brief, the policy states that: "The students in attendance should be excused from classes, but are responsible for all work missed. Students must present a copy of the form to their instructor prior to leaving." More information about the policy and form is online at:
http://www.ferris.edu/HTMLS/administration/academicaffairs/policyletters/01-4- Excusing-Students-for-Schooi-Sponsored-Function.pdf.

RELIGIOUS HOLIDAY: Ferris State University will make reasonable accommodations for absences from the University in observance of religious holidays. As a student, it is your responsibility to **notify the faculty in writing during the first week of the semester** if you will be absent due to an observance of a religious holiday. Once notification has been received, you will be excused from the class, labs, and clinics for the holiday(s) and you will be allowed to make up missed exams; however, you are responsible for completion of all missed work within a reasonable time amount of time.

Make-up Work: Advanced assignments will be given if you must be absent. Please keep absence to a minimum. You will be allowed **three absences** for the semester. Make-up work will be permitted at **my discretion**, however, arrangements must be made with me **outside of class time.** Note: If you must miss a class on the day a test has been scheduled, you must make arrangements with me to reschedule the test. **The arrangements must be made before the day of the test.**

Examination Week – *You must attend this to gain full points for your final project, even if you have already presented your project. Below is a link to the semester's exam schedule:*
https://wwws.ferris.edu/StaffServices/MyFSU/data/Spring2017ExamSchedule.html

Academic Integrity: Your commitment to being a student at Ferris State University begins with a fundamental understanding of and appreciation for the core values of the institution. Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by integrity, fairness, honesty, and trust. A component vital to the university community is academic integrity, which acknowledges the inherent worth of individual learning (Bulldog Values in FSU student handbook).

- It is the student's responsibility, as a member of the Ferris State University's learning community, to access and abide by the university's policies regarding academic conduct (FSU student handbook).
- Integrity of scholarship requires that all academic work be completed by the student to whom it is assigned, for the course in which it is assigned, without unauthorized aid of any kind. Students are expected to be ethical in their scholarship and practice academic integrity. This includes properly crediting others for their ideas which the student may find useful. (FSU student handbook)

These policies and procedures will not supersede Board of Trustees' policy on student conduct and university disciplinary procedures.

Class Norms: These will be discussed and created during the first week of class. This will include norms such as eating in class, group work, extra credit, dismissal and tardy policies, etc. However, the following class participation, sleeping, and smartphone policies are set:

- Class participation is critical to analytical thinking. Please work hard to be an active participant in class during the work.
- There is no sleeping in class.
- There will be no headphones or smart phones out during class unless we are using them for a class activity. This will be clearly communicated.

Please Add Class Norms Here:

_____

_____

_____

_____

_____

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_____

_____

Accommodations: 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 https://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.

Diversity and Inclusion: As a classroom we value diversity and inclusion. Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. Our inclusive classroom will promote and sustain a sense of belonging because we value and respect individual talents, beliefs, backgrounds, and ways of living.

***Course information, assignments, activities, descriptions, locations, schedules, grading systems, and class content are subject to change by the instructor.**

READ 176: Analytical Reading
Weekly Schedule

Week	Schedule	Journal(s)	Assessments: Formative and Summative
1.	**Introduction: Class Norms and Etiquette, Review Syllabus ,Online Readiness, Ferris Connetiquette** **Active Reading Discussion** **Definitions of good & bad readers** **Active Reading** * Venn Diagram • **Activate Prior Knowledge** • **Set a purpose – Reading of a Craigslist Posting** • **Gift Assignment** **Explore Textbook Structure**-Bring in textbooks so we can discuss textbook structure. Start thinking about the final project (social issue) you would like to take on for the semester. Please decide on what you may be leaning towards. **Homework- Annotation of Article** **THINK textbook - read Chapter 1 pages 1-6**	**Online Journal #1: Introduce Yourself?**	Pretest-Article *Venn Diagram of the difference between good readers and bad readers Discuss definitions of good readers and bad readers.

2.	**THINK Textbook: Review Chapter 1 pages 1-6.** Concepts to begin to discuss and explore the importance of using- • Discuss MLA/APA Citations • Discuss how to summarize • Predicting - Write a sentence or two on how you think this article might help in your final project. • Developing Vocabulary: Identify unknown words in article Go to FLITE Library for Pre-Assessment of PILOT **Homework -** **Find first article on project topic and bring Hardcopy to class.** **THINK textbook - read and annotate Chapter 1 pages 6-19.**	**Online Journal #2 – Complexities of Knowledge in Calvin & Hobbs Cartoon** **Online Finish PILOT Assessments**	• Vocabulary Building – Rate Your Knowledge
3.	**THINK Textbook: Review Chapter 1 pages 6-19.** • Turn in Article #1 • Read Article: **Part 1- Foreign Policy Topic** • Read the rest of Chapter 1 pages 20 – 28 – Barriers to Critical Thinking • Review 8 areas of Resistance & 5 areas of Narrowmindedness **Homework –** **Find Article #2 on project topic and bring Hardcopy to class.** **THINK textbook - read and annotate Chapter 2.**	**Online Journal #3 – Dualistic Thinking**	• Group Definitions of Resistance and Narrowmindedness (Formative) • Chapter 1 Quiz: Critical Thinking & Why It's Important

4.	**THINK Textbook: Review Chapter 2.** • Turn in Article #2 • Read Article in Class & Rate Your Vocabulary Worksheet • Go to FLITE Library for Databases • Round Table Discussion **Homework –** **Find Article #3 on project topic and bring Hardcopy to class.** **THINK textbook – read Chapter 3 pages 62-78.**	**Online Journal #4 – Life Plan**	• Vocabulary Building – Rate Your Knowledge • Round Table Discussions • Chapter 2 Quiz: Reason and Emotion

5.	**THINK Textbook: Review Chapter 3 pages 62-78.**
	
	• Turn in Article #3
	• Discuss our changing language
	  o Used by Shakespeare, Knave? Bad person or someone up to no good
	  o From 1870, Bricky – What does this mean? Brave or fearless
	  o From late 60s/early 70s, Groovy – wonderful or cool
	• Read Article in Class & Rate Your Vocabulary Worksheet
	• Review Chapter 3 pages 80 to 87
	• Euphemism Class Activity-death
	• Language Manipulation-video
	
	Homework –
		Online Journal #5 – Resistance	• Vocabulary Building – Rate Your Knowledge
			
			• **Chapter 3 Quiz: Language and Communication**

	Find Article #4 on project topic and bring Hardcopy to class. **THINK textbook – read Chapter 4 pages 96-103.**		
6.	**THINK Textbook: Review Chapter 4 pages 96-103.** • Turn in Article #4 • Mini lesson: Connotation/ Denotation p. 99 (smashed, collided, bumped, hit, & contacted) • Eyewitness Accounts inaccurate up to 50% of the time. o Watch video – Eyewitness Test: How Do You Stack Up? MSNBC o Watch Change Blindness Attention Test from Youtube o If I have time I can show them a few other clips - What Do You See? | Brain Games by National Geographic o Show TED video by Apollo Robinson – The Art of Misdirection o Watched a TED video on Memory by Joshua Foer • Review pages 107 – 122 • Look at the pictures on page 108 & 109 • Go to FLITE Library for Citations MLA/APA format **Homework –** **Find Article #5 on project topic and bring Hardcopy to class.** **Chapter 2 Quiz** **THINK textbook – read and annotate Chapter 5.**	**Online Journal #6 – Peer Pressure**	Chapter 4 Quiz: Knowledge, Evidence, and Errors in Thinking 3-2-1 (Formative)
7.	**THINK Textbook: Review Chapter 5.** • Turn in Article #5 • Review Fallacy terms - Group Activity • Round Table Discussions	**Online Journal #7 – Coping with Adversity**	**Research project: 2-3countries** **Round Table Discussions** **Muddiest Point**

	Homework – **Find Article #6 on project topic and bring Hardcopy to class.** **Yellow Fallacies Worksheet**		
8.	**THINK Textbook: Review Chapter 5.** • Turn in Article #6 • Read Article – **Part 2 Popular Culture Topic** • Go to FLITE Library for Creative Commons/ Scholarly Research Builds Upon Itself **Homework –** **Find Article #7 on project topic and bring Hardcopy to class.**	**Online Journal #8 – Happiness**	**Research project: 2-3countries**
9.	**THINK Textbook: Review Chapter 5.** • Turn in Article #7 • Read Article in Class & Rate Your Vocabulary Worksheet **Homework –** **Find Article #8 on project topic and bring Hardcopy to class.** **THINK textbook – finish reading and annotating Chapter 5.**	**Online Journal #9 – Communication Style**	**Chapter 5 Quiz: Informal Fallacies** **3-2- 1 In class article (Formative)**
10.	**THINK Textbook: Review Chapter 2.** • Turn in Article #8 • Research Outline • Round Table Discussions • Read Article - Part 3 **Food, Consumption, and Global Health**	**Online Journal #10 – Employee Monitoring**	**Research Project: Cultural Interest** **Round Table Discussions**

	Homework – **Find Article #9 on project topic and bring Hardcopy to class.** **THINK textbook – finish reading and annotating Chapter 11.**		
11.	**THINK Textbook: Review Chapter 11.** • Turn in Article #9 • Read Article in Class & Rate Your Vocabulary Worksheet • **30% of Project Due** **Homework –** **Find Article #10 on project topic and bring Hardcopy to class.** **THINK textbook – finish reading and annotating Chapter 11.**	**Online Journal #11 – Photos**	**Research Project: Cultural Interest**
12.	**THINK Textbook: Review Chapter 11.** • Turn in Article #10 • Review Fallacies Worksheet • Read Article –Part 4 **United States** • **60% of Final Project Due** **Homework –** **Work on your Final Project** **THINK textbook – finish reading and annotating Chapter 9.**	**Online Journal #12 – Smart Phones**	**Chapter 11 Quiz: Mass Media** **Muddiest Point (Formative)**
13.	**THINK Textbook: Review Chapter 9.** • Read Article in Class & Rate Your Vocabulary Worksheet • Watch Videos on Blackboard • Round Table Discussions • **90% of Final Project Due (At the beginning of the week.)**	**Online Journal #13 – Hasty Generalizations**	**Chapter 9 Quiz: Ethics and Moral Decision Making** **Round Table Discussions**

	Homework – **Complete Course Evaluations** **Work on Final Projects**		
14.	Final Projects	**Online Journal #14 – End of the Semester Reflection**	**Student Feedback: Survey Monkey Survey, Course Evaluation, Start-Stop-Continue Evaluation**
15.	Final Projects		**Final Research Project: Social Issue**
16.	Exam week-		Post Test **Final Research Project: Social Issue**

COMPETENCY IMPLEMENTATION PLAN (CIP)
CULTURE

Date: 05/03/2017

Course prefix, number, and title: READ 176 Analytical Reading

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

This course centers on analytical thinking and analytical thinking requires a good understanding of barriers to critical thinking. students must explore how types of resistance and narrow-mindedness can influence their ability to reason and think critically. For this reason, students must be exposed to a variety of cultures and beliefs so they can better understand what and why they believe as they do.

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?	*How will achievement be evaluated?*
Students will engage in reading different types of texts from a variety of genres and authors. Students will engage in two research projects that will broaden their understanding of other cultures. The first will include learning about the languages, religions, laws and social norms, art, history, etc.. The second research project will explore a significant cultural interest in a specific society and how it contributes to our global society.	Students will participate in theme-based round-table discussions based on individually chose genres. Students will participate in guided-reciprocal- peer questioning; each student will be reading and essay by an author from a different country. This will happen four times during the semester. The topics include: Foreign Policy and International Relations; Popular Culture; Food, Consumption, and Global Health; United States Students will engage in three research projects- two of which will broaden their understanding of other cultures.

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?	*How will achievement be evaluated?*
Students will engage in reading different types of texts from a variety of genres and authors. These texts will be discussed in class focusing on aspects of human nature. Students will be asked to compare their native country with other countries/ cultures. Students will reflect upon their ability to better interpret, analyze, and critically evaluate and advocate ideas. Students will collaborate with others and share experiences.	Students will participate in theme-based round-table discussions based on individually chose genres. Students will complete on-line journal entries that require that they reflect upon their new found understandings of biases, comparisons of cultures, personal experiences, etc.

CUL3: Analysis – Students will be able to develop justify and improve value distinctions (including aesthetic and ethical) in perception, craft and/or life choices.	
How will this be implemented in class?	*How will achievement be evaluated?*
Students will analyze two or more texts that address similar themes or topics in order to compare elements of each. Students will actively engage in determining the purpose, point of view, implicit or explicit message of a piece of text- citing specific textual evidence when supporting conclusions drawn from the text. Students will develop questions for discussion based on knowledge from the reading.	Students will participate in theme-based round-table discussions based on individually chose genres. Students will complete on-line journal entries that require that they reflect upon their new found understandings of biases, comparisons of cultures, personal experiences, etc.
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?	*How will achievement be evaluated?*
Students will complete a research project exploring a significant cultural contribution to our global society.	Students will create a paper/ presentation/ flyer/ video/ etc. informing other about their research and why it was a significant.

COMPETENCY IMPLEMENTATION PLAN (CIP)
SELF AND SOCIETY

Date: 05/03/2017

Course prefix, number, and title: READ 176 Analytical Reading

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

This course centers on analytical thinking and analytical thinking requires a good understanding of how society functions and the role that individuals and individual groups play in a society. For this reason, students must have a good understanding of important issues that impact a society. They must also understand that they have a powerful voice that can be used to impact society and these important issues. These issues are very complex and require that students have a good understanding of how policies, ethics, moral reasoning, fallacies, emotive language, and media (to name just a few) are used to persuade or dissuade.

SOC1: Individuals – Students critically analyze the effects of various social contexts on the behavior of individuals.	
How will this be implemented in class?	*How will achievement be evaluated?*
Students will read and discuss (creating questions and sharing experiences) different types of text (i.e. newspaper articles, memoirs, college textbooks, novels, etc.) Students will actively engage in learning by determining the purpose, point of view, and the implicit or explicit message of a piece of text -citing specific textual evidence when supporting conclusion drawn from the text.	-Participate in theme based round-table discussions about assigned and independent readings. -Guided Reciprocal Peer Questioning -One-Minute Papers, reflections, etc. - Online Journals -Research Project : social issue Research Component: Students analyze various stakeholders associated with the issue looking at why they hold various values and opinions.
SOC2: Organizations – Students identify the nature and values of organizations and evaluate the influence of those values on how the organizations affects social problem solving or policymaking.	
How will this be implemented in class?	*How will achievement be evaluated?*
Students will actively engage in learning by determining the purpose, point of view, and the implicit or explicit message of a piece of text -citing specific textual evidence when supporting conclusion drawn from the text. Students will research a topic of interest (social issue) and create a pamphlet/ policy change/ public service announcement, video etc. base on research.	-Research Project- Social Issue Reflection component: Students analyze and reflect upon how the ethics and moral values of a group or society affect decision making.

SOC3: Influences – Students assess the potential impact of political, economic, and social policy decisions on individuals and society.	
How will this be implemented in class?	*How will achievement be evaluated?*
Students will analyze two or more texts that address similar themes or topics in order to compare elements of each. Students will research a topic of interest (social issue) and create a pamphlet/ policy change/ public service announcement, etc. base on research.	-Research Project- Social Issue Reflection component: students explore and reflect upon stakeholders associated with policies and political and economic decisions.
SOC4: Civic engagement – Students actively active participate in assisting an off-campus community organization in the achievement of its goals.	
How will this be implemented in class?	*How will achievement be evaluated?*
Students will research a topic of interest (social issue) and create a pamphlet/ policy change/ public service announcement, create a deliberative dialogue guide centered on the issue, etc. base on research.	Students will present their findings to an off-campus or community organization. How the information is shared will depend upon the type of project students create. For example, videos or public service announcements can be shared electronically. Pamphlets can be distributed in a variety of methods (electronically, informational table, on-site community locations.)

Sylvia H Maixner

From: Rusty A Leonard
Sent: Thursday, November 9, 2017 1:01 PM
To: Kristin A Conley
Cc: Sylvia H Maixner
Subject: Re: Proposal 18-028 & 18-029

Kristin,

Since 10+ days have accumulated since you sent the form C to the library, your proposal is now being moved through the UCC without the need for a signed form C.

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Kristin A Conley <KristinConley@ferris.edu>
Date: Thursday, October 19, 2017 at 8:59 AM
To: Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: RE: Proposal 18-028 & 18-029

Rusty,
Okay, I will fill one out and take it to the library liaison for RSS. Thank you!- Kristin Conley

---

From: Rusty A Leonard
Sent: Wednesday, October 18, 2017 8:36 AM
To: Kristin A Conley <KristinConley@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: Proposal 18-028 & 18-029

Kristin,

Please supply a signed form "C" for each of your proposals.

You may email those to Sylvia.

Thanks,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor

UCC Chair
Ferris State University
College of Engineering Technology

18-029

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: READ 175- Foundations to Analytical Reading

Initiating Individual Kristin Conley **Initiating Department or Unit:** Developmental Curriculum in RSS

Contact Person's Name: Kristin Conley **Email:** KristinConley@ferris.edu **Phone:** 231-591-2808

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		**FORM** (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	**PCAF Link**	**A**	**B-UND B-GRA**	**C**	**D**	**EF**	**FIN**
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course **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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	**DATE**	**VOTE/ACTION * Number Count**
Program Representative **	Kristin Conley, Faculty Kristin Conley	5/4/17	X_ Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Kristin Conley, Faculty Kristin Conley	5/4/17	X Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	Deedee Stakley Deedee S	5/4/17	X_ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Monica Frees, Faculty Dave McCall, Faculty Kristin Conley, Faculty		3 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative		10/6/17	X Support __ Hold __ Not Support
Dean	Interim – Deedee Stakley Deedee S	5/4/17	X_ Support __ Support with Concerns __ Not Support
University Curriculum Committee **		11/28/17	6 Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: Fall 2017

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

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
   After many conversations with our department, administration from other colleges on campus, and Provost Blake, our department realigned the curriculum and student learning outcomes for READ 175 to better meet the needs of students entering the University. This update represents an opportunity for improvement in student-centered learning outcomes. This change will not impact any other courses as there are no prerequisites for the course, nor is this course a prerequisite for other courses.

2. Summary of Curricular Action (Check all that apply to this proposal)

   ☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

   ☐ New ☒ Modification ☐ Deletion

   Name of Degree, Major, etc.: N/A

3. Summary of All Course Action Required:

   A. Newly Created Courses to be Added to the Catalog

Prefix	Number
Click here to enter text.	

   B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

   C. Existing Courses to be Modified

Prefix	Number	Title
READ	175	Foundations of Analytical Reading

   D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

   E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

   ☐ Yes ☒ No

   If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

   ☐ Add Course ☐ Delete Course ☒ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

   ☐ Move from elective to required ☒ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Retention and Student Success	Developmental Curriculum	General Studies

Form EF
Effective Fall 2016

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: READ 176-College Critical Reading
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 Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar	
READ	106						READ	175					
Title: College Reading Methods							Title: Foundations to Analytical Reading						
Credit Hours		Prerequisites		Co-requisites			Credit Hours 3		Prerequisites		Co-requisites		
3		Placement by assessment							Placement by assessment				
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*						
This course will provide students with the opportunity to become critical readers by increasing vocabulary, enhancing reading comprehension and recall, and improving reading skills to better prepare for college-level reading. Students will learn active reading strategies to become a more effective reader, which can lead to improved college success. Prerequisite is placement by assessment or recommendation of FSU Advisor. This course introduces strategies--active learning techniques--and offers practice in skills which allow students to immediately use what they have learned in their own reading. The aim of this course is to increase reading techniques required for college reading.							This course will provide students with the opportunity to become critical readers by increasing vocabulary, enhancing reading comprehension and recall, and improving reading skills to better prepare for personal and college-level reading. Students will learn active reading strategies to become a more effective reader, which can lead to improved college success. This course introduces strategies--active learning techniques--and offers practice in skills which allow students to immediately use what they have learned in their own reading. The aim of this course is to increase student reading and help students develop techniques required for college reading.						
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan						
See Below							See Below						
Course Outline including Time Allocation							Course Outline including Time Allocation						
See Below							See Below						

Current Outcomes

READ 106: Course Outcomes	Assessment Plan	Assessment Method
Students will use active reading strategies to recall important details andcomprehend the text (i.e. predict, identify purpose, ask questions, clarify text, answer questions, and summarize/ paraphrase).	A} Journal B) Pre and Post Assessments: Written Outline C) Pre and Post Assessment Summarization D} Pre and Post Assessment Concept Map	A) Journal assigned week 2 and assessed weeks 3- 14 B) Pre (week 1} and Post Assessments: Written Outline (week 14) C) Pre (week 1)and Post Assessment Summarization (week 14) D) Pre (week 1) and Post Assessment Concept Map(week 14)
Students will determine the purpose, point of view, and the implicit or explicit message of a given piece of texting- citing specific textual evidence when supporting conclusions drawn from the text.	A) M.A.P. Articles (Note: to M.A. P. an article means to identify the Message -Audience- and -Purpose of a given text- citing evidence to supportthe claim.)	A) M.A.P. assignment (week 4 ,week 8, week 12)
Students will analyze two or more texts that address similar themes or topics in order to compare elements of each.	A) Pre and Post Assessment: Concept Map B) M.A.P Articles	A) Pre (week 1)and Post Assessment: Concept Map (week 14) B) M.A.P. assignment (week 4 ,week 8, week 12}
Students will demonstrate written skills of annotation and summarization.	A) Pre and Post Assessment: Annotation B) Pre and Post Assessment Summarization C) M.A.P Articles	A} Pre (week 1) and Post Assessment: Annotation (week 14) B) Pre (week I) and Post Assessment Summarization (Week 14) C) M.A.P assignment (week 4 ,week 8, week 12)
Students will acquire or clarify the meaning of unknown general academic and domain-specific vocabulary toincrease comprehension.	A)Vocabulary Project B) Journal Assignment	A} Academic Discipline Vocabulary Project Assignment- assigned week 5 and assessed week 14 B} Journal assigned week 2 and assessed weeks 3- 14
Students will reflect upon their learning by defining "college" reading, identifying skills they will utilize in future classes, and sharing elements of their literacy experience.	A} Technology -based literacy Project	A) Students will create a video explaining- what "college reading" means to them; how their definition has changed since the beginning of the semester; give literacy advice for future students; etc. (Assigned week 13and assessed week 15}.

Current Timeline- 45 Hours

6 hours- Annotations Skills

6 hours- Summarization Skills

3 hours- Concept Mapping Skills 3 hours-

Outlining Skills

3 hours- Vocabulary building skills- academic

3 hours-Vocabulary building skills - content specific

3 hours- Vocabulary building skills- root words, prefixes, suffixes

3 hours- Identify the Message, Audience, and Purpose of a piece of text

1hours- Prediction

2- hours- Clarifying text

3 hours- Citing textual evidence

3 hours- Identify text structure

3 hours- Examine the importance of questioning the text

3 hours- Identifying themes, topics, main ideas, and implied ideas

	Proposed READ 175 Foundations of Analytical Reading		
	Course Outcomes	**Assessment Plan**	**Assessment Method**
1	Students will read different types of text (i.e. newspaper articles, memoirs, college textbooks, novels, etc.).	Independent Novel Assigned Readings	Independent Novel assignment Assigned Readings (weeks 2-14)
2	Students will actively engage in learning by determining the purpose, point of view, and the implicit or explicit message of a piece of text -citing specific textual evidence when supporting conclusion drawn from the text.	M.A.P. Articles (This means to identify the message, audience, and purpose for the text.) Guided Reciprocal Peer Questioning Round Table Discussions	M.A.P. assignment week 4, 8, and 12). Round Table Discussion-Report (Week 4, 7, 11,14)
3	Students will use active reading strategies to recall important details and comprehend the text (i.e. predict, identify purpose, ask questions, clarify text, answer questions, and summarize /paraphrase).	Assigned Readings Independent Readings M.A.P. Articles	Pre and Post Assessments: Concept Map, Summarization (weeks 1-2) M.A.P. assignment week 4, 8, and 12).
4	Students will analyze two or more texts that address similar themes or topics in order to compare elements of each.	Independent Novel Assigned Readings Round Table Discussions	Journals assigned week 2 and assessed weeks 3-14 Pre and Post Tests (week 1-2) Independent Reading (weeks 2-14) Assigned Readings (weeks 2-14)
5	Students will acquire or clarify the meaning of unknown general academic and domain-specific vocabulary to increase comprehension.	Assigned Readings Vocabulary Project Journal Assignments	M.A.P. assignment week 4, 8, and 12).
6	Students will reflect upon their experience.	One Minute Paper Independent Novel Reflection Technology Project	Students will create a video explaining how their learning has changed since the beginning of the semester; giving advice to future students (week 15)

Proposed Timeline- 45 Hours

6 hours- Annotations Skills

6 hours- Summarization Skills

3 hours- Concept Mapping Skills 3 hours-

Outlining Skills

3 hours- Vocabulary building skills- academic

3 hours-Vocabulary building skills - content specific

3 hours- Vocabulary building skills- root words, prefixes, suffixes

3 hours- Identify the Message, Audience, and Purpose of a piece of text

1hours- Prediction

2- hours- Clarifying text

3 hours- Citing textual evidence

3 hours- Identify text structure

3 hours- Examine the importance of questioning the text

3 hours- Identifying themes, topics, main ideas, and implied ideas

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   ☐ Practicum
   ☐ Independent Study
B. College Code: Retention and Student Success
C. Department Code: RSS - Retention & Student Success
D. Credit Hours:
   ☐ Variable
   ☒ Fixed
E. Minimum Credit Hours: Click here to enter text.
F. Maximum Credit Hours: Click here to enter text.
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.
H. Levels:
   ☒ 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: NA

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: 11/28/17

Academic Affairs Approval Signature & Date:

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

18-031

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Add CARE 201 as an elective to the CARE program check sheet.

Initiating Individual: Dave McCall Initiating Department or Unit: Developmental Curriculum

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 forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Dave Mccall	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Dave Mccall Kristin Conley Monica Frees	9/27/2017	3 Support __ Support with Concerns __ Not Support __ Abstain
Department/School Administrator	Deedee Stakley	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Deedee Stakley	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
UCC Representative		11/1/17	X Support __ Hold __ Not Support
Dean		10/30/17	X Support __ Support with Concerns __ Not Support
University Curriculum Committee **	RUSS LEONARD	11/09/17	7 Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

* Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

_____ President (Date Approved

_____ Board of Trustees (Date Approved)

_____ Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
Adding the CARE 201 course as an elective to the CARE program check sheet.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☐ New ☒ Modification ☐ Deletion

Name of Degree, Major, etc.: Career Exploration

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix		Number	Title
CARE	201	Career Skills - I	

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form C 9/27/2017	FLITE	10/18 here to [illegible] have not seen a reply.	

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☐ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) REQUIRED

☒ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Retention and Student Success	Developmental Curriculum	Career Exploration (CARE)

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:** Add CARE 201 to the CARE program check sheet

Initiator(s): Dave McCall

Proposal Contact: Dave Mccall **Date Sent:** 9/27/2017

Department: Developmental Curriculum **Campus Address:** ASC 1023
(Please type)

Based upon department faculty review on 9/27/2017 (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. Click here to enter text.

Responding Department: Developmental Curriculum

Administrator: Deedee Stakley **Date Received:** 9/27/2017 **Date Returned:** 9/27/2017

Signature: Deedee Stakley

Form EF
Effective Fall 2016

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): 201808

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

II. COURSE IDENTIFICATION: CARE 201 – Career Skills I

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 Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
CARE	201	1			x						
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
1											
Course/Catalog Description *(125 words)*						Course/Catalog Description *(125 words)*					
To prepare students to become career ready by developing successful skills and strategies focused on completing job applications, writing resumes, and writing cover letters. In addition, students will be connected with career resources on campus and around the community.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
See Below						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
•20% of the class time (3 days) will be allocated to working on the appropriate application completion process. • 46% of the class time (7 days) will be allocated to working on the creation of the resume. • 34% of the class time (5 days) will be allocated to working on the creation of the cover letter.						Click here to enter text.					

Course Learning Outcomes	Assessment of Learning
Students will complete job applications to illustrate their understanding of the general questions asked.	Students will complete sample job applications using appropriate language and neatness to be evaluated by the instructor.
Students will create a professional resume specific to their career field of interest.	Students will create a resume that will be evaluated by their peers, the instructor, and/or a business professional.
Students will create a professional cover letter specific to their career field of interest.	Students will create a cover letter that will be evaluated by their peers, the instructor, and/or a business professional.

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☐ Independent Study

B. College Code: ▼

C. Department Code: RSS - Retention & Student Success

D. Credit Hours:
   - ☐ Variable
   - ☒ Fixed

E. Minimum Credit Hours: 1

F. Maximum Credit Hours: 1

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.

H. Levels:
   - ☒ 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, Spring, Summer

L. Max Section Enrollment:
   Lecture: 24 (Seminar)
   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: Russ Leonard 11/09/17

Academic Affairs Approval Signature & Date: _____

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

FERRIS STATE UNIVERSITY

Career Exploration - 60 Credits

Associate of *Arts* (AA) — ***University College***

ADMISSION REQUIREMENTS

New Students

- [New student requirements here]

Transfer Students

- [Transfer student requirements here]

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
COMM (Choose One)	105 121 221 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL (Choose One)	211 250	Industrial and Career Writing English 2 (C- in ENGL 150)	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
			3
		lab	4
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
			3
		(200+)	3
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
		Foundation	3
		(200+)	3
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
		Add any additional programmatic general education requirements, otherwise delete this section.	
ELEC		Culture or Self and Society Elective	2-3

Freshman Seminar Requirement, FSUS 100, is satisfied by:

* General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – XX Credits Required (these courses ARE used to calculate the major GPA requirement)			
		If your program has a GPA requirement within the major, these are the courses that will be used to calculate the GPA. If you don't have this requirement then the additional courses can be combined here in the major section and the words about GPA in the yellow header can be removed.	
CARE	102	Career and Educational Planning	3
Directed Electives			18-19
CARE	201	Career Skills 1	1
CARE	202	Career Skills 2	1
CARE	203	Career Skills 3	1
ADDITIONAL REQUIREMENTS – XX Credits Required (these courses ARE NOT used to calculate the major GPA requirement)			

FERRIS STATE UNIVERSITY

Career Exploration (CARE) – 60 Credits

Associate of Arts (AA)

University College

CARE_AA_2017_2018

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Courses in this section are required to satisfy the university general education requirements for an AA degree.			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
CHOOSE ONE	COMM 105 COMM 121 COMM 221 COMM 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
CHOOSE ONE	ENGL 250 ENGL 211	English 2 (C- in ENGL 150) Industrial and Career Writing	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
ELEC			
ELEC		lab	
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC			
ELEC		(200+)	
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC		Foundation	
ELEC		(200+)	
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
The courses below are additional general education courses to meet the requirements for this specific program.			
ELEC		Culture or Self and Society Elective	2-3

*General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Freshman Seminar Requirement, FSUS 100, is satisfied by:	

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 21-22 Credits Required			
CARE	102	Career and Education Planning	3
Directed Electives			18-19

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree

Sylvia H Maixner

From: David A McCall
Sent: Monday, November 6, 2017 3:42 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: Re: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203

Sylvia,
You have my permission to change the listed hours per week on the UCC forms. Thanks so much.
Dave

From: Rusty A Leonard <rustyleonard@ferris.edu>
Sent: Monday, November 6, 2017 12:59 PM
Subject: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203
To: David A McCall <davidmccall@ferris.edu>
Cc: Sylvia H Maixner <sylviamaixner@ferris.edu>

David,

In your proposals, multiple forms E/F have the contact hours listed as hours per semester; they need to be listed as hours per week. We can wite-out and write in the correct hours, if you give Sylvia the okay via email.

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

18-022

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Add CARE 202 as an elective to the CARE program check sheet.

Initiating Individual: Dave McCall Initiating Department or Unit: Developmental Curriculum

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 forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Dave Mccall	9/27/2017	☒ Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Dave Mccall Kristin Conley Monica Frees	9/27/2017	3 Support __ Support with Concerns __ Not Support __ Abstain
Department/School Administrator	Deedee Stakley	9/27/2017	☑ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Deedee Stakley	9/27/2017	☑ Support __ Support with Concerns __ Not Support __ Abstain
UCC Representative		11/1/17	__ Support __ Hold __ Not Support
Dean		10/30/17	X Support __ Support with Concerns __ Not Support
University Curriculum Committee **	RUSS LEONARD	11/09/17	7 Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
Number Count must be given for all members present and/or voting.
be completed by Academic Affairs Date of Implementation: _____

_____ President (Date Approved)

_____ Board of Trustees (Date Approved)

_____ Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
Adding the CARE 202 course as an elective to the CARE program check sheet.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☐ New ☒ Modification ☐ Deletion

Name of Degree, Major, etc.: Career Exploration

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix		Number	Title
CARE	202	Career Skills - II	

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form C	9/27/2017	FLITE	Click here to enter text. (Still have not seen a reply) 10/2

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text

6. Is a PCAF required? ☐ Yes ☐ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) REQUIRED

☒ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Retention and Student Success	Developmental Curriculum	Career Exploration (CARE)

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:** Add CARE 202 to the CARE program check sheet

Initiator(s): Dave McCall

Proposal Contact: Dave Mccall **Date Sent:** 9/27/2017

Department: Developmental Curriculum **Campus Address:** ASC 1023
(Please type)

Based upon department faculty review on 9/27/2017 (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. Click here to enter text.

Responding Department: Developmental Curriculum

Administrator: Deedee Stakley **Date Received:** 9/27/2017 **Date Returned:** 9/27/2017

Signature: Deedee

Form EF
Effective Fall 2016

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): 208 08

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

II. COURSE IDENTIFICATION: CARE 202 – Career Skills II

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 Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
CARE	202	1			x						
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
1											
Course/Catalog Description *(125 words)*						Course/Catalog Description *(125 words)*					
To prepare students to become career ready by developing successful skills and strategies focused on interviewing and professional etiquette. In addition, students will be connected with career resources on campus and around the community.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
See Below						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
• 20% of the class time (3 class periods) will be allocated for interview preparation. • 40% of the class time (6 class periods) will be allocated to the skills necessary for interviewing. • 40% of the class time (6 class periods) will be allocated to teaching professional etiquette.						Click here to enter text.					

Course Learning Outcomes	Assessment of Learning
Students will produce answers to typical interview questions and formulate a bank of interview questions they can ask of potential employers.	Students will answer and create interview questions.
Students will demonstrate proper interviewing skills.	Students will demonstrate interview skills through mock interviews.
Professional Etiquette Training (Proper attire, behavior, etiquette, technology and social, etc.)	Students will demonstrate business etiquette by creating a summary of appropriate skills.

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*

- ☐ Practicum
- ☐ Independent Study

B. College Code: ▼

C. Department Code: RSS - Retention & Student Success

D. Credit Hours:
- ☐ Variable
- ☒ Fixed

E. Minimum Credit Hours: 1

F. Maximum Credit Hours: 1

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.

H. Levels:
- ☒ 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, Spring, Summer

L. Max Section Enrollment:
Lecture: 24 (Seminar)
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: Jess Leonard 11/09/17

Academic Affairs Approval Signature & Date: _____

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

FERRIS STATE UNIVERSITY

Career Exploration - 60 Credits

Associate of *Arts* (AA) — ***University College***

ADMISSION REQUIREMENTS

New Students

- [New student requirements here]

Transfer Students

- [Transfer student requirements here]

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
COMM (Choose One)	105 121 221 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL (Choose One)	211 250	Industrial and Career Writing English 2 (C- in ENGL 150)	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
			3
		lab	4
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
			3
		(200+)	3
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
		Foundation	3
		(200+)	3
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
		Add any additional programmatic general education requirements, otherwise delete this section.	
ELEC		Culture or Self and Society Elective	2-3

Freshman Seminar Requirement, FSUS 100, is satisfied by:

* General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – XX Credits Required (these courses ARE used to calculate the major GPA requirement)			
		If your program has a GPA requirement within the major, these are the courses that will be used to calculate the GPA. If you don't have this requirement then the additional courses can be combined here in the major section and the words about GPA in the yellow header can be removed.	
CARE	102	Career and Educational Planning	3
Directed Electives			18-19
CARE	201	Career Skills 1	1
CARE	202	Career Skills 2	1
CARE	203	Career Skills 3	1
ADDITIONAL REQUIREMENTS – XX Credits Required (these courses ARE NOT used to calculate the major GPA requirement)			

FERRIS STATE UNIVERSITY

Career Exploration (CARE) – 60 Credits

Associate of Arts (AA)

University College

CARE_AA_2017_2018

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Courses in this section are required to satisfy the university general education requirements for an AA degree.			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
CHOOSE ONE	COMM 105 COMM 121 COMM 221 COMM 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
CHOOSE ONE	ENGL 250 ENGL 211	English 2 (C- in ENGL 150) Industrial and Career Writing	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
ELEC			
ELEC		lab	
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC			
ELEC		(200+)	
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC		Foundation	
ELEC		(200+)	
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
The courses below are additional general education courses to meet the requirements for this specific program.			
ELEC		Culture or Self and Society Elective	2-3

*General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Freshman Seminar Requirement, FSUS 100, is satisfied by:	

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 21-22 Credits Required			
CARE	102	Career and Education Planning	3
Directed Electives			18-19

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree

Sylvia H Maixner

From: David A McCall
Sent: Monday, November 6, 2017 3:42 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: Re: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203

Sylvia,
You have my permission to change the listed hours per week on the UCC forms. Thanks so much.
Dave

From: Rusty A Leonard <rustyleonard@ferris.edu>
Sent: Monday, November 6, 2017 12:59 PM
Subject: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203
To: David A McCall <davidmccall@ferris.edu>
Cc: Sylvia H Maixner <sylviamaixner@ferris.edu>

David,

In your proposals, multiple forms E/F have the contact hours listed as hours per semester; they need to be listed as hours per week. We can wite-out and write in the correct hours, if you give Sylvia the okay via email.

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

18-033

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Add CARE 203 as an elective to the CARE program check sheet.

Initiating Individual: Dave McCall Initiating Department or Unit: Developmental Curriculum

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 forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Dave Mccall	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Dave Mccall Kristin Conley Monica Frees	9/27/2017	3 Support __ Support with Concerns __ Not Support __ Abstain
Department/School Administrator	Deedee Stakley	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Deedee Stakley	9/27/2017	X Support __ Support with Concerns __ Not Support __ Abstain
UCC Representative		11/2/17	__ Support __ Hold __ Not Support
Dean		11/2/17	X Support __ Support with Concerns __ Not Support
University Curriculum Committee **	RUSS LEONARD	11/09/17	7 Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

* Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

_____ President (Date Approved

_____ Board of Trustees (Date Approved)

_____ Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
Adding the CARE 203 course as an elective to the CARE program check sheet.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☐ New ☒ Modification ☐ Deletion

Name of Degree, Major, etc.: Career Exploration

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
CARE 203	Career Skills - III	

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form C 9/27/2017	FLITE	10/6 Click here to enter text.	Click here to enter text. not seen a reply.

5. Will External Accreditation be sought? (For new programs or certificates only)
☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☐ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) REQUIRED
☒ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective
☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Retention and Student Success	Developmental Curriculum	Career Exploration (CARE)

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:** Add CARE 203 to the CARE program check sheet

Initiator(s): Dave McCall

Proposal Contact: Dave Mccall **Date Sent:** 9/27/2017

Department: Developmental Curriculum **Campus Address:** ASC 1023
(Please type)

Based upon department faculty review on 9/27/2017 (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. Click here to enter text.

Responding Department: Developmental Curriculum

Administrator: Deedee Stakley **Date Received:** 9/27/2017 **Date Returned:** 9/27/2017

Signature: Deedee

Form EF
Effective Fall 2016

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): 201803

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

II.COURSE IDENTIFICATION: CARE 203 – Career Skills III

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 Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
CARE	203	1			X						
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites			Co-requisites	Credit Hours		Prerequisites			Co-requisites
1											
Course/Catalog Description *(125 words)*						Course/Catalog Description *(125 words)*					
To prepare students to become career ready by developing successful skills and strategies focused on creating career portfolios, learning how to network, and learning transferable skills. In addition, students will be connected with career resources on campus and around the community.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
See Below						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
• 34% of the class time (5 days) will be allocated to learning about career portfolios. • 33% of the class time (5 days) will be allocated to learning about transferable skills. • 33% of the class time (5 days) will be allocated to learning about networking.						Click here to enter text.					

Course Learning Outcomes	Assessment of Learning
Students will distinguish the effective elements of a career portfolio containing both educational and work experience.	Students will develop a portfolio template that can be utilized to build a career portfolio in both electronic form and hard copy.
Students will learn lifelong transferable skills that all employers are looking for regardless of career path.	Students will demonstrate transferable skills through role playing scenarios.
Students will learn how to network and utilize the career resources available to them (Career Services Dept., Job Fairs, Michigan Works, etc.), both on the Ferris State University campus, and within the community.	Students will attend at least one career networking resource within the semester and will demonstrate their networking skills by creating and maintaining a professional-oriented social networking profile.

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   ☐ Practicum
   ☐ Independent Study
B. College Code: ▼
C. Department Code: RSS - Retention & Student Success
D. Credit Hours:
   ☐ Variable
   ☒ Fixed
E. Minimum Credit Hours: 1
F. Maximum Credit Hours: 1
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.
H. Levels:
   ☒ 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, Spring, Summer
L. Max Section Enrollment:
   Lecture: 24 (seminar)
   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: Russ Leonard 11/09/17

Academic Affairs Approval Signature & Date: _____

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

FERRIS STATE UNIVERSITY

Career Exploration - 60 Credits

Associate of *Arts* (AA) — ***University College***

ADMISSION REQUIREMENTS

New Students

- [New student requirements here]

Transfer Students

- [Transfer student requirements here]

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
COMM (Choose One)	105 121 221 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL (Choose One)	211 250	Industrial and Career Writing English 2 (C- in ENGL 150)	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
			3
		lab	4
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
			3
		(200+)	3
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
			3
		Foundation	3
		(200+)	3
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
		Add any additional programmatic general education requirements, otherwise delete this section.	
ELEC		Culture or Self and Society Elective	2-3

Freshman Seminar Requirement, FSUS 100, is satisfied by:

* General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – XX Credits Required (these courses ARE used to calculate the major GPA requirement)			
		If your program has a GPA requirement within the major, these are the courses that will be used to calculate the GPA. If you don't have this requirement then the additional courses can be combined here in the major section and the words about GPA in the yellow header can be removed.	
CARE	102	Career and Educational Planning	3
Directed Electives			18-19
CARE	201	Career Skills 1	1
CARE	202	Career Skills 2	1
CARE	203	Career Skills 3	1
ADDITIONAL REQUIREMENTS – XX Credits Required (these courses ARE NOT used to calculate the major GPA requirement)			

FERRIS STATE UNIVERSITY

Career Exploration (CARE) – 60 Credits

Associate of Arts (AA)

University College

CARE_AA_2017_2018

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Courses in this section are required to satisfy the university general education requirements for an AA degree.			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
CHOOSE ONE	COMM 105 COMM 121 COMM 221 COMM 251	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making Argumentation and Debate	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
CHOOSE ONE	ENGL 250 ENGL 211	English 2 (C- in ENGL 150) Industrial and Career Writing	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
ELEC			
ELEC		lab	
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC			
ELEC		(200+)	
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC		Foundation	
ELEC		(200+)	
ADDITIONAL GENERAL EDUCATION REQUIREMENTS			
The courses below are additional general education courses to meet the requirements for this specific program.			
ELEC		Culture or Self and Society Elective	2-3

*General Education Requirements - | must have a 200 level course in both Culture and Self and Society | The Self and Society Foundation course can be your 200+ course.

Freshman Seminar Requirement, FSUS 100, is satisfied by:	

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 21-22 Credits Required			
CARE	102	Career and Education Planning	3
Directed Electives			18-19

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree

Sylvia H Maixner

From: David A McCall
Sent: Monday, November 6, 2017 3:42 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: Re: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203

Sylvia,
You have my permission to change the listed hours per week on the UCC forms. Thanks so much.
Dave

From: Rusty A Leonard <rustyleonard@ferris.edu>
Sent: Monday, November 6, 2017 12:59 PM
Subject: Proposals 18-031, 032, and 033 - Course Modification: CARE 201, 202, and 203
To: David A McCall <davidmccall@ferris.edu>
Cc: Sylvia H Maixner <sylviamaixner@ferris.edu>

David,

In your proposals, multiple forms E/F have the contact hours listed as hours per semester; they need to be listed as hours per week. We can wite-out and write in the correct hours, if you give Sylvia the okay via email.

Best regards,

Rusty

Russell A. Leonard, Jr., Ph.D.
Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

18-040

OCT 24 2017

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Creation of MATH 597

Initiating Individual: Kirk Weller **Initiating Department or Unit:** Mathematics

Contact Person's Name: Kirk Weller **Email:** wellerk@ferris.edu **Phone:** x2594

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		FORM (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course **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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Kirk Weller KIRK WELLER	10/17/17	X Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School/Faculty Representative Vote **	Holly Price HOLLY PRICE	10/17/17	15 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	Kirk Weller KIRK WELLER	10/17/17	X Support 0 Support with Concerns 0 Not Support 0 Abstain
College Curriculum Committee/Faculty	Mark Thomson Mark Thomson	10/26/17	7 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative	Katherine B. Harris Katherine B. Harris	10/26/17	X Support 0 Hold 0 Not Support
Dean	Joseph Lipar Joseph Lipar	10/31/17	X Support 0 Support with Concerns 0 Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

_____ President (Date Approved)

_____ Board of Trustees (Date Approved)

_____ Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
The Mathematics Department is developing a professional development program for adjuncts. Given changes in HLC credentialing, several of the Department's adjuncts need additional graduate hours in mathematics. The proposal for this program includes six courses offered over the next two academic years (2017-18, 2018-19). Most of these courses will be offered using the experimental designation (MATH 590). To provide additional flexibility in carrying out this program, the University Registrar suggested creation of a graduate level independent study number (MATH 597). The 597 number will be used for instances in which a very small number of adjuncts enroll for a course.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☒ Course

☒ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc.: Click here to enter text.

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
MATH	597	Independent Study in Mathematics

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Graduate Consultation	09/11/17	Click here to enter text.	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **NOT APPLICABLE**

☐ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective
☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal: **NONE**

College	Department	Program
Click here to enter text.	Click here to enter text.	Click here to enter text.

FORM B - Graduate

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: Creation of MATH 597

Initiator(s): Kirk Weller

Proposal Contact: Kirk Weller **Date Sent:** 09/11/17

Department: Mathematics **Campus Address:** ASC 2021
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Click here to enter text.

Administrator: Click here to enter text. **Date Received:** Click here to enter text. **Date Returned:** Click here to enter text.

Signature:

Kirk E Weller

From: Melinda K Isler
Sent: Monday, October 23, 2017 12:23 PM
To: Kirk E Weller
Subject: RE: Seeking approval for MATH 597 number for adjunct PD program

This was approved and I believe that notification should have been sent to UCC.

From: Kirk E Weller
Sent: Thursday, October 19, 2017 6:17 PM
To: Melinda K Isler <MelindaIsler@ferris.edu>
Cc: Kirk E Weller <KirkWeller@ferris.edu>
Subject: FW: Seeking approval for MATH 597 number for adjunct PD program

Melinda,

Has the Graduate Committee taken action?

Kirk

From: Kirk E Weller
Sent: Friday, September 08, 2017 10:30 AM
To: Melinda K Isler <MelindaIsler@ferris.edu>; Wendy L Samuels <WendySamuels@ferris.edu>
Cc: Kirk E Weller <KirkWeller@ferris.edu>
Subject: Seeking approval for MATH 597 number for adjunct PD program

Melinda and Wendy,

As you both know, HLC has adjusted its requirement for credentialing. In the Mathematics Department, among the adjunct group, particularly for Level 3 adjunct faculty, there is no issue. For Level 1 and Level 2 adjuncts, the Department has a long standing practice of requiring a BA or BS in the discipline plus a master's degree. Several of our Level 1 and Level 2 adjuncts, hired over a period of 20 years, need more specific graduate-level background to meet HLC minimum requirements.

Because our adjuncts have a good track record with the Department, I wanted to find a way to retain them. Last spring I floated three different proposals. Two

called for restrictions on course assignments. Senior administrative personnel were not entirely comfortable with those options. As an alternative, I developed an in-house professional development program. This program consists of six courses that focus on the teaching and learning of mathematics at the collegiate level. Because these courses would only be offered once, and for a special circumstance, I was going to offer all of them as experimental (MATH 590). We have a number of faculty qualified to teach these courses. These courses will be offered one-at-a-time over the next two years and proceed through the regular selection rotation.

Prior to the August departmental meeting, I circulated the proposal (attached pdf) to math/cs colleagues. They discussed the proposal at the meeting and approved offering the first course. Subsequent courses will be approved each semester.

Since some of these courses will have a very small number of adjunct participants and since I am trying to waive the tuition charge for long-term adjuncts who might not have a teaching assignment, particularly in summer, Elise suggested that I also create a MATH 597 number. This provides additional flexibility beyond the experimental designator.

Attached to this message are the relevant UCC forms. I am also attaching a copy of the PD program so you have a better sense of what I am talking about.

On behalf of the Mathematics Department, I am seeking from the University Graduate and Professional Council for creation of a graduate level independent study course with a mathematics prefix.

I am sending this message to the two of you because you are both listed as members of this committee, I value your professional expertise, and the site does not indicate a chair.

Kirk

Form EF
Effective Fall 2016

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: MATH 597 Independent Study in Mathematics

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 Hours	Lecture	Lab	Seminar		Prefix	Number	Contact Hours	Lecture	Lab	Seminar
							MATH	597	Variable	X		X
Title: Click here to enter text.							Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
							Variable		Permission			
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Click here to enter text.							Selected study of topics in the teaching and learning of mathematics.					
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					
Click here to enter text.							Depends on specific IS experience.					
Course Outline including Time Allocation							Course Outline including Time Allocation					
Click here to enter text.							Depends on specific IS experience.					

A. If not LEC/LAB/SEM, Check box as appropriate *[See Definitions in Appendix E]:*
   - ☐ Practicum
   - ☒ Independent Study
B. College Code: AS - College of Arts & Sciences
C. Department Code: MATH - Mathematics
D. Credit Hours:
   - ☒ Variable
   - ☐ Fixed
E. Minimum Credit Hours: 1
F. Maximum Credit Hours: 4
G. Hours may be repeated for additional credit:
   - ☐ No
   - ☒ Yes – If yes, max times repeated: 5
H. Levels:
   - ☐ 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: On Demand

L. Max Section Enrollment:
Lecture: 10
Lab: Not applicable

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:

_____

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

18-042

OCT 23 2017

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: AAS Industrial Chemistry Technology Minor Curriculum Clean-up

Initiating Individual: Mark Thomson **Initiating Department or Unit:** Physical Sciences

Contact Person's Name: Mark Thomson **Email:** MarkThomson@ferris.edu **Phone:** 231-591-5895

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		FORM (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
I-A: New Degree, major, concentration, minor, or redirection of a current offering	☐	☐	☐	☐	☐	☐	☐
I-B: Deletion of a degree, major, concentration, or minor		☐	☐			☐	
II-A: New Course, modification of a course, deletion of a course 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 Credit ☐ Non-credit)		☐	☐		☐	☐	☐
IV: Off Campus: Other site location (☐ College Credit ☐ Non-credit)	☐	☐	☐		☐	☐	
IV: Non-degree Offering : Other site location (☐ College Credit ☐ Non-credit)	☐	☐			☐		

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
~~Program Representative~~ ** Dept Committee	Mark Thomson Mark Thomson	10/17/17	4 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School/Faculty Representative Vote **	David Frank	10/17/17	10 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	David Frank	10/23/17	✓ Support 0 Support with Concerns 0 Not Support 0 Abstain
College Curriculum Committee/Faculty	Mark Thomson Mark Thomson	10/26/17	1 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative	Katherine B. Harris Katherine B. Harris	10/26/17	X Support 0 Hold 0 Not Support
Dean	Joseph Lipar Joseph Lipar	10/31/17	X Support 0 Support with Concerns 0 Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

_____ President (Date Approved

_____ Board of Trustees (Date Approved)

_____ Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
The AAS Industrial Chemistry Technology program degree requirements are being modified to reflect current practice and to better align with guidelines regarding Associate's degrees. One course (ISYS 105 – Intro Micro Systems-Software) is being removed from the FORM D Checksheet. Assessment review has indicated that this course is no longer needed to accomplish the outcomes for the program.

2. Summary of Curricular Action (Check all that apply to this proposal)

☐ Degree ☒ Major ☐ Minor ☐ Concentration ☐ Certificate ☐ Course

☐ New ☒ Modification ☐ Deletion

Name of Degree, Major, etc.: Industrial Chemistry Technology - AAS

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
ISYS	105	Intro Micro Systems-Software

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
FORM B	October 23, 2017	Accountancy, Finance, and Information Systems	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

☐ Add Course ☒ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective

☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
CAS	Physical Sciences	Industrial Chemistry Technology

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: AAS Industrial Chemistry Technology Minor Curriculum Clean-up

Initiator(s): Mark Thomson

Proposal Contact: Mark Thomson **Date Sent:** October 23, 2017

Department: Physical Sciences **Campus Address:** ASC 3021
(Please type)

Based upon department faculty review on Click here to enter text. (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. Click here to enter text.

Responding Department: Accountancy, Finance, and Information Systems

Administrator: Lawarence Bajor **Date Received:** Click here to enter text. **Date Returned:** Click here to enter text.

Signature:

FERRIS STATE UNIVERSITY

Industrial Chemistry Technology (ICT) - 63 Credits

Associate of Applied Science (AAS)

College of Arts and Sciences

CURRENT CHECKSHEET

ADMISSION REQUIREMENTS

New Students

- Must have a 2.5 High school GPA (on a 4.0 scale)
- Must have a 17 ACT or a 900 SAT

Transfer Students

- Must have at least 12 credits including an English and Mathematics course
- Must have a 2.0 overall GPA (on a 4.0 scale)

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Courses in this section are required to satisfy the university general education requirements for an AAS degree

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 6 Written Communication Credits Required (or their equivalent)			
ENGL	150	English 1	3
ENGL	250	English 2 (ENGL 150 with C or higher)	3
QUANTITATIVE LITERACY COMPENTENCY – 3 Credits Required			
		This requirement is met in the program major	
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – 1 course w/lab Required			
		This requirement is met in the program major	
CULTURE COMPETENCY – 1 course with a minimum of 3 Credits Required			
ELEC			
SELF AND SOCIETY COMPETENCY – 1 course with a minimum of 3 Credits Required			
ELEC			

Freshman Seminar Requirement, FSUS 100, is satisfied by:

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 51 Credits Required			
CHEM	121	General Chemistry 1 (MATH 115 and prior CHEM)	5
CHEM	122	General Chemistry 2 (CHEM 121)	5
CHEM	321	Organic Chemistry 1 (CHEM 122)	5
CHEM	322	Organic Chemistry 2 (CHEM 321)	5
CHEM	231	Quantitative Analysis (CHEM 122)	4
CHEM	317	Instrumental Analysis (CHEM 122, 231)	3
CHEM	140	Orientation to Industrial Chemistry Technology	2
CHEM	145	Safety and the Chemical Laboratory (CHEM 121)	2
CHEM	240	Industrial Chemical Calculations (CHEM 122)	2
CHEM	245	Chem Manufacturing and Analysis (CHEM 231, 321)	4
MATH	120	Trigonometry (MATH 115)	3
PHYS	211	Introductory Physics 1 (MATH 120)	4
PHYS	212	Introductory Physics 2 (PHYS 211)	4
ISYS	105	Intro Micro Systems-Software	3

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree

Industrial Chemistry Technology – Associate of Applied Science - 63 Credits

Semester-by-Semester layout of classes

FIRST YEAR

Fall Semester

Class	Credits
ENGL 150	3
CHEM 121	5
MATH	3
CHEM 140	2
Culture	3
Total Credits	16

Spring Semester

Class	Credits
CHEM 122	5
PHYS 211	4
ISYS 105	3
CHEM 145	2
Self and Society	3
Total Credits	17

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
CHEM 321	5
CHEM 231	4
PHYS 212	4
CHEM 240	2
Total Credits	15

Spring Semester

Class	Credits
CHEM 322	5
CHEM 317	3
ENGL 250	3
CHEM 245	4
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

Industrial Chemistry Technology (ICT) - 60 Credits

Associate of Applied Science (AAS)

College of Arts and Sciences

PROPOSED CHECKSHEET

ADMISSION REQUIREMENTS

New Students

- Must have a 2.5 High school GPA (on a 4.0 scale)
- Must have a 17 ACT or a 900 SAT

Transfer Students

- Must have at least 12 credits including an English and Mathematics course
- Must have a 2.0 overall GPA (on a 4.0 scale)

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Courses in this section are required to satisfy the university general education requirements for an AAS degree			
Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 6 Written Communication Credits Required (or their equivalent)			
ENGL	150	English 1	3
ENGL	250	English 2 (ENGL 150 with C or higher)	3
QUANTITATIVE LITERACY COMPENTENCY – 3 Credits Required			
		This requirement is met in the program major	
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – 1 course w/lab Required			
		This requirement is met in the program major	
CULTURE COMPETENCY – 1 course with a minimum of 3 Credits Required			
ELEC			
SELF AND SOCIETY COMPETENCY – 1 course with a minimum of 3 Credits Required			
ELEC			

Freshman Seminar Requirement, FSUS 100, is satisfied by:

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 51 Credits Required			
CHEM	121	General Chemistry 1 (MATH 115 and prior CHEM)	5
CHEM	122	General Chemistry 2 (CHEM 121)	5
CHEM	321	Organic Chemistry 1 (CHEM 122)	5
CHEM	322	Organic Chemistry 2 (CHEM 321)	5
CHEM	231	Quantitative Analysis (CHEM 122)	4
CHEM	317	Instrumental Analysis (CHEM 122, 231)	3
CHEM	140	Orientation to Industrial Chemistry Technology	2
CHEM	145	Safety and the Chemical Laboratory (CHEM 121)	2
CHEM	240	Industrial Chemical Calculations (CHEM 122)	2
CHEM	245	Chem Manufacturing and Analysis (CHEM 231, 321)	4
MATH	120	Trigonometry (MATH 115)	3
PHYS	211	Introductory Physics 1 (MATH 120)	4
PHYS	212	Introductory Physics 2 (PHYS 211)	4

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree

Industrial Chemistry Technology – Associate of Applied Science - 60 Credits

Semester-by-Semester layout of classes

First Year

Fall Semester

Class	Credits
ENGL 150	3
CHEM 121	5
MATH	3
CHEM 140	2
Culture	3
Total Credits	16

Spring Semester

Class	Credits
CHEM 122	5
PHYS 211	4
CHEM 145	2
Self and Society	3
Total Credits	14

Summer Semester

Class	Credits
Total Credits	

Second Year

Fall Semester

Class	Credits
CHEM 321	5
CHEM 231	4
PHYS 212	4
CHEM 240	2
Total Credits	15

Spring Semester

Class	Credits
CHEM 322	5
CHEM 317	3
ENGL 250	3
CHEM 245	4
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

PROPOSED