

Academic Senate
Agenda for the Meeting of
February 6th, 2018
UCB 202A
10:00 - 11:50 am Session

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. November 21st, 2017
 - B. December 5th, 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. General Education Committee – Kristin Conley
 - D. Rules Committee – Melinda Isler
 - E. Arts and Lecture Committee – Bernadette Fox
 - F. International Education Committee – Kemi Fadayomi
 - G. Professional Development Committee – David McClendon
 - H. HLC Steering Committee – Mark Thomson
6. Old Business
7. New Business
 - A. UCC Proposal 18-059: AAS Legal Studies/BS Business Administration w/ Legal Studies Program Deletion – Rusty Leonard
 - B. Election Committee – Charles Bacon
8. Conversations with the Senate
 - A. Center for Academic Literacy – Paul Blake
 - B. Library Instruction Studio Room Booking – Anne Hawkins and Scott Garrison
9. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Charles Bacon

10. Open Forum

DRAFT

**Minutes
Ferris State University
Academic Senate Meeting**

November 21, 2017- 6:00 p.m.

Members in Attendance: Alspach, Axford, Bacon, Bajor, Balanda, Berghoef, Bright, Calkins, Conley, Desmond, Drake, Daubert, Fadayomi, Gray, Hanna, Inabinett, Ing, Isler, Johnson, Maiké, Moore, Shimkso, Thomopson, Todd, Wancour, Weaver, Wyss, VanLent

Members absent with cause: Aslakson, diNardo, Epps, Fox, Marion, Stone, Wolfer, Zube

Members absent:

Ex Officio and Guests: Ek, Dix, Butler, P. Jackson, Huey, Hogen, Brayton, Cosper, Rewers, Haik, Lipar, Adayanju, Durst, Seel, DeMarr, Teahan, A. Jackson, Nicol, Redker, Frank, Raglin, Baker, Gogolin, Joseph, Dawson,

1.	President Bacon called the meeting to order at 6:07 p.m.
2.	<p>Opening Remarks.</p> <p>Academic Program Review Chair Gary Todd thanked the committee members for their tireless efforts in completing the process. He noted that recommendations have already been made to change deadlines for reviews for the 2018 cycle and he is working on other ways to improve the process. The committee was introduced.</p>
3.	<p>Process Improvements and General Recommendations</p> <p>Senator Desmond moved to approve the process improvements recommended by the council. Chair Todd listed six process improvements including standardizing report formats, developing system so new programs are put on calendar, certification of accredited programs granted accreditation status if all courses under accredited program, programs with verified program and course level learning outcomes housed in TracDat can submit summary, add checklist to APR manual for topics to address and programs with faculty CVS in Digital Measures are not required to include as part of report. Senator Fadayomi asked if it should have program outcomes verified at a deans level? Chair Todd clarified it was a administrative level. Senator Gray asked about the checklists and if 1 were needed per prudential. Chair Todd said that is an issue which may need to be addressed by minors task force. Senator Balanda asked about certificates and if there was any formal process to review them. Chair Todd said all the certificates they were aware of were attached to programs. Senator Shimko noted that his areas outcomes are verified by the deans office. Senator Gray noted that ethics certificate would not fit under the recommendation for accredited program. Senator Todd said the process was aware of 132 certificate programs. Motion passed.</p> <p>Senator Desmond moved to approve the general recommendations of the council. Senator Daubert seconded. The recommendations include: 1. Create a new category- continue program with collaborative efforts, 2. Allow programs to hire earlier in the season to foster a better pool of candidates, 3. An equipment repair and replacement fund be established, 4. Provide dedicated programmatic marketing and advancement dollars, 5. Embedded advisors and recruiters in each of the colleges, 6. A taskforce be formed to find a solution to the monitoring of minors, in particular, those which are unattached and 7. University explore TracDat outcomes directly populated by grade entry in Banner, or by individual assignment grade entry in Blackboard or equivalent Learning Management system. President Bacon noted the Senate was in process of creating a task force on minors and also Academic Affairs was working on dedicated programmatic funding. Senator Johnson asked which programs would use the collaborative efforts? Chair Todd noted this recommendation came from efforts which were already occurring between DAGD and Architectural Technology. Motion passed.</p>
4.	<p>APR Program Recommendations.</p> <p>Senator Desmond moved to recommend the continuation with reporting of the History program. Senator Daubert seconded. Program faculty Gary Huey noted that they provided in their two year plan a strategic plan and sked for more details on what was needed to address the broader issues of enrollment. Senator Gray</p>

	<p>added that the information provided in section III ratings appear to indicate strategies for growth. Senator Todd said that he would remove the recommendation for the report to include a strategic plan for enrollment growth. Senator Hanna asked if the numbers are segregated by major and minor. Chair Todd noted the only data available to the committee is the number of majors in a given year. Motion passed.</p> <p>Senator Desmond moved to recommend the continuation with reporting of the Multicultural Relations Minor. Senator Daubert seconded. Senator Moore noted that it is an increasing problem that programs are often not supported when the original champion retires and at least an attempt is being made to continue this program. Chair Todd noted that there is going to be a task force on academic minor to help address these issues. Senator Balanda said that these minors are often housed in multiple departments which makes gathering the collected data a complicated issue. Senator Hanna asked to what extent these minors are made up of General Education courses. Chair Todd said he does not have that information. Senator Fadayomi noted that general education courses had been reviewed. Associate Dean Joe Lipar said that there are often students who combine their general educations with minors such as these and it can be used as a recruitment tool. Motion passed.</p> <p>Senator Desmond moved to recommend the continuation with reporting of the Pre-Pharmacy AS. Senator Daubert seconded. Senator Balanda observed this program exists solely for the pharmacy program and its model is based on requirements of pharmacy school and it made little sense to require other data. Senator Alspach agreed, and put this with the values of the minors, which it may not make sense to hold to an equal standard for data. Senator Isler noted she had been told that this program does qualify non-pharmacists to apply for certain jobs. Chair Todd said yes that was part of the report. Senator Thomson made a motion to remove the “with reporting” from the recommendation, seconded by Senator Gray. Senator Bright noted that not all of these students in this program do end up in pharmacy school. Department Head David Frank noted many pre-science programs follow this model. Senator Gray questioned whether or not this should be reviewed as a stand-alone in the next cycle. Senator Johnson pointed out that HLC requires all program to create outcomes. Chair Todd agreed.. The amendment failed. The original motion passed.</p> <p>Senator Desmond moved to recommend the closure of the pre-science program. Seconded by Senator Ing. This was done on the recommendation of Arts and Sciences, as most of these students are moving to the Natural Sciences program. Motion passed.</p> <p>Senator Desmond moved to continue the Psychology program. Seconded by Senator Berghoef. Motion passed.</p> <p>Senator Desmond moved to continue the Advertising/Integrated Marketing Communications programs. Seconded by Senator Berghoef. Senator Johnson asked if the 52 student enrollment reflected majors. Chair Todd said yes, that was the only information available. Motion passed.</p> <p>Senator Desmond moved to continue with reporting the Computer Information Systems program. Seconded by Senator Daubert. Senator Bajor made a statement that he had requested an extension of the eboard during the summer because of serious illness of program faculty members and it was not granted. Senator Hanna asked if a champion was the same as a coordinator. Senator Bajor said yes. Senator Gray asked why the report was due in 2018? Chair Todd replied because there were no outcomes at all- and the other reports require data on outcomes already created. Senator Moore asked for clarification of role of Jimmie Joseph. Chair Todd said he serves as champion of the Computer Information Systems programs and Computer Information Technology programs. Champion Joseph noted that while the two groups share some classes and schedules, they are in fact two separate seniority groups. He commented that TracDat is not conducive to reporting on software systems that a changing and they base their data on what is asked for by their advisory board. He also notes that a plan for enrollment growth is not useful as that would require additional resources the program does not have. Continuous improvement includes work within curriculum process with PCAFS and advisory board, with the resources they do have available. Senator Inabinett offered to work with the program and advisory board recommendations to develop some data which can be used in Tracdat. Senator Moore made a motion to add to the recommendations in VII. Program needs a dedicated champion, seconded by Maike. Program champion Joseph noted he can do both and it makes sense with the connections between the two programs. Motion to amend recommendation failed.. Original motion passed.</p>
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	<p>Senator Desmond moved to continue the Healthcare Marketing program. Seconded by Senator Daubert. Motion passed.</p> <p>Senator Desmond moved to continue with reporting the Human Resources Management programs. Seconded by Senator Ing. Program faculty Demarr questioned the recommendation which listed stagnant enrollment. Chair Todd explained that the continue with reporting recommendation has a boilerplate list of issues which he is required to use and not all are applicable to a particular program. The language came from the provost's office. It was suggested that APR review using this boilerplate language as it leads to confusion. Motion passed.</p> <p>Senator Desmond moved to continue with enhancement the Marketing program. Seconded by Senator Daubert. Motion passed.</p> <p>Senator Desmond moved to continue with enhancement the Dental Hygiene program. Seconded by Senator Wancoour. Motion passed.</p> <p>Senator Desmond moved to continue the Architecture programs. Seconded by Senator Ing. Motion passed.</p> <p>Senator Desmond moved to continue the digital animation and game design program. Seconded by Senator Daubert. Senator Baker commended on the growth of the program rankings and that the enrollment retention is lower in part because of the rigor of the program. Portions of this program have been moved to the Big Rapids program, while continuing in Grand Rapids as well. Motion passed.</p> <p>Senator Desmond moved to continue with reporting the undergraduate Criminal Justice programs. Seconded by Senator Weaver. Program faculty Nancy Hogan noted a new director has complicated the assessment issue as has several open positions. Senator Hanna asked. Hogan said yes the program does have 1100 majors and 10 faculty with a ratio of 100:1. It was also noted that the online programs are not fully online and the faculty are actually traveling to multiple sites to teach these courses. Chair Todd noted the faculty ratio and a reduction of overload is crucial. Searches are currently underway. Senator Alspach made a motion to move the reporting date to 2019, seconded by Senator Moore. The amended recommendation passed.</p> <p>Senator Desmond moved to continue with reporting the Criminal Justice M.S. Seconded by Senator Ing. Senator Hanna asked if the same faculty ratios applied. Faculty program member Hogan said yes. Senator Moore moved to replace the word "new locations to "different location" which was seconded by President Bacon. Senator Gray moved to amend the reporting date from 2018 to 2019, seconded by Senator Wancour. Motion with amendments passed.</p> <p>Senator Desmond moved to approve the recommendation to have the Construction Management program report in September 2018. (as an accredited program in good standing) Seconded by Senator Daubert. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Automotive Engineering Technology program (as an accredited program in good standing). Seconded by Senator Ing. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Heavy Equipment program (as an accredited program in good standing). Seconded by Senator Weaver. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Dental Hygiene AAS program (as an accredited program in good standing) Seconded by Senator Ing. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Nuclear medicine program (as an accredited program in good standing) Seconded by Senator Ing. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the International Studies minor.(and accept the updates). Senator Ing seconded.</p>
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	<p>Senator Desmond moved to approve the recommendation to continue the Journalism and Technical Communications program (and accept the updates). Senator Ing seconded.</p> <p>Senator Desmond moved to approve the recommendation to continue the Mathematics program with reporting (and accept the updates). Seconded by Senator Weaver. Senator Hanna asked why some programs had data and some did not. Chair Todd noted the only ones the committee had to review was Applied Math. Motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Philosophy program with reporting (and accept the updates). Chair Todd noted that the report did not provide many of the specifics required, including outcome levels in Tracdat. Senator Gray said that the outcomes are in TracDat but the committee did not ask for that in the meeting and also that a curriculum map was provided. Senator Alspach moved to remove the with reporting from the recommendation, seconded by Senator Berghoef. Amended motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Computer Information Technology program with redirection (and accept the updates). Senator Ing seconded. Champion Joseph said they had considered the original recommendation of redirection, discussed it both within the college and with the advisory board and it did not make sense. Chair Todd noted this recommendation came for the issues relating to program level assessment requirements that the small faculty group were not able to fulfil. Senator Moore asked why redirection was the recommendation? Chair Todd said this was a way to figure out the issue of support for the assessment. Senator Bajor noted the only assessment that should matter is that recommended by the advisory board. The addition of 1 faculty to the program has helped and tracdat is a backward system. Associate Provost Teahan acknowledged that Tracdat is not a perfect system but there are ways and faculty who could assist this program with their setup of it. Senator Alspach also noted the time commitment for inputting material into TracDat. Senator Maike suggested using number of the certificates as a potential data point for Tracdat. Senator Johnson asked why the program was not recommended for enhancement, if it needs more resources? Chair Todd said that in order to get enhancement you have to meet the basic requirements of APR which this group has not been able to do for two cycles. Senator Maike said that reporting is a requirement of all programs. Senator Thomson said that it did not appear that focusing on a report was the best use of a small program's faculty time. Senator Ing pointed out this program is still operating under an initial report from 2015 and asked when it was up again? Program is up again in 2021 according to list. Senator Moore pointed out that the reporting date of 2018 would not allow any collection of TracDat data and other programs had been given 2 years. Senator Ing moved to amend the motion to continue the program. Senator Thomson seconded. The amended motion passed and the recommendation was made to have the program report back when it was next on the cycle.</p> <p>Senator Desmond moved to approve the recommendation to continue the Information Security and Intelligence program with reporting (and accept the updates). Seconded by Senator Ing. Program coordinator Greg Goglin objected to the process and stated that his portfolio included the descriptions of outcomes used and process for program analysis based on assessment analysis report. Chair Todd did not have a copy of the report for reference. Goglin also said that these questions were not asked of him in the meeting with the council. Senator Ing moved to amend the motion to remove "with reporting." Seconded by Senator Thomson. Amended motion passed.</p> <p>Senator Desmond moved to approve the recommendation to continue the Industrial Technology Management program (and accept the updates). Seconded by Senator Ing. Motion passed.</p>
5	The meeting was adjourned at 8:55 p.m.

**Minutes
Ferris State University
December 5, 2017- 10:00 a.m.**

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

Members absent with cause: Calkins, Conley, DiNardo

Members absent: Marion

Ex-Officio and Guests: Maixner, Hawkins, Eisler, Nicol, Bentley, Schult, L. Johnson, Adeyanju, M. Johnson, Blake, Leonard, Garrison, Reifert, Ewigleben, Martin, Venkatesh, Williams, Buse, Watson, Lopez, Nystrom, Barber

1.	President Bacon called the meeting to order at 10:00 a.m.
2.	Approval of Minutes. Senator Zylas moved to approve the minutes. Senator Zyla seconded. Secretary Isler noted some corrections had been made since packet sent. The motion passed 93% to 0 %with 7% abstaining.
3.	Open Forum Senator Johnson gave an update on the families of staff members in Puerto Rico that they have been sending donations too. They are progressing and are very grateful for the assistance. Senator Alspach noted the womens volleyball team and mens football team are conference champions and arrangements will be made at a later date to have a photo taken with the team and a certificate given by the Academic Senate.
4.	Officer Reports/ President Report President Bacon had no report. Vice-President Alspach noted there is a recommendation for closure of the Health Promotions Committee coming up an action item. Secretary Isler had no report but will be speaking for the Rules Committee in committee reports.
5.	Committee Reports UCC Chair Rusty Leonard reported that 11 proposals have passed the UCC and two of them are coming up for a vote at this meeting. They continue to work on several ongoing proposals. Student Government LaShay Watson gave greetings to the Senate and reported on upcoming activities such as the Spring RSO fair and the Big Event. Diversity Committee member Anil Venkatesh gave an update to the Senate on action items that they discussed with the Senate last spring. They have expanded their coordination of coordination beyond College of Engineering Technology and College of Arts and Sciences. They are improving visibility of online diversity related posts They continue to work on the diversity topic for FSUS and the Endless Opportunities mentoring program. They are also working on a social media presence with the assistance of Paul Zube and a workshop on sundown counts. The Academic Standards and Policy report was moved to later in the meeting. Rules Committee Chair Isler encouraged all senators to give suggestions for charter changes and noted there would be an open forum prior to the January senate meeting for suggestions. Currently there are four proposals including: 1. Addition of an at-large member 2. Revision of language to specify non tenure-track faculty terms go through September of the following year, 3. Article IV cleanup of language to list 3 non-tenure track members, 4. Clarify that ex-officio Senate committee members are non-voting.

	<p>Senator Aslakson reported on the Distinguished Teacher Committee. The applications were due in November and the committee with working on scheduling the teacher observations. The winner will have their name on the new plaque which is going up in the University Center.</p>
7a.	<p>Changes in Social Work Program.</p> <p>Senator Zyla moved to support the changes in the Social Work Program. Senator Ing seconded. Senator Stone explained that as part of their accreditation process they had been given feedback that lead to changes in the second year of the program. The Leadership and Supervisory class was being split and a new clinical course had been added. The fieldwork that student had been doing in the first year was overwhelming and they were trying to add more balance. The capstone course was being changed to credit / no-credit to avoid picking a topic for a grade. Senator Moore and Senator Ing noted their programs also used this model for their capstones. Motion passed 93%- 4% with 4% abstaining.</p>
7b.	<p>Creation of the Legal Studies Minor.</p> <p>Senator Zyla moved to support the creation of the Legal Studies Minor. Seconded by Senator Ing. Program coordinator Gayle Lopez noted that this replaces the current AAS Legal Studies program which was a paralegal track but did not reflect the current student needs. It provided a cost savings with removal of the paralegal parts. Senator Balanda asked about the job market for paralegals? Coordinator Lopez said 95% get jobs but only 5 students in the last 17 years have gone in that direction. Senator Baran asked about impact on faculty to closing track? Lopez said it impacts 2 faculty who only taught one course per year in program and have other courses they can teach. Senator Gray said he supported the concept but asked about implications for Tuition Incentive Program students and the loss of an associate's degree. Lopez noted that there were other management minors which could help them to meet that criteria. Motion passed 93% to 3% with 4% abstaining.</p>
7c.	<p>Closure of Health Promotions Committee</p> <p>Senator Bright moved to close the Health Promotions Committee. Seconded by Senator Axford. He noted that 25 years ago as part of a grant, the university was required to create the faculty committee but it needs to be a more expanded group. In 2017 a task force recommended the closure of the group. A new committee which would have faculty representation is to be formed by Director of the Birkam Health Center, Lindsay Barber. Motion passed 93% to 3% with 3% abstaining.</p>
5d.	<p>Medical Withdrawal Policy- Academic Standards and Policy</p> <p>Senator Balanda moved to support approval of the Medical Withdrawal Policy. Senator Fadayomi seconded. Committee chair Nystrom said they had worked through this policy and had added a flow chart which makes it more clear process. Those who do withdraw have to reapply for admission so it is a serious procedure. Birkam Director Lindsay Barber noted there are approximately 80 requests per year. She also noted once this withdrawal is accepted a student must leave campus within 7 days. Senator Moore said there are many pieces in this document which would be helpful to a faculty advisor. Senator Ing noted there is a short term leave which is less official but a medical withdrawal is an officia separation. Motion passed 100% to 0%.</p>
8	<p>Conversations with the Senate- Jake Martin, IT.</p> <p>Jake Martin the Chief Technology Officer gave a brief overview of activities within ITS. He notes that they have 42 active projects. They will be unveiling a wireless federation service called Eduram which should be operational by the end of December. This will work both on campus and off-campus for faculty to be able to login to the Ferris network. Moore asked what the effect this switch will have on security and cost. Martin noted the new system will make things easier and will also meet current federal requirements. A new plan for IT which should be completed by FY2019 is also in the works. He also noted that this year there was a change in the funding model for computer replacement. The contract had returned to Dell for cost reasons. Also in the past the computers were funded 50% by president's office and 50% by the provost. It is now funded 50% by president, 25% by provost and 25% by department. Senator Hanna asked if it was college funded or by program? Martin did not have that answer. Senator Stone expressed enthusiasm for the Eduram proposal as someone who has taught extensively off campus. President Bacon and Vice-President Alspach expressed concern about not being able to opt out of replacement for the year. Martin said this should be allowed. Senator Johnson and Senator Berghoef asked about software needed on computer for job? Martin said use the approval process through TAC. Martin went on to discuss the replacement of the SAN</p>

	(one in West and one in UC) which will provide an additional backup. Office 365 is being extended to students. A redundant server was donated to the makerspace in the National Elastomer Center. Professor Venkatesh asked about how one requests space on servers such as the National Elastomer Center? Martin said make a request through TAC.
8.	<p>Announcements</p> <p>President Eisler gave comments on the recent power outage and need to subscribe to the emergency text messages. He also spoke briefly on the gun incident and noted it was better to err on the side of warning v. not warning. The choice was made to shelter in place, which disrupted some athletic events on campus. The administration is reviewing relevant policies. Eisler also noted that there are several items in the tax bill which could be detrimental such as making tuition waivers taxable and doubling the standard deduction. A state house bill would require providing every student a notice on the total amount of their federal loans. He is collecting student stories for his commencement address. He encouraged faculty and staff to come to the holiday reception. Senator Zyla asked about the student death off campus. President Eisler said he was unaware. Dean Reifert noted it was not related to Ferris.</p> <p>Provost Blake had no report</p>
9.	<p>Open Forum</p> <p>No comments made in open forum.</p>
10.	The meeting was adjourned at 11:35 a.m.

General Education Committee: Senate Report for February

The General Education Committee and New Course Recommendations: It was decided that the General Education Committee would honor the subcommittee's evaluation of the course. However, if there is an appeal, the General Education Committee would have more involvement at that point.

Subcommittee Recommendations: The following courses have gone through their respective subcommittees.

- LITR 233 – a vote of 5-0 to approve the course for Diversity-Global. The committee also asked for more information (a syllabus or course outline) to be able to evaluate the PS 150 course transferred from Aquinas College. This course was approved.
- ACCT201 (Principles of Accounting 1) - a vote of 4 (no support) to 2 (support) for Quantitative Literacy. This course was not approved but can appeal.
- DAGD 150 (Introduction to Game Design) – a vote of 2 (support) 2 (no support) and 2 (revise and submit) for Culture. This course was not approved but can appeal.

Language concerning the appointment of people to General Education committees. An initial draft will be shared soon. The following language was approved by the committee

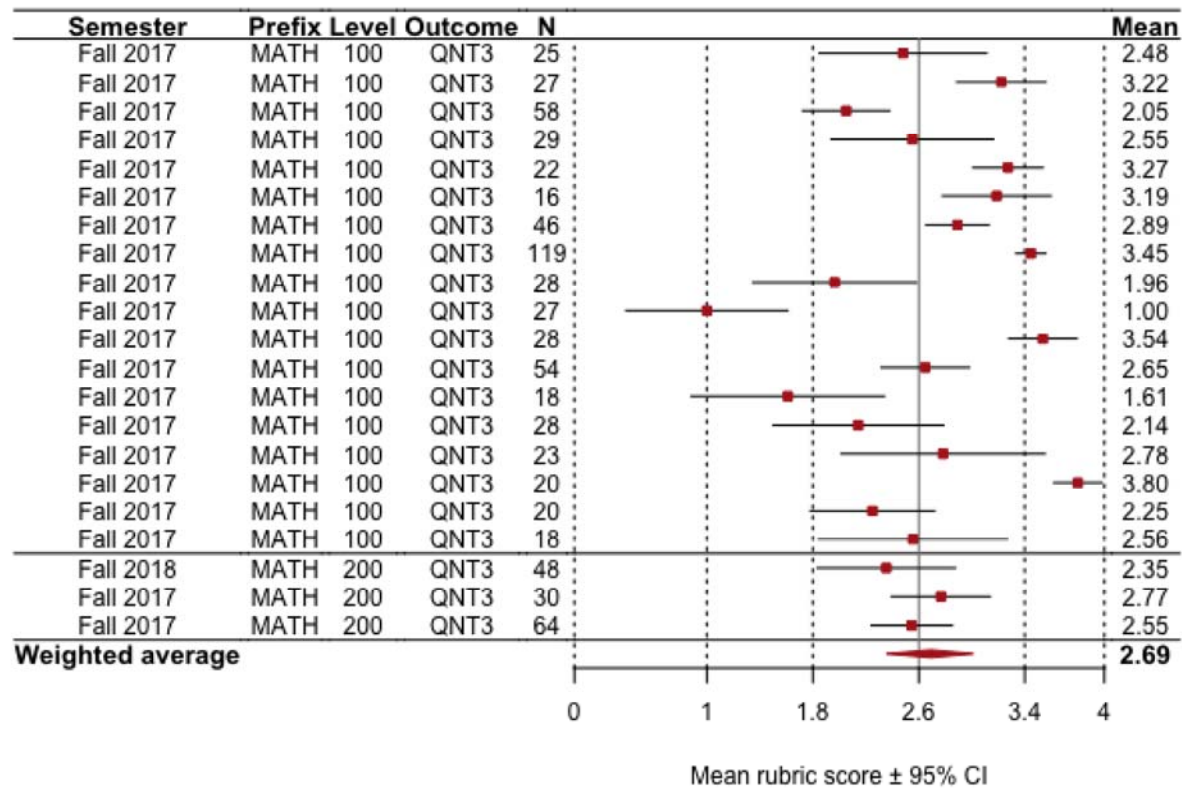
- ***Academic Affairs General Education Coordinator (AAGEC) is appointed by the Associate Provost of Academic Operations (APAO) for a term of three years.*** (It was noted that Clifton Franklund is finishing his first year of his second term.)
- **The membership of the Academic Affairs General Education Committee is appointed by the APAO, in consultation with the AAGEC and the Deans of the appropriate units (3 year terms).**
- **The membership of the General Education Competency Subcommittee is appointed by the AAGEC in consultation with the APAO, the committee of the whole, the chairs of the subcommittee, and the Deans and appropriate Chairs/Head/ Directors of the departments involved; subcommittee terms are for two years (renewable).**

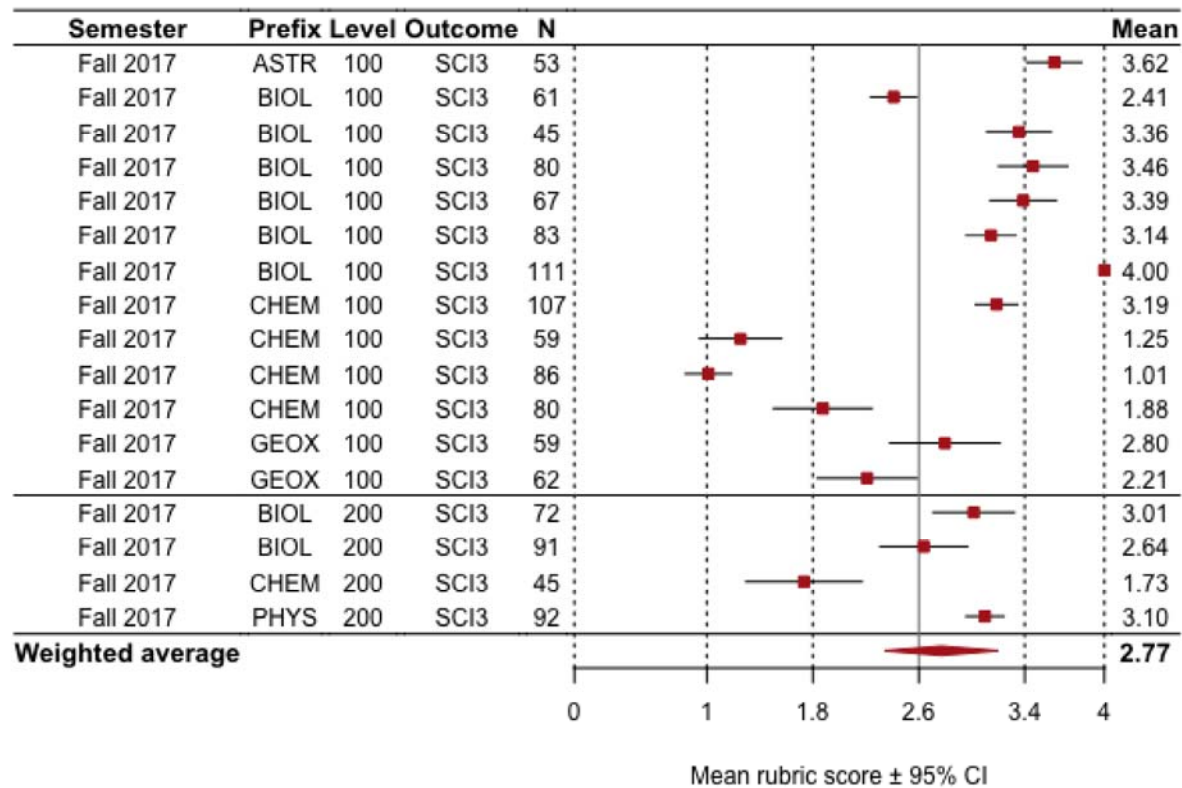
Dealing with Culture competency requirement for different course prefixes.

- The committee discussed this issue and a motion was made by John Scott Gray and 2nd by Jimmie Joseph to **“Reaffirm our position –not to change; still requiring two prefixes through Culture to maintain the desired breadth and remain in line with MTA.”**

Overview of data collected in fall 2017 and update on current registrations for spring.

- 281 registered courses; We received 130 reports ; Many did not report
- Small sample size; biases are noted given this small sample size
- We are going to look at demographics
- The ranges were noted
- Subcommittees takes with looking at rubrics
- Cliff will write 9 reports that will be available online and open for dialogue.





Arts and Lectures (2018-19 Season)

Day	Date	Event/Artist
Monday	10/08/2018	<i>Frankenstein</i>
Thursday	11/01/2018	Kittel & Co.
Thursday	02/07/2019	Esera Tuaolo
Thursday	03/21/2019	Ethos Percussion Group

Academic Senate Report
International Education Committee
February 6, 2018

Meeting day/time/place: Second Tuesday of the month at 11:00 a.m. in IRC 134

Action Items

- Discussed the need/desire for additional committee members.
- Clarified the scope of the committee's charge and discussed possible expansion of the committee's role.
- Revised International Educator Award materials for 2018
 1. Award Process
 - Changed from :**Publication of Results**
"The Committee will insure that the Office of Academic Affairs posts on its Academic Affairs Awards website a summary of the achievements of the annual Award Recipient.
 - Changed to: **Publication of Results on the Academic Affairs Awards Website**
"The Committee will prepare and forward a summary of the achievements of the annual Award Recipient to the Office of Academic Affairs, which will post it on its Academic Affairs Awards website. The Committee may use previous years' winners' summaries as a model for the current winner's summary. Current links are found here:

<https://ferris.edu/HTMLS/administration/academicaffairs/Events/AAawards/index.htm>

<https://ferris.edu/HTMLS/administration/academicaffairs/Events/AAawards/Archives/index.htm>
 2. Evaluation Rubric
 - Academic Senate Secretary will provide the nominees with a copy of the revised rubric when she emails them the Nominee Information Request Letter.
- Award Winner's Letter
 - Changed format to match the Award Runner Up Letter
- Award Runner Up Letter
 - This will be issued ONLY by the Provost's Office.

Upcoming discussions

Conversation on how IEC can engage with the Strategic planning process a request for consideration from Piram Prakasam

International Education Committee Members

Scott Cohen (Arts & Sciences), Chair

Olukemi (Kemi) Fadayomi (Arts and Sciences), Vice Chair

Jerry Emerick (Business)

Marty Lier (Education & Human Services)

Jim Rumpf (Engineering Technology)

Eric Warner (Arts & Sciences)

Piram Prakasam, ex-officio (Office of International Education)

Roberta Teahen, ex-officio (Provost's Office)

Respectfully submitted by Kemi Fadayomi

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

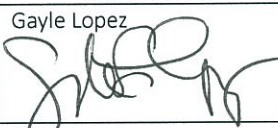
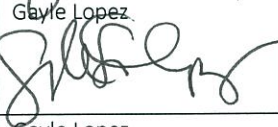
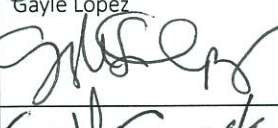
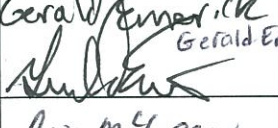
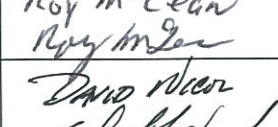
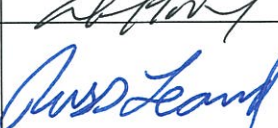
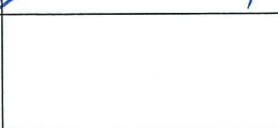
Proposal Title: AAS Legal Studies/BS Business Administration with Legal Studies Program Deletion

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)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN	
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.								
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I-B: Deletion of a degree, major, concentration, or minor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-B: Minor Curriculum Clean-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count					
Program Representative **	Gayle Lopez 	11.21.17	14	0	0	0	0	
Department/School/Faculty Representative Vote **	Gayle Lopez 	11.21.17	14	0	0	0	0	
Department/School Administrator	Gayle Lopez 	11.21.17	X	0	0	0	0	
College Curriculum Committee/Faculty	Gerald Emerick  Gerald Emerick	11-30-17	6	0	0	0	0	
UCC Representative	Roy McLean 	11-30-17	X	0	0	0	0	
Dean	David Nien 	11/30/17	0	0	0	0	0	
University Curriculum Committee **		12/14/17	0	0	0	0	0	
Senate **			0	0	0	0	0	

Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support	
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* 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 new Legal Studies Minor (approved in a previous curriculum proposal) will replace the AAS Legal Studies (~~LS61~~) and BS Business Administration with AAS Legal Studies (BALS) programs to be deleted as a result of this proposal. Current ~~LS61~~ and BALS students will be able to complete the program requirements and obtain their AAS Legal Studies degree and the corresponding BS Business Administration with AAS Legal Studies degree for those who are getting both. The ~~LS61~~ and BALS programs no longer meet 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 with most students also getting the BS Business Administration with AAS Legal Studies (BALS) as well. 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 and Business Administration with AAS Legal Studies programs no longer meet the needs of our students, enrollment in the program continues to decline despite a rise in the number of students enrolled in the first 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 remains in the Legal Studies 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 and the corresponding BALS 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/BS BALS 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. Those students previously interested in the BS Business Administration degree with the AAS Legal Studies (BALS) will still be able to declare the BS Business Administration with Concentrations (BUAD) degree and add the Minor in Legal Studies as the concentration as opposed to the AAS degree.

The Legal Studies Minor will not be approved by the ABA as a paralegal program. As such, deleting the ~~LS61~~ and BALS degrees and replacing it with a 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. Current business law faculty, Gayle Lopez and Emily Fransted will continue to teach business law courses and legal studies courses that remain in the minor. After existing students graduate, five - six Legal Studies courses will be deleted in a separate curriculum proposal. Three of the courses to be deleted are taught by adjuncts.

Students were admitted in AAS Legal Studies and BALS in Fall 2017. No additional students will be admitted into the AAS Legal Studies or BALS programs starting Spring 2018. However, upon successful completion of the program requirements, all existing students will be able to complete the courses and graduate with an AAS ~~LS61~~ and/or BALS degrees.

The Legal Studies Minor which replaces the AAS degree 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.

Students are excited about the minor as a replacement to the paralegal education afforded by the LS and BALS degrees. The minor provides our students with a solid alternative to better meet their educational needs. With the Legal Studies Minor, the LS and BALS degrees are no longer needed and therefore should be deleted as program options.

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.: AAS Legal Studies (LS) and BS Business Administration with AAS Legal Studies (BALS)

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

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.

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~~ Legal Studies AAS, Business Administration/Legal Studies.

College

Department

Program

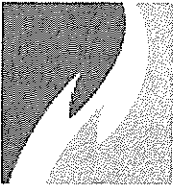
Darlene J Waring

From: Darlene J Waring
Sent: Thursday, November 30, 2017 10:55 AM
To: Sylvia H Maixner
Cc: Gayle S Lopez; Emily W Fransted
Subject: Legal Studies/BusAd proposal for UCC review/approval
Attachments: Scanned from a Xerox Multifunction Printer.pdf

Attached, please find a proposal titled "AAS Legal Studies/BS Business Administration with Legal Studies Program Deletion" for UCC review/approval.

Hard copy will be sent via interdepartmental mail.

Thank you!



Darlene Waring
AFIS Department Secretary
darlenewaring@ferris.edu
231-591-2434

Sylvia H Maixner

From: Gayle S Lopez
Sent: Tuesday, January 2, 2018 8:55 AM
To: Rusty A Leonard
Cc: Sylvia H Maixner; Leonard R Johnson
Subject: RE: UCC Proposal 18-059 - AAS Legal Studies Deletion

Thank you Rusty. Please have Sylvia made the requested changes. Yes, the major deletion is LSGT for both the AAS Legal Studies and BS Business Administration with Legal Studies programs.

Regards,

Gayle

Gayle S. Lopez, J.D.
Management Dept. Chair
Professor
Ferris State University
119 South Street, BUS 212
Big Rapids, MI 49307
231-591-2427

From: Rusty A Leonard
Sent: Monday, January 01, 2018 3:24 PM
To: Gayle S Lopez <GayleLopez@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>; Leonard R Johnson <LeonardJohnson@ferris.edu>
Subject: UCC Proposal 18-059 - AAS Legal Studies Deletion

Gayle,

The UCC reviewed your curriculum proposal and have discovered concerns which must be corrected before your proposal can continue through the curriculum change process.

NOTE: All of the changes exemplified below can be updated by Sylvia, with no work on your part, if you consent to Sylvia making the changes to the curriculum proposal file.

The concerns are:

1. Page 2 of your proposal indicates admittance into the AAS and BALS will cease beginning with the Spring of 2018. FYI, MyDegree will not be able to reflect this change until fall of 2018.
2. There are a few places where the proposal makes mention of an "LS" degree. For clarification, do you mean "LSGT" degree?
3. Page 3 of your proposal indicates that this is a degree deletion, but in fact, it is a major deletion.

Please let me know if you have any questions.

Best regards,

Rusty

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

State of Michigan's School, College and University Fire Safety Rules for the FLITE Building

Prepared by the Academic Affairs Director of Laboratory Safety

January 30, 2018

The University made a conscious decision during the 2002 design process of the FLITE building not to request the State Fire Marshal Office to classify this building as an Instructional Building. As the result of this decision, the FLITE building cannot be used for routine, mandatory instructional purposes.

The following events, which are not scheduled routinely for mandatory instructional purposes may occur:

1. Faculty-lead library instruction
2. Non-routine activities on specific topics requiring library instruction studio computers (for example SPSS)
3. Computer-based testing and final exams (such as for Nursing NCLEX exam, ETS Major Fields Tests and Blackboard tests/exams)

If you have any questions contact the Academic Affairs Director of Laboratory Safety, Anne Hawkins at 2154.

**The
Following
Are
For
Information
Only**

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Operations and Supply Management (OSM) Program Revisions

Initiating Individual: Lisa Eshbach

Initiating Department or Unit: Management

Contact Person's Name: Lisa Eshbach

Email: eshbacl@ferris.edu

Phone: 231-591-3197

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.	FORM <small>(checkboxes indicate typically required forms specific to the curricular action)</small>						
PROPOSAL GROUP: See Table B-1 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B: Minor Curriculum Clean-up	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	<i>Lisa Eshbach</i>	9/19/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	<i>Lisa Eshbach</i>	9/19/17	<input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator	<i>[Signature]</i>	10.4.17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
College Curriculum Committee/Faculty	<i>GERALD EMMERICK</i>	10-19-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
UCC Representative	<i>Roy McLean</i>	10-20-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support
Dean	<i>[Signature]</i>	10/20/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **	<i>[Signature]</i>	12/11/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **	<i>[Signature]</i>	12/12/17	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> 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 general education program redesign provided an opportunity for the College of Business to submit courses that fit the new general education Collaboration and Problem Solving Application Competencies area. Several College of Business courses were selected and approved for these areas including the ACCT 201 and BUSN 499 that currently exist in the OSM program (<https://ferris.edu/HTMLS/academics/general-education/courses/index.htm>.) Per the General Education Program requirements guidelines, programs are now able to "double dip" up to two courses to satisfy the general education competencies: https://ferris.edu/HTMLS/academics/general-education/competencies/GeneralEducation_One-Page.pdf. This is supported by our accrediting body, ACBSP as the program will still meet the 40% general education program requirement. This change provides the OSM program the opportunity to add six College of Business credits to the OSM program. This proposal addresses 1) The redirection of the general education credits (3 credits remaining with general education and 6 reallocated credits to the OSM program core), 2) Pre-requisite core course change, 3) Change required Statistics courses per OSM stakeholders (advisory board, advisors, faculty and students) recommendations, and 4) One OSM program outcome revision.

Redirection of Existing General Education Credits

- A. Add One Additional Communication Competency General Education Course: The OSM program is reviewed annually by our advisory board. The most recent review occurred in April 2017. During that meeting, the industry partners re-emphasized the need to include more soft skill types of courses (e.g., communications/presentation) in the curriculum. Several potential courses were discussed to assist in fulfilling this area. The best courses that would meet the requests, based on a May meeting with the Stephanie Thomson, Communications department program coordinator, were COMM 121 and COMM 365

Currently, students can choose COMM 105 or COMM 121 for their Communication Competency. We are recommending that they take both courses. So, three of the nine credits available from the general education area, mentioned in the summary, will be retained as an additional directed Communication Competency general education. Also, existing students are required to take 9 credits from the Self and Society area. We are proposing that three credits be allocated towards the COMM 365: Intercultural Communication course due to the nature of the OSM curriculum and per our advisory board suggestions.

We believe that redirecting the general education credits to the aforementioned specific general education communications courses will assist in not only fulfilling the 42 credit general education requirement, but also will better prepare the OSM students and address our industry partners' recommendations.

- B. Redirection of 6 General Education Credits to ISYS and Program Directed Elective

Three of the six credits available, will be appropriated towards the ISYS 105 course. The ISYS 105 course was redesigned last year and passed through the curriculum process. The OSM faculty and advisory board believe the ISYS 105 content is relevant for our OSM students. The ISYS 105 course is currently not part of the OSM program curriculum. We are proposing that ISYS 105 course be added to the curriculum to fulfill this new pre-requisite.

The other three credits will be allocated towards a directed elective for the student. They will have the option to choose a course, from the OSM concentration areas (other than the one they selected for their main concentration). For example, if the student chose the OSM Technical concentration, then they would choose a course from the Human Resources or Project Management concentration for their directed elective.

Change STQM 360 Course: (Delete STQM 360 and add STQM 322 to OSM Major & Minor and Lean Systems Minor): The STQM 360 course is currently part of the Technical Concentration in the OSM Major. Likewise, it is currently an option for the Lean Systems Minor as well as the Operations and Supply Management minor. The STQM 360 course was initially designed to be include content related to Risk Analysis and Strategy assessment. However, based on advisor and student feedback, we have discovered that the course is more focused on computer and information systems. We believe, in conjunction with Professor Koudier's suggestions (3/25/17 email) that the STQM 322 (Inferential Statistics) would be more well suited for the OSM student. So, the STQM 360 course will be replaced by the STQM 322 course for both the OSM major, OSM minor, and Lean Systems Minor.

Change OSM Program Outcome Number 5: The OSM program outcome includes two citations of teamwork – Program Outcome #3 and Program Outcome #5. Teamwork is assessed multiple times throughout the OSM curriculum, however, we believe it should be streamlined for assessment purposes. Program Outcome #3's wording will be retained while the OSM Program Outcome #5 will be revised from: "Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions, both independently, and as part of a cooperative team." to "Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions independently." The revised outcome 5 can be found on the Form D Proposed OSM checksheet.

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.: Major: Operations and Supply Management Minor; Minors: Operations and Supply Management; Lean Systems

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
COMM	121	Fundamentals of Public Speaking
COMM	365	Intercultural Communication
ISYS	105	Info Micro Systems - Software
STQM	322	Inferential Statistics

E. Removal of existing FSU courses from program

Prefix	Number	Title
STQM	360	Risk Analysis and Strategy

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form B	Communications	Stephanie Thomson	
Form B	AFIS	Larry Bajor	
Form B	Marketing	Jeff Ek	

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
College of Business	Management	Operations and Supply Management Major
College of Business	Management	Operations and Supply Management Minor
College of Business	Management	Lean Systems Minor

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: Operations and Supply Management Program Revisions

Initiator(s): Lisa Eshbach

Proposal Contact: Lisa Eshbach Date Sent: 9/20/17

Department: Management Campus Address: College of Business
(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: Communications

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: Operations and Supply Management Program Revisions

Initiator(s): Lisa Eshbach

Proposal Contact: Lisa Eshbach Date Sent:

Department: Management
(Please type)

Campus Address: College of Business

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: AFIS

Administrator: Larry Bajor Date Received: [Click here to enter text.](#) Date Returned: [Click here to enter text.](#)

Signature:

L. H. Bajor

10/4/17

FORM B - Undergraduate

Effective Fall 2016

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

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

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

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

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

RE: Proposal Title: Operations and Supply Management Program Revisions

Initiator(s): Lisa Eshbach

Proposal Contact: Lisa Eshbach Date Sent: 9/20/17

Department: Management Campus Address: College of Business
(Please type)

Based upon department faculty review on 9-26-17 thru 10-3-17 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

9-26-17

10-3-17

Administrator: Jeff Ek Date Received: Click here to enter text. Date Returned: Click here to enter text.

Signature: Jeff Ek



OPERATIONS & SUPPLY MANAGEMENT - 120 Credits

Student Name: _____

Student CWID: _____

ADMISSION REQUIREMENTS

New Students

- 2.5 high school GPA (on a 4.0 scale)
- Two of the three criteria below:
 - (1) English ACT score of 16 or higher, or SAT Writing score of 370 or higher;
 - (2) Math ACT score of 19 or higher, or SAT Math score of 460 or higher;
 - (3) Reading ACT score of 19 or higher, or SAT Reading score of 430 or higher.

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA is based on completion of 12 credit hours or more.
- Transfer equivalency for FSU ENGLISH 150 or placement during the first semester at FSU which would require an ACT English score of 16 or higher; Compass score 70 – 100.
- Transfer equivalency for FSU MATH 115 or placement during the first semester at FSU which would require an ACT Math score of 19 or higher; Compass Algebra score 46 – 74 and HS Algebra with 2.0.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Required	Course Title (Prerequisites shown in parenthesis)	Crs	Gr
COMMUNICATION COMPETENCE – 12 Credits Required			
Choose One:	COMM 105 Interpersonal Communication (None) OR COMM 121 Fundamentals of Public Speaking (None)	3	
ENGL 150	English I (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3	
ENGL 250	English 2 (ENGL 150 with a grade of C- or better)	3	
Choose One:	ENGL 311 Advanced Technical Writing OR ENGL 325 Advanced Writing for Business (ENGL211/250 w/ C or better for both)	3	

QUANTITATIVE SKILLS – 3/4 Credits Required

MATH 114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher, or MATH ACT 19 or SAT 460 and ENGL 074 or ENGL ACT 14 or VERBAL SAT 370); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	4	
OR			
MATH 115	Intermediate Algebra (MATH 109 or 110 w/ C- or higher or MATH ACT 19 or SAT 460); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	3	

SCIENTIFIC UNDERSTANDING – 7/8 Credits Required

	Scientific Understanding with Lab	4	
	Scientific Understanding	3-4	

CULTURAL ENRICHMENT – 9 Credits Required **

	Cultural Enrichment	3	
	Cultural Enrichment	3	
	Cultural Enrichment (200 level or above)	3	

SOCIAL AWARENESS – 9 Credits Required **

ECON 221	Principles of Macroeconomics (MATH 109 or 110 w/ C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, 126 or MATH ACT 19 or SAT 460)	3	
ECON 222	Principles of Microeconomics (ECON 221)	3	
	Social Awareness Elective	3	

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Original Creation Date:

Update Effective Term: 201708

Update Effective Catalog Year: 2017/2018

Update UCC Proposal Number:

COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION REQUIREMENTS – 6/8 Credits Required**				
			3	
			3	
			2	

** General Education Requirements - “Global consciousness”, “race, ethnicity and gender”, “social foundation” requirements must be met either through Cultural Enrichment, Social Awareness or other courses; must have a 200 level cultural enrichment and a 200 level social awareness.

Freshman Seminar, FSUS 100, is satisfied by: _____
 Global consciousness requirement satisfied by: _____
 Race, ethnicity, gender requirement satisfied by: _____
 Social Foundation satisfied by: ECON 221

OPERATIONS & SUPPLY MANAGEMENT MAJOR REQUIREMENTS – 33 Credits Required (These courses ARE used to calculate the major GPA requirement)				
INTB	320	International Logistics (None)	3	
ISYS	482	Enterprise Integration and BPD (Junior Standing)	3	
MFGE	354	Lean Manufacturing: Concepts and Practices (Junior status) <u>OR</u>	3	
MGMT	492	Lean Service Enterprise & Leadership (MGMT 305 or Junior standing)		
MGMT	350	MGMT Metrics & Decision Making (None)	3	
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354)	3	
MGMT	491	Management Internship (Completion of 60 semester hours and department approval)	3	
MKTG	466	Purchasing (MKTG 321 or instructor approval)	3	
PROJ	320	Project Management Fundamentals (Sophomore Standing or instructor approval)	3	

Select 3 Classes from the Following Concentrations – 9 Credits Required (These courses ARE used to calculate the major GPA requirement)				
Technical				
MFGE	322	Production Processes (None)	3	
MFGE	351	Introduction to Industrial Engineering (None)	3	
STQM	360	Risk Analysis and Strategy (STQM 260)	3	
Human Resources (Select 3 of the 4 courses below)				
MGMT	305	Managerial Leadership (Sophomore status)	3	
MGMT	373	Human Resource Management (Sophomore status)	3	
MGMT	375	Negotiations (Junior status)	3	
MGMT	491	Management Internship (Completion of 60 semester hours and department approval)	3	
Project Management (Select 3 of the 4 courses below)				
MKTG	472	Supply Chain Management (MKTG 321 & MGMT 370)	3	
PROJ	350	Project Scheduling (PROJ 320)	3	
PROJ	351	Project Communication (350)	3	
PROJ	420	Managing Procurement (351)	3	
Diversified				
Select 3 courses (9 credits) from the Technical, Human Resources or Project Management Concentration Areas				
			3	
			3	
			3	

BUSINESS CORE REQUIREMENTS – 30 Credits Required (These courses ARE used to calculate the major GPA requirement)				
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 with C- or higher, or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 460)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 with a grade of C- or higher and MATH 114, 115, 116, 117 or MATH ACT 24 or SAT 560)	3	
BLAW	321	Contracts and Sales (None)	3	
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, MGMT 370, MKTG 321 and senior status)	3	
FINC	322	Financial Management 1 (ACCT 202, MATH 114 or 115 or MATH ACT 24 or SAT 560)	3	
ISYS	321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3	
MGMT	301	Applied Management (None)	3	
MGMT	370	Quality/Operations Management (STQM 260, Sophomore standing or instructor permit)	3	
MKTG	321	Principles of Marketing (Sophomore status or higher)	3	
STQM	260	Intro to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135 w/ C- or higher or MATH ACT 24 or SAT 560)	3	

ADDITIONAL GRADUATION REQUIREMENTS

- Students are required to have a cumulative 2.00 in the major, business core and overall for completion of the degree

- 40 credits at the 300/400 level
- 30 credits FSU Residency
- Minimum 120 total credits

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION & 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.

SUGGESTED SEMESTER BY SEMESTER COURSE COMPLETION

FIRST YEAR

Year 1 – Fall Semester		Crs	Gr
	Cultural Enrichment Elective	3	
ENGL 150	English I	3	
MATH 114	Quantitative Reasoning for Professionals 2 Or MATH 115	3/4	
	Social Awareness Elective	3	
Choose one:	COMM 121 Or 105	3	
TOTAL		15/16	

Year 1 - Spring Semester		Crs	Gr
ENGL 250	English 2	3	
ECON 221	Principles of Macroeconomics	3	
STQM 260	Introduction to Statistics	3	
	Cultural Enrichment Elective	3	
	Lab Science Elective	4	
TOTAL		16	

SECOND YEAR

Year 2 - FALL SEMESTER		Crs	Gr
ACCT 201	Principles of Financial Accounting	3	
ECON 222	Principles of Microeconomics	3	
	Cultural Enrichment Elective 200 level	3	
	Scientific Understanding Elective	3/4	
	General Education Elective	3	
TOTAL		15/16	

Year 2 - SPRING SEMESTER		Crs	Gr
ACCT 202	Principles of Accounting 2	3	
MGMT 301	Applied Management	3	
MGMT 370	Quality/Operations Management	3	
	General Education Elective	3	
	PROJ 320	3	
TOTAL		15	

THIRD YEAR

Year 3 - FALL SEMESTER		Crs	Gr
ENGL 325	Advanced Writing for Business Or	3	
ENGL 311	Advanced Technical Writing		
FINC 322	Financial Management I	3	
ISYS 321	Business Information Systems	3	
MKTG 321	Principles of Marketing	3	
MGMT 492	Lean Services Enterprise & Leadership Or MFGE 354	3	
TOTAL		15	

Year 3 - SPRING SEMESTER		Crs	Gr
BLAW 321	Contracts and Sales	3	
Choose one:	Select three area	3	
MGMT 350	Management Metrics & Decision Making	3	
MGMT 412	Lean Culture and Skills Development	3	
MGMT 422	Cost Management for Lean Systems	3	
TOTAL		15	

FOURTH YEAR

Year 4 - FALL SEMESTER		Crs	Gr
Choose one:	Select three area	3	
ISYS 482	Enterprise Integration and BPD	3	
INTB 320	International Logistics	3	
MKTG 466	Purchasing	3	
MGMT 402	Six Sigma Process Management	3	
TOTAL		15	

Year 4 - SPRING SEMESTER		Crs	Gr
BUSN 499	Integrating Experience	3	
Choose one:	Select three area	3	
	General Education Elective	2	
MGMT 432	Lean Logistics and Supply Management	3	
MGMT 491	Management Internship	3	
TOTAL		14	

Notes: See front of sheet for:

1. Prerequisites information by course
2. Specific course requirements and elective suggestions
3. Graduation requirements
4. Interrupted studies – re-admission

DEGREE OUTCOMES (the outcomes will be used in TracDAT)

1.	Process Flow - Students will be able to recognize a process flow as demonstrated by a service or manufactured product.
2.	Apply business concepts and practices in creating and maintaining lean supply chains that support strategic goals.
3.	Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner.
4.	Function as a member of a team; both, in the classroom and within a company setting, and demonstrate the ability to work with others and to accomplish tasks.
5.	Use and apply tools learned in the classroom and in the field, to solve problems and make business decisions. (Tools such as Lean, Six Sigma, and other continuous improvement methods will vary by industry and these tools are expected to change over time)
6.	Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team.

Student Name: _____

Student ID: _____

University General Education Requirements

Crs Gr

Tier 1 – Foundation Competencies

Prerequisites shown in parenthesis

COMMUNICATION COMPETENCY – Minimum 15 Credits

COMM	105	Interpersonal Communication	3	
COMM	121	Fundamentals of Public Speaking	3	
ENGL	150	English 1 (ENGL ACT 14 or SAT ERW 450 OR ENGL 074)	3	
ENGL	250	English 2 (ENGL 150 w/C- or higher)	3	
CHOOSE ONE	ENGL 311	Advanced Technical Writing (ENGL 211 or ENLG 250 w/C or higher)	3	
	ENGL 325	Advanced Business Writing (ENGL 250 or ENGL 211 w/C or higher)		

QUANTITATIVE LITERACY COMPETENCY – Minimum 3 Credits

CHOOSE ONE	MATH 114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500 and ENGL 074 or ENGL ACT 14 or SAT ERW 450); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	4	
	MATH 115	Intermediate Algebra (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	3	

Tier 2 – Distribution Competencies

NATURAL SCIENCES COMPETENCY – Minimum 6 Credits with one lab course

			3	
			3	

**CULTURE COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher
No more than 5 Credits in Cultural Competency Activities**

			3	
			3	
			3	

SELF AND SOCIETY COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher

ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/ C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, or 126 or MATH ACT 19 or SAT 500)	3	
ECON	222	Principles of Microeconomics (ECON 221)	3	
COMM	365	Intercultural Communication (COMM 105 or COMM 121 or COMH 121 or COMM 221; with C or better)	3	

DIVERSITY – Competency met by 2 courses designated as Global and U.S. Diversity is satisfied by:
These courses can be met through the Culture and Self and Society Competency requirements.

Tier 3 – Application Competencies

COLLABORATION COMPETENCY – Competency met by 2 courses contained in the Major or Business Core

MKTG 321, BUSN 499, MGMT 350

PROBLEM SOLVING COMPETENCY – Competency met by 2 courses contained in the Major or Business Core

MKTG 321, BUSN 499, MGMT 350, ACCT 201, ACCT 202

Operations and Supply Management degree students must complete **48** General Education credits to meet College of Business and University Requirements.

Freshman Seminar Requirement, FSUS 100, is satisfied by:

Business Core Requirements – 30 Credits Required (these courses ARE used in the core 2.0 GPA requirement)			Crs.	
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 500)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 w/C- or higher and MATH 114, 115, 116, or 117, or MATH ACT 24 or SAT 580)	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135, w/C- or higher or MATH ACT 24 or SAT 580)	3	
MGMT	301	Applied Management (None)	3	
BLAW	321	Contracts and Sales (None)	3	
MKTG	321	Principles of Marketing (ENGL 150 w/ C- or higher and Sophomore Status)	3	
ISYS	321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3	
FINC	322	Financial Management 1 (ACCT 202 and MATH 114 or 115 or MATH ACT 24 or SAT 580)	3	
MGMT	370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permit)	3	
BUSN	499	Integrating Experience (FINC 322 and MGMT 370 and MKTG 321 and Senior Status)	3	

Major Requirements – 39 Credits Required (these courses ARE used to calculate the major 2.0 GPA requirement)			Crs.	
INTB	320	International Logistics	3	
ISYS	105	Intro Micro Systems – Software (None)	3	
ISYS	482	Enterprise Integration and BPD (Junior Status)	3	
PROJ	320	Project Management Fundamentals (Sophomore Status or Instructor Permission)	3	
MGMT	350	Management Metrics and Decision Making	3	
CHOOSE ONE	MFGE 354	Lean Manufacturing (Junior Status)	3	
	MGMT 492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)		
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354 or Instructor Permission)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354 and Junior Status)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354 and Junior Status)	3	
MGMT	491	Management Internship (Completion of 80 Credits and Department Approval)	3	
MKTG	466	Purchasing (MKTG 321 w/ C- or higher)	3	
		Directed Elective (Choose from the following concentrations that student does not select for main OSM)	3	

Choose One Concentration from The Following - Requires Advisor Approval, Must be 9 Credits or More, These courses ARE used to calculate the major 2.0 GPA requirement.

Technical Concentration				
MFGE	322	Production Processes	3	
MFGE	351	Introduction to Industrial Engineering	3	
STQM	322	Inferential Statistics (STQM 260)	3	
Human Resources Concentration				
CHOOSE THREE	MGMT 305	Managerial Leadership (Second Semester Sophomore Status)	3	
	MGMT 373	Human Resource Management (Sophomore Status)	3	
	MGMT 375	Negotiations (Junior Status)	3	
	MGMT 491	Management Internship (Completion of 80 credits and Department Approval)	3	
Project Management Concentration				
CHOOSE THREE	MKTG 472	Supply Chain Management (MKTG 321 w/ C- higher)	3	
	PROJ 350	Project Scheduling (PROJ 320)	3	
	PROJ 351	Project Communication (PROJ 320 and PROJ 350)	3	
	PROJ 420	Managing Procurement (PROJ 320 and PROJ 350 and PROJ 351)	3	
Diversified Concentration (Select 3 courses (9 credits) from the Technical, Human Resources or Project Management Concentration Areas.)				
			3	
			3	
			3	

Semester-By-Semester Layout of Classes

FIRST YEAR

Fall Semester

Class	Credits
Culture Competency	3
ENGL 150	3
MATH 114 or MATH 115	3-4
ISYS 105	3
COMM 105	3
Total Credits	15-16

Spring Semester

Class	Credits
ENGL 250	3
ECON 221	3
STQM 260	3
Culture Competency	3
Natural Science Competency	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
ACCT 201	3
ECON 222	3
Culture Competency 200 Level	3
Natural Science Competency	3
COMM 121	3
Total Credits	15

Spring Semester

Class	Credits
ACCT 202	3
MGMT 301	3
MGMT 370	3
COMM 365	3
PROJ 320	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

THIRD YEAR

Fall Semester

Class	Credits
ENGL 311 or ENGL 325	3
FINC 322	3
ISYS 321	3
MKTG 321	3
MGMT 492 or MFGE 354	3
Total Credits	15

Spring Semester

Class	Credits
BLAW 321	3
Concentration Course	3
MGMT 350	3
MGMT 412	3
MGMT 422	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

FOURTH YEAR

Fall Semester

Class	Credits
Concentration Course	3
ISYS 482	3
INTB 320	3
MKTG 466	3
MGMT 402	3
Total Credits	15

Spring Semester

Class	Credits
BUSN 499	3
Concentration Course	3
OSM Directed Elective	3
MGMT 432	3
MGMT 491	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

DEGREE OUTCOMES

1. Process Flow - Students will be able to recognize a process flow as demonstrated by a service or manufactured product.
2. Apply business concepts and practices in creating and maintaining lean supply chains that support strategic goals.
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able to demonstrate the ability to present ideas and information in a clear, concise, and effective manner.
4. Function as a member of a team; both, in the classroom and within a company setting, and demonstrate the ability to work with others and to accomplish tasks.
5. Use and apply tools learned in the classroom and in the field, to solve problems and make business decisions. (Tools such as Lean, Six Sigma, and other continuous improvement methods will vary by industry and these tools are expected to change over time).
6. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions independently.

ADMISSION REQUIREMENTS

New Students SAT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. SAT ERW score of 450 or higher
 2. SAT Math score of 500 or higher. Placement in MATH 109/110 will be considered (SAT MATH score of 480 or higher).
 3. SAT Composite of 900 or higher

New Students ACT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. ACT English score of 16 or higher
 2. ACT Math score of 19 or higher
 3. ACT Reading score of 19 or higher

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA based on completion of 12 credit hours or more. Developmental courses will not be considered in computing the GPA requirement.
- Transfer equivalency for FSU ENGL 150 or placement during the first semester at FSU which would require an ACT English score of 16 or higher; or SAT ERW score of 450 or higher; or Accuplacer English score of 6 or higher.
- Transfer equivalency for FSU MATH 114/115 or placement during the first semester at FSU which would require an ACT MATH score of 19 or higher; SAT MATH of 500 or higher; or Accuplacer Math scores: Elementary Algebra score 75 or higher and College Level Math 0-49.

ADDITIONAL GRADUATION REQUIREMENTS

Students must:

- maintain a 2.00 cumulative GPA in all FSU courses
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- maintain a 2.00 cumulative GPA in the business core and the major
- To meet the College of Business ACBSP accreditation requirements, students must earn 40% of their total credits in General Education Classes. The University requires all BS Degrees be a minimum 120 credits. When meeting the 40% requirement, programs can use 6 credits from the Business Core in the calculation. To meet the ACBSP 40% General Education requirement, a 120-credit program would consist of 42 general education credits, 30 business core credits and 48 credits in the major.

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.



OPERATIONS AND SUPPLY MANAGEMENT MINOR - 18 Credits

ADMISSION REQUIREMENTS

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

Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
REQUIRED COURSES – 18 Credits Required				
MFGE	351	Introduction to Industrial Engineering (None)	3	
MFGE	354	Lean Manufacturing: Concepts and Practices (Junior status) OR		
MGMT	492	Lean Service Enterprise & Leadership (MGMT 305 or Junior status)	3	
MGMT	370	Quality/Operations Management (STQM 260 & Sophomore status or instructor permit)	3	
MKTG	466	Purchasing (MKTG 321 or Instructor approval)	3	
MKTG	472	Supply Chain Management (MKTG 321 & MGMT 370) OR	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492)		
STQM	360	Risk Analysis and Strategy (STQM 260)	3	

PROCEDURES

- In consultation with Dr. Steve Lyman, BUS 333, Dr. David Marion, BUS 342 or Dr. Carol Rewers, BUS 358, the student will complete an Operations & Supply Management Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and Operations advisor are required.
- The completed Operations & Supply Management Minor checksheet will be forwarded to the Management Department Head for approval. The approved checksheet will then be forwarded to Student Records in the College of Business.
- A term prior to completion of the Operations & Supply Management 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 Operations & Supply Management Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.

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

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a 2.00 cumulative GPA in all FSU courses

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 Update Effective Term: 201708
 Update Effective Catalog Year: 2017/2018
 Update UCC Proposal Number:

OPERATIONS AND SUPPLY MANAGEMENT MINOR - 18 Credits**FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION FORM**

Name: _____ Student Number: _____

College: _____ Major: _____

Requirements for minor in: **Operations & Supply MGMT** Effective Semester: _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University does not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

4. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form.

Declaration Of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date

Operations Management Minor OUTCOMES (the outcomes will be used in TracDAT)	
1.	Recognize a process flow as demonstrated by a service or manufactured product and demonstrate improvement opportunities using operational tools (Lean, Six Sigma, and other continuous improvement methods).
1.	Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner.
2.	Function as a member of a team and demonstrate the ability to work with others and to accomplish tasks.
3.	Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team.



OPERATIONS AND SUPPLY MANAGEMENT MINOR - 18 Credits

ADMISSION REQUIREMENTS

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

Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
REQUIRED COURSES – 18 Credits Required				
MFGE	351	Introduction to Industrial Engineering (None)	3	
MFGE	354	Lean Manufacturing: Concepts and Practices (Junior status) OR		
MGMT	492	Lean Service Enterprise & Leadership (MGMT 305 or Junior status)	3	
MGMT	370	Quality/Operations Management (STQM 260 & Sophomore status or instructor permit)	3	
MKTG	466	Purchasing (MKTG 321 or Instructor approval)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492) OR	3	
MKTG	472	Supply Chain Management (MKTG 321 & MGMT 370)		
STQM	322	Inferential Statistics (STQM 260)	3	

PROCEDURES

- In consultation with Dr. Steve Lyman, BUS 333, Dr. David Marion, BUS 342 or Dr. Carol Rewers, BUS 358, the student will complete an Operations & Supply Management Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and Operations advisor are required.
- The completed Operations & Supply Management Minor checksheet will be forwarded to the Management Department Head for approval. The approved checksheet will then be forwarded to Student Records in the College of Business.
- A term prior to completion of the Operations & Supply Management 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 Operations & Supply Management Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.

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

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a 2.00 cumulative GPA in all FSU courses

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Update Effective Catalog Year: 2017/2018
Update UCC Proposal Number:

OPERATIONS AND SUPPLY MANAGEMENT MINOR - 18 Credits**FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION FORM**

Name: _____

Student Number: _____

College: _____

Major: _____

Requirements for minor in: **Operations & Supply MGMT**

Effective Semester: _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University does not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

4. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form.

Declaration Of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date

Operations Management Minor OUTCOMES (the outcomes will be used in TracDAT)	
1.	Recognize a process flow as demonstrated by a service or manufactured product and demonstrate improvement opportunities using operational tools (Lean, Six Sigma, and other continuous improvement methods).
2.	Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner.
3.	Function as a member of a team and demonstrate the ability to work with others and to accomplish tasks.
4.	Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team.



LEAN SYSTEMS MINOR - 18 Credits

College of Business

ADMISSION REQUIREMENTS

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

Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
FOUR REQUIRED COURSES – 15 Credits Required				
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354 or Instructor permit)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354 and Junior standing)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354 & Junior Standing)	3	
MGMT	492	Lean Service Enterprise & Leadership (MGMT 305 or Junior Status)	3	
		OR		
MFGE	354	Lean Manufacturing (Junior status)		
SELECT ONE CLASS FROM THE LIST BELOW – 3 Credits Required				
MGMT	305	Managerial Leadership (Second semester Sophomore status)	3	
MGMT	370	Quality-Operations Management (STQM 260 & Sophomore standing or instructor permit)	3	
MGMT	491	Management Internship (Completion of 60 semester hours and department approval)	3	
MKTG	472	Supply Chain Management (MGMT 370 & MKTG 321)	3	
STOM	360	Risk Analysis and Strategy (STOM 260)	3	

PROCEDURES

- In consultation with Dr. Lisa Eshbach, BUS 340 or Dr. David Marion, BUS 342, the student will complete a Lean Systems Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and advisor are required.
- The completed Lean Systems Minor checksheet will be forwarded to the Management Department Head for approval. The approved checksheet will then be forwarded to Student Records in the College of Business.
- A term prior to completion of the Lean Systems 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 Lean Systems Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.

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.

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a 2.00 cumulative GPA in all FSU courses

For Office Use Only

Banner Program Code: LSYS
Department/School: Management COB
231-591-2427 MGMT@ferris.edu

MyDegree Blocks	
PreProd	Prod

Original Creation Date: 201308
Update Effective Term: 201708
Update Effective Catalog Year: 2017/2018
Update UCC Proposal Number:

LEAN SYSTEMS MINOR - 18 Credits

FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION FORM

Name: _____ Student Number: _____

College: _____ Major: _____

Requirements for: **Lean Systems Minor** Effective Semester: _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University does not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

4. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form.

Declaration of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date

Lean Systems MINOR OUTCOMES (the outcomes will be used in TracDAT)	
1.	Explain the metrics and tools related to business process variation and apply Six Sigma to standardize processes across different disciplines and practices.
2.	Develop and integrate an employee centric lean culture resulting in consistent organizational growth, innovation, profitability and process excellence.
3.	Design a lean-focused set of simplified accounting, control, and measurement tools to develop accurate, timely, & understandable financially driven strategies to motivate and sustain a lean financial transformation throughout the organization resulting in increased customer value, organizational growth, and profitability.
4.	Evaluate, design, improve, and lead a lean service/manufacturing business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).



LEAN SYSTEMS MINOR - 18 Credits

College of Business

ADMISSION REQUIREMENTS

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

Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
FOUR REQUIRED COURSES – 15 Credits Required				
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354 or Instructor permit)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354 and Junior standing)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354 & Junior Standing)	3	
MGMT	492	Lean Service Enterprise & Leadership (MGMT 305 or Junior Status)	3	
		OR		
MFGE	354	Lean Manufacturing (Junior status)		
SELECT ONE CLASS FROM THE LIST BELOW – 3 Credits Required				
MGMT	305	Managerial Leadership (Second semester Sophomore status)	3	
MGMT	370	Quality-Operations Management (STQM 260 & Sophomore standing or instructor permit)	3	
MGMT	491	Management Internship (Completion of 60 semester hours and department approval)	3	
MKTG	472	Supply Chain Management (MGMT 370 & MKTG 321)	3	
STOM	322	Inferential Statistics (STOM 260)	3	

PROCEDURES

- In consultation with Dr. Lisa Eshbach, BUS 340 or Dr. David Marion, BUS 342, the student will complete a Lean Systems Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and advisor are required.
- The completed Lean Systems Minor checksheet will be forwarded to the Management Department Head for approval. The approved checksheet will then be forwarded to Student Records in the College of Business.
- A term prior to completion of the Lean Systems 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 Lean Systems Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.

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.

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a 2.00 cumulative GPA in all FSU courses

For Office Use Only

Banner Program Code: LSYS
Department/School: Management COB
231-591-2427 MGMT@ferris.edu

MyDegree Blocks	
PreProd	Prod

Original Creation Date: 201308
Update Effective Term: 201708
Update Effective Catalog Year: 2017/2018
Update UCC Proposal Number:

LEAN SYSTEMS MINOR - 18 Credits

FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION FORM

Name: _____ Student Number: _____

College: _____ Major: _____

Requirements for: **Lean Systems Minor** Effective Semester: _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University does not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

4. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form.

Declaration of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date

Lean Systems MINOR OUTCOMES (the outcomes will be used in TracDAT)	
1.	Explain the metrics and tools related to business process variation and apply Six Sigma to standardize processes across different disciplines and practices.
2.	Develop and integrate an employee centric lean culture resulting in consistent organizational growth, innovation, profitability and process excellence.
3.	Design a lean-focused set of simplified accounting, control, and measurement tools to develop accurate, timely, & understandable financially driven strategies to motivate and sustain a lean financial transformation throughout the organization resulting in increased customer value, organizational growth, and profitability.
4.	Evaluate, design, improve, and lead a lean service/manufacturing business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

Sylvia H Maixner

From: Lisa Eshbach
Sent: Monday, November 6, 2017 12:43 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: RE: UCC Proposal 18-034
Attachments: Operations and Supply Management Revisions_11.6.2017.pdf

Hi Rusty,

Attached is the updated OSM proposal. I spoke with Sylvia this morning (11/3/17) and this morning (11/6/17). She stated that she could insert the original signed documents (e.g., title page and form B's) into the revised proposal and agreed to check the box on the Concentration area on page 2 of the proposal. Below are my answers to the issues you identified with the proposal 18-034.

1. Delete second sentence of Question 1 of Form A. As is, it makes the proposal confusing as to how the 40% general education credit requirement would be met.

I have reworded the information on page 2 of the narrative to the following:

The general education program redesign provided an opportunity for the College of Business to submit courses that fit the new general education Collaboration and Problem Solving Application Competencies area. Several College of Business courses were selected and approved for these areas including the ACCT 201 and BUSN 499 that currently exist in the OSM program (<https://ferris.edu/HTMLS/academics/general-education/courses/index.htm>.) Per the General Education Program requirements guidelines, programs are now able to "double dip" up to two courses to satisfy the general education competencies: https://ferris.edu/HTMLS/academics/general-education/competencies/GeneralEducation_One-Page.pdf. This is supported by our accrediting body, ACBSP as the program will still meet the 40% general education program requirement. This change provides the OSM program the opportunity to add six College of Business credits to the OSM program. This proposal addresses 1) The redirection of the general education credits (3 credits remaining with general education and 6 reallocated credits to the OSM program core), 2) Pre-requisite core course change, 3) Change required Statistics courses per OSM stakeholders (advisory board, advisors, faculty and students) recommendations, and 4) One OSM program outcome revision.

2. Page 2, Number 2: Need to check the "Concentration" box
Sylvia Maxiner agreed to "check the concentration box. Thanks, Sylvia!
3. You are changing the Lean Systems Minor, but is the Lean Systems Certificate changing, as well?

The Lean System Minor has the SQTM 360 as a course option. The Lean Systems certificate did not have STQM 360 as a course option. So the Lean Systems minor was the only checksheet affected. This information is supported by the Lean Systems minor checksheets (current and proposed) in the proposal.

4. Page 12: you removed the Additional General Education Requirement section, but it is required for COMM 121.
The proposed OSM checksheet included the additional Communications course in the Communications Competency area. This seemed like an appropriate place to put the additional communications course for advising purposes instead of keeping one line for the COMM 121 in another area.
5. Page 14: First Year, Fall Semester, ISYS needs a Course Number.
The ISYS 105 course number is now included on the page 14 of proposal in the First Year, Fall Semester area.
6. Page 17: Missing STQM 322, which was stated in Page 2 as being an official change.

The STQM 322 course specified on page 17 as the OSM student can take one of three concentrations. So, the line on the sheet states "Concentration Elective" instead of a specific course.

7. Several courses are missing credit hours on the checksheet.
There are three proposed checksheets in the proposal (OSM Major, OSM minor and Lean Systems Minor). The credits for all the proposed checksheets are complete with the credit hours for each course.
8. The bottom of the checksheet still shows the total number of credits as 48.
The current OSM current and proposed checksheet show 48 credits because that is what the current program requires. The overall credits are identified by area for the general education requirements Foundation Competencies (Communication and Quantitative Literacy), Distribution Competencies (Culture, Diversity, Natural Sciences, Self and Society) and Application Competencies (Collaboration and Problem Solving). The ACCT 201 and BUSN 499 will satisfy the Collaboration and Problem Solving areas as mentioned in question 1's response.
9. Form B is not signed by Communications.
It is my understanding that each department/college has 10 days after the proposal is sent out to respond. We did not receive a response from Communications so, that is why there is not a form included in the proposal. The proposal was sent to Communications on 9/20/17. According to the statement on the Form B, downloaded from the UCC website, no response is interpreted as support for the proposal. Specifically, the wording is: 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.**
As a sidenote, the proposal states that I discussed this information with Stephanie Thomson (see page 2). She is aware and supports the addition of the communications courses to the OSM program.
10. You need to add clarity to the exact split of credit hours to avoid confusion.
I believe this was resolved with the narrative rewrite mentioned in the response to question 1. You may want to talk with Clifton Franklund if you need more information about the General Education Changes. The current and proposed OSM checksheets were included in the proposal to assist with understanding the programmatic changes.

Let me know if you would like to discuss this further via phone.
Lisa

Lisa Eshbach, Ph.D.
Associate Professor
Ferris State University
College of Business - Management Department
119 South State Street – Room 340
Big Rapids, MI 49307-2284
Ph: (231) 591-3197

From: Rusty A Leonard
Sent: Sunday, October 29, 2017 9:38 PM
To: Lisa Eshbach <LisaEshbach@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: UCC Proposal 18-034

Lisa,

The UCC reviewed your proposal 18-034 and discovered the following issues that must be corrected before your proposal can continue in the curriculum process:

11. Delete second sentence of Question 1 of Form A. As is, it makes the proposal confusing as to how the 40% general education credit requirement would be met.
12. Page 2, Number 2: Need to check the "Concentration" box
13. You are changing the Lean Systems Minor, but is the Lean Systems Certificate changing, as well?

14. Page 12: you removed the Additional General Education Requirement section, but it is required for COMM 121.
15. Page 14: First Year, Fall Semester, ISYS needs a Course Number.
16. Page 17: Missing STQM 322, which was stated in Page 2 as being an official change.
17. Several courses are missing credit hours on the checksheet.
18. The bottom of the checksheet still shows the total number of credits as 48.
19. Form B is not signed by Communications.
20. You need to add clarity to the exact split of credit hours to avoid confusion.

Best regards,

Rusty

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

Sylvia H Maixner

From: Lisa Eshbach
Sent: Friday, December 1, 2017 4:34 PM
To: Sylvia H Maixner
Cc: Rusty A Leonard
Subject: RE: UCC Proposal 18-034
Attachments: OSM Program Revision_12.1.17.pdf

Hi Sylvia,

The issue that I found was that the original proposed checksheet that I had approved in our department meeting was changed to accommodate the new MyDegree checksheet. At any rate, I see that the wrong checksheet was inserted into the proposal that I sent on 11/6/17. Attached is a revised proposal that includes that correct proposed OSM checksheet (including the COMM 365 and ISYS 105 courses) which matches the proposal Semester-by-Semester plan and Form A information.

It was my understanding at the beginning of the semester, that the College of Business was to planning on adding the ISYS 105 to the Business core. This was supposed to be added in as a curriculum proposal during this semester. However, the pace of the change has been a bit delayed so, I changed the wording in my narrative (Form A) to adjust for that. Based on our faculty and advisory board input, the OSM student will benefit from taking the ISYS 105 course.

Can you insert signed title pages and the signed Form B's into this proposal? I can come to the meeting on Thursday, 12/7/17 at noon if there still are questions regarding this proposal.

Lisa

Lisa Eshbach, Ph.D.
Associate Professor
Ferris State University
College of Business - Management Department
119 South State Street – Room 340
Big Rapids, MI 49307-2284
Ph: (231) 591-3197

From: Sylvia H Maixner
Sent: Thursday, November 30, 2017 3:14 PM
To: Lisa Eshbach <LisaEshbach@ferris.edu>
Cc: Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: UCC Proposal 18-034

Good afternoon Lisa,

In the UCC meeting today, we went over proposal 18-034, Operations and Supply Management Program Revisions. Upon giving it a look over, we found that although ISYS 105 and COMM 365 are on the semester-by-semester course plan, neither are listed in the checksheet. In addition, you mention ISYS 105 in Section 1A on Form A and a separate proposal related to it. This has led to some confusion on the UCC's side, so we would like to invite you to come and talk with us at our next meeting to clear up these questions.

Would you be able to attend the meeting on December 7th? It begins at 12:00 PM and will be held in CSS 302. Lunch will also be served, which you would be more than welcome to.

Please let me know if you can make it, and I will send you a calendar invite. Thank you!

- Sylvia

Sylvia Maixner

Academic Senate and Arts and Lecture Administrative Assistant
231-591-3626

Be kind whenever possible. It is always possible. – Dalai Lama

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): 201808

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

III. Proposal Rationale: After reviewing curriculum as a faculty group we are proposing a few changes to our program course prerequisites to eliminate unnecessary prerequisites and better align prerequisites that are critical. PROJ 350 is not a critical prerequisite for PROJ 351.

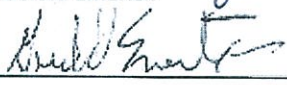

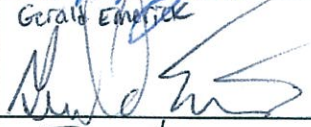


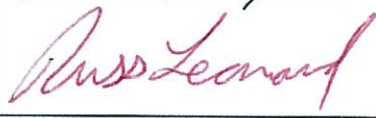
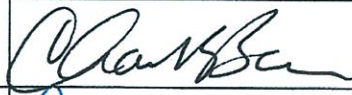

College: College of Business

Department: AFIS

Program: Information Security and Intelligence

Units Affected: Information Security and Intelligence

Date forwarded to all Units for Information: 9/21/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	Gerald Emerick 6 	9/20/2017	5 support (unanimous)
Department/School Chair		10/2/17	support
College Curriculum Committee**	Gerald Emerick 	10/24/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean	 	10/25/17	support
University Curriculum Committee**		12/5/17	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate		12/6/17	
Academic Affairs		12/12/17	

*Provide number count for each voting category.

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

VPAA

DEC 06 2017

PROVOST

II. COURSE IDENTIFICATION: Click here to enter course information when applicable

PROJ 351 Communication

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
PROJ 320 PROJ 350					PROJ 320				

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ISI Pre-Requisite Change - PROJ 351

Initiator(s): Gerald Emerick

Proposal Contact: Gerald Emerick Date Sent: 11/27/2018

Department: Management Department Campus Address: COB
(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:

Sylvia H Maixner

From: Rusty A Leonard
Sent: Monday, November 27, 2017 1:19 PM
To: Sylvia H Maixner
Subject: FW: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

It is a yes!

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

From: Jerry J Emerick <JerryEmerick@ferris.edu>
Date: Monday, November 27, 2017 at 1:18 PM
To: Rusty A Leonard <RustyLeonard@ferris.edu>, Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Yes. Thank you.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Date: Monday, November 27, 2017 at 1:17 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>, Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Gerald,

If it is acceptable to you, the effective date must be Fall of 2018. You can reply "yes" to this email and we can be on our way to implementation.

Cheers!

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

UCC Chair
Ferris State University
College of Engineering Technology

From: Jerry J Emerick <JerryEmerick@ferris.edu>
Date: Monday, November 27, 2017 at 8:36 AM
To: Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Cc: Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: FW: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Good Morning,

Please find a form B attached. This form relates to a proposal I submitted in late September to remove the PROJ 350 prerequisite from PROJ 351. This was initiated to remove unnecessary barriers to registration and course completion. My apologies for initially overlooking the need for the consultation form as the courses are required in the Leadership and Project Management Minor.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Date: Sunday, November 26, 2017 at 8:27 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Jerry,

The UCC has reviewed your proposal and found the following concerns:

1. Please contact MyDegree@ferris.edu to see if your proposed curriculum change would affect other programs.
 - a. If so, you will need a Form B from all affected program(s).
2. The effective date needs to be changed to the fall semester of 2018 because checksheets can only be updated prior to the beginning of the fall semester and Fall 2018 is the earliest this change can take place.

Please keep the UCC in the loop of the conversations related to these requests and we will move your proposal forward once all requests are satisfied.

Best regards,

Rusty

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

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): 201808

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

III. Proposal Rationale: After reviewing curriculum as a faculty group we are proposing a few changes to our program course prerequisites to eliminate unnecessary prerequisites and better align prerequisites that are critical. Transfer students may enter the program at Senior standing with little or no relevant course work in the major completed. Senior status is not sufficient as a capstone course prerequisite.


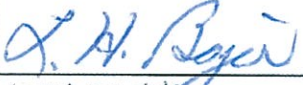

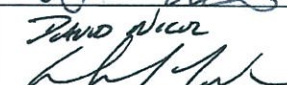



College: College of Business

Department: AFIS

Program: Information Security and Intelligence

Units Affected: Information Security and Intelligence

Date forwarded to all Units for Information: 9/21/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	Gerald Emerick 	9/20/2017	5 Support (unanimous)
Department/School Chair		10/2/17	Support
College Curriculum Committee**	Gerald Emerick 	10/24/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean		10/25/17	<input checked="" type="checkbox"/> Support
University Curriculum Committee**		12/5/17	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate		12/6/17	
Academic Affairs		12/12/17	

*Provide number count for each voting category.

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

VPAA

DEC 06 2017

PROVOST

II. COURSE IDENTIFICATION: Click here to enter course information when applicable

ISIN 499 Capstone

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
Senior Status					Instructor Approval and Senior Status				

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

Sylvia H Maixner

From: Rusty A Leonard
Sent: Monday, November 27, 2017 1:19 PM
To: Sylvia H Maixner
Subject: FW: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

It is a yes!

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

From: Jerry J Emerick <JerryEmerick@ferris.edu>
Date: Monday, November 27, 2017 at 1:18 PM
To: Rusty A Leonard <RustyLeonard@ferris.edu>, Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Yes. Thank you.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Date: Monday, November 27, 2017 at 1:17 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>, Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Gerald,

If it is acceptable to you, the effective date must be Fall of 2018. You can reply "yes" to this email and we can be on our way to implementation.

Cheers!

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

UCC Chair
Ferris State University
College of Engineering Technology

From: Jerry J Emerick <JerryEmerick@ferris.edu>
Date: Monday, November 27, 2017 at 8:36 AM
To: Gayle S Lopez <GayleLopez@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>
Cc: Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: FW: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Good Morning,

Please find a form B attached. This form relates to a proposal I submitted in late September to remove the PROJ 350 prerequisite from PROJ 351. This was initiated to remove unnecessary barriers to registration and course completion. My apologies for initially overlooking the need for the consultation form as the courses are required in the Leadership and Project Management Minor.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Date: Sunday, November 26, 2017 at 8:27 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Jerry,

The UCC has reviewed your proposal and found the following concerns:

1. Please contact MyDegree@ferris.edu to see if your proposed curriculum change would affect other programs.
 - a. If so, you will need a Form B from all affected program(s).
2. The effective date needs to be changed to the fall semester of 2018 because checksheets can only be updated prior to the beginning of the fall semester and Fall 2018 is the earliest this change can take place.

Please keep the UCC in the loop of the conversations related to these requests and we will move your proposal forward once all requests are satisfied.

Best regards,

Rusty

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

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): 201808

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

III. Proposal Rationale: After reviewing curriculum as a faculty group we are proposing a few changes to our program course prerequisites to eliminate unnecessary prerequisites and better align prerequisites that are critical. ISIN 312 simplifies prerequisites and better represents appropriate prerequisite requirements.

College: College of Business

Department: AFIS

Program: Information Security and Intelligence

Units Affected: Information Security and Intelligence

Date forwarded to all Units for Information: 9/21/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	Gerald Emerick <i>Gerald Emerick</i>	9/20/2017	5 support (unanimous)
Department/School Chair	<i>A. H. Byr</i>	9/2/17	support
College Curriculum Committee**	<i>Gerald Emerick</i> <i>Gerald Emerick</i>	10/24/17	6 Support _ Support with Concerns _ Not Support _ Abstain
Dean	<i>David Nick</i> <i>David Nick</i>	10/18/17	✓ support
University Curriculum Committee**	<i>David Leonard</i>	12/05/17	_ Support _ Support with Concerns _ Not Support _ Abstain
Senate	<i>C. A. B.</i>	12/6/17	
Academic Affairs	<i>Blum</i>	12/12/17	

*Provide number count for each voting category.

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

VPAA

DEC 08 2017

PROVOST

II. COURSE IDENTIFICATION: Click here to enter course information when applicable

ISIN 335 Pen Testing and Cloud Security

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
ISIN 308 and ISIN 305 or ISIN 306 or ISYS 288					ISIN 312				

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Yes. Thank you.

Best Regards,

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Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
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Subject: Re: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Gerald,

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

UCC Chair
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Subject: FW: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Good Morning,

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Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
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Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: UCC Proposals 18-036, 037, and 038 - ISI Pre-Requisite Changes

Jerry,

The UCC has reviewed your proposal and found the following concerns:

1. Please contact MyDegree@ferris.edu to see if your proposed curriculum change would affect other programs.
 - a. If so, you will need a Form B from all affected program(s).
2. The effective date needs to be changed to the fall semester of 2018 because checksheets can only be updated prior to the beginning of the fall semester and Fall 2018 is the earliest this change can take place.

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Best regards,

Rusty

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

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Informatics Certificate (Undergraduate & Graduate)

Initiating Individual: Billie Anderson

Initiating Department or Unit: Mathematics

Contact Person's Name: Billie Anderson

Email: billieanderson@ferris.edu

Phone: 231-531-3187

OCT 23 2017

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)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN	
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.								
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I-B: Deletion of a degree, major, concentration, or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-B: Minor Curriculum Clean-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input checked="" type="checkbox"/> New Certificate)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	PLEASE PRINT and SIGN YOUR NAME		DATE		VOTE/ACTION * Number Count			
Program Representative **	Billie Anderson Billie Anderson		10/23/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain			
Department/School/Faculty Representative Vote **	VICTOR PIERCEY		10/23/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input checked="" type="checkbox"/> Abstain			
Department/School Administrator	Kirk Newley		10/23/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain			
College Curriculum Committee/Faculty	Mark Thomson		10/26/17		<input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain			
UCC Representative	Katherine B. Harris		10/26/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support			
Dean	Jack Lynn		10/31/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support			
University Curriculum Committee **	Chris Leonard		12/05/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain			
Senate **	Chuck Bacon		12/12/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain			
Academic Affairs					<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> 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)
- Society's ability to collect and create massive amounts of data from disparate sources is transforming the way we do science, deliver healthcare, construct libraries, express artistic works and affects our social interactions. The Informatics certificate that is being proposed is the first step in creating a campus-wide initiative designed to open new teaching and research opportunities across campus from healthcare to humanities. Informatics brings the computational sciences together with humanities, biological, health, natural, and social sciences in an interdisciplinary effort to solve problems. It uses algorithmic techniques and the power of computing to acquire and manipulate data, extract new knowledge, and ultimately examine existing and new problems from broad perspectives.
- The proposed Informatics certificate will consist of five courses and will be offered at the both the undergraduate and graduate level. A student will choose to either enroll at the undergraduate or graduate level. All students will receive the same lecture. However, students enrolled in the graduate level courses must complete a project/paper that will entail a research component or a component of independent thinking/logic that is beyond what is expected of an undergraduate student. Since there is a high threshold of computing and algorithmic-thinking that a student is going to be expected to perform, Calculus I (Math 220) will be a pre-requisite for entry into the certificate courses. Any admitted Ferris State student in any program of study may enroll in the Informatics certificate program.
- Ferris State currently has no academic program that is analogous to the proposed Informatics certificate program. The Informatics Certificate will prepare students to work in any organization in which a deep understanding of data principles and computing is necessary.

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.: Informatics Certificate

3. **Summary of All Course Action Required:**

A. **Newly Created Courses to be Added to the Catalog**

Prefix	Number	Title
INFO	400	Introduction to Informatics
INFO	401	Programming for Informatics I
INFO	402	Programming for Informatics II
INFO	403	Predictive Analytics for Informatics
INFO	404	Big Data and Visualization Techniques
INFO	500	Introduction to Informatics
INFO	501	Programming for Informatics I
INFO	502	Programming for Informatics II
INFO	503	Predictive Analytics for Informatics
INFO	504	Big Data and Visualization Techniques

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
Form B-UGPC, Form C, Form FIN	10/23/17 Form B, 9/28/17 Form C, 9/28/17 Form FIN		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

https://ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/PCAFs/2017-MastersandUndergraduateCertificateinInformatics.pdf

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
College of Arts & Sciences	Mathematics	Undergraduate & Graduate Certificate in Informatics

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: Informatics Certificate (Graduate)

Initiator(s): Billie Anderson

Proposal Contact: Billie Anderson Date Sent: 10/23/17

Department: Math Campus Address: 820 Campus Dr., ASC 2021, Big Rapids, MI 49307
(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:

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: Informatics Certificate (Undergraduate & Graduate)

Projected number of students per year affected by proposed change: 20

Initiator(s): Billie Anderson

Proposal Contact: Billie Anderson Date Sent: 9/28/17

Department: Math Campus Address: 820 Campus Dr., ASC 2021, Big Rapids, MI 49307

Liaison Librarian Signature: *James Rosen* Click here to enter text.

Date Received: *11/15/17* Click here to enter text.

Dean of FLITE Signature: *John J. J. J.* Click here to enter text.

Date Returned: *11/15/17* Click here to enter text.

Based upon our review on (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.

FORM D GUIDELINES**MAJOR, MAJOR WITH CONCENTRATION, MINOR OR CERTIFICATE GUIDELINES**

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

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

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

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

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



Certificate

Informatics - 15 Credits

College of Arts & Sciences

Admission Requirements

New Students

- High School GPA of 2.75
- ACT 18 or SAT 950

Transfer Students

- 2.5 cumulative GPA
- [(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322)

REQUIRED COURSES – 15 Credits Required (these courses ARE used to calculate the major GPA requirement)					
INFO	400	Introduction to Informatics ([(Math 130 & CPSC 130) or Math 220] and (Math 220 or STQM 322) with a B or better in all classes)	3		
INFO	401	Programming for Informatics Professionals I ([(Math 130 & CPSC 130) or Math 220] and (Math 220 or STQM 322) with a B or better in all classes)	3		
INFO	402	Programming for Informatics Professionals II (INFO 401 with a B or better)	3		
INFO	403	Predictive Analytics for Informatics (INFO 400 and INFO 401 with a B or better in both classes)	3		
INFO	404	Big Data and Visualization Techniques (INFO 400 and INFO 401 with a B or better in both classes)	3		

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative GPA in all FSU courses
- No more than 50% of the credits in a certificate may be transferred from another institution.
- Earn a grade of B or better is required for each course in this certificate

DEGREE OUTCOMES (the outcomes will be used in TracDAT)	
1.	Analyze issues of storage, retrieval, and interpretation of information as it relates to a wide variety of disciplines.
2.	Demonstrate knowledge and skills in the foundations of Informatics, programming skills, data representations, model structures and visualization techniques.



Certificate

Informatics - 15 Credits

College of Arts & Sciences

Admission Requirements

New Students

- 2.5 cumulative GPA

Transfer Students

- 2.5 cumulative GPA
- [(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322)

REQUIRED COURSES – 15 Credits Required (these courses ARE used to calculate the major GPA requirement)				
INFO	500	Introduction to Informatics ([(Math 130 & CPSC 130) or Math 220] and (Math 220 or STQM 322) with a B or better in all classes)	3	
INFO	501	Programming for Informatics Professionals I ([(Math 130 & CPSC 130) or Math 220] and (Math 220 or STQM 322) with a B or better in all classes)	3	
INFO	502	Programming for Informatics Professionals II (INFO 501 with a B or better)	3	
INFO	503	Predictive Analytics for Informatics (INFO 500 and INFO 501 with a B or better in both classes)	3	
INFO	504	Big Data and Visualization Techniques (INFO 500 and INFO 501 with a B or better in both classes)	3	

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.50 cumulative GPA in all FSU courses
- No more than 50% of the credits in a certificate may be transferred from another institution.
- Earn a grade of B or better is required for each course in this certificate

DEGREE OUTCOMES (the outcomes will be used in TracDAT)	
1.	Prepare Informatics professionals for additional academic training, industry and research institutes.
2.	Deploy Informatics techniques such as analyzing data from disparate sources and building predictive models to transform multiple organizations.

Term by Term Plan for Completing the Informatics Certificate:

Scenario 1: Student enters in spring semester

Semester	Courses Taken
spring	INFO 400/500 and INFO 401/501
summer	INFO 402/502 and INFO 403/503
fall	INFO 404/504

Scenario 2: Student enters in the fall semester

Semester	Courses Taken
fall	INFO 400/500 and INFO 401/501
spring	INFO 402/502 and INFO 403/503
summer	INFO 404/504

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): 201805

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

II. COURSE IDENTIFICATION: INFO 400 –Introduction to Informatics

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
						INFO	400	3	3		
Title: Click here to enter text.						Title: Introduction to Informatics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		[(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322) with a B or better in all classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will introduce the student to foundational Informatics concepts such as information, data storage, statistical concepts that deal with uncertainty, modeling and computing algorithms. The focus of the course is applying Informatics concepts to solve real-world problems from a wide variety of disciplines such as the humanities, mathematics, science and the health professions.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Describe and discuss how the history of computing lead to modern-day Informatics. Assessment: Essay 2. Relate how Informatics is applicable in a student's specific field of study. Assessment: poster presentation 3. Solve an Informatics-based problem using different techniques. Assessment:					

	<p>project presentation In addition, throughout the semester there will be smaller homework assignments that will include Discussion Posts and quantitative exercises, quizzes and tests.</p>
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: The Essence of Information 3 hours</p> <p>Week 2: Journey from Information to Informatics 3 hours</p> <p>Week 3: Informatics and the History of Computers 3 hours</p> <p>Week 4: Informatics and Technology 3 hours</p> <p>Week 5: Applying Informatics to Cognitive Computing 3 hours</p> <p>Week 6: Applying Informatics to Mathematics 3 hours</p> <p>Week 7: Applying Informatics to the Humanities 3 hours</p> <p>Week 8: Applying Informatics to Healthcare 3 hours</p> <p>Week 9: Measures of Central Tendency and Dispersion 3 hours</p> <p>Week 10: Hypothesis Testing 3 hours</p> <p>Week 11: Hypothesis Testing 3 hours</p> <p>Week 12: ANOVA 3 hours</p> <p>Week 13: Linear Regression 3 hours</p> <p>Week 14: Logistic Regression 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

- 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: MATH - Mathematics
- 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: every other spring, fall and summer

L. Max Section Enrollment: 20

Lecture: 20

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 Leavand 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 401 –Programming for Informatics Professionals 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
						INFO	401	3	3		
Title: Click here to enter text.						Title: Programming for Informatics Professionals I					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		[(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322) with a B or better in all classes with a B or better in all classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This hands-on course introduces the student to programming languages used in the Informatics field. The course employs modern-day programming languages to solve Informatics data intensive problems from a wide variety of disciplines. The focus of the first course will be on data preparation techniques and reporting.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Uses disparate data sources and compiles a cohesive data set that is appropriate for analysis. 2. Modifies a given set of code to perform data cleansing techniques. 3. Produce a report that an Informatics professional can utilize. The assessment					

	for these three outcomes will be homework assignments, tests, and a final cumulative project
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	Week 1: Understanding Programming 3 hours Week 2: Types of Data 3 hours Week 3: Accessing Data 3 hours Week 4: Variables, Expressions and Statements 3 hours Week 5: Compiling and Executing Code 3 hours Week 6: Manipulating Data 3 hours Week 7: Conditional Execution 3 hours Week 8: Conditional Execution 3 hours Week 9: Combining Data Sets 3 hours Week 10: Combining Data Sets 3 hours Week 11: Producing Reports 3 hours Week 12: Data Transformations 3 hours Week 13: Data Transformations 3 hours Week 14: Work on final project 3 hours Week 15: Prepare for final project 3 hours

- 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: MATH - Mathematics
- 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: every other spring, fall and summer
- L. Max Section Enrollment: 20
- Lecture: 20
- 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:

David Leavelle 12/05/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 402 –Programming for Informatics Professionals 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
						INFO	402	3	3		
Title: Click here to enter text.						Title: Programming for Informatics Professionals II					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 401 with a B or better			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course is a continuation of INFO 401. The course will dive deeper into programming techniques commonly used in Informatics fields. Some advanced topics in the course include arrays, handling XML files through Application Programming Interfaces (API), parsing text files, structured query language (SQL) and macro coding.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Summarize different programming techniques that enable code to be more efficient. Assessment: Written summary that compares and contrasts different code snippets for efficiency 2. Produce tables using complex data joins and merges. 3. Perform text substitution, automate and customize the production of code. 4. Use different sources of textual data to create and modify Informatics-user applications. <p>Assessment: Homework assignments, quizzes and tests will be used to assess outcomes 2-4; there will be a partially cumulative project that will cover SQL</p>					

	and macro code topics.
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Arrays 3 hours</p> <p>Week 2: Arrays 3 hours</p> <p>Week 3: SQL (structured query language) 3 hours</p> <p>Week 4: SQL 3 hours</p> <p>Week 5: SQL 3 hours</p> <p>Week 6: SQL 3 hours</p> <p>Week 7: Macro Coding 3 hours</p> <p>Week 8: Macro Coding 3 hours</p> <p>Week 9: Macro Coding 3 hours</p> <p>Week 10: Macro Coding 3 hours</p> <p>Week 11: Networking Programs 3 hours</p> <p>Week 12: Parsing Text Files (working with XML files) 3 hours</p> <p>Week 13: Application Programming Interfaces 3 hours</p> <p>Week 14: Work on final project 3 hours</p> <p>Week 15: Work on final project 3 hours</p>

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: MATH - Mathematics

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: every other spring, fall and summer

L. Max Section Enrollment: 20

Lecture: 20

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 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 403 –Predictive Analytics for Informatics

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
						INFO	403	3	3		
Title: Click here to enter text.						Title: Predictive Analytics for Informatics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 400 & INFO 401 with a B or better in both classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Data mining and predictive modeling offer a means of analysis of large and complex data. Data mining and predictive modeling are capable of automatic extraction of knowledge deeply hidden in data, enabling discovery of knowledge not otherwise attainable. This course will provide the student an in-depth study of predictive modeling concepts such as data partitioning, performing variable selection and choosing the optimal model. Specific models, such as decision trees and neural networks will be studied and applied in a variety of different applications.					
Course-Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Identify how predictive analytics is applied in the student's field of study. Assessment: Discussion Board posts 2. Build predictive models using Informatics-data sources. 3. Compute the mathematical statistics components of the predictive modeling algorithms. Outcomes 2 & 3 will be assessed with					

	homework assignments, quizzes and tests.
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Introduction to Predictive Analysis 3 hours</p> <p>Week 2: Applications to Predictive Analytics 3 hours</p> <p>Week 3: Applications of Predictive Analytics 3 hours</p> <p>Week 4: Decision Trees 3 hours</p> <p>Week 5: Decision Trees 3 hours</p> <p>Week 6: Neural Networks 3 hours</p> <p>Week 7: Neural Networks 3 hours</p> <p>Week 8: Machine Learning/Artificial Intelligence Models 3 hours</p> <p>Week 9: Machine Learning Models/Artificial Intelligence Models 3 hours</p> <p>Week 10: Machine Learning/Artificial Intelligence Models 3 hours</p> <p>Week 11: Clustering Techniques 3 hours</p> <p>Week 12: Clustering Techniques 3 hours</p> <p>Week 13: Applications to Bioinformatics and Health Informatics 3 hours</p> <p>Week 14: Applications to Cognate (Human-Computer Interactions) 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

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: MATH - Mathematics

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: every other spring, fall and summer

L. Max Section Enrollment: 20

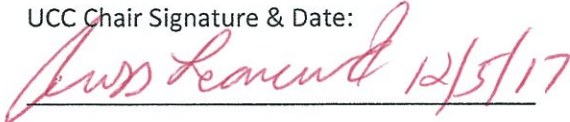
Lecture: 20

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:

 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 404 –Big Data and Visualization Techniques

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
						INFO	404	3	3		
Title: Click here to enter text.						Title: Big Data and Visualization Techniques					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 400 & INFO 401 with a B or better in both classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Big data is a reality in many disciplines. Big data is defined as data sources that are so large that traditional software and hardware cannot manage and store the data. This course will introduce the student to the 4 V's of big data and review case studies of organizations that have been successful using big data. The student will be introduced to visualization techniques that can be applied to big data such as dashboards and data stories and the student will create data visualizations based on a big data source of their choosing.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Summarize the 4 V's of Big Data. Assessment: Essay or poster presentation 2. Identify the challenges that big data presents. Assessment: Essay 3. Apply data visualization techniques to tell a compelling data story. Assessment: homework assignments, project & presentation					
Course Outline including Time Allocation						Course Outline including Time Allocation					

<p>Click here to enter text.</p>	<p>Sample Outline Week 1: Evolution of Big Data 3 hours Week 2: The Era of Abundance 3 hours Week 3: 4 V's of Big Data 3 hours Week 4: Contributing Factors of Big Data 3 hours Week 5: Big Data Challenges 3 hours Week 6: Big Data Computing Resources 3 hours Week 7: Technology Solutions for Big Data 3 hours Week 8: Introduction to Data Visualization 3 hours Week 9: Data Visualization Techniques 3 hours Week 10: Data Visualization Techniques 3 hours Week 11: Data Visualization Techniques 3 hours Week 12: Telling a Compelling Data Story with Big Data 3 hours Week 13: work on final project and presentations 3 hours Week 14: Prepare for final project and presentations 3 hours Week 15: Prepare for final project and presentation 3 hours</p>
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- 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: MATH - Mathematics
- 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.

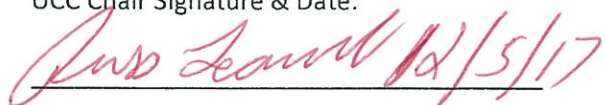
Course Prefix, Number – Course Title

- K. Term(s) Offered: every other fall and summer
L. Max Section Enrollment: 20
Lecture: 20
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:

 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 500 –Introduction to Informatics

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
						INFO	500	3	3		
Title: Click here to enter text.						Title: Introduction to Informatics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		[(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322) with a B or better in all classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will introduce the student to foundational Informatics concepts such as information, data storage, statistical concepts that deal with uncertainty, modeling and computing algorithms. The focus of the course is applying Informatics concepts to solve real-world problems from a wide variety of disciplines such as the humanities, mathematics, science and the health professions.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Assess the history of computing that lead to modern-day Informatics. Assessment: research paper 2. Relate how Informatics is applicable in a student's specific field of study. Assessment: poster presentation 3. Plan an analysis design for a given Informatics-based problem.					

	<p>Assessment: Two small summative papers describing the appropriate analysis plan</p> <p>4. Solve an Informatics-based problem using different techniques. Assessment: project presentation and research paper</p> <p>In addition, throughout the semester there will be smaller homework assignments that will include Discussion Posts and quantitative exercises, quizzes and tests.</p>
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: The Essence of Information 3 hours</p> <p>Week 2: Journey from Information to Informatics 3 hours</p> <p>Week 3: Informatics and the History of Computers 3 hours</p> <p>Week 4: Informatics and Technology 3 hours</p> <p>Week 5: Applying Informatics to Cognitive Computing 3 hours</p> <p>Week 6: Applying Informatics to Mathematics 3 hours</p> <p>Week 7: Applying Informatics to the Humanities 3 hours</p> <p>Week 8: Applying Informatics to Healthcare 3 hours</p> <p>Week 9: Measures of Central Tendency and Dispersion 3 hours</p> <p>Week 10: Hypothesis Testing 3 hours</p> <p>Week 11: Hypothesis Testing 3 hours</p> <p>Week 12: ANOVA 3 hours</p> <p>Week 13: Linear Regression 3 hours</p> <p>Week 14: Logistic Regression 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

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: MATH - Mathematics

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: every other spring, fall and summer

L. Max Section Enrollment: 20

Lecture: 20

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:

Academic Affairs Approval Signature & Date:

 12/5/17

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 501 –Programming for Informatics Professionals 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
						INFO	501	3	3		
Title: Click here to enter text.						Title: Programming for Informatics Professionals I					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		[(MATH 130 & CPSC 130) or MATH 220] and (MATH 251 or STQM 322) with a B or better in all classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This hands-on course introduces the student to programming languages used in the Informatics field. The course employs modern-day programming languages to solve Informatics data intensive problems from a wide variety of disciplines. The focus of the first course will be on data preparation techniques and reporting.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Uses disparate data sources and compiles a cohesive data set that is appropriate for analysis. 2. Develops a given set of code to perform data cleansing techniques. 3. Produce a report that an Informatics professional can utilize. 4. Critiques different code snippets for objective and best practices. 					

	<p>Assessment: Discussion Posts The assessment for outcomes 1-3 will be homework assignments, tests, and a final cumulative project (orally presented)</p>
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Understanding Programming 3 hours</p> <p>Week 2: Types of Data 3 hours</p> <p>Week 3: Accessing Data 3 hours</p> <p>Week 4: Variables, Expressions and Statements 3 hours</p> <p>Week 5: Compiling and Executing Code 3 hours</p> <p>Week 6: Manipulating Data 3 hours</p> <p>Week 7: Conditional Execution 3 hours</p> <p>Week 8: Conditional Execution 3 hours</p> <p>Week 9: Combining Data Sets 3 hours</p> <p>Week 10: Combining Data Sets 3 hours</p> <p>Week 11: Producing Reports 3 hours</p> <p>Week 12: Data Transformations 3 hours</p> <p>Week 13: Data Transformations 3 hours</p> <p>Week 14: Prepare for final project 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

- 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: MATH - Mathematics
- 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: every other spring, fall and summer

L. Max Section Enrollment: 20
Lecture: 20
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:

 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 502 –Programming for Informatics Professionals 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
						INFO	502	3	3		
Title: Click here to enter text.						Title: Programming for Informatics Professionals II					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 501 with a B or better			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course is a continuation of INFO 501. The course will dive deeper into programming techniques commonly used in Informatics fields. Some advanced topics in the course include arrays, handling XML files through Application Programming Interfaces (API), parsing text files, structured query language (SQL) and macro coding.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Summarize different programming techniques that enable code to be more efficient. Assessment: Written summary that compares and contrasts different code snippets for efficiency 2. Produce tables using complex data joins and merges. 3. Perform text substitution, automate and customize the production of code. 4. Use different sources of textual data to create and modify Informatics-user applications. 5. Critiques different code snippets for efficiency. Assessment: Discussion Posts Assessment: Homework assignments,					

	quizzes and tests will be used to assess outcomes 2-4; there will be a partially cumulative project that will cover SQL and macro code topics.
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Arrays 3 hours</p> <p>Week 2: Arrays 3 hours</p> <p>Week 3: SQL (structured query language) 3 hours</p> <p>Week 4: SQL 3 hours</p> <p>Week 5: SQL 3 hours</p> <p>Week 6: SQL 3 hours</p> <p>Week 7: Macro Coding 3 hours</p> <p>Week 8: Macro Coding 3 hours</p> <p>Week 9: Macro Coding 3 hours</p> <p>Week 10: Macro Coding 3 hours</p> <p>Week 11: Networking Programs 3 hours</p> <p>Week 12: Parsing Text Files (working with XML files) 3 hours</p> <p>Week 13: Application Programming Interfaces 3 hours</p> <p>Week 14: Prepare for final project 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

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: MATH - Mathematics

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.

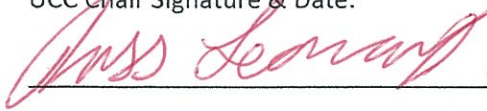
Course Prefix, Number – Course Title

- K. Term(s) Offered: every other spring, fall and summer
L. Max Section Enrollment: 20
Lecture: 20
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:

 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 503 –Predictive Analytics for Informatics

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
						INFO	503	3	3		
Title: Click here to enter text.						Title: Predictive Analytics for Informatics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 500 & INFO 501 with a B or better in both classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Data mining and predictive modeling offer a means of analysis of large and complex data. Data mining and predictive modeling are capable of automatic extraction of knowledge deeply hidden in data, enabling discovery of knowledge not otherwise attainable. This course will provide the student an in-depth study of predictive modeling concepts such as data partitioning, performing variable selection and choosing the optimal model. Specific models, such as decision trees and neural networks will be studied and applied in a variety of different applications					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Identify how predictive analytics is applied in the student's field of study. Assessment: Discussion Board posts 2. Build predictive models using Informatics-data sources. 3. Compute the mathematical statistics components of the predictive modeling algorithms. 4. Develop a predictive analytics case					

	<p>study. Assessment: Discussion Posts and case study</p> <p>Outcomes 2 & 3 will be assessed with homework assignments, quizzes and tests.</p>
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Introduction to Predictive Analysis 3 hours</p> <p>Week 2: Applications to Predictive Analytics 3 hours</p> <p>Week 3: Applications of Predictive Analytics 3 hours</p> <p>Week 4: Decision Trees 3 hours</p> <p>Week 5: Decision Trees 3 hours</p> <p>Week 6: Neural Networks 3 hours</p> <p>Week 7: Neural Networks 3 hours</p> <p>Week 8: Machine Learning/Artificial Intelligence Models 3 hours</p> <p>Week 9: Machine Learning Models/Artificial Intelligence Models 3 hours</p> <p>Week 10: Machine Learning/Artificial Intelligence Models 3 hours</p> <p>Week 11: Clustering Techniques 3 hours</p> <p>Week 12: Clustering Techniques 3 hours</p> <p>Week 13: Applications to Bioinformatics and Health Informatics 3 hours</p> <p>Week 14: Applications to Cognate (Human-Computer Interactions) 3 hours</p> <p>Week 15: Prepare for final project 3 hours</p>

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: MATH - Mathematics

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: every other spring, fall and summer

L. Max Section Enrollment: 20

Lecture: 20

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:

 12/5/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201805

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

II. COURSE IDENTIFICATION: INFO 504 –Big Data and Visualization Techniques

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
						INFO	504	3	3		
Title: Click here to enter text.						Title: Big Data and Visualization Techniques					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		INFO 500 & INFO 501 with a B or better both classes			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Big data is a reality in many disciplines. Big data is defined as data sources that are so large that traditional software and hardware cannot manage and store the data. This course will introduce the student to the 4 V's of big data and review case studies of organizations that have been successful using big data. The student will be introduced to visualization techniques that can be applied to big data such as dashboards and data stories and the student will create data visualizations based on a big data source of their choosing					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1. Summarize the 4 V's of Big Data. Assessment: Essay or poster presentation 2. Identify the challenges that big data presents. Assessment: Essay 3. Apply data visualization techniques to big data sources. Assessment: homework assignments 4. Prepare a compelling data story using a big data source. Assessment: oral					

	presentation
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	<p>Sample Outline</p> <p>Week 1: Evolution of Big Data 3 hours</p> <p>Week 2: The Era of Abundance 3 hours</p> <p>Week 3: 4 V's of Big Data 3 hours</p> <p>Week 4: Contributing Factors of Big Data 3 hours</p> <p>Week 5: Big Data Challenges 3 hours</p> <p>Week 6: Big Data Computing Resources 3 hours</p> <p>Week 7: Technology Solutions for Big Data 3 hours</p> <p>Week 8: Introduction to Data Visualization 3 hours</p> <p>Week 9: Data Visualization Techniques 3 hours</p> <p>Week 10: Data Visualization Techniques 3 hours</p> <p>Week 11: Data Visualization Techniques 3 hours</p> <p>Week 12: Telling a Compelling Data Story with Big Data 3 hours</p> <p>Week 13: Prepare for final project and presentations 3 hours</p> <p>Week 14: Prepare final project and presentations 3 hours</p> <p>Week 15: Prepare for final project and presentations 3 hours</p>

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: MATH - Mathematics

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: every other fall and summer

L. Max Section Enrollment: 20

Lecture: 20

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:

Academic Affairs Approval Signature & Date:

Class Lead 12/5/17

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: Informatics Certificate (Undergraduate & Graduate)

Initiators: Billie Anderson

Proposal Contact: Billie Anderson

Date Sent: 9/28/17

Department: Math

Campus Address: 820 Campus Drive, ASC 2021, Big Rapids, MI 49307

Director of Financial Aid Signature: Click here to enter text.

Date Returned: Click here to enter text.

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: 15

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): 201801

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

III. Proposal Rationale: Course outcomes language was updated to a) conform to new CAS outcomes format, b) emphasize key skills based on assessment results, and c) more clearly and consistently reflect the progress in key skills areas expected across various course sequences (for example, from ENGL 074 to 150 to 250 or from ENGL 150 to 211 to 311).

College: AS - College of Arts & Sciences Date forwarded to CCC: 11/6/2017

Department: LANG - Languages and Literature (Note: department name is now English, Literature, and World Languages)

Date forwarded to Dean: 11/6/2017

Program: General education communication -- writing

Units Affected: Biological Sciences; Humanities; Mathematics; Physical Sciences; Social and Behavioral Sciences; Social Work; Accountancy, Finance, & Information Systems; Management; Marketing; Sport, Entertainment, & Hospitality Management; School of Criminal Justice; School of Education; School of Digital Media; School of Automotive and Heavy Equipment Technology; School of Built Environment; School of Engineering and Computing Technology; School of Design and Manufacturing; Clinical Laboratory, Respiratory Care, & Health Administration; School of Nursing; Dental Hygiene & Medical Imaging; Pharmaceutical Services, Pharmacy Practice

Date forwarded to Units with Form B: 11/6/2017

	<i>Print and Sign your Name</i>	<i>Date</i>	<i>Vote/Action*</i>
Initiating Individual	Jody Ollenquist	08/30/2017	
Department/ Program Faculty	Jody Ollenquist	10/01/2017	<input checked="" type="checkbox"/> 17_Support <input type="checkbox"/> 1_Support w/Concerns <input type="checkbox"/> 0_Not Support <input type="checkbox"/> 0_Abstain
Department/School Chair	Jody Ollenquist	11/06/2017	
University Curriculum Committee**	<i>[Signature]</i>	12/11/17	<input checked="" type="checkbox"/> 5_Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	<i>[Signature]</i>	12/12/17	
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.

ENGL composition course outcomes 2017 update department vote

1 support with concerns vote --

Concerns:

SLO 5 for ENGL 150 is going to be a little tricky to assess from student artifacts, because those artifacts are only going to show the output not the process, which the SLO is interested in. It's doable, but I think we're going to have to take a little bit of extra time for calibration each time SLO 5 comes up.

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October 2, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(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.

By vote of the College of Pharmacy Curriculum Committee.

Responding Department: Pharmaceutical Services

Administrator: Kim Hancock Date Received: Click here to enter text. Date Returned: Click here to enter text.

Signature: *Greg Wellman*

GREG WELLMAN, CHAIR, COLLEGE OF PHARMACY CURRICULUM COMMITTEE

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: November 6, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

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

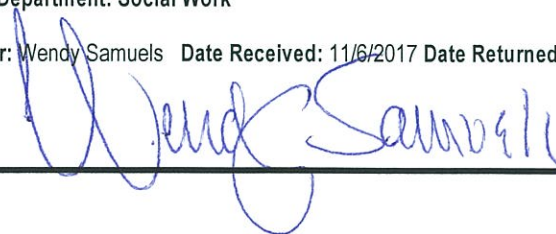
- ☒ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

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: Social Work

Administrator: Wendy Samuels Date Received: 11/6/2017 Date Returned: 11/6/2014

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October 2, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(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: School of Built Environment

Administrator: Robert Eastley Date Received: [Click here to enter text.](#) Date Returned: [Click here to enter text.](#)

Signature: Robert Eastley 11-06-17

FORM B - Undergraduate

Effective Fall 2016

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

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

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

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

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

RE: Proposal Title: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October 2, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we: 11/24/17

- ☒ Support the above proposal. 13
- ☐ Support the above proposal with the modifications and concerns listed below. 0
- ☐ Do not support the proposal for the reasons listed below. 0

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.

The ENGP 421 Course Outcomes need to be revised to broaden to science, and away from pharmacy-specific language.

Responding Department: Biological Sciences

Administrator: Beth Zimmer Date Received: 11/6/17 Date Returned: 11/21/17

Signature:

Scott Herron SCOTT HERRON

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: November 5, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review by Sports, Entertainment & Hospitality Management, on November 10, 2017, we:

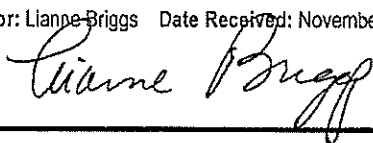
- ☒ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

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: Sports, Entertainment, and Hospitality Mgmt.

Administrator: Lianne Briggs Date Received: November 5, 2017 Date Returned: November 10, 2017

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October , 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review on November 10, 2017 (Date) we: The Marketing Department of the College of Business

- ☒ 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. – none

Responding Department: Marketing

Administrator: Jeff Ek Date Received: November 5, 2017 Date Returned: November 10, 2017

Signature: 

FORM B - Undergraduate

Effective Fall 2016

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RE: Proposal Title: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: November 6, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review on 11/14/17 (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. We don't believe that we need to be consulted regarding changes in course outcomes; that is best left in the hands of the content experts teaching the courses.

Responding Department: **Physical Sciences**

Administrator: David Frank Date Received: 11/6/2017 Date Returned: 11/15/2017

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.

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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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October 2, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(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: School of Design & Manufacturing 11/6/17

Administrator: Rich Goosen Date Received: Click here to enter text. Date Returned: Click here to enter text. 11/6/17

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.
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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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollengulst

Proposal Contact: 591.3988 Date Sent: October , 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(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: School of Criminal Justice

Administrator: Steve Hundersmark Date Received: 11-06-2017 Date Returned: 11-06-2017

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: October 2, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review on November 8, 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: School of Nursing

Administrator: Susan Owens Date Received: November 5, 2017 Date Returned: November 8, 2017

Signature: Susan Owens PhD, RN

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: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollengust

Proposal Contact: 591.3988 Date Sent: October 2, 2017

**Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)**

Based upon department faculty review on 11/13/17 (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: Dental Hygiene and Medical Imaging

Administrator: Theresa Raglin Date Received: 11/5/17 Date Returned: 11/13/17

Signature: Theresa A. Raglin

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: **English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update**

Initiator(s): **Jody Ollenquist**

Proposal Contact: 591.3988 Date Sent: **October 2, 2017**

Department: **English, Literature, World Languages** Campus Address: **ASC 3080**
(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.](#)

See comments from faculty on attached document.

Responding Department: **School of Engineering and Computing Technology**

Administrator: **Randy Stein** Date Received: **05 Nov 17** Date Returned: **16 Nov 17**

Signature: **R.J. Stein**

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: ENGL, 150 -- English 1

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					
1. analyze the context and purpose of a writing problem 2. develop ideas and find reliable resources for their writing 3. state and support assertions 4. assess sources and information 5. organize their ideas effectively 6. choose words and tone of voice appropriate to a given audience 7. edit a document in order to achieve more consistent point of view 8. demonstrate progress towards standard grammar usage, mechanics and punctuation 9. improve their content and style using feedback and revision 10. demonstrate reflection and awareness of their own writing process						1. Generate texts for various audiences and purposes. 2. Organize the content of texts appropriate to the intended genre. 3. Integrate information and/or data in texts to support an idea or argument. 4. Employ appropriate language conventions (Edited American English and standard documentation styles) for specific rhetorical situations. 5. Revise writing using feedback. Concerns: Old - 1 & 4 Critical Thinking, not monitored in new. 7 & 10 Demonstrate comprehension, not not monitored in new.					
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.

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: ENGL, 250 – English 2

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					
1. <i>Purposes for Writing:</i> Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. 2. <i>Problem Solving/Researching/Documentation:</i> Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. 3. <i>Awareness and Knowledge of Audience:</i> Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. 4. <i>Organizing:</i> Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. 5. <i>Editing:</i> Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. 6. <i>Collaborating:</i> Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials.						1. Generate texts for various academic audiences and purposes. 2. Analyze texts as existing in a broader context, with distinct purposes and audiences. 3. Synthesize academic research for appropriate genres and rhetorical situations. 4. Employ appropriate language conventions for the genre and rhetorical situation. 5. Generate texts that argue effectively for a position. Do not see 3, 5, and 6 represented in the new outcomes					
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

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: ENGL 311 – Advanced Technical Writing

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					
<ol style="list-style-type: none"> 1. Use formal technical report writing (e.g., feasibility studies, formal proposals, etc.) to analyze, interpret, design, report, and interpret technical data for specialized technical and/or professional audiences (e.g., executives, end users, peers, etc.) 2. Select, design, and integrate visuals appropriately into texts 3. Use information and page design strategies to design technical/professional documents to effectively communicate technical content 4. Research and document data and information in a technical field (e.g., health care, technology, sciences, etc.) and adapt it to specific written genres (e.g., memos, short reports, extended technical research studies, etc.) 						<ol style="list-style-type: none"> 1. Generate technical texts for specialized professional audiences with appropriate multimodal rhetoric, page design strategies, and modes of delivery. 2. Collaboratively produce technical/professional texts and/or presentations. 3. Conduct research in a technical field and incorporate the documented data and information into appropriate texts. 4. Employ appropriate language for technical communication. 5. Apply ethical and legal principles in responding to technical/professional communication situations. <p>Old - # 1 is not adequately measured with the new outcomes. Of particular importance to Engineering Technology.</p>					

Response to Form B concerns from School of Engineering and Computing Technology (Randy Stein)

ENGL 150

Concern A: Old #1 and #4 Critical Thinking, not monitored in new.

Response:

--Old outcome #1 ("analyze the context and purpose of a writing problem") is implicitly included in new outcome 1 ("generate texts for various audiences and purposes"). Analysis is a somewhat lower-order, preliminary skill that is a necessary precursor to the higher-order application skill of generating texts suitable for given audience and purpose. The higher-order skill is the key one – being able to analyze a writing context is part of what enables the writer to respond effectively to that context, which is the ultimate goal. So by definition, the new outcome 1 requires competence in old outcome 1.

--Same as above. Old outcome #4 ("assess sources and information") is implicitly part of new outcome 3. Effectively locating, assessing, choosing, dissecting, summarizing, quoting, paraphrasing, introducing, inserting, and citing sources are all small elements implicitly included within "Integrate information and/or data in texts to support an idea or argument" – since all those separate operations are part of successfully integrating info as support.

Concern B: Old 7 & 10 Demonstrate comprehension, not monitored in new.

Response:

--Old outcome 7 ("edit a document in order to achieve more consistent point of view") is element included in new outcome 4: "Employ appropriate language conventions (Edited American English and standard documentation styles) for specific rhetorical situations." Consistent point of view is one example of language conventions.

--Old outcome 10 was eliminated as not being a *core* skill of the specific course (more a general common goal of all writing courses at all levels).

ENGL 250

Concern C: Do not see [old outcomes] 3, 5, and 6 represented in the new outcomes.

Response:

-- Old outcome 3 ("analyze and define the needs of their intended audience") is incorporated within new outcome 1: "Generate texts for various academic audiences and purposes." (See Response to Concern A above).

-- Old outcome 5 ("produce effective written communication demonstrating appropriate use of language, sentence structure, and grammar") is new outcome 4: "employ appropriate language conventions for the genre and rhetorical situation." The concepts are identical because "language conventions" is simply a more economical way to phrase "use of language, sentence structure, and grammar" adopted for conciseness and consistency across all sets of outcomes.

-- Old outcome 6 ("work effectively with others to produce and/or revise written materials") was eliminated because it partially duplicates an outcome of the prerequisite course, ENGL 150: "5. Revise writing using feedback."

ENGL 311

Concern D: Old [outcome] #1 is not adequately measured with the new outcomes. Of particular importance to Engineering Technology.

Response: Old outcome 1 is "Use formal technical report writing (e.g., feasibility studies, formal proposals, etc.) to analyze, interpret, design, report, and interpret technical data for specialized and/or professional audiences (e.g., executives, end users, peers, etc.)."

New outcome 1 is "Generate technical texts for specialized professional audiences with appropriate multimodal rhetoric, page design strategies, and modes of delivery."

The old and new outcomes are fundamentally the same, with these changes:

1) the parenthetical examples of text genres and audiences as well as the examples of some report purposes ("analyze, interpret, design, report") are removed, which does not change the actual outcome;

2) the broader term "texts" is used in place of "reports" because reports are not the only technical documents students learn to produce.

3) old outcomes 2 and 3 are also incorporated into the new outcome 1.

FORM B - Undergraduate

Effective Fall 2016

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RE: Proposal Title: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: November 6, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(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: Mathematics

Administrator: Kirk Weller Date Received: 11/05/17 Date Returned: 11/06/17

Signature: 

FORM B - Undergraduate

Effective Fall 2016

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RE: Proposal Title: English 074, 150, 211, 250, 311, 321, 325; ENGP 421 Outcomes Update

Initiator(s): Jody Ollenquist

Proposal Contact: 591.3988 Date Sent: November 6, 2017

Department: English, Literature, World Languages Campus Address: ASC 3080
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we: 11/27/17

- ☒ 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: Social and Behavioral Sciences

Administrator: Meral Topcu Date Received: Click here to enter text. Date Returned: Click here to enter text.

Signature: 

11/27/17

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: ENGL, 074 -- Intro Basic College Writing

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					
1. demonstrate an awareness of prewriting and planning strategies 2. recognize organizational strategies and organize their own ideas 3. compose effective paragraphs for specific situations, such as introductions and conclusions 4. sustain focus and ideas in a multiple page paper 5. read, summarize, and synthesize college level materials 6. knowledgeably locate library resources for their writing 7. demonstrate evolving editing and proofreading skills						1. Generate multiple-page texts through effective pre-writing, planning, drafting, revising, and basic editing strategies. 2. Compose clear, effective sentences and paragraphs. 3. Integrate relevant print/electronic information resources in texts. 4. Employ effective college-level reading and learning strategies.					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL, 150 -- English 1

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					
1. analyze the context and purpose of a writing problem 2. develop ideas and find reliable resources for their writing 3. state and support assertions 4. assess sources and information 5. organize their ideas effectively 6. choose words and tone of voice appropriate to a given audience 7. edit a document in order to achieve more consistent point of view 8. demonstrate progress towards standard grammar usage, mechanics and punctuation 9. improve their content and style using feedback and revision 10. demonstrate reflection and awareness of their own writing process						1. Generate texts for various audiences and purposes. 2. Organize the content of texts appropriate to the intended genre. 3. Integrate information and/or data in texts to support an idea or argument. 4. Employ appropriate language conventions (Edited American English and standard documentation styles) for specific rhetorical situations. 5. Revise writing using feedback.					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL, 211 – Industrial and Career Writing

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					
<ul style="list-style-type: none"> Adapt their technical knowledge and vocabulary to specific audiences. Understand the difference between trade and research journals and utilize at least one trade journal specific to their field. Convey technical information objectively and without bias. Understand the role and importance of rationale, purpose, and thesis in each document and adapting these to an audience's needs. Incorporate in-text documentation in at least one assignment. Understand the technique of frontloading information for reader access. 						1. Generate basic texts applicable to career and industrial audiences and purposes, individually and collaboratively. 2. Describe technical concepts using reliable, current, field-specific source data and appropriate documentation. 3. Apply basic multimodal (digital, oral, visual, written) rhetoric, page design strategies, and modes of delivery. 4. Employ appropriate language conventions for workplace communication.					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL, 250 – English 2

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					
1. <i>Purposes for Writing:</i> Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. 2. <i>Problem Solving/Researching/Documentation:</i> Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. 3. <i>Awareness and Knowledge of Audience:</i> Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. 4. <i>Organizing:</i> Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. 5. <i>Editing:</i> Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. 6. <i>Collaborating:</i> Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials.						1. Generate texts for various academic audiences and purposes.2. Analyze texts as existing in a broader context, with distinct purposes and audiences.3. Synthesize academic research for appropriate genres and rhetorical situations.4. Employ appropriate language conventions for the genre and rhetorical situation.5. Generate texts that argue effectively for a position.					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL 311 – Advanced Technical Writing

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					
1. Use formal technical report writing (e.g., feasibility studies, formal proposals, etc.) to analyze, interpret, design, report, and interpret technical data for specialized technical and/or professional audiences (e.g., executives, end users, peers, etc.) 2. Select, design, and integrate visuals appropriately into texts 3. Use information and page design strategies to design technical/professional documents to effectively communicate technical content 4. Research and document data and information in a technical field (e.g., health care, technology, sciences, etc.) and adapt it to specific written genres (e.g., memos, short reports, extended technical research studies, etc.)						1. Generate technical texts for specialized professional audiences with appropriate multimodal rhetoric, page design strategies, and modes of delivery. 2. Collaboratively produce technical/professional texts and/or presentations. 3. Conduct research in a technical field and incorporate the documented data and information into appropriate texts. 4. Employ appropriate language for technical communication. 5. Apply ethical and legal principles in responding to technical/professional communication situations.					

5. Demonstrate appropriate use of language, sentence structure, grammar, and mechanics. They will vary sentence length and style; use conventions of standard American English; maintain a consistent point of view <hr/> 6. Where appropriate, work collaboratively to produce technical/ professional documents and/or presentations <hr/> 7. Consciously apply ethical and legal principles in responding to technical/professional communication situations	
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:

Jess Leonard 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL, 321 – Advanced Composition

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					
<ul style="list-style-type: none"> use writing as a means of critical reflection, argument, evaluation, inquiry, communication and democratic participation analyze and apply rhetorical features related to the purposes of writing and reading texts, such as audience, message, tone, and language choice anticipate the genre, format, and stylistic expectations of academic and professional writing locate advanced primary and secondary sources and evaluate them for accuracy and balance integrate supporting materials in an effective, appropriate and ethical manner document sources using formats from a variety of academic disciplines organize a complex, extended document effectively design a variety of informational graphics and insert and interpret them properly critique others' drafts and work collaboratively on a writing problem produce effective written communication using feedback and revision, demonstrating appropriate style and use of sentence structure, grammar usage, and mechanics. 						<ol style="list-style-type: none"> Generate texts that respond to rhetorical situations within professional and discipline-specific communities. Analyze texts in a variety of genres appropriate for professional and discipline-specific communities. Synthesize credible research appropriate for multiple genres. Employ appropriate language for writing in the student's planned profession. Apply ethical and legal principles appropriate for the students' professions. 					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGL 325 – Advanced Business Writing

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					
<ol style="list-style-type: none"> 1. Correctly prepare the appropriate document types for diverse business situations. 2. Prepare documents that demonstrate principles of effective layout and design. 3. Effectively use visuals to represent data and other information in documents. 4. Analyze business situations to identify the different audiences, the discourse expectations, and the rhetorical challenges that the writer confronts. 5. Apply a variety of rhetorical strategies to effectively meet the informative and persuasive demands of different business situations. 6. Manage tone, organization, and content to be business appropriate to diverse audiences and situations. 7. Effectively present information that would aid in making business decisions. 8. Conduct the necessary primary and/or secondary research, analyze and organize the resulting information, and write a longer analytic report for 						<ol style="list-style-type: none"> 1. Generate professional multimodal texts for diverse business situations and audiences. 2. Collaboratively produce professional texts. 3. Integrate primary and secondary research in business texts. 4. Employ appropriate language for business communication. 5. Apply ethical and legal principles to business communication situations. 					

<p>multiple audiences that meets business standards.</p> <p>9. Carefully and accurately control the informational content and details in the communication to meet professional business expectations effectively.</p> <p>10. Effectively proofread business documents to meet business expectations.</p> <p>11. Where appropriate, work collaboratively to produce professional documents.</p> <p>12. Consciously apply ethical and legal principles in responding to business communication situations.</p> <p>13. Analyze the political demands of complex business communication situations.</p> <p>14. Explain the construction of and expectations of complex business discourse communities.</p> <p>15. Where appropriate, effectively present business information through other channels (for example, web presentations, online discussions, e-mail, oral presentations, etc.).</p>	
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:

Academic Affairs Approval Signature & Date:

 12/11/17

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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: ENGP, 421 – Scientific Writing Prof Prog

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					
<ul style="list-style-type: none"> analyze and define the purposes both of writing and reading biomedical texts: message, audience, writer's perspective, and methods of organization and language choice locate, integrate, and document information effectively, including advanced primary and secondary research sources, using opinion, facts, and interpretation to support ideas produce effective written communication, demonstrating appropriate use of language, sentence structure, grammar, and mechanics exhibit awareness of and appreciation for the ways in which diverse contexts affect writing choices use appropriate conventions and formats for both academic and professional documents, particularly the National Library of Medicine Reference Style Guide work effectively with others to discuss, produce, and/or revise written materials critique written texts for effective revision integrate complex content and ideas, including non-textual material, into an organized text write a professional literature review article 						<ol style="list-style-type: none"> Generate professional texts for diverse audiences within the pharmacy discourse community. Collaboratively produce professional texts. Analyze the rhetorical, stylistic, and linguistic conventions of various medical/scientific audiences. Employ appropriate language and documentation style (NLM) for pharmacy-related genres. Ethically integrate evidence found through advanced research techniques. 					
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:

 12/11/17

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

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): 201808

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

III. Proposal Rationale: Some courses are no longer offered and hence cannot be pre-requisites.

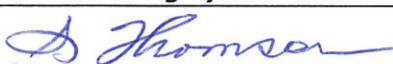
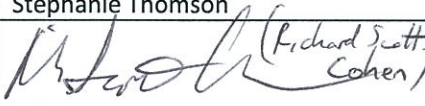
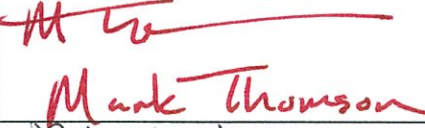

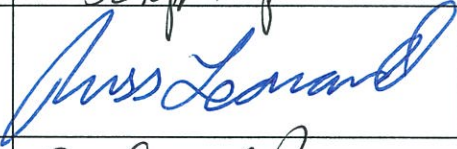
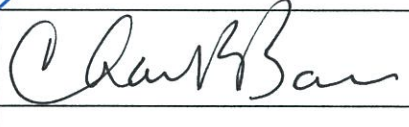
College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 (Richard Scott Cohen)	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	<input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain
Dean	 Joseph Ligar	11/16/17	
University Curriculum Committee**	 Russ Leonard	12/11/17	<input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain
Senate	 Charles Bar	12/12/17	
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.

II. COURSE IDENTIFICATION: COMM 320 Family Communication

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
COMM105, 121, 200, 201, or 221					COMM105 or COMM121				

						COMM221; with C or better				
--	--	--	--	--	--	---------------------------------	--	--	--	--

II. COURSE IDENTIFICATION: COMM 340 Communicator: Public Advocate

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
COMM105 or COMM121 or COMH121 or COMM221, all with C or better					COMM105 or COMM121 or COMM221; with C or better				

II. COURSE IDENTIFICATION: COMM 421 Leadership and Communication

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
COMM221 or COMM105 with a C or better					COMM105 or COMM221; with a C or better				

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

Sylvia H Maixner

From: Stephanie J Thomson
Sent: Wednesday, November 29, 2017 11:28 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: Re: UCC Proposals 18-46 through 18-51
Attachments: APSC FTF Nov 2017.pdf

Rusty,

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I am attaching an updated copy of the file with the "C or better" language added to the courses that are 300 level or above. Hopefully it will make things easier.

Those courses are COMM 333, 320, 315, 325, 301, and 299.

Take care and have a good night,
Stephanie

Stephanie Thomson

Associate Professor
Communication Program Coordinator
Humanities Department
Johnson Hall 120
Ferris State University
Big Rapids, MI 49307

231.591.3504
thomsos@ferris.edu

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Thank you,

Rusty

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

UCC Chair
Ferris State University
College of Engineering Technology

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Date: Wednesday, November 29, 2017 at 3:13 PM
To: Rusty A Leonard <RustyLeonard@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: RE: UCC Proposals 18-46 through 18-51

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Ferris State University
College of Engineering Technology

UCC Fast Track Form

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- ☐ Pre-Requisite Changes ☐ Co-Requisite Changes ☒ Change Term Offered ☐ Course Cap Change
☐ Admission GPA Change

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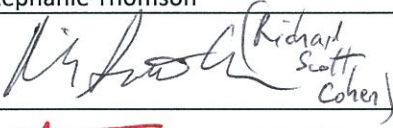
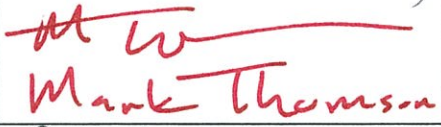

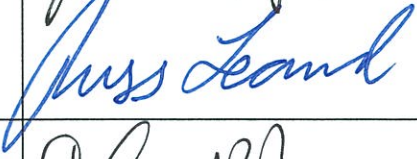

College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 (Richard Scott Cohen)	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	6 Support <input checked="" type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean	 Joseph Lipar	11/16/17	
University Curriculum Committee**	 Russ Leand	12/11/17	5 Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	 Char Bann	12/12/17	
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.

II. COURSE IDENTIFICATION: COMM 101 Intro to Communication Study

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
		Fall, Spring						Fall		

II. COURSE IDENTIFICATION: COMM 216 Parli Procedure and Mtng Mgmt
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
		Fall, Spring, Summer						On demand		

II. COURSE IDENTIFICATION: COMM 231 Interpretive Reading
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
		Spring, Summer						Fall Odd Years		

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

UCC Fast Track Form

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

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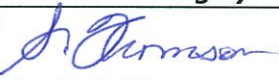
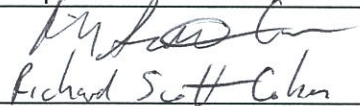
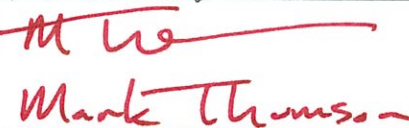
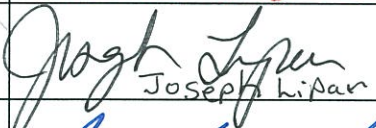

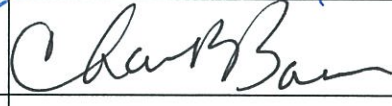
College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 Richard Scott Cohen	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input checked="" type="checkbox"/> Abstain
Dean	 Joseph Lipan	11/16/17	
University Curriculum Committee**	 Chris Farnell	12/11/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	 Charles Bann	12/12/17	
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.

II. COURSE IDENTIFICATION: COMM 251 Argumentation and Debate

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
COMM121 or COMH121 or COMM201 or Instructor Approval		Fall, Spring				COMM121 or Instructor Approval		Fall		

II. COURSE IDENTIFICATION: COMM 299 Theories Human Communication

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
COMM105 or COMM200 and COMM121 or COMH121 or COMM201 and COMM221; all with C or higher		Fall, Spring				Any two of the following: COMM105, COMM121, COMM221; all with C or higher		Fall		

II. COURSE IDENTIFICATION: COMM 301 Interviewing

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
COMM105 or COMM121 or COMH121 or COMM200 or COMM201		Fall, Summer				COMM105 or COMM121; with C or better		Fall, Spring		

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: _____

Sylvia H Maixner

From: Stephanie J Thomson
Sent: Wednesday, November 29, 2017 11:28 PM
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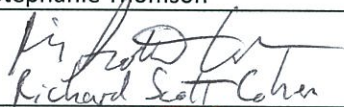
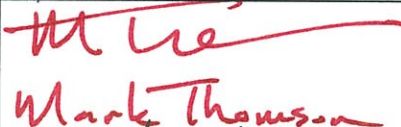

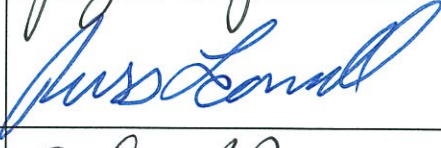
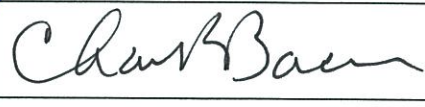
College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov. 7, 2017	
Department/School Chair	 Richard Scott Cohen	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	6 Support 0 Support with Concerns 0 Not Support 0 Abstain
Dean	 Joseph Lipari	11/16/17	
University Curriculum Committee**	 Russ Leland	12/11/17	5 Support _ Support with Concerns _ Not Support _ Abstain
Senate	 Chuck Baer	12/14/17	
Academic Affairs			

*Provide number count for each voting category.

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II. COURSE IDENTIFICATION: COMM 300 Research Methods in Comm

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
		Fall						Spring		

II. COURSE IDENTIFICATION: COMM 333 Theories of Persuasion
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
		On demand						Fall, Odd years		

II. COURSE IDENTIFICATION: COMM 499 Communication Senior Seminar
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
		Fall, Spring						Spring		

OFFICE OF THE REGISTRAR USE ONLY

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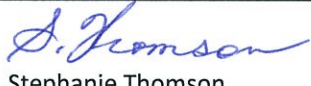
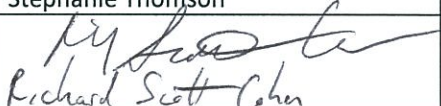
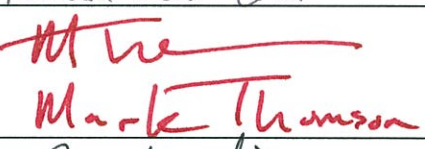



College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 Richard Scott Cohn	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	<u>6</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Dean	 Joseph Lipar	11/16/17	
University Curriculum Committee**	 Russ Leavelle	12/11/17	<u>5</u> Support ___ Support with Concerns ___ Not Support ___ Abstain
Senate	 Charles Bacon	12/12/17	
Academic Affairs			

*Provide number count for each voting category.

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II. COURSE IDENTIFICATION: COMM 305 Communication-Human Relations

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
COMM105 or COMM121 or COMH121 or COMM221 with C or better		Fall			COMM105 or COMM121 or COMM221; with C or better		Fall Odd years		

II. COURSE IDENTIFICATION: COMM 310 Nonverbal Communication

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
COMM105 or COMM121 or COMH121 or COMM221 with C or better		Spring			COMM105 or COMM121 or COMM221; with C or better		Spring Even years		

II. COURSE IDENTIFICATION: COMM 315 Gender Communication

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
COMM105 or COMM200 and ENGL250		Spring only, Even years			COMM105 with C or better		Fall Even years		

OFFICE OF THE REGISTRAR USE ONLY

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Ferris State University
College of Engineering Technology

UCC Fast Track Form

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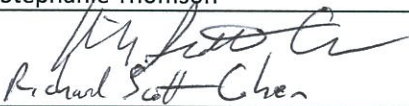
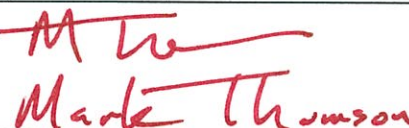
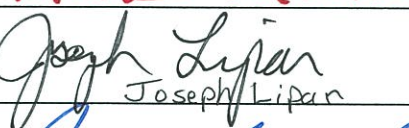


College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 Richard Scott Chen	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean	 Joseph Lipan	11/16/17	
University Curriculum Committee**	 Jess Seavel	12/11/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	 Charles Baer	12/12/17	
Academic Affairs			

*Provide number count for each voting category.

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II. COURSE IDENTIFICATION: COMM 325 Speechwriting

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
COMM121 or COMH121 or COMM201		On Demand				COMM121 with C or better		Fall, Odd years		

II. COURSE IDENTIFICATION: COMM 332 Persuasive Speaking

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
COMM121 or COMH121 or COMM201		Fall, Spring, Summer				COMM121 with C or better		Spring		

II. COURSE IDENTIFICATION: COMM 336 Tech and Prof Presentation

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
COMM121 or COMH121 or COMM201		Spring, Summer				COMM121		Fall, Spring, Summer		

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

Sylvia H Maixner

From: Stephanie J Thomson
Sent: Wednesday, November 29, 2017 11:28 PM
To: Rusty A Leonard
Cc: Sylvia H Maixner
Subject: Re: UCC Proposals 18-46 through 18-51
Attachments: APSC FTF Nov 2017.pdf

Rusty,
Thank you very much for your help in moving this forward.
I am attaching an updated copy of the file with the "C or better" language added to the courses that are 300 level or above. Hopefully it will make things easier.

Those courses are COMM 333, 320, 315, 325, 301, and 299.

Take care and have a good night,
Stephanie

Stephanie Thomson

Associate Professor
Communication Program Coordinator
Humanities Department
Johnson Hall 120
Ferris State University
Big Rapids, MI 49307

231.591.3504
thomsos@ferris.edu

From: Rusty A Leonard
Sent: Wednesday, November 29, 2017 7:14:22 PM
To: Stephanie J Thomson
Cc: Sylvia H Maixner
Subject: Re: UCC Proposals 18-46 through 18-51

Stephanie,

I will attach this email to the proposal so that we can move forward.

Thank you,

Rusty

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

UCC Chair
Ferris State University
College of Engineering Technology

From: Stephanie J Thomson <StephanieThomson@ferris.edu>
Date: Wednesday, November 29, 2017 at 3:13 PM
To: Rusty A Leonard <RustyLeonard@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: RE: UCC Proposals 18-46 through 18-51

Rusty and Sylvia,

Yes, the intent was that all 300 level courses would require a C or better to the prerequisites. Do you need additional information from me in order to move things forward?

Please let me know. I can be reached via email but also via my cell – 231.580.6478

Thank you--Stephanie

From: Rusty A Leonard
Sent: Wednesday, November 29, 2017 9:00 AM
To: Stephanie J Thomson <StephanieThomson@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>
Subject: UCC Proposals 18-46 through 18-51

Stephanie,

The RAM committee reviewed your proposals and wanted to clarify that a "C" or better grade only applies to some of the revised courses as a pre-requisite. As it currently reads, the C or better is not applied evenly to every course in your proposal and we want to make sure this is your intent. If you respond before Thursday, your proposals will be reviewed at this week's UCC meeting.

Best regards,

Rusty

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

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): 201808

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

III. Proposal Rationale: Some courses are no longer offered and hence cannot be pre-requisites. Previously we have offered courses more often to meet student needs and to decrease time to degree for students transferring into the major; faculty discussions regarding the program development have resulted in sequencing critical in the curriculum and requests for additional FTE efficiency have altered when courses are offered.


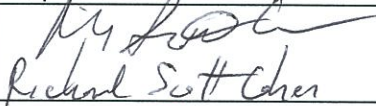
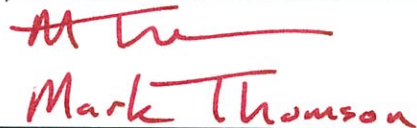
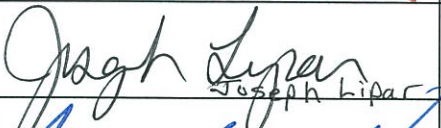
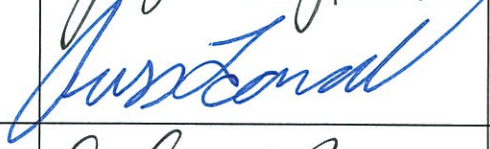

College: AS - College of Arts & Sciences

Department: HUMN - Humanities

Program: Applied Speech Communication

Units Affected: Applied Speech Communication

Date forwarded to all Units for Information: 11/3/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	 Stephanie Thomson	Nov 7, 2017	
Department/School Chair	 Richard Scott Chen	11/10/17	
College Curriculum Committee**	 Mark Thomson	11/14/17	<input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain
Dean	 Joseph Lipari	11/16/17	
University Curriculum Committee**	 Justin Zond	12/11/17	<input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain
Senate	 Charles Ben	12/12/17	
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.

II. COURSE IDENTIFICATION: COMM 380 Organizational Communication

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
COMM105 or COMM200 or COMM221		Fall				COMM105 or COMM121 or COMM221; with C or better		Fall, Even years		

II. COURSE IDENTIFICATION: COMM 383 Mass and Social Media Comm
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
COMM105 or COMM121 or COMH121 or COMM221; with a C or better		Fall, Spring, Summer				COMM105 or COMM121 or COMM221; with a C or better		Fall		

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

Fast Track Form

Form FTF

Effective Fall 2017

Proposal Number: (Assigned by UCC) **18-053**

Proposed title: *Leave blank – will be assigned by UCC* **Career Exploration Curriculum Clean-Up**

Type of Curriculum Action: CURRICULUM CLEAN-UP; creation, deletion, or modification of course title, prefix, credit hours, term offered, prerequisites, descriptions, caps, outcomes, outline, convert existing courses into modules, create honors sections, assigning Gen Ed attributes

College: UN - Retention & Student Success **Department:** DPCU - Developmental Curriculum

Program(s): Career Exploration

Initiating Individual: Dave McCall

Contact Person's Name: Dave McCall **Phone:** 231-591-2842

1. Proposal Summary: This proposal is in reference to UCC proposal 18-031. When the course was originally created back in 2002 it was created as a lecture course (seminar was not an option). However, the course was never officially offered until now. When the recent UCC forms were submitted to create the curriculum for this course, it was built as a seminar. However, it was not indicated that the course would be changing from a lecture to a seminar. This proposal is to officially change the course from a lecture to a seminar.



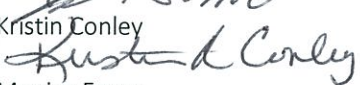
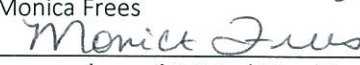


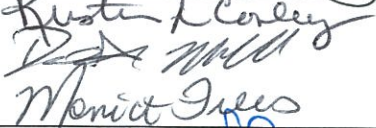

2. Course Identification (list each): *Attach Completed Form EF for each course*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action
CARE	201	Career Skills 1	Modify Existing Course
			Choose an item.
			Choose an item.

3. Program Information: Include CURRENT Checksheet(s) & PROPOSED checksheet(s), if applicable.

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

Consultation Form Sent	Date Sent	Department	Department Contact
Form C - FLITE Services Form	9/27/2017	Dev. Curriculum (RSS)	Dave McCall Form C was never returned from FLITE
Choose an item.			
Choose an item.			

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Initiating Individual	Dave McCall 	11/30/17	
Department/Program Faculty **	Dave McCall  Kristin Conley  Monica Frees 	11/30/17 11/30/17 12/1/17	3 Support 0 Support with Concerns 0 Not Support 0 Abstain
After Department Faculty approval, email Original Word Document along with a PDF of the signature page to FSU Curriculum (fsucurriculum@ferris.edu)			
FSU Curriculum Review		01/11/18	After review, proposal is sent concurrently to Dept/School Admin, CCC, & Dean
Department/School Administrator		12/11/17	1 Support 0 Not Support
College Curriculum Committee		12/11/17 12/11/17 12/11/17	3 Support 0 Support with Concerns 0 Not Support 0 Abstain
Dean		12/11/17	For information only

Date of Implementation _____ (To be completed by Academic Affairs)

Fast Track Form

Form FTF
Effective Fall 2017

Proposal Number: (Assigned by UCC)

Proposed title: *Leave blank – will be assigned by UCC*

University Curriculum Committee	<i>Miss Leard</i>	<i>01/11/18</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	<i>David Bar</i>	<i>1/23/18</i>	For information only
Academic Affairs			<input type="checkbox"/> Approve <input type="checkbox"/> Not Approved

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

Date of Implementation _____ (To be completed by Academic Affairs)

UCC Fast Track Form

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

- ☒ Pre-Requisite Changes ☐ Co-Requisite Changes ☐ Change Term Offered ☐ Course Cap Change
☐ Admission GPA Change

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

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

III. Proposal Rationale: STQM 498 pre-requisite correction due to clerical error. Currently the pre-req. reads – STQM 342, STQM 421 and STQM 475 w/C or higher. Correction – STQM 475 should be STQM 465.

College: BU - College of Business

Department: MKTG - Marketing

Program: Business Data Analytics

Units Affected: Marketing Department

Date forwarded to all Units for Information: 11/10/2017

	Print and Sign your Name	Date	Vote/Action*
Initiating Individual	JK Elk	11/15/17	
Department/School Chair	Jeff Elk	11/16/17	
College Curriculum Committee**	Gerald Emerick Gerald Emerick	11/27/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean	David Nicol David Nicol	11/29/17	
University Curriculum Committee**	Russ Leonard	12/14/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate	Charles Ben	1/9/18	
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: STQM 498 Capstone Experience

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
STQM 342, STQM 421, and STQM 475 w/C or higher					STQM 342, STQM 421, and STQM 465 w/C or higher				

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

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

Sylvia H Maixner

From: Jeff A Ek
Sent: Tuesday, January 2, 2018 8:48 AM
To: Rusty A Leonard
Cc: Sylvia H Maixner; Leonard R Johnson; Elies Kouider; Patty S Rettinger
Subject: Re: UCC Proposal 18-058 - STQM 498 Pre-Req Changes

Hello Rusty,

The proposer of the change is Elies Kouider BDA program champion. I can answer on his behalf that, yes, we would like MyDegree to update the BDAN-BS check sheet.

Thank you,

Jeff

Jeff Ek
Marketing Department Chair
College of Business | Ferris State University
ferris.edu/business | 231.591.2442

On Jan 1, 2018, at 3:43 PM, Rusty A Leonard <RustyLeonard@ferris.edu> wrote:

Jeff,

The signature block is difficult to read, so please help me identify the proposer for this curriculum change, and if it is not you, please forward this email to the correct individual.

The UCC reviewed your curriculum proposal and have discovered concerns which must be corrected before your proposal can continue through the curriculum change process.

The lone concern is:

1. Please confirm if you want MyDegree to update the BDAN-BS checksheet to reflect this requested change?

Please contact me with any questions.

Best regards,

Rusty

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

UCC Chair
Ferris State University
College of Engineering Technology

18-061

MAR 13 2017

NOV 03 2017

Form A

Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: LITR 233 Science Fiction and Fantasy

Initiating Individual: Robert von der Osten

Initiating Department or Unit: Eng, Lit World Langu

Contact Person's Name: Robert von der Osten

Email: Vonderr@ferris.edu

Phone: 2916

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)						
		PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
PROPOSAL GROUP: See Table B-1 in the UCC Manual for description.								
I-A: New Degree, major, concentration, minor, or redirection of a current offering		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course			x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-B: Minor Curriculum Clean-up			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
	PLEASE PRINT and SIGN YOUR NAME	DATE		VOTE/ACTION * Number Count				
Program Representative **	<i>David Russell</i>	2/15/2015		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Department/School/Faculty Representative Vote **	<i>David Russell</i>	2/15/2015		<input checked="" type="checkbox"/> Support <i>curriculum committee</i> <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Department/School Administrator	<i>Debra K. Lougheed</i>	3/1/2017		<input checked="" type="checkbox"/> Support <i>Dept vote</i> <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
College Curriculum Committee/Faculty	<i>Mark Thomson</i> <i>Mark Thomson</i>	4/5/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
UCC Representative	<i>Katherine Harris</i> <i>Katherine Harris</i>	12/6/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support				
Dean	<i>Joseph Lipar</i> <i>Joseph Lipar</i>	12/7/17		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support				
University Curriculum Committee **	<i>Russ Bond</i> <i>Russ Bond</i>	1/18/18		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Senate **	<i>Paul Ben</i> <i>Paul Ben</i>	1/22/18		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Academic Affairs				<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> 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)
- LITR 233 Science Fiction currently has a catalog description that indicates that the course may include fantasy. The proposal is to change the title to LITR 233: Science Fiction and Fantasy to better indicate that the course may include fantasy and revise the course description to reflect that change and be more consistent with current course content. In addition the course description is to be changed to include an emphasis on global consciousness as well, consistent with the universities increased emphasis on the importance of global awareness as well as the growing global character of science fiction and fantasy. Scholarship and the practices of publishing houses have increasingly integrated the genres of science fiction and fantasy. Often important themes like the concept of the Other or the monstrous overlap both genres. Further, there has been a significant increase in the availability of science fiction and fantasy from global sources. Many contemporary science fiction and fantasy works are concerned with issues related to national and cultural identity and globalization. As a result, the course LITR 233 has been evolving to meet these changes. This proposal is to make the title, course description, and general education status consistent with current trends.

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

☐Degree ☐Major ☐Minor ☐Concentration ☐Certificate X☐Course

☐New X☐Modification ☐Deletion

Name of Degree, Major, etc.: [Click here to enter text.](#)

3. Summary of All Course Action Required: [Click here to enter text](#)

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
LITR	233	Science Fiction

D. Addition of existing FSU courses to program

Prefix	Number	Title
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 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 X☐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)

☐Add Course ☐Delete Course X☐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	English, Lit, World Languages	English B.A.



English (ENGB) – 120 Credits

Bachelor of Arts (BA)

CURRENT CHECKSHEET

College of Arts and Sciences

ADMISSION REQUIREMENTS

New Students

- High School GPA of 2.5 (on a 4.0 scale)
- 17 ACT (with a 18 subscore English) or 900 SAT

Transfer Students

- Minimum 2.5 GPA (on a 4.0 scale)
- 12 credits, including an English and a Mathematics course

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Courses in this section are required to satisfy the university general education requirements for a BA degree.

Required	Course Title (Prerequisites shown in parenthesis)	Crs
----------	---	-----

TIER 1: FOUNDATION COMPETENCIES

COMMUNICATION COMPETENCY – 12 Credits Required (or their equivalent)

CHOOSE ONE	COMM 105 COMM 121 COMM 221	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL	250	English 2 (C- in ENGL 150)	3
CHOOSE ONE	ENGL 311 ENGL 321 ENGL 323 ENGL 325	Advanced Technical Writing Advanced Composition Proposal Writing Advanced Business Writing	3

QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required

MATH	115*	Intermediate Algebra ((MATH 109 or 110 w/ C- or higher or MATH ACT 19 or SAT 460); if MATH ACT 24 or SAT 560 or higher) <i>*Any higher level MATH course may be substituted.</i>	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 class

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+)

TIER 3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY – 2 courses Required **

		Courses met in major. Look in Major/Core section for course prefix marked with ☉	
--	--	--	--

PROBLEM SOLVING COMPETENCY – 2 courses Required **

		Courses met in major. Look in Major/Core section for course prefix marked with ☉	
--	--	--	--

*General Education Requirements - |“Diversity (both Global and U.S. Diversity)”and “Self and Society Foundation” requirements must be met either through Culture or Self and Society or other courses | must have a 200 level course in both Culture and Self and Society Courses. | The Self and Society Foundation course can be your 200+ course.

**Some courses include both Collaboration and Problem Solving attributes

First year Seminar Requirement, FSUS 100, is satisfied by:

English - Bachelor of Arts - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 33 Credits Required			
●◎LITR	250	Practical Criticism (ENGL 150; ENGL 250 co-requisite)	3
LITR	311	Early American Literature (LITR 250)	3
LITR	312	Modern American Literature (LITR 250)	3
LITR	323	Shakespeare (LITR 250)	3
LITR	351	Early British Literature (LITR 250)	3
LITR	352	Modern British Literature (LITR 250)	3
●◎LITR	416	Literary Theory (department approval)	3
Select one course from the following – 3 Credits Required:			
ENGL	301	Introduction to Linguistics (ENGL 250 or 211)	3
ENGL	380	History of Written Communication and Style (ENGL 311 or 321)	3
ENGL	382	History-Structure English Language (ENGL 321)	3
ENGL	413	Literacy Issues and Conflicts (ENGL 321)	3
Select 3 courses from the following – 9 Credits Required:			
LITR	202	Black Literature (ENGL 150)	3
LITR	203	Intro-African Literature (ENGL 150)	3
LITR	204	Native American Literature (ENGL 150)	3
LITR	231	Poetry (ENGL 150)	3
LITR	233	Science Fiction (ENGL 150)	3
LITR	241	Intro to World Short Fiction (ENGL 150)	3
LITR	242	American Popular Literature (ENGL 150)	3
LITR	243	Literature and Film (ENGL 150)	3
LITR	251	World Drama (ENGL 150)	3
LITR	261	World Novels (ENGL 150)	3
LITR	280	Intro-American Folklore (ENGL 150)	3
LITR	286	Justice in Literature (ENGL 250)	3
LITR	306	Topics in Non-Western World Literature (ENGL 250 w/ C or better)	3
LITR	326	Children's Literature (ENGL 250 or ENGL 211)	3
LITR	327	Adolescent Literature (ENGL 250 or 211)	3
LITR	328	Golden Age Children's Literature (ENGL 250 or 211)	3
LITR	330	Contemporary Literature (ENGL 250 or 211)	3
LITR	343	Crime-Violence in Literature (ENGL 250)	3
LITR	371	Topics in Women's Literature (ENGL 250 w/ C or better)	3
LITR	380	World Folk Literature (ENGL 250)	3
LITR	401	Major Literary Movements (ENGL 250 and LITR 250)	3
LITR	402	Major Authors (ENGL 250 and LITR 250)	3
◎ - Class with Collaboration attribute			
● - Class with Problem Solving attribute			
BACHELOR OF THE ARTS CORE - 7-15 Credits Required: 1) Proficiency in a foreign language through the 201 level (third semester) 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121, 221)			
ACADEMIC MINOR – 18-24 Credits Required: An academic minor is required, any approved minor is allowed (except teacher education minors). Students should consult with their advisor.			
Portfolio Approval			
ELECTIVES to reach the required 120 credits			

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.50 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- earn a B- or higher in ENGL 150 and 250, and no grade lower than a C in program coursework.



English (ENGB) – 120 Credits

Bachelor of Arts (BA)

PROPOSED CHECKSHEET

College of Arts and Sciences

ADMISSION REQUIREMENTS

New Students

- High School GPA of 2.5 (on a 4.0 scale)
- 17 ACT (with a 18 subscore English) or 900 SAT

Transfer Students

- Minimum 2.5 GPA (on a 4.0 scale)
- 12 credits, including an English and a Mathematics course

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Courses in this section are required to satisfy the university general education requirements for a BA degree.

Required	Course Title (Prerequisites shown in parenthesis)	Crs
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TIER 1: FOUNDATION COMPETENCIES

COMMUNICATION COMPETENCY – 12 Credits Required (or their equivalent)

CHOOSE ONE	COMM 105 COMM 121 COMM 221	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL	250	English 2 (C- in ENGL 150)	3
CHOOSE ONE	ENGL 311 ENGL 321 ENGL 323 ENGL 325	Advanced Technical Writing Advanced Composition Proposal Writing Advanced Business Writing	3

QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required

MATH	115*	Intermediate Algebra ((MATH 109 or 110 w/ C- or higher or MATH ACT 19 or SAT 460); if MATH ACT 24 or SAT 560 or higher) <i>*Any higher level MATH course may be substituted.</i>	3
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TIER 2: DISTRIBUTION COMPETENCIES

NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab

ELEC			
ELEC			Lab class

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+)

TIER 3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY – 2 courses Required **

		Courses met in major. Look in Major/Core section for course prefix marked with ☉	
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PROBLEM SOLVING COMPETENCY – 2 courses Required **

		Courses met in major. Look in Major/Core section for course prefix marked with ●	
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*General Education Requirements - |“Diversity (both Global and U.S. Diversity)”and “Self and Society Foundation” requirements must be met either through Culture or Self and Society or other courses | must have a 200 level course in both Culture and Self and Society Courses. | The Self and Society Foundation course can be your 200+ course.

**Some courses include both Collaboration and Problem Solving attributes

First year Seminar Requirement, FSUS 100, is satisfied by:

English - Bachelor of Arts - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 33 Credits Required			
●◎LITR	250	Practical Criticism (ENGL 150; ENGL 250 co-requisite)	3
LITR	311	Early American Literature (LITR 250)	3
LITR	312	Modern American Literature (LITR 250)	3
LITR	323	Shakespeare (LITR 250)	3
LITR	351	Early British Literature (LITR 250)	3
LITR	352	Modern British Literature (LITR 250)	3
●◎LITR	416	Literary Theory (department approval)	3
Select one course from the following – 3 Credits Required:			
ENGL	301	Introduction to Linguistics (ENGL 250 or 211)	3
ENGL	380	History of Written Communication and Style (ENGL 311 or 321)	3
ENGL	382	History-Structure English Language (ENGL 321)	3
ENGL	413	Literacy Issues and Conflicts (ENGL 321)	3
Select 3 courses from the following – 9 Credits Required:			
LITR	202	Black Literature (ENGL 150)	3
LITR	203	Intro-African Literature (ENGL 150)	3
LITR	204	Native American Literature (ENGL 150)	3
LITR	231	Poetry (ENGL 150)	3
LITR	233	Science Fiction and Fantasy (ENGL 150)	3
LITR	241	Intro to World Short Fiction (ENGL 150)	3
LITR	242	American Popular Literature (ENGL 150)	3
LITR	243	Literature and Film (ENGL 150)	3
LITR	251	World Drama (ENGL 150)	3
LITR	261	World Novels (ENGL 150)	3
LITR	280	Intro-American Folklore (ENGL 150)	3
LITR	286	Justice in Literature (ENGL 250)	3
LITR	306	Topics in Non-Western World Literature (ENGL 250 w/ C or better)	3
LITR	326	Children's Literature (ENGL 250 or ENGL 211)	3
LITR	327	Adolescent Literature (ENGL 250 or 211)	3
LITR	328	Golden Age Children's Literature (ENGL 250 or 211)	3
LITR	330	Contemporary Literature (ENGL 250 or 211)	3
LITR	343	Crime-Violence in Literature (ENGL 250)	3
LITR	371	Topics in Women's Literature (ENGL 250 w/ C or better)	3
LITR	380	World Folk Literature (ENGL 250)	3
LITR	401	Major Literary Movements (ENGL 250 and LITR 250)	3
LITR	402	Major Authors (ENGL 250 and LITR 250)	3
◎ - Class with Collaboration attribute			
● - Class with Problem Solving attribute			
BACHELOR OF THE ARTS CORE - 7-15 Credits Required: 1) Proficiency in a foreign language through the 201 level (third semester) 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121, 221)			
ACADEMIC MINOR – 18-24 Credits Required: An academic minor is required, any approved minor is allowed (except teacher education minors). Students should consult with their advisor.			
Portfolio Approval			
ELECTIVES to reach the required 120 credits			

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.50 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- earn a B- or higher in ENGL 150 and 250, and no grade lower than a C in program coursework.

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: LITR 233 Science Fiction and Fantasy

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
LITR	233	3	3			LITR	233	3	3		
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
3		ENGL 150				3		ENGL 150			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
<p>Fantasy and science fiction stories, novels, and films as a way of better understanding the myths, values, fears, and attitudes of our scientific/technological culture. Readings are organized according to various techniques and themes; e.g. ideas about the future, the impact of change, and the reaction to technology. This course meets General Education requirements: Cultural Enrichment. Pre-Requisites: ENGL 150. Typically Offered Spring Only</p>						<p>This course explores how works of science fiction and/or fantasy imaginatively construct important global cultural and historical themes such as gender, the body, power, desire, science and technology, difference, the monstrous within diverse cultures. The course will provide students with an understanding of the historical and cultural development of these global genres as well as the critical tools to effectively analyze works in a variety of media such as graphic novels, short stories, novels, movies, television, digital games and fan fiction. The course satisfies the cultural enrichment and global awareness general education criteria. Pre-Requisites: ENGL 150. Typically offered Spring Only</p>					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
<p>1. Identify and explain how technology and science generate anxieties and homes that affect the popular imagination through tropes in science fiction. 2. Explain the distinctive features of a popular genre and the forces that affect its evolution as a genre. 3. Identify critical themes in science</p>						<p>Students who complete the course successfully will be able to: 1. Explain the distinctive features of science fiction and/or fantasy as popular genres and the forces that affect their evolution as genres, with attention to the impact of globalization on genres and readers. 2. Identify critical</p>					

<p>fiction and relate them to the given cultural context.4. Apply critical frameworks such as feminist criticism, post-colonial theories, post-modern theories to the reading of science fiction works.5. Be able to engage creatively in the speculative process that underlies the science fiction performance. Outcomes Assessment Strategies may include:1. Aggregate performance of students on journals, blogs, or papers, using a rubric, to measure their ability to identify a theme, place it within an historical context, and apply a critical framework, using effective information literacy.2. Performance on key questions on final exam – evaluated especially to see if students can trace the developmental changes in style and subject matter and explain these changes based on key factors discussed in class.3. Performance in aggregate on key features of rating scale on creative assignments including a) novelty of the idea b) consistency of the development of the premise c) plausibility of the presentation.</p>	<p>themes in science fiction and relate them to the given global cultural context, with attention to the relation of the themes to the culture and histories of peoples who live in other societies.3. Critically analyze individual works of science fiction and fantasy using the relevant literary vocabulary.4. Apply critical frameworks such as feminist, psychological, post-colonial, and post-modern theories to the reading of science fiction and fantasy works within a global context.5. Provide well crafted analysis of texts across multiple media that draw on appropriate primary and secondary sources with proper documentation or that uses appropriate linking strategies in hypertext environments.6. Be able to engage creatively in the speculative process that underlies the science fiction and fantasy construction of worlds. Outcomes Assessment Strategies may include:1. Aggregate performance of students on journals, blogs, or papers, using a rubric, to measure their ability to identify a theme, place it within an historical context, and apply a critical framework, using effective information literacy.2. Performance on key questions on final exam – evaluated especially to see if students can trace the developmental changes in style and subject matter and explain these changes based on key factors discussed in class.3. Performance in aggregate on key features of rating scale on creative assignments including a) novelty of the idea b) consistency of the development of the premise c) plausibility of the presentation.</p>
<p>Course Outline including Time Allocation</p>	<p>Course Outline including Time Allocation</p>
<p>Topics course: Topics, text, and focus may vary.</p> <p>Week 1 Science Fiction: definition and cultural role. (3 hours)</p> <p>Weeks 2-4 Science Fiction and the cultural construction of class conflict in <u>Metropolis</u> and <u>The Time Machine</u>. (9 hours)</p>	<p>Topics course: Topics, text and focus may vary.</p> <p>Weeks 1-3: British Fantasy as parody and interpretation of history. Pratchett's <u>Feet of Clay</u> (9 hours)</p> <p>Weeks 4-6: Blending Eastern and Western Fantasy in India. Basau's <u>The Simogin Prophecies</u>. (9 hours)</p>

<p>Weeks 5-7 The Human/Machine binary in science fiction in the works of Haraway's "Cyborg Manifesto," "Measure of the Man," "The Trial of Data," "Almost Human," <u>Caves of Steel</u>, "Masks," "Rock On." (9 hours)</p> <p>Weeks 8-10. The alien as the construction of the other in Science Fiction in "Martian Odyssey," "Arena," "Blood Child," "Defiance," <u>The Mote in God's Eye</u>. (9 hours)</p> <p>Weeks 11-15. Science Fiction constructs the biological and nano-technology revolutions in "Desertion," "Blood Music," "Bliss Shock," <u>Queen City Jazz</u>, "Gattaca." (15 hours)</p>	<p>Weeks 7-9 America. Mythic traditions and cultural connections. <u>Taylor's Daughter of Smoke and Bone</u>.</p> <p>Weeks 10-12 Taiwan. Eastern traditions and Western mindsets, and gender. Pon's <u>Silver Phoenix</u>. (9 hours)</p> <p>Week 13-15. Japanese-Canadian. Language and the construction of society. Sagara's <u>Cast in Shadows</u>.</p>
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- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- ☐ Practicum
- ☐ Independent Study
- B. College Code: CAS
- C. Department Code: LANG - Languages and Literature
- 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: *LITR 233 – Science Fiction*
- Course Prefix, Number – Course Title*
- K. Term(s) Offered: Spring
- L. Max Section Enrollment:
- Lecture: 30
- 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:

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 Fall 2017

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

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

Course Prefix: LITR **Course Number:** 233

Course Title: Science Fiction and Fantasy

G. E. Codes Requested: DIVG

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: Robert von der Osten **Date Sent:** November 6, 2017

Proposal Contact: Robert von der Osten **Email:** RobertvonderOsten@ferris.edu

Department: English, Literature, and World Languages **Campus Address:** ASC 3080

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.

COMPETENCY IMPLEMENTATION PLAN (CIP)

DIVERSITY (GLOBAL)

Date: October 20, 2017

Course prefix, number, and title: LITR 233 - Science Fiction and Fantasy [formerly Science Fiction]

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

This course addresses Diversity in a number of ways. It introduces theories such as critical race theory, post-colonial theory, and feminist criticism to review works from diverse cultures and nations to identify the ways in which the works articulate the particular life and meaning system of those diverse and nations in a fashion that is fundamentally comparative.

DIVG1: Recognize issues – Students will articulate knowledge and understanding of local, regional, national, and global issues and the interconnectedness and interdependency of human populations..	
<i>How will this be implemented in class?</i>	<i>How will achievement be evaluated?</i>
<p>1. Students will review literary works from specific nations and cultures, such as China or Africa, or Native American Populations, or India or England, etc. and read those works as ways of understanding a literary response to specific regional challenges.</p> <p>2. These challenges will be compared across culture, as in the different ways cultures may respond to global power, either by being a colonizing force or a subject of such force. The course will look also at how these literatures construct national and global identities.</p> <p>3. Given the discussion of the interaction of the genres across culture, the work examines interconnectedness.</p>	<p>Achievement will be evaluated based on written products (papers or blogs) rated using a rubric.</p>
DIVG2: Describe change – Students will explain examples of how local to global cultures and societies change through convergence and/or divergence.	
<i>How will this be implemented in class?</i>	<i>How will achievement be evaluated?</i>
<p>1. Students will read works that are from different historical periods and works that are at the cusp of cultural change.</p> <p>2. Those works will be read in relation to changing forces, as in the intersection of secular and traditional cultural elements in African and Native American fantastic literatures.</p>	<p>Achievement will be evaluated based on written products (papers or blogs) rated using a rubric.</p>

DIVG3: Apply theories – Students will apply a theory and/or method to analyze geographic, economic, cultural, linguistic, and/or historical contexts of a country or region outside the United States. .	
<i>How will this be implemented in class?</i>	<i>How will achievement be evaluated?</i>
While this course will discuss geographic, economic, and historical contexts of literature, the focus will be using a range of cultural theories, such as post-colonial theory or critical race theory to discuss the dynamics of those cultures and the works produced.	Achievement will be evaluated based on written products (papers or blogs) rated using a rubric.
DIVG4: Synthesize value systems –Students will synthesize a spectrum of beliefs, values, and attitudes from across the globe and situate their own views within the context of these cultural systems.	
<i>How will this be implemented in class?</i>	<i>How will achievement be evaluated?</i>
Students will be asked to react to these different cultural constructions, as in diverse cultural formulation of human relationships to nature, and discuss and write their responses to such positions.	Achievement will be evaluated either through a final written product synthesizing course material or a written essay exam that asks students to synthesize course material around genre or an identified theme. Eterh will be evaluated based on a rubric.

COMPETENCY IMPLEMENTATION PLAN (CIP) Global

Date: April 15, 2017

Course prefix, number, and title: LITR 233: Science Fiction and Fantasy

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

“In an increasingly interdependent world and global economy, graduates should be able to demonstrate a working knowledge of the world, its diverse cultures, and the geographic, economic, cultural and historical relationships among nations and peoples.”

The revised LITR 233 has as its focus two key characteristics relevant to global consciousness. The reading and discussion of works from diverse cultures outside of North America will specifically address the ways in which the works in question negotiate and are a part of those cultures, which includes the discussion of the cultures in question and the challenges faced in those cultures. Part of looking at genres such as science fiction and fantasy is to examine the globalization process as these genres are adopted across cultures and are then in turn influenced by other cultures.

Global Consciousness Course Criteria

1. At least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History.

How this will be implemented in class	How this will be evaluated
Examining the sample syllabi, each focuses more than 50 percent of course work outside of North America, including areas such as China, India, Africa.	Reading assignments and topics will be adjusted to meet this criteria.

2. The course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

How this will be implemented	How this will be evaluated
Students will gain an understanding of the background cultures by first receiving direct instruction about the	This will be evaluated by either a blog or paper that requires them to relate the works to the cultures of the regions of

areas, including supplemental reading, as well as by direct readings of works from those assignments.	study.
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While not required, I have also briefly responded to each of the global consciousness outcomes.

- identify various regions, features or countries other than North America;

How this will be implemented	How this will be evaluated
The regions will be presented on a map and each region discussed will include a brief class overview of key features.	Blogs and online discussions should make a direct reference to these features.

- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;

How this will be implemented	How this will be evaluated
Background information and the works will provide appropriate geographic, economic, cultural and historical material relevant to topic and work	Blogs and online discussions should make a direct reference to these features.

- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;

How this will be implemented	How this will be evaluated
In discussing the genre across cultures, there will be a clear class discussion about how cultural meanings move across cultures and are adapted in new cultural and economic contexts.	Blogs and online discussions should make a direct reference to these features.

- comment accurately about current events in at least one country or region other than North America;

How this will be implemented	How this will be evaluated
Current events will be directly related to works being discussed in a specific region or culture.	Student online discussions will be evaluated on the actual use of these current events related to the topic.

- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world;

How this will be implemented	How this will be evaluated
The practice of the course is to stress how to interpret literary works to gain insight into a culture.	The blogs or papers will be expected to demonstrate a competent ability to demonstrate the ability to analyze the relationship between a regions history, geography, culture, and economics to genre works.

- Ferris graduates should develop a more positive perspective and understanding of the importance of global consciousness.

How this will be implemented	How this will be evaluated
A positive attitude toward understanding other cultures will be modeled in the course.	Student survey

Sample Syllabi for Revised LITR 233 Science Fiction and Fantasy

All variations of LITR 233 will meet the same outcomes.

Students who complete the course successfully will be able to:

1. Explain the distinctive features of science fiction and/or fantasy as popular genres and the forces that affect their evolution as genres, with attention to the impact of globalization on genres and readers.
2. Identify critical themes in science fiction and relate them to the given global cultural context, with attention to the relation of the themes to the culture and histories of peoples who live in other societies.
3. Critically analyze individual works of science fiction and fantasy using the relevant literary vocabulary.
4. Apply critical frameworks such as feminist, psychological, post-colonial, and post-modern theories to the reading of science fiction and fantasy works within a global context.
5. Provide well crafted analysis of texts across multiple media that draw on appropriate primary and secondary sources with proper documentation or that uses appropriate linking strategies in hypertext environments.
6. Be able to engage creatively in the speculative process that underlies the science fiction and fantasy construction of worlds.

Because this course is topically based, it may have multiple possible reading assignments and schedules with different topic focus. Below are three possible permutations of the course.

Course Schedule

Week 1

M 1/11 Course Introduction. The structure of the science fiction genre.

W 1/13 Fundamental concepts of cultural and national identities. Read: Handouts: Benedict Anderson "The Origins of National Consciousness;" Fredric Jameson From *Third-World Literature in the Era of Multinational Capitalism*

F 1/15 Lecture on Post-Colonialism. Read pdf and links on British colonialist history.

Week 2

M 1/18 Martin Luther King – No Class

W 1/20 British sources of SF and the colonialists anxiety. Have Finished Reading H. G. Wells' *The Island of Doctor Moreau*.

F 1/23 Discussion of *The Island of Doctor Moreau* as a critique of colonialism

Week 3

M 1/25 Wells discussion continued. Forces of resistance.

W 1/27 Brief overview of the distinctive history of British SF. Brian Aldiss and contemporary British SF. Read Handouts "A Spot of Confrontation."

F 1/29 Discussion of postcolonial identities in contemporary British SF. British Television SF history.

Week 4

M 2/1 The Doctor Who Invasion. Reconstructing British history and identity.

W 2/3 Other media presentations. Constructing national identities. Constructing the Blog.

F 2/5 Discussion of The Hitchhiker's Guide to the Galaxy video selection..

China

Week 5

Blog 1 Due on British SF and Colonial History

M 2/8 Chinese culture and history as a context for Chinese SF. Review Post. Class Discussion.

M 2/10 Read Chinese SF in a complex Chinese context "Looking Backward: An Introduction to Chinese Science Fiction" by Wu Dingbo. Xi – xxxvi, Introduction to the Wiki Project.

F 2/12 Discussion of the challenges in China of a Chinese SF and the forces shaping SF in China.

Week 6

M 2/15 Appropriating and transmuting SF tropes into Chinese contexts and the problem of political coding. Read: Tong Enzheng "The Death of the World's First Robot." P. 3-9

W 2/17 Read: Wei Yahua "Conjugal Happiness in the Arms of Morpheus." P. 10-51.

F 2/19 Read Ye Yonglie. "Reap as You have Sown." pp. 53-67.

Week 7

The struggle over the formation of National Identity

M 2/22 Read Tong Enzheng "Death Ray on a coral Island. pp. 97-122. **Due: Wiki Teams Formed and Topics Identified.**

W 2/24 Read Zheng Wenguang "The Mirror Image of the Earth." Pp. 125-133

F 2/26 Read Ye Yonglie "Corrosion" pp. 135—156. And "Chinese Science Fiction and the challenge of national identity." Article by Robert von der Osten. Cumulative discussion on Chinese SF and the problem of national identities.

Students have self identified teams and provided an e-mail from the team leader identifying team members and proposing a specific project.

Week 8

African Science Fiction

M 2/29 **Blog 2 Due on Chinese SF.** Understanding Africa, the history of Africa, and the complexity of African culture and its relationship to SF. Read online site and handouts Post-Colonialism and the challenges of Colonialist SF. Chinua Achebe "An Image of Africa." Homi K. Bhabha "Signs Taken for Wonders: Questions of Ambivalence and Authority under a Tree Outside Delhi, May 1817. Ngugi wa Thiong'O "Europhonism, Universities, and the Magic Fountain: The Future of African Literature and Scholarship."

Traditional Intersections with Techno/scientific cultures

W 3/2 Read Nnedi Okorafor "Moom" p. 8-13.

F 3/4 Read "Five Sets of Hands" pp. 42-62.

Spring Break Saturday 3/5 - Monday 3/14

Week 9

M 3/14 Read S.A. Partridge "Planet X" pp. 121-135; and Chiagozie Nwonwu. "Masquerade Stories." pp. 249-268

Alienation and Otherness

W 3/16 Read Chinela Onwualu "The Gift of Touch" pp. 135-159.

F 3/18 Read Uko Bendi Udo "The Foreigner" pp. 159-170.

Week 10

M 3/21 Liam Kruger. "Closing Time." pp. 240-249 and Nick Wood "Azania" pp. 80-100

Power, Bureaucracy, and Violence

W 3/24 Read Clifton Gachagua. "To Gaze at the Sun." pp. 337-351; Sarah Lotz "Home Affairs" pp. 13-32.

Break March 24 –March 28

Week 11

M 3/28 Read Ashley Jacobs. "New Mzansi." pp. 62-80.

W 4/30 Read Tade Thompson. "Notes from Gethsemane." pp. 100-121. Biram Mboob. "The Rare Earth. Pp. 183-207 Read Efe Okogu. "Proposition 23." Pp. 352-405.

F 4/1 Read Tndai Huchu "The Sale." pp. 32-42. Discussion of "The Sale" and the scars of colonialism.

Indigenous SF

Week 12

M 4/4 **Blog 3 Due on African SF** Read Grace Dillon "Imagining Indigeneous Futurism." Pp. 1-12. Postcolonial discourses or survivalism. Indigenous SF and media.

The Native Slipstream

W 4/6 Read Gerald Vizenor. "Custer on the Slipstream." Pp. 15-26. Diane Glancy. "Aunt Parnetta's Electric Blisters." Pp. 26-34. The nature of liminal SF.

F 4/8 Read Sherman Alexi. Excerpt from *Flight*. Pp. 52-63. Discussion of "Flight" and the circulation of indigenous cultural symbols.

Week 13

Contact, Indigenous Science and Sustainability

M 4/11 Read Celu Amberstone. From *Refugees*, pp. 63-77. The Wiki Project.

W 4/13 Read Simon Ortiz. From *Men on the Moon*. Pp. 85-99 and Gerald Vizenor. From *Darkness in St. Louis: Bearheart*. Pp. 161-121.

F 4/15 Read Archie Weller. From *Land of the Golden Clouds*. Pp. 131-143. Discussion of "From Land of the Golden Clouds" and the general appropriation of models of ecological action in indigenous SF.

Week 14

Native Apocalypse

M 4/18 Read: Sherman Alexie. "Distances." Pp. 143-149

W 4/20 Read William Sanders. "When this World Is All on Fire." Pp. 149-171

F 4/22 Read Zainab Amadahy. From *The Moons of Palmares*. Pp. 171-184. Discussion of "The Moons of Palmares" and the indigenous uses of apocalyptic discourses.

Week 15

BISKAABIYANG, "Returning to Ourselves."

Blog 4 Due on Indigenous SF

M 4/25 Read: Eden Robinson. "Terminal Avenue." Pp. 205-215.

W 4/27 Read Leslie Marmon Silko. From *Almanac of the Dead*. Pp. 215-232.

F 4/29 Read Stephen Graham Jones. From *The Bird is Gone: A Monograph Manifesto*. pp. 232-238. Discussion of "The Bird is Gone" and "survivance" as a new model for indigenous identity. **Wiki Project is Due.**

Second Possible Outline

Reading Schedule:

Section I: The Other, Culture Shock, and Integration in Classic Fantasy

Jan 20: *The Graveyard Book*, pp. 1-165 (Othering & culture shock, and their place in lit.)

Jan 27: *The Graveyard Book*, pp. 166-end (Cultural integration as key to the fantastic)

Section II: Antiheroes, Globalization, & Cultural Corruption in Cyberpunk

Feb 3: *Neuromancer*, Part 1 (The Hero and the Antihero in the fantastic)

Feb 10: *Neuromancer*, Part 2 (Worldwide cultural corruption in cyberpunk)

Feb 17: *Neuromancer*, Part 3 (Corporate globalization & personal alienation)

Section III: Modern Fantasy and the Appropriation of Russian Mythology

Feb 24: *Enchantment*, ch. 1-7 (Realistic fantasy & "gritty realism")

Mar 2: *Enchantment*, ch. 8-13 (Cultural appropriation & myth)

Mar 16: *Enchantment*, ch. 14-end (The westernization of nonwestern cultures)

Section IV: Space Opera, Afro-Sci-Fi, and Cultural Transformation

Mar 23: *Blue Remembered Earth*, ch. 1-8 (Afro-SF and the dream for better days)

Mar 30: *Blue Remembered Earth*, ch. 9-24 (The Panopticon and control of culture)

Apr 6: *Blue Remembered Earth*, ch. 25-end (Radical imagined cultures as apologia)

Section V: The Dystopian Allegory

Apr. 13: *District 9* (In class) (Dystopia and the corrupted self as a caution)

Section VI: Fantasy, Science Fiction, & the Digital LGBT Literary Insurgency

Apr: 20: *Diana Comet*, pp. 1-148 (Feminist & queer theory fundamentals)

Apr 27: *Diana Comet*, pp. 149-end (Fanfic, created culture, & digital LGBT spaces)

Option 3

Week	Author	Base Nationality	Text	Focus
1	Pratchett	Britain	Feet of Clay	Fantasy cliché as cultural analysis
2				Comic fantasy and the position of self in society
3				The impact of parody on the interpretation of history
4	Basu	India	The Simoqin Prophecies	Blending Eastern and Western cultures in fantasy
5				Eastern frameworks in popular culture
6				Interpreting the hero through a global lens
7	Taylor	America	Daughter of Smoke and Bone	Mythic traditions and cultural connections
8				Belief and social connotations
9				Deconstructing social norms
10	Pon	Taiwan	Silver Phoenix	Considering the tradition of fantasy and cultural connections
11				Eastern traditions and Western mindsets
12				Hero? Heroine? Gender and the protagonist
13	Sagara	Japanese-Canadian	Cast in Shadow	Language and the construction of society
14				Language and representations of the self

15				Urban fantasy as a cultural catalyst
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CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: MATH 125: College Algebra




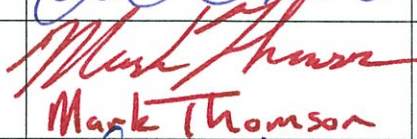
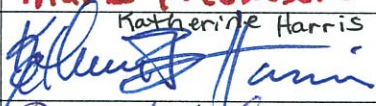
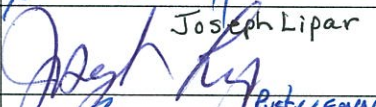
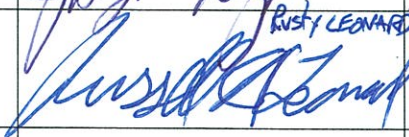
Initiating Individual: Holly Price

Initiating Department or Unit: Math

Contact Person's Name: Holly Price

Email: priceh@ferris.edu

Phone: x3884

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)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN	
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.								
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I-B: Deletion of a degree, major, concentration, or minor		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
II-B: Minor Curriculum Clean-up		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			
	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count					
Program Representative **	Holly Price 	10/17/17	15__ Support (10/17/17 meeting) 0__ Support with Concerns 0__ Not Support 0__ Abstain					
Department/School/Faculty Representative Vote **	Math Dept. 	10/17/17	15__ Support (10/17/17 meeting) 0__ Support with Concerns 0__ Not Support 0__ Abstain					
Department/School Administrator	Kirk Weller 	10/6/17	<input checked="" type="checkbox"/> Support __ Support with Concerns __ Not Support __ Abstain					
College Curriculum Committee/Faculty	 Mark Thomson	12/4/17	4__ Support __ Support with Concerns __ Not Support __ Abstain					
UCC Representative	Katherine Harris 	12/6/17	<input checked="" type="checkbox"/> Support __ Hold __ Not Support					
Dean	Joseph Lipar 	12/7/17	<input checked="" type="checkbox"/> Support __ Support with Concerns __ Not Support					
University Curriculum Committee **	 Rusty Leonard	01/29/18	__ 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)

College Algebra is an extremely common freshmen level course that F.S.U. currently lacks. Please note, MATH 115 is Intermediate Algebra which is not college level, in fact, many other schools consider it to be remedial or developmental. Additionally, the MI Transfer Agreement specifically excludes Intermediate Algebra from its options. In order for a student to satisfy MTA, they need either (1) (1) College Algebra, (2) Statistics, or (3) Quantitative Reasoning aka Liberal Arts Math. F.S.U. only has options 2 and 3.

The content of the course will be similar to that of other MI colleges and universities and the prerequisite would be MATH 114, MATH 115, or MATH 116 with a grade of C- or better. The course will be 4 credits, also typical with other schools. The course should satisfy the Quantitative Literacy competency for General Education. No additional library resources are needed for this course.

Please note:

The principal purpose of this proposal is to get the course in the catalog so that we can begin to adjust transfer equivalencies and be fully compliant with the MTA pathways. Also, you may be unaware that sometimes students who transfer to F.S.U. with College Algebra credit are misadvised to take Math 114, 115, 116, or 117 because the College Algebra class is coded as MATH 1 - Q.

Creating the course will not affect any course or program (i.e. checksheet). It will not replace any course. The Dept. intends to keep the Pre-Calculus course (MATH 130) because that is also an extremely common freshmen level course. Many colleges and universities offer both paths to Calculus. After the course is created, the following will be addressed:

- *Transfer equivalencies need to be updated.*
- *The SAT-Math score placement guide will be adjusted to include MATH 125.*
- *The CLEP and ACCUPLACER guides will be adjusted to include MATH 125. This will also benefit our students.*
 - *Currently, students who pass the CLEP College Algebra test only earn credit for MATH 115. We cannot give MATH 126 or MATH 130 credit to these students because those courses have Trigonometry included.*
 - *Additionally, an ACCUPLACER test for Intermediate Algebra (MATH 115) does not exist. The only ACCUPLACER tests for math are (1) Arithmetic, (2) Elementary Algebra, and (3) College Level Math (i.e. MATH 010, MATH 110, and MATH 126/130). That makes it difficult for a student to place out of MATH 115 unless they can also place out of MATH 126/130 (i.e. they are ready for Calculus).*
- *Another proposal may change the prerequisites for Calculus (MATH 216 and MATH 220.) Extensive consultations and checksheet revisions will be needed at this point. This may be included as part of a 'course clean up' proposal.*

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.: NA

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
MATH	125	College Algebra

B. Courses to be Deleted from FSU Catalog: NA

C. Existing Courses to be Modified: NA

D. Addition of existing FSU courses to program: NA

E. Removal of existing FSU courses from program: NA

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
C	10/17/17	FLITE	10/17/17 S. Garrison

5. Will External Accreditation be sought? ☐ Yes ☒ No

6. Is a PCAF required? ☐ Yes ☒ No

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

8. List all Checksheets affected by this proposal: NA

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: MATH 125 – College Algebra

CURRENT: NA	PROPOSED					
	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
	MATH	125	4	4	0	0
	Title: College Algebra					
	Credit Hours	Prerequisites			Co-requisites	
4	C- or better in MATH 114, MATH 115, or MATH 116 OR 24+ on the ACT-Math, OR 580+ on the SAT-Math			None		
	Course/Catalog Description (125 words):					
	<p><i>This college-level course continues the study of algebra from the material learned in Elementary and Intermediate Algebra. Topics include a more extensive look at solving linear and nonlinear equations and inequalities in one variable, graphs of circles, symmetry, functions (linear, polynomial, rational, exponential, and logarithmic), graphs of functions and their transformations, inverse functions, operations with functions, solving linear and nonlinear systems of equations and inequalities in two variables, sequences and summation notation. Applications will include the use of technology to determine regression models from bivariate data.</i></p>					
	Course Outcomes and Assessment Plan					
	<p>1) Use the concepts of functions. 2) Use the concepts of polynomial and rational expressions. 3) Use the concepts of exponential and logarithmic functions and expressions. 4) Use the concepts of systems in two variables including those with circles. 5) Use the concepts of sequences and summation. 6) Use technology to determine regression models for bivariate applications. Instructors will assess these outcomes using their choice of exams, assignments, presentations, and/or projects.</p>					
	Course Outline including Time Allocation					
	<p>Week 1-3:</p> <ul style="list-style-type: none"> Graphs of Equations in Two Variables Including Circles Review finding the equation of a line using $y=mx+b$ Solving Quadratic Equations Review rational and radical equations Solving Inequalities Modeling Variation Fitting Lines to Data (Use technology to determine linear regression models from data) <p>Week 4-6:</p> <ul style="list-style-type: none"> Functions Graphs of Functions Getting Information from the Graph of a Functions Average Rate of Change of a Function Linear Functions and Models Transformations of Functions Combining Functions One-to-One Functions and Their Inverses <p>Week 7-9:</p> <ul style="list-style-type: none"> Quadratic Functions and Models 					

	<ul style="list-style-type: none"> • <i>Polynomial Functions and Their Graphs (Definition of a polynomial and its zeros only)</i> • <i>Dividing Polynomials</i> • <i>Real Zeros of Polynomials (Descartes' Rule of Signs and the Upper/Lower Bounds Theorem optional)</i> • <i>Complex Zeros and the Fundamental Theorem of Algebra</i> • <i>Rational Functions</i> • <i>Fitting Polynomial Curves to Data</i> <p>Week 10-12:</p> <ul style="list-style-type: none"> • <i>Exponential Functions</i> • <i>The Natural Exponential Function</i> • <i>Logarithmic Functions</i> • <i>Laws of Logarithms</i> • <i>Exponential and Logarithmic Equations</i> • <i>Modeling with Exponential Functions (Exponential Growth and Radioactive Decay only)</i> • <i>Logarithmic Scales (pH Scale only)</i> • <i>Fitting Exponential and Power Curves to Data (Logistic Functions optional)</i> <p>Week 13-15:</p> <ul style="list-style-type: none"> • <i>Systems of Nonlinear Equations</i> • <i>Systems of Inequalities</i> • <i>Sequences and Summation Notation</i> • <i>Arithmetic Sequences</i> • <i>Geometric Sequences</i> • <i>The Binomial Theorem (If time permits)</i>
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- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]: NA
- B. College Code: AS - College of Arts & Sciences
- C. Department Code: MATH - Mathematics
- D. Credit Hours: 4 ☐ Variable ☒ Fixed
- E. Minimum Credit Hours: 4
- F. Maximum Credit Hours: 4
- G. Hours may be repeated for additional credit: ☒ No ☐ Yes
- 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
- K. Term(s) Offered: F/Sp/Su
- L. Max Section Enrollment: 30 Lecture: 30 Lab: NA

<p>To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code</p> <p><input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____</p>
--

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

<p>OFFICE OF THE REGISTRAR USE ONLY</p> <p>Date Rec'd: _____ Date Completed: _____</p> <p>Entered: <input type="checkbox"/> SCACRSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ</p>
--

Sylvia H Maixner

From: Holly R Price
Sent: Wednesday, January 3, 2018 9:55 AM
To: Rusty A Leonard
Cc: Sylvia H Maixner; Leonard R Johnson; Kirk E Weller; Holly R Price
Subject: RE: UCC Proposal 18-062, Math 125: College Algebra

Hello Rusty and Sylvia,

It will be easier to address your concerns in person so I would like to attend the meeting on Monday. I will be coming from class so forgive me if I arrive a few minutes late. I suspect Dr. Weller will attend as well.

Thank you,
Holly

From: Rusty A Leonard
Sent: Monday, January 01, 2018 1:57 PM
To: Holly R Price <HollyPrice@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>; Leonard R Johnson <LeonardJohnson@ferris.edu>
Subject: UCC Proposal 18-062, Math 125: College Algebra

Holly,

Many questions surfaced in the last RAM meeting, so I would like to invite you to the next RAM meeting on Monday, January 8th from 1-2 in CSS 307.

Please let Sylvia and I know if you plan to attend.

A few of the questions that arose were:

1. For MyDegree purposes, will MATH 125 be hidden?
2. Will MATH 125 actually be taught at FSU, or is it a phantom course only for transfer students?
3. How does the MTA play into this curriculum change?
4. In general, the RAM committee would like more details about transfer equivalency.

Best regards,

Rusty

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

18-063

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Correct APSC-BS checksheet with concentration

Initiating Individual: Amy Buse and Sandy Alspach

Initiating Department or Unit: MyDegree/AA and Humanities

Contact Person's Name: Amy Buse

Email: amybuse@ferris.edu

Phone: x5435

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)						
		PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.								
I-A: New Degree, major, concentration, minor, or redirection of a current offering		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B: Minor Curriculum Clean-up		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		PLEASE PRINT and SIGN YOUR NAME		DATE		VOTE/ACTION * Number Count		
Program Representative **	Amy Buse Stephanie Thomson	<i>Amy Buse</i> <i>S. Thomson</i>	10-31-17 10-31-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Department/School/Faculty Representative Vote **	<i>S. Thomson</i>	11/21/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain					
Department/School Administrator	<i>M. Hoot</i>	11/21/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain					
College Curriculum Committee/Faculty	<i>Mark Thomson</i> Mark Thomson	12/4/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain					
UCC Representative	<i>Katherine Harris</i> Katherine Harris	12/4/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support					
Dean	<i>Joseph Hipar</i> Joseph Hipar	12/2/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support					
University Curriculum Committee **	<i>Russ Leonard</i> Russ Leonard	12/14/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain					
Senate **	<i>Chapman</i> Chapman	1/9/18	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain					
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> 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)
To clean up the 2017-2018 checksheet for APSC-BS, they need to have a concentration in place of the directed communication electives. The classes being offered are not changing it is just being called concentration. The name of the new concentration will be "Communication Skills".

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.: Applied Speech Communication (APSC-BS)

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

C. Existing Courses to be Modified

Prefix	Number	Title
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

D. Addition of existing FSU courses to program

Prefix	Number	Title
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

E. Removal of existing FSU courses from program

Prefix	Number	Title
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

4. Summary of All Consultations

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

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
 Not doing any of those, adding a concentration without changing any courses.

8. List all Checksheets affected by this proposal:

College	Department	Program
Arts and Science	Humanities	Applied Speech Communication (APSC-BS)

ADMISSION REQUIREMENTS

New Students

- 2.5 high school GPA
- 17 ACT or 900-930 SAT
- Must demonstrate appropriate academic preparedness, maturity and seriousness of purpose.

Transfer Students

- Must have at least 12 credits with a minimum 2.0 overall GPA including an English and Mathematics course.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Required	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES		
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)		
COMM	Met in major	3
ENGL	150 English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL	250 English 2 (C- in ENGL 150)	3
CHOOSE ONE	ENGL 311 Advanced Technical Writing ENGL 321 Advanced Composition ENGL 323 Proposal Writing ENGL 325 Advanced Business Writing	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required		
MATH	115 Intermediate Algebra	3
<i>This requirement is waived if ACT Math subscore is ≥ 24.</i>		

TIER 2: DISTRIBUTION COMPETENCIES

NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab		
		Lab class
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines		
		(200+)
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines		
		Foundation
COMM	365 Intercultural Communication (COMM 105, or COMM 121/COMH 121, or COMM 221, with C or higher)	3 (200+)

TIER 3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY – 2 courses Required **		
	These courses are met in the major. Look in the major/core for course prefix marked with ☉	
PROBLEM SOLVING COMPETENCY – 2 courses Required **		
	These courses are met in the major. Look in the major/core for course prefix marked with ●	

* General Education Requirements - |“Diversity (both Global and U.S. Diversity)”and “Self and Society Foundation” requirements must be met either through Culture or Self and Society or other courses | must have a 200 level course in both Culture and Self and Society Courses. | The Self and Society Foundation course can be your 200+ course.

** Some courses include both Collaboration and Problem Solving attributes

Freshman Seminar Requirement, FSUS 100, or is satisfied by:

Applied Speech Communication - Bachelor of Science - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 54 Credits Required			
COMM	101	Intro to Communication Study	3
COMM	105	Interpersonal Communication	3
COMM	121	Fundamentals of Public Speaking	3
COMM	221	Small Group Decision Making	3
COMM	299	Theories of Human Communication (COMM 221, 105, 121 or COMH 121)	3
COMM	300	Research Methods in Comm. (COMM 299)	3
COMM	365	Intercultural Communication (COMM 105, or COMM 121/COMH 121, or COMM 221, with a C or higher)	3
COMM	380	Organizational Communication (COMM 105 or 221)	3
⊙●COMM	460	Communication Rights/Responsibilities (COMM 105 or 121 or COMH 121 or COMH 121)	3
COMM	493	Internship in Communication (instructor consent) (total 6 cr minimum to meet requirement)	6-8
⊙●COMM	499	Communication Senior Seminar (COMM 299 and 300)	3

DIRECTED COMMUNICATION ELECTIVES OR PUBLIC ADVOCACY CONCENTRATION

Choose either the Directed Communication Electives or the Public Advocacy Concentration (must be declared).

1) DIRECTED COMMUNICATION ELECTIVES – 18 Credits Required (these courses cannot overlap with the major, minimum 9 credits must be 300+; consult advisor for proper course selection)

COMM			
COMM			
COMM			
COMM	(300+)		
COMM	(300+)		
COMM	(300+)		

Notes:

2) PUBLIC ADVOCACY CONCENTRATION – 18 Credits Required

CHOOSE ONE	COMM 251 COMM 332	Argumentation and Debate (COMM 121 or COMH 121) Persuasive Thinking (COMM 121 or COMH 121)	3
COMM	333	Theories of Persuasion (COMM 121 or COMH 121)	3
COMM	340	Communicator as Public Advocate (COMM 121 or COMH 121)	3
COMM	421	Leadership and Communication (COMM 221)	3

ELECTIVES: Select 2 courses from the following: COMM315, COMM320, COMM366, COMM370, HIST259, HIST361, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341, SOCY345, SSCI425, MGMT492

			3
			3

Notes:

MINOR OR APPLICATION TO THE WORKPLACE

A student must have either declared an Approved Academic Minor OR have 18 credits of an approved Application to the Workplace

Notes: Either choice must be a minimum of 18 Credits, maximum 6 credits can overlap major, consult advisor for proper course selection. Minor GPA requirement must be met OR when Application to the Workplace concentration is declared, the courses within the concentration ARE used to calculate the cumulative 2.0 GPA requirement.

ELECTIVES to total 120 credits hours (40 credits at 300 or above)

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⊙ - Class with Collaboration attribute

● - Class with Problem Solving attribute

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- must have a 2.0 GPA In the Application to the Workplace Coursework
- earn a grade of "C" or higher for all COMM & ENGL courses



Applied Speech Communication - 120 Credits

Bachelor of Science (BS)

College of Arts and Sciences

PROPOSED CHECKSHEET

ADMISSION REQUIREMENTS

New Students

- 2.5 high school GPA
- 17 ACT or 900-930 SAT
- Must demonstrate appropriate academic preparedness, maturity and seriousness of purpose.

Transfer Students

- Must have at least 12 credits with a minimum 2.0 overall GPA including an English and Mathematics course.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Required	Course Title (Prerequisites shown in parenthesis)	Crs
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TIER 1: FOUNDATION COMPETENCIES

COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)

COMM	105	Interpersonal Communication	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL	250	English 2 (C- in ENGL 150)	3
CHOOSE ONE	ENGL 311 ENGL 321 ENGL 323 ENGL 325	Advanced Technical Writing Advanced Composition Proposal Writing Advanced Business Writing	3

QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required

CHOOSE ONE	MATH 115 MATH 117	Intermediate Algebra (or higher) Contemporary Mathematics (or higher)	3
		<i>This requirement is waived if ACT Math subscore is ≥ 24. (SAT SCORE ≥ 580)</i>	

TIER 2: DISTRIBUTION COMPETENCIES

NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab

			Lab class

CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines

			(200+)

SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines

			Foundation
CHOOSE ONE	COMM 365	Intercultural Communication (COMM 105, or COMM 121/COMH 121, or COMM 221, with C or higher)	3
	COMM 366	Tech and Prof Presentation (COMM 121 or COMH 121 or COMM 201)	(200+)

TIER 3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY – 2 courses Required **

		These courses are met in the major. Look in the major/core for course prefix marked with ☉	
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PROBLEM SOLVING COMPETENCY – 2 courses Required **

		These courses are met in the major. Look in the major/core for course prefix marked with ●	
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- * General Education Requirements - |“Diversity (both Global and U.S. Diversity)”and “Self and Society Foundation” requirements must be met either through Culture or Self and Society or other courses | must have a 200 level course in both Culture and Self and Society Courses. | The Self and Society Foundation course can be your 200+ course.

- ** Some courses include both Collaboration and Problem Solving attributes

Freshman Seminar Requirement, FSUS 100, or is satisfied by:

Applied Speech Communication - Bachelor of Science - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR CORE REQUIREMENTS – 54 Credits Required			
COMM	101	Intro to Communication Study	3
COMM	105	Interpersonal Communication (met in general education)	3
COMM	121	Fundamentals of Public Speaking	3
COMM	221	Small Group Decision Making	3
COMM	299	Theories of Human Communication (COMM 221, 105, 121 or COMH 121)	3
COMM	300	Research Methods in Comm. (COMM 299)	3
COMM	365	Intercultural Communication (COMM 105, or COMM 121/COMH 121, or COMM 221, with a C or higher)	3
COMM	380	Organizational Communication (COMM 105 or 221)	3
⊙⊙COMM	460	Communication Rights/Responsibilities (COMM 105 or 121 or COMM 121 or COMH 121) CHECK THIS	3
COMM	493	Internship in Communication (instructor consent) (total 6 cr minimum to meet requirement)	6-8
⊙⊙COMM	499	Communication Senior Seminar (COMM 299 and 300)	3

⊙ - Class with Collaboration attribute

● - Class with Problem Solving attribute

ONE CONCENTRATION IS REQUIRED
(Requires Advisor approval)
SELECT ONE CONCENTRATION FROM LIST BELOW
MUST BE 18 CREDITS OR MORE

Required	Course Title (Prerequisites shown in parenthesis)	Crs	Gr
PUBLIC ADVOCACY CONCENTRATION – 18 Credits Required			
CHOOSE ONE	COMM 251 COMM 332	Argumentation and Debate (COMM 121 or COMH 121) Persuasive Thinking (COMM 121 or COMH 121)	3
COMM	333	Theories of Persuasion (COMM 121 or COMH 121)	3
COMM	340	Communicator as Public Advocate (COMM 121 or COMH 121)	3
COMM	421	Leadership and Communication (COMM 221)	3
ELECTIVES: Select 2 courses from the following: COMM315, COMM320, COMM366, COMM370, HIST259, HIST361, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341, SOCY345, SSCI425, MGMT492			
			3
			3

Notes:

COMMUNICATION SKILLS CONCENTRATION – 18 Credits Required

COMM			
COMM			
COMM			
COMM	(300+)		
COMM	(300+)		
COMM	(300+)		

Notes:

MINOR OR APPLICATION TO THE WORKPLACE

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Notes: Either choice must be a minimum of 18 Credits, maximum 6 credits can overlap major core, consult advisor for proper course selection.

Minor GPA requirement must be met OR when Application to the Workplace concentration is declared, the courses within the concentration ARE used to calculate the cumulative 2.0 GPA requirement.

ELECTIVES to total 120 credits hours (40 credits at 300 or above)

Applied Speech Communication - Bachelor of Science - 120 Credits

ADDITIONAL GRADUATION REQUIREMENTS

Students must

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- earn a grade of "C" or higher for all COMM & ENGL courses