Academic Senate
Agenda
Tuesday, October 2, 2018
UCB 202A

10:00 AM: Business Session

1. Call to Order and Roll Call

2. Approval of Minutes: September 4, 2018

3. Open Forum: items of importance to the Academic Senate

4. Reports
   A. Senate President – Sandy Alspach
   B. Senate Vice President – Charles Bacon
   C. Senate Secretary – Melinda Isler

5. Senate Standing and Task Force Committee Reports
   A. University Curriculum Committee (Information) – Rusty Leonard (Chair)
      (See Form A's in packet)

      https://ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/univcurrcomm/homepage.htm

      1) 18-055 Early Childhood Education Curriculum Clean up
      2) 18-057 EDUC 303 Curriculum Clean up
      3) 18-060 MGMT 301 Outcome Update
      4) 18-064 Addition of MGMT 360 and AMGT 303 Option to HSET Degree

   B. Academic Program Review Council – Gary Todd (Chair)
   C. Data-Driven Decision-Making Task Force – Kemi Fadayomi, Mark Thomson (Co-chairs)

6. Old Business: requiring Senate action

7. New Business: requiring Senate action
   A. University Curriculum Committee (Action) – Rusty Leonard (Chair)
      (Full Proposals are attached)
      1) 18-100 Interdisciplinary Liberal Arts Degree
      2) 18-102: EliminateProgram - Nursing - Accelerated Track

11:00 AM: Information Session
Recognition of Outstanding Athletic Accomplishments
Athletic Advisory Council – Catherine Archer (Chair)
A. 45 Ferris student-athletes earned GLIAC All-Academic and All-Academic Excellence Team honors
B. Men's Tennis: Coach Daniel Hangstefer; Steward Sell received GLIAC Commissioners' Award
C. Track and Field: Coaches Jared Kelsh and Jerry Levine; Cody Stilwell received GLIAC Commissioners' Award
D. Men's Golf: Coach Kyle Wittenbach; Andrew Hammett reached national quarterfinals

1. Announcements
   A. President David Eisler
   B. Provost Paul Blake

2. University Committees and Other Reports
   A. General Education – Victor Piercey (Director of General Education)
   B. Student Government – President Bobby Gill
   C. Student Participation – Heidi Wisby
   D. Student Conduct "Course": Nick Campau

3. [eta 11:15] "Conversation with the Senate" – Amy Greene (EIO)
   E-Learning at Ferris State University

4. [eta 11:45] Open Forum: items of interest to the University community
   A. Greetings from FSU Emeriti Association President Doug Haneline: memorial to Emeriti
   B. Comments and Announcements
      (by prior arrangement)

5. Adjournment to 10:00 AM, Tuesday, November 6, 2018

Members in Attendance: Aslakson, Alspach, Axford, Bacon, Bajor, Baran, Berghoef, Bright, Calkins, Dawson, Daubert, Desmond, Drake, Emerick, Epps. Fadayomi, Foulk, Gray, Hanna, Herrington, Inabinett, Isler, Johnson, Lotoczky, Moore, Rumpf, Shimko, Smith, Swinkunis, Thomson, Todd, Weaver, Waters, Wolfer, Wyss, Zube, Zyla,
 Members absent with cause:
Members absent:
Ex-Officio and Guests: Bentley, Buse, Campbell, Damari, Eisler, Franklund, Garrison, Gibbs, Greene, Haik, Hall, Hawkins, Johnson M., Leonard, Martin, McKean, Mudel, Nicol, Piercey, Pilgrim, Postema, Zimmerman

1.	President Alspach called the meeting to order at 10:05 a.m.
2.	**Approval of Minutes. **** Senator Zyla moved to approve the minutes. Senator Baran seconded. Senator Bajor was recognized to state his disagreement with the minutes as inaccurate. A line had a senator referring to the digital forensics program as "a program too overburdened for APR" when in fact this program had completed APRE, received ABET accreditation and was unfairly maligned. This lead to questions as to why APR demanded such stringent reporting from programs which had multiple outside accreditation. The CIIT program which had petitioned for a delay in review had been denied despite multiple staff illnesses. He asked to have that line stricken from the minutes. Senator Moore asked why these programs could not be done through the accrediated process. Parlimentarian Epps noted that if the statement occurred, it could not be stricken. It could be annotated. Secretary Isler said she would work to create an annotated minutes reflecting the comments made at this meeting. Senator Moore had some additional errors which were submitted to Secretary Isler. President Alspach encouraged senators with corrections to send them to Secretary Isler in advance of the meeting. The motion passed by a voice vote.
3.	**Open Forum** Senator Epps passed out handouts from SPARC (Strategic Planning and Resources Council) about their planning process and a list of data resources. She encouraged senators to attend a forum on the process from 11:00-12:30 p.m about the process. Senator Fadayomi asked that an invitation be sent out.
4.	**Officer Reports/ President Report** President Alspach presented the plaque to outgoing President Charles Bacon (it was not ready at the April meeting from the previous year). She thanked him for his service and continuing dedication to the Academic Senate and its role at Ferris State University. She said that a survey about the new retreat format would be coming out and she encouraged all who attended the retreat to respond. She noted that there were also changes to the model of how the monthly meetings would operate. Vice-President Bacon stated that committee preference forms would be coming out soon and encouraged all Senators to apply. Senators are required to serve on a committee. Secretary Isler reported that the Senate is happy to welcome the new Administrative Assistant Joyce Mudel who was starting full time that day. She noted that because the Senate laptop which has not yet been retrieved from IT for her, contained the clicker software drive so for this meeting voice votes would be training. Clickers will be used at the next meeting. She also said she was looking for volunteers for the Rules Committee which makes changes to the Charter. If anyone has issues, or wishes to serve on this committee please contact her directly.
5.	**Senate Committee Reports**

	Gary Todd noted that he Academic Program Review reports would be coming in beginning on September 17th and the committee was working on modifying the structure and timeline of the group. . Senator Fadayomi reported that the Data Driven Task Force was meeting and working.
6a.	**University Curriculum Manual- Process Changes.** Senator Calkins moved to approve the process changes. Senator Thomson seconded. UCC Chair Rusty Leonard presented on suggested changes to both forms and the process for the curriculum proposal process. A subgroup called RAM (Registrar, Academic Affairs and MyDegree, and UCC chair) would assist in funneling proposals and sending out appropriate consultation forms earlier in the process. This will lead to efficiencies in getting proposals through faster. It will also help with new checksheet creation. Senator Moore asked what happens when things are not approved? Where does it go? Leonard said this will help to fix those issues before it comes up to the UCC. Senator Thomson asked if it were possible for a proposal to go through RAM without having departmental approval? And go to Form B consultations first? Leonard said yes but usually these proposals would have been discussed as a program. Senator Foulk noted that the Form G was using old wording for the Diversity section- it should include race, ethnicity and gender. General Education Chair Victor Piercey said that form would be corrected. Senator Todd suggested instead of saying tracdat, use the term assessment tracking as names do change. Gray asked if there was a limit as to how long a proposal could stay at RAM before moving on to departments? Rusty said usually a week. Gray pointed out that could take longer if involved consultation forms from committees that do not meet that often. Some forms such as the Form C will no longer be mandatory. Motion approved by a voice vote. Chair Leonard encouraged Senators and faculty to sign up for the workshop on the new process which will be held in FLITE on September 12th.
7a	**Announcements / Campus and Committee Reports.** President Alspach noted the Conversation with the Senate concerning university budgets had been moved to December 2018. The emeriti memorial had been moved to October President Eisler reported briefly that Ferris State University had returned to the Wall Street Journal rankins. He continues to work with Lansing on the Marshall plan and believes Governor Snyder intends to appoint more trustees before the end of his term. Because of legislation the Board now receives quarterly reports on Title IX complaints. He encouraged all to attend and participate in Homecoming on September 28th. Provost Blake was not present. Chief IT officer Jake Martin spoke about the student migration process from gmail to Outlook. It has been delayed and will be occurring over the semester break. Any questions about this process should go to TAC. This migration will greatly reduce problems with student emails going into spam folders. Students will keep the same email address. Buse asked if this would also include a migration of emeriti email? Martin said yes. Student Government President Bobby Gill introduced himself and talked about how Student Government would be focusing on philanthropy and social justice issues. Greg Zimmerman spoke of the passing of faculty Margaret Wan after a 2 year battle with pancreatic cancer. She loved to travel and lived life to the fullest. A moment of silence was observed.
8.	The meeting was adjourned at 11:25 a.m.

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Early Childhood Education Curriculum Clean-up
Initiating Individual: Colleen Myers, Niccole Erickson   Initiating Department or Unit: School Of Education
Department of Early Childhood
Contact Person's Name: Colleen Myers   Email: colleenmyers@ferris.edu   Phone: 591-2392

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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Colleen Myers	10-16-17	✓ Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Vanessa Wyss	10-16.17	✓ Support 9-0 __ Support with Concerns __ Not Support __ Abstain
Department/School Administrator	Liza Ing	10-16-17	✓ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Timothy Ekun	11/8/17	✓ Support __ Support with Concerns __ Not Support 3-0 __ Abstain
UCC Representative			__ Support __ Hold __ Not Support
Dean		11/20/17	✓ Support __ Support with Concerns __ Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

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

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
    Faculty members who teach early childhood education courses within the School of Education are proposing a minor curriculum clean-up for the Early Childhood Education A.A.S., Early Childhood Education B.S., and Elementary Education Z.S. Endorsement effective August 2018, prior to the start of the 2018-2019 academic year. The purpose of this proposal is to update courses that are currently outdated and contain information that is no longer relevant to the field of early childhood. We are also proposing to delete several courses that are not necessary and design new courses to align with recommendations and requirements set forth by the National Association for the Education of Young Children and the Council for the Accreditation of Educator Preparation. The most significant changes will be developing (1) the practicum course for the associate-level degree to become one semester of part-time commitment consisting of six credit hours of practicum and coursework in an effort to create a more seamless and holistic field experience in completion of the associate degree and the (2) internship course for the bachelor-level degree to become one semester of full-time commitment consisting of twelve credit hours of practicum and coursework in an effort to create a more practical capstone experience that reflects the School of Education's idea of student-teaching. Additional significant changes include (1) the creation of an introductory course, (2) the creation of an observation and documentation course, (3) the creation of an ethics course, (4) the creation of an assessment course, and (5) modifications to other course titles and descriptions in an effort to provide more detailed accuracy upon first glance.

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.: Early Childhood Education, A.A.S. and B.S.

3. Summary of All Course Action Required:

    A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
EDCD	101	Introduction to Early Childhood Education
EDCD	112	Theories of Child Development
EDCD	115	Observation and Documentation of Young Children
EDCD	206	Ethical Practices in Early Childhood
EDCD	295	Early Childhood Education Practicum
EDCD	425	Assessment-Driven Lesson Planning in Early Childhood
EDCD	495	Early Childhood Education Internship

    B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
EDCD	104	Child Development Practicum
EDCD	105	Child Development Leadership
EDCD	110	Child Development 1
EDCD	111	Child Development 2
EDCD	205	Computer Applications for Children
EDCD	291	Child Development Internship
EDCD	298	Internship Seminar
EDCD	299	Professional Assessment
EDCD	420	Advanced Children's Activities
EDCD	491	Early Childhood Education Internship
EDCD	499	ECE Capstone Assessment Internship

    C. Existing Courses to be Modified

Prefix	Number	Title
EDCD	160	Education of Children
EDCD	210	Infant Toddler Environment Curriculum
EDCD	211	Children's Activities
EDCD	285	Child Development Internship Orientation
EDCD	487	Orientation to Internship

    D. Addition of existing FSU courses to program

Prefix	Number	Title

E. Removal of existing FSU courses from program
Prefix   Number   Title

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)   Date Sent   Responding Department   Date Received & By Whom

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.

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
COEHS	School of Education	Early Childhood Education, A.A.S.
COEHS	School of Education	Early Childhood Education, B.S.
COEHS	School of Education	Early Childhood Z.S. Endorsement

Form A
Effective Fall 2016

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: EDUC 303

Initiating Individual: Virginia Hines   Initiating Department or Unit: School of Education

Contact Person's Name: Virginia Hines   Email: VirginiaHines@ferris.edu   Phone: 231-591-3054

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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	*Virginia Hines* Virginia Hines	10-16-17	✓ Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School/Faculty Representative Vote **	*Vanessa Wyss* Vanessa Wyss	10-16-17	✓ Support 9 - 0 ___ Support with Concerns ___ Not Support ___ Abstain
Department/School Administrator	*Liza Ing* Liza Ing	10-16-17	✓ Support ___ Support with Concerns ___ Not Support ___ Abstain
College Curriculum Committee/Faculty	*Timothy M Eklin* T. EKLIN	11-21-17	✓ Support ___ Support with Concerns ___ Not Support 3-0 ___ Abstain
UCC Representative			___ Support ___ Hold ___ Not Support
Dean	*Arrick Jackson*	11-28-17	✓ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee **			___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Senate **			___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Academic Affairs			___ Support ___ Hold ___ Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
** Number Count must be given for all members present and/or voting

To be completed by Academic Affairs   Date of Implementation: _____

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

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
Change EDUC 303 from being a Level II course to a Level I course. This course does not require the additional requirements of the Level II process. Prerequisites ENGL 250 and EDUC 101

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.: All teacher education programs at undergraduate level.

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
EDUC	303	School, Work, and Society

   D. Addition of existing FSU courses to program

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

   E. Removal of existing FSU courses from program

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

4. Summary of All Consultations

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

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

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

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

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

8. List all Checksheets affected by this proposal:

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

18-060

Fast Track Form

Proposal Number: (Assigned by UCC)
Proposed title: *Leave blank – will be assigned by UCC*

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

College: BU - College of Business   **Department:** MGMT - Management
Program(s): _____
Initiating Individual: Jennifer Dirmeyer

Contact Person's Name: Jennifer Dirmeyer **Phone:** 231-591-3147

1. Proposal Summary: Update Outcomes

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

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action
MGMT	301	Applied Management	Modify existing course
			Choose an item.
			Choose an item.

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

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

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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Initiating Individual	*[signature]*	9-11-18	
Department/Program Faculty **	*[signature]* Gayle S. Lopez	11·21·17	4 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			After review, proposal is sent concurrently to Dept/School Admin, CCC, & Dean
Department/School Administrator	*[signature]* Gayle S. Lopez	11·21·17	X Support __ Not Support
College Curriculum Committee	GERALD EMERICK *[signature]*	12/6/17	6 Support __ Support with Concerns __ Not Support __ Abstain
Dean	*[signature]*	9/11/18	For information only
University Curriculum Committee			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate			For information only
Academic Affairs			__ Approve __ Not Approved

Date of Implementation_____ *(To be completed by Academic Affairs)*

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Addition of MGMT 350 and AMGT 303 Option to HSET Degree
Initiating Individual: Daniel Meyers   Initiating Department or Unit: Heavy Equipment
Contact Person's Name: Daniel Meyers   Email: danielmeyers@ferris.edu   Phone: (231) 591-2833

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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Dan Meyers Dan Meyers	4/4/2018	4 Support 4/4 0 Support with Concerns 0 Not Support 0 Abstain
Department/School/Faculty Representative Vote **	*(signature)*	4/6/2018	6 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	*(signature)*	4/6/2018	1 Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	David Murray	4/10/2018	8 Support __ Support with Concerns __ Not Support __ Abstain
UCC Representative	*(signature)*	4/26/18	__ Support __ Hold __ Not Support
Dean	*(signature)*	4/16/18	1 Support __ Support with Concerns __ Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

* Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale.
** Number Count <u>must</u> be given for all members present and/or voting.
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 addition of MGMT 350 to the directed elective list for the Heavy Equipment Service Engineering Technology degree is being requested. MGMT 350 would provide another 300-level management course option for Heavy Equipment students to accompany MGMT 301. MGMT 350 is also a part of the Fleet Management minor and certificate.

   Additionally, we would like to add AMGT 303 as an option for Heavy Equipment Service Engineering students to replace the existing requirement of ACCT 201. Much like ACCT 201, AMGT 303 focuses on accounting principles while going one step further through application into automotive and heavy equipment industry-related scenarios. ACCT 201 will remain as an OR option with AMGT 303.

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.: Heavy Equipment Service Engineering Technology

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
AMGT	303	Automotive Accounting
MGMT	350	Management Metrics & Decision Making

   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	10/25/2017	Management Department	Gayle Lopez 10/31/2017
Form B	10/25/2017	Automotive Management	Gary Maike 10/27/2017
Form B	1/25/2018	Accounting Department	Lawrence Bajor 2/5/2018

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 Engineering Technology	School of Automotive and Heavy Equipment	Heavy Service Engineering Technology

electronic vote 3/19/18

18-100   MAR 1 4 2018
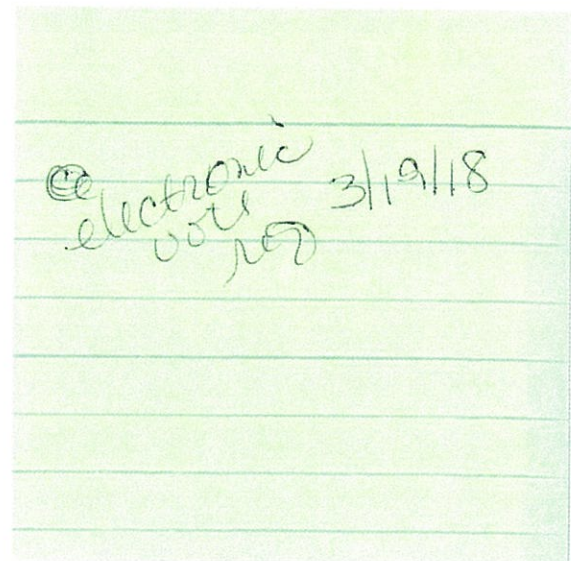
CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Interdisciplinary Liberal Arts Degree (ILA)

Initiating Individuals: Debra Courtright-Nash   Initiating Department or Unit: College of Arts & Sciences

Contact Person's Name: Click here to enter text.   Email: DebraCourtright-Nash@ferris.edu   Phone: 591-2532

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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Melissa Smith, ELWL Curriculum Committee *(signature)*	1/16/18	9 x_ Support 0_ Support with Concerns 0_ Not Support 0_ Abstain
Department/School/Faculty Representative Vote **	Jody L. Ollenquist, ELWL Dept. Chair *(signature)*	1/15/18	_18_ Support _1_ Support with Concerns ✓ see attached ballot _0_ Not Support _0_ Abstain
Department/School Administrator	Jody L. Ollenquist, ELWL Dept. Chair *(signature)*	1/15/18	_x_ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	*(signature)* Mark Thomson	4/18/18	5 Support 1 Support with Concerns 0 Not Support 0 Abstain
UCC Representative	*(signature)*	4/26/18	✓ Support __ Hold __ Not Support
Dean	*(signature)* Joseph Lipar	4/27/18	✓ Support __ Support with Concerns __ Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

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

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

To be completed by Academic Affairs   Date of Implementation: _____

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Liberal Arts (LIAR) Associate Degree Revision)

Initiating Individuals: Debra Courtright-Nash   Initiating Department or Unit: College of Arts & Sciences

Contact Person's Name: Click here to enter text.   Email: DebraCourtright-Nash@ferris.edu   Phone:
591-2532

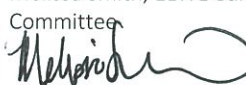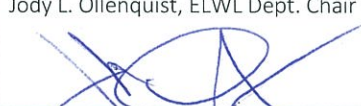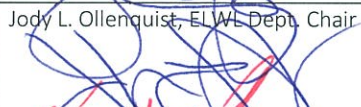| NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.		FORM (checkboxes indicate typically required forms specific to the curricular action)					
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.	PCAF Link	A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

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Melissa Smith, ELWL Curriculum Committee		_7_ Support __ Support with Concerns __ Not Support __ Abstain
Department/School/Faculty Representative Vote **	Jody L. Ollenquist, ELWL Dept. Chair		_18_ Support _1_ Support with Concerns _0_ Not Support _0_ Abstain
Department/School Administrator	Jody L. Ollenquist, ELWL Dept. Chair		_x_ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty			__ Support __ Support with Concerns __ Not Support __ Abstain
UCC Representative			__ Support __ Hold __ Not Support
Dean			__ Support __ Support with Concerns __ Not Support
University Curriculum Committee **			__ Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

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

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

To be completed by Academic Affairs   Date of Implementation: _____

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

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

This proposal for a revision to the Liberal Arts (LIAR) Associates major was prompted by the need to meet state requirements for TIP funding and need to improve marketing of the degree. Currently, the "old" Liberal Arts degree check-sheet consists of Gen Ed requirements and then all free electives, which prevents students from receiving TIP funding, since the state mandates that courses be written on the degree check-sheet. The changes will offer students clearer direction and will guarantee interdisciplinary experiences.

To ensure that the degree accurately reflects the current Liberal Arts program courses, assists with job placement, and provides a seamless transition to a four-year degree, we took a three- pronged approach: First, we collected data on the courses most frequently taken by students in LIAR in the past 3 academic years. Second, we correlated all Global Consciousness and Race Ethnicity and Gender Awareness Gen Ed courses that also met one other Gen Ed requirement; these form the basis of the Liberal Arts Requirements of the degree. Third, we compiled all courses offered by the College of Arts and Sciences that would allow students to matriculate from the Associates Degree most easily into most of the majors and minors offered by the College of Arts and Sciences, if they decide to return for an additional degree. These courses are listed under the Interdisciplinary Focus requirements. Most courses are from the College of Arts and Sciences (CAS), the few courses from other colleges are courses necessary to at least two or more CAS programs. Students may try various disciplines within the liberal arts and design a program that will suit their future career needs. Thus, including "Interdisciplinary" in the title of the major is more descriptive the nature of the degree.

These courses provide students with a broad-based education, allow them to explore a variety of academic interests, and may lead them to a career path or four-year degree.

The added benefit of the degree requirements is that every required course either satisfies a General Education credit or is used in a minor or major offered by the College of Arts and Sciences, so that almost every credit will count in the future if students choose to continue in any four-year degree at Ferris State University, particularly the degrees that LIAR students have historically chosen.

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

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

☐ New   ☒ Modification   ☐ Deletion

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

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
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
AFAM 107	Intro African American Studies	
ANTH 121	Intro Physical Anthropology	
ANTH 122	Intro Cultural Anthropology	
ARTH 110	Prehistoric thru Middle Ages	
ARTH 111	Renaissance thru 20th Century	
ARTH 203	African American Art History	
ARTH 250	Greek & Roman Art/Archaeology	
ARTS 101	Basic Art	
ARTS 102	Intermediate Art	
ARTS 130	Experiments in Painting	
ARTS 220	3D Design/Beg. Sculpture	
ASTR 120	The Stellar System	
ASTR 130	The Solar System	
BIOL 101	Genetics Human Aspects	
BIOL 103	Biological Concepts	

BIOL 111	Environmental Biology
BIOL 116	Nature Study
BIOL 121	General Biology 1
BIOL 205	Human Anatomy Physiology
BIOL 218	Microbial Ecology
BIOL 272	Marine Biology
BIOL 286	General Microbiology
CHEM 103	Preparatory Chemistry
CHEM 114	Intro to General Chemistry
CHEM 121	General Chemistry 1
CHEM 121	General Chemistry 1
CHEM 122	General Chemistry 2
CHEM 140	Orient to Industrial Chem Tech
CHEM 145	Safety The Chemical Lab
CHEM 207	Science and Crime
COMM 101	Intro to Communication Study
COMM 105	Interpersonal Communication
COMM 121	Fundamentals-Public Speaking
COMM 221	Small Group Decision Making
COMM 251	Argumentation and Debate
COMM 299	Theories Human Communication
CPSC 130	Programming Problem Solving
CPSC 200	Object Oriented Programming
DSGN 100	Design Foundations
DSGN 224	Web Design and Planning
ECON 221	Principles of Macroeconomics
ECON 222	Principles of Microeconomics
ENGL 222	Intro to Creative Writing
ENGL 280	Special Topics in Tech Comm
FILM 222	Intro to Film:History-Analysis
FILM 253	American Movies
FREN 101	Beginning French 1
FREN 102	Beginning French 2
FREN 201	Intermediate French 1
FREN 202	Intermediate French 2
FREN 280	Literature of French World
FREN 301	Advanced French 1
FREN 302	Advanced French 2
GEOG 100	Geography of World Regions
GEOG 111	Geography of Phys Environment
GEOG 112	Cultural Geography
GEOG 121	Weather and Climate
GEOG 201	Geography of US and Canada
GEOG 202	Geog Latin America Africa Asia
GEOG 241	Map Analysis Interpretation
GEOL 121	Physical Geology
GEOL 221	History of the Earth
GERM 101	Beginning German 1
GERM 102	Beginning German 2
GERM 201	Intermediate German 1
GERM 202	Intermediate German 2
HIST 121	US History to 1877
HIST 201	African American History
HIST 211	World Civilizations to 1400
HIST 212	World Civilizations since 1400
HIST 230	Michigan History
HIST 251	Racism and Science
HIST 257	Terrorism in the Modern World
HIST 258	Greece and Rome
HIST 259	Women in Activism Global Persp
HIST 276	History of Science Technology

HIST 277	American Business History
HIST 285	History of Sports
HUMN 100	Intro to the Humanities
HUMN 101	Classical and Medieval Period
HUMN 102	Renaissance to 20th Century
HUMN 202	African Amer Cult Expression
HUMN 230	Women the Arts and Society
HUMN 240	Popular Culture
JRNL 121	Writing for Mass Media
JRNL 222	Reporting
JRNL 251	Understanding Mass Media
LANG 100	Italian for Business Travel
LANG 103	Russian for Business Travel
LANG 105	Chinese for Business Travel
LANG 107	Japanese for Business Travel
LITR 170	Intro to Women's Literature
LITR 202	Black Literature
LITR 203	Intro African Literature
LITR 204	Native American Literature
LITR 231	Poetry
LITR 233	Science Fiction and Fantasy
LITR 241	Intro to World Short Fiction
LITR 242	American Popular Literature
LITR 243	Literature and Film
LITR 250	Practical Criticism
LITR 251	World Drama
LITR 261	World Novels
LITR 280	Intro American Folkore
LITR 286	Justice in Literature
MATH 220	Analytical Geometry Calculus 1
MATH 230	Analytical Geometry Calculus 2
MATH 251	Stats for the Life Sciences
MUSI 121	Fundamentals of Music
MUSI 160	Symphony Band
MUSI 201	Beginning Class Piano
MUSI 221	Music Appreciation
MUSI 228	American Pop Music Since 1900
MUSI 232	Music and Culture
MUSI 236	Music in Film
MUSI 251	Concert Choir
MUSI 262	Concert Band
MUSI 271	Chamber Orchestra
MUSI 272	Chamber Music
MUSI 273	Music Private Lesson Practicum
MUSI 280	Jazz Ensemble
PHIL 115	Introduction to Philosophy
PHIL 120	The Good Life
PHIL 203	Ancient Through Medieval
PHIL 204	Modern Philosophy
PHIL 216	Introduction to Ethics
PHIL 217	Introduction to Logic
PHIL 218	Philosophy of Sex and Love
PHIL 220	Ethics in Health Care
PHSC 110	Inquiry into the Earth System
PHSC 115	Inquiry into Physical Science
PHYS 130	Concepts in Physics
PHYS 211	Introductory Physics 1
PLSC 121	Amer Gov 1People and Politics
PLSC 122	Amer Gov 2-Policy Making
PLSC 221	American Political Parties
PLSC 225	Govt Processes-Procedures

PLSC 245	Grt Decisions in U.S. Frgn Pol
PLSC 251	Public Administration
PSYC 150	Introduction to Psychology
PSYC 210	Statistics for PSYC Sciences
PSYC 226	Lifespan of Human Development
PSYC 241	PSYC Exceptional Children
PSYC 280	Psych Research Methods Design
RELG 215	Comparative Religions
SOCY 121	Introductory Sociology
SOCY 122	Social Problems
SOCY 141	The American Community
SOCY 225	Marriage and the Family
SOCY 230	Gender Roles in Society
SOCY 242	Sociology of Deviant Behavior
SOCY 270	Sociological Theory
SOCY 271	Sociological Meth/Qualitative
SPAN 101	Beginning Spanish 1
SPAN 102	Beginning Spanish 2
SPAN 201	Intermediate Spanish 1
SPAN 202	Intermediate Spanish 2
SPAN 301	Advanced Spanish 1
SPAN 302	Advanced Spanish 2
THTR 215	Introduction to Theatre
THTR 219	Beginning Technical Theatre
THTR 222	Acting
THTR 224	Theatre Practicum
WGST 105	Intro to Women's Studies

J. Removal of existing FSU courses from program
Prefix   Number   Title

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)   Date Sent   Responding Department   Date Received & By Whom

Form B; Form C   March 15, 2018   Biological Sciences, Physical Sciences, Humanities, Social & Behavioral Sciences, Marketing, Management, Mathematics; FLITE

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

8. List all Checksheets affected by this proposal:

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

Student Learning Outcomes:

Global Issues Course and Diversity Awareness Course

Identify the differences and similarities that compose multiple identities and contribute to an increasingly diverse world, including culture, language, religion, and gender as well as our common humanity (borrowed strongly from http://unesdoc.unesco.org/images/0023/002329/232993e.pdf)

B. Interdisciplinary Courses and Focus

- Analyze and evaluate quantitative or qualitative information within the conventions of his or her own Interdisciplinary Focus Area
    - Communication: *Students will collect, assess, synthesize, and organize information or data and integrate that material into written, oral, or non-verbal communication that makes the appropriate contribution to a situation or discussion.*
    - Culture and Expression: *Students will be able to demonstrate an increased ability to interpret cultural works and practices, including but not limited to art, music, literature, language, history, philosophy and religion, as part of a broader culture and justify those interpretations with an understanding of the interpretive process.*
    - Problem Solving and Calculation: *Students analyze information presented in multiple mathematical forms.*
    - Visual and Performing Arts: *Students will be able to develop justify and improve value distinctions (including aesthetic and ethical) in perception, craft and/or life choices.*
    - Languages: *Students will be able to demonstrate cultural competency by explaining the major issues in the culture of a specific language speaking group (would use Cultural Understanding data from Spanish and French program outcomes at the 200 level and request data from Language 100 courses). May be replaced by wording from Diversity Gen Ed, once they are completed.*
    - Human Behavior and Social Sciences: *Students critically analyze the effects of various social contexts on the behavior of individuals.*
    - Natural Sciences: *Students correctly apply, analyze, or evaluate information using discipline-specific facts and concepts.*

- Apply the disciplinary methods, procedures, or techniques of their Interdisciplinary Focus Area to investigating, integrating, and utilizing knowledge.
    - Communication: *Students will apply a variety of communication strategies to effectively adapt their writing, oral, and non-verbal communication to meet the needs of diverse audiences and situations.*
    - Culture and Expression: *Students will be able to develop justify and improve value distinctions (including aesthetic and ethical) in perception, craft and/or life choices.*
    - Problem Solving and Calculation: *Students apply quantitative approaches within contexts to solve problems and draw plausible conclusions.*
    - Visual and Performing Arts: *Students will be able to explain the processes contexts and motivations behind the production of cultural works and practices, and when appropriate be able to participate in their creation.*
    - Languages: *Students will be able to employ oral, written, aural, and/or reading skills to communicate in a language (would use Language Fluency data from Spanish and French program outcomes at the 200 level and request data from Language 100 courses). May be replaced by wording from Diversity Gen Ed, once they are completed.*
    - Human Behavior and Social Sciences: *Students assess the potential impact of political, economic, and social policy decisions on individuals and society.*
    - Natural Sciences: *Given a problem, students formulate a potential solution or hypothesis and design a valid experiment to test it.*

Outcomes Assessment Methods

Data for assessing Interdisciplinary Courses and Interdisciplinary Focus program outcomes will be drawn from Exit Interviews/Surveys and from assessment data from the following Gen Ed outcomes:

A. Communication

- **COM1: Communication Strategies** – Students will apply a variety of communication strategies to effectively adapt their writing, oral, and non-verbal communication to meet the needs of diverse audiences and situations.

- **COM2: Use of Information** – Students will collect, assess, synthesize, and organize information or data and integrate that material into written, oral, or non-verbal communication that makes the appropriate contribution to a situation or discussion.

B. Culture and Expression

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

- **CUL3: Analysis** – Students will be able to develop justify and improve value distinctions (including aesthetic and ethical) in perception, craft and/or life choices.

C. Problem Solving and Calculation

- **QNT2: Analyze information** – Students analyze information presented in multiple mathematical forms.
- **QNT3: Apply approaches** – Students apply quantitative approaches within contexts to solve problems and draw plausible conclusions.

D. Visual and Performing Arts

- **CUL3: Analysis** – Students will be able to develop justify and improve value distinctions (including aesthetic and ethical) in perception, craft and/or life choices.

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

E. Languages

One of these may be replaced by wording from Diversity Gen Ed, once they are completed:

- Students will be able to employ oral, written, aural, and/or reading skills to communicate in a language (would use Language Fluency data from Spanish and French program outcomes at the 200 level and request data from Language 100 courses)
- Students will be able to demonstrate cultural competency by explaining the major issues in the culture of a specific language speaking group (would use Cultural Understanding data from Spanish and French program outcomes at the 200 level and request data from Language 100 courses)

F. Human Behavior and Social Sciences

- **SOC1: Individuals** – Students critically analyze the effects of various social contexts on the behavior of individuals.
- **SOC3: Influences** – Students assess the potential impact of political, economic, and social policy decisions on individuals and society.

G. Natural Sciences

- **SCI1: Utilize concepts** – Students correctly apply, analyze, or evaluate information using discipline-specific facts and concepts.

- **SCI2: Design experiments** – Given a problem, students formulate a potential solution or hypothesis and design a valid experiment to test it.

English, Literature, and World Languages Department

Ballot

Interdisciplinary Liberal Arts A.A. program

☐ Support

☒ **Support with concerns (note them below)**

☐ Do not support (note reasons below)

☐ Abstain (note reasons below)

Concerns/Reasons (if applicable):

I am concerned that using the term Interdisciplinary in the title will cause unnecessary confusion with the new Integrative Studies AA. Liberal Arts is by nature interdisciplinary so it should suffice to simply call it the Liberal Arts AA.

LIAR A.A. degree revision (Interdisciplinary Liberal Arts) Proposal

Response to ELWL Department "Support with Concerns" vote comments:

"Interdisciplinary" as a term refers to studying more than one subject, which the revised degree emphasizes with its focus areas; whereas "Integrative" as a term refers to unifying or pulling together knowledge, which is the intention of the Integrative Studies degree and is evident in the courses focused on teaching students to transfer knowledge and ideas. This distinction can be clearly delineated in the program descriptions online.

"Interdisciplinary Liberal Arts" or "Interdisciplinary Liberal Studies" are titles of degree programs at other universities that we considered as we revised the major. We avoided the term "studies" to avoid sounding too close to "Integrative Studies." The term "interdisciplinary" helps to focus the attention of potential students and their parents on the disciplines, which we believe would make the degree more appealing.

Concerns Expressed for Interdisciplinary Liberal Arts Degree Curriculum Proposal (3/22/18)

College Curriculum Committee – College of Arts and Sciences

1. There is considerable overlap between this degree and the AS Natural Science degree program that was recently established under the rationale of meeting the needs of TIPS students, and to a slightly lesser degree with the AAS Industrial Chemistry Technology degree. (7 courses in Chemistry, 3 in Biology, and 4 in Physics)
2. If a student were interested in selecting one course in area G. Natural Sciences, it would satisfy half of their General Education Scientific Understanding requirement. (Note: There is no indication in the proposal that courses satisfying general education and courses satisfying degree requirements be mutually exclusive.)
3. If a student were interested in selecting three courses in area G. Natural Sciences, thus making it the emphasis of their program, would they not be better served in future plans by completing the remaining 15-20 hours of courses required to complete the AS Natural Sciences degree?
4. There is also considerable overlap with the recently passed Associate of Integrated Studies Degree.
5. In the Interdisciplinary Areas, the proposal specifies one **course** in each area selected. The courses listed vary between 1-5 credits. This is different from the way we stipulate requirements in Gen Ed where we similarly have varying numbers of credit hours. It would seem more consistent to specify a minimum of 3 credit hours rather than 1 course.
6. There is no restriction on a course satisfying multiple requirements. For example, a student taking PSYC 150 satisfies Diversity Awareness, Interdisciplinary Area F – Human Behavior and Social Sciences, and Gen Ed Self and Society. Initially, I did not have a problem with the overlap with Gen Ed because that is common in A&S programs but here there are different implications. A student, with careful choice of courses, could satisfy all the requirements for this degree just by taking the 36 hours required for Gen Ed. That would leave 24 hours of free electives, 14 of which must be A&S courses. That would essentially make this a degree in General Education. Additionally, I am not entirely sure about how TIPS funding would work for the 24 hours of free electives.

Response to CAS Curriculum Committee Concerns

1. Concern about overlap between ILA A.A. program and Natural Science A.S. program.
and
3. Students opting to take Interdisciplinary Courses and Concentration with Natural Sciences focus would be better suited to completing the Natural Science A. S. program instead of the ILA A. A.

In addition to revising the LIAR (ILA) A. A. degree so that it is more useful for career planning and lending itself to lifelong learning through a bachelor's degree, the proposed updated curriculum is structured so that students who are undecided can "try out" three potential areas within the liberal arts by taking an introductory course in each.

Students entering Ferris with strong interest in the sciences will likely be admitted into the Natural Sciences associate degree program, but including a Natural Sciences category in the Interdisciplinary Courses area of the ILA degree provides an avenue of exploration for those students who are yet unaware of their potential interest or aptitude in the field.

In the initial planning and drafting stages of preparing this program update and the proposal, the Interdisciplinary Courses/Concentration portion of the checksheet did not include a "G. Natural Science" area, specifically because of the existing Natural Science A.S. proposal/program. This area was added at the request of sciences faculty/departments based on the rationale that students in a Liberal Arts program should have the option of exploring natural sciences beyond general education. That's particularly the case since there are two four-year Bachelor of Arts degrees in the sciences (Chemistry and Biochemistry) that Associate of Arts students might want to ladder into after completing a two-year A. A. degree.

ILA program students who wish to take additional natural sciences courses can be encouraged to consider moving to the Natural Sciences associate program. CAS My Degree liaison Dave Shrock believes we may be able to create a pop-up in My Degree for ILA students who register for more than one Interdisciplinary Course in the sciences, suggesting that they speak to an advisor about potentially switching to the Natural Sciences A. S. degree. We will also include this recommendation in our training for program advisors when introducing the changes in the updated ILA program.

2. Concern about overlap between Interdisciplinary Courses area G. Natural Sciences and general education.

The Interdisciplinary Courses and Interdisciplinary Concentration categories of the checksheet are revised to indicate that these courses may not overlap with General Education.

4. Concern about overlap between the proposed ILA A.A. curriculum and the Associate of Integrated Studies program.

There are some broad similarities and overlap between the two programs, but their emphases and focuses are fairly distinct, as are their primary audiences.

"Interdisciplinary" as a term refers to studying more than one subject, which the revised Liberal Arts (ILA) degree emphasizes with its discipline-based focus areas; whereas "Integrative" as a term refers to unifying and synthesizing knowledge, which is the intention of the Integrative Studies degree and is evident in the courses focused on teaching students to transfer knowledge and ideas. This distinction can be clearly delineated in the program descriptions online.

"Interdisciplinary Liberal Arts" or "Interdisciplinary Liberal Studies" are the most common titles of degree programs at other universities that we considered as we revised the Ferris Liberal Arts program major. We avoided the term "studies" to avoid confusion with Integrative Studies. The term "interdisciplinary" helps to focus the attention of potential students and their parents on the disciplines, which we believe would make the degree more appealing.

The Integrative Studies A.A. curriculum proposal (see narrative, pp. 4-5) notes that it aims to serve students who are planning to complete ONLY an associate degree only before entering the workforce, those who are truly undecided/uncertain about their academic interests, and those who have a definite career in mind that may not link directly to one or more established disciplines. These students need guidance and freedom to integrate course content and skills from many areas into their career preparation – hence, the extremely unstructured (in terms of traditional department/subject areas) and open checksheet focused on exploring a series of *topical* rather than discipline-based course clusters.

In contrast, the Interdisciplinary Liberal Arts A.A. has two somewhat different primary audiences: 1) students with nascent interest in one or more distinct disciplines who may be "shopping" for the option(s) that fit their interests most closely or have the most suitable career potential; and 2) TIP program students with existing defined interest in one or more disciplines, who are likely to pursue a discipline-based bachelor's degree after completing the associate program. Thus, the ILA program emphasizes discipline-based study while encouraging students to explore multiple disciplines and the relationships between them in novel ways beyond the standard "major field + complementary minor field" approach. The structure of the ILA curriculum allows it to serve as both a two-year program focused on multiple discipline areas and a "pre-bachelor" program. Both of those paths differ significantly from the goals and approach of the Integrative Studies program.

5. Checksheet identifies category requirements by number of courses rather than credits, which is inconsistent with FSU Curriculum conventions.

Checksheet is revised to indicate required/minimum credits in each category.

6. There's no restriction on overlap between General Education and program courses, or between categories of program courses.

Checksheet is revised to indicate that there may be no overlap between the four different major program categories (Global Issues, Diversity Awareness, Interdisciplinary Courses, and Interdisciplinary Concentration). The checksheet also now indicates that there may be no overlap between General Education, Interdisciplinary Courses, and/or Interdisciplinary Concentration.

However, it's permissible for General Education to overlap with the Global Issues Course and/or Diversity Awareness Course categories (6-7 of the 24 program credits) since it is customary at Ferris to allow up to 1/3 of program credits to overlap with General Ed.

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:** <u>Interdisciplinary Liberal Arts Degree (LIAR Degree Modification).</u>

Initiator(s): <u>Debbie Courtright-Nash</u>

Proposal Contact: Jody Ollenquist **Date Sent:** <u>March 15, 2018</u>

Department: English, Literature, and World Languages   **Campus Address:** <u>ASC 3080</u>
(Please type)

Based upon department faculty review on Click here to enter text. (Date) we:
                                        4/3/18

☐   Support the above proposal.   1 1
☒   Support the above proposal with the modifications and concerns listed below.   1 Add a course to proposal
☐   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.   BIO2 272
The faculty would like to add Marine Biology to Forms

Responding Department: Biological Sciences
Administrator: Beth Zimmer/Scott Herron **Date Received:** 03/16/2018 **Date Returned:** 4/4/2018

Signature:

Response to Form B from Biological Sciences Department

As requested, we have added BIOL 272 to the program checksheet.

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.

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

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: <u>Interdisciplinary Liberal Arts Degree (LIAR Degree Modification).</u>

Initiator(s): <u>Debbie Courtright-Nash</u>

Proposal Contact: Jody Ollenquist Date Sent: <u>March 15, 2018</u>

Department: English, Literature, and World Languages   Campus Address: <u>ASC 3080</u>
(Please type)

Based upon department faculty review on March 29, 2018 (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.

1. **Re: Philosophy Courses**
   A. Recommendation that PHIL 120 The Good Life be added to "B. Culture and Expression" section
   B. Recommendation that PHIL 217 Logic be moved from the B. Culture and Expression" section, to the "E. Problem Solving and Calculation," or at least included in both.

2. **Re: Communication Courses**
   A. Concerns about including COMM 101 and COMM 299 in this course array. These courses are specifically designed for the Communication program and are required at the Major level:
      • COMM 101 Intro to Comm Studies is required for both the Applied Speech Comm major and a Sports Communication major
      • COMM 299 Theories of Communication is required for both BS majors and the COM Minor

B. Instead, there are a number of COMM electives that would be more appropriate for a Liberal Arts Associates student. Specifically, they would include:
COMM 301 Interviewing
COMM 305 Communication and Human Relations
COMM 310 Nonverbal Communication
COMM 315 Gender and Communication
COMM 320 Family and Communication
COMM 365 Intercultural Communication (Self and Diversity/Global Gen Ed)
COMM 366 Diversity and Communication (Self and Race, Ethnicity and Gender/Diversity Gen Ed)
COMM 370 Conflict and Communication
COMM 380 Organizational Communication
(this list is not exclusive: a review of the COMM curriculum is warranted)
C. The Main Point: Please select COMM courses for this program that are more 'general' in their scope, not program/major specific.

3. Re: History Courses
A. We have not offered HIST151 & 152 in quite some time, these courses are slated for Archiving/Curriculum Deletion.
B. Alternatively, the majority of other 200-level HIST courses would benefit from the enrollments of these ILA students. However, HIST 253, 255, 280 are, like 151/152, slated for Archiving/Curriculum Deletion.

Responding Department: Humanities

Administrator: Richard Scott Cohen **Date Received:** Match 15, 2018 **Date Returned:** March 30, 2018

Signature: Richard Scott Cohen

Response to Form B from Humanities Department

1. Philosophy Courses

As requested, we haved added PHIL 120 to "B. Culture and Expression" courses and moved PHIL 217 Logic to "E. Problem Solving and Calculation" section.

2. Communication Courses

A. Concerns about including COMM 101 and 299
Response: COMM 101 and 299 are intentionally included *because* they meet major requirements for the Applied Speech Communiation and Sports Communication four-year majors. As the proposal summary (Form A) notes, this "would allow students to matriculate from the Associate Degree most easily into most of the [Bachelor Degree] majors and minors offered by the College of Arts and Sciences.

In particular, students receiving TIP Phase 1 financial aid may opt to move into one of the COMM majors or minor after completing the ILA Associate Degree. Excluding COMM 101 and 299 from the ILA checksheet would delay those students' completion of core courses until their junior year and might adversely affect program progress.

Also, part of the purpose of the ILA associate program is to allow students to "test drive" career fields and potential four-year majors by permitting them to go further than general education and explore entry-level professional courses.

B. Request to add 300-level COMM courses to ILA program checksheet.
Response: Because of the wide array and large number of courses already included on the program checksheet and because it is a two-year associate degree, we have opted to include only 100- and 200-level courses, except in languages, where students may enter Ferris with existing 100- or 200-level proficiency (that's unlikely to be the case in other disciplines). Associate programs customarily focus primarily on 100- and 200-level courses since those are most suitable for most first- and second-year students.

Adding 300-level courses in COMM and other disciplines, while it would increase students' course options, would also greatly lengthen an already fairly cumbersome checksheet, so we believe sticking with only 100- and 200- level courses is a happy medium. Also, students receiving TIP Phase 1 financial aid are restricted to taking only 100- and 200-level courses (except for 300-level language courses or required program core courses needed to maintain academic progress).

3. History Courses

As requested, we have removed HIST 151, 152, 253, 255, and 280 from the checksheet.

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: **Interdisciplinary Liberal Arts Degree (LIAR Degree Modification).**

Initiator(s): **Debbie Courtright-Nash**

Proposal Contact: Jody Ollenquist Date Sent: March 15. 2018

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

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

20 Management Dept. Faculty voted 3.20.18

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

1 — Support
12 — Support with concerns that the degree does not provide students with employable skills and abilities and is against the Ferris Mission.
7 — No Support for the same reasons as the above concerns it does not match the Ferris Mission.

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: Management

Administrator: Gayle Lopez Date Received: Click here to enter text. Date Returned: Click here to enter text.

Signature: _(signature)_   3.20.18

Response to Form B from Management Department

ILA does meet Ferris mission as it prepares students for potential careers.

One of the primary foci of the revision to the ILA (LIAR) degree was job placement. The choice of Global and Diverse issues as core courses are intended to enhance graduates' ability to work with varied groups of people in varied situations. The flexibility of choice permits construction of a core that gives undecided students a chance to explore interests and connect with a career path. Finally the Interdisciplinary Concentration grounds them in a specific field relevant to a set of careers.

In contrast to the popular, yet erroneous opinion that Liberal Arts degrees are not useful to finding careers, many who follow job market trends note that by the year 2022, career areas such as the sales and marketing service arena will gain an additional over 2 million jobs, in comparison to software engineering jobs, which will grow by just under 300,000 job openings according to the Bureau of Labor Statistics (BLS) (GFCC, 2017). In sales and marketing, and even in the tech sector, employers are looking for more than knowledge in specific fields, for not only entry level position, but also management positions (Olejarz, 2017). In fact, they are looking for employees with the critical thinking, interpersonal, and the communication skills that are germane to liberal arts degrees such as the ILA. (Appelbaum, 2016; Aubry, 2017; Sentz, 2016).

In addition, although four-year degrees are still seen as more highly desirable, a quick search of the BLS finds forty-four occupations projected to grow list associates degrees for entry level education, and several of them, such as broadcast technicians, desktop publishers, and human resource assistants, would be a perfect fit for a liberal arts associate's degree holder.

In this light, the ILA degree meets Ferris's goal of providing "innovative, career- and life-enhancing education" that connects to the university's "core values of collaboration, diversity, ethical community, excellence, learning, and opportunity."

References

Appelbaum, Y. (2016, June 28). Why America's Business Majors Are in Desperate Need of a Liberal-Arts Education. *The Atlantic*. Retrieved from https://www.theatlantic.com/business/archive/2016/06/why-americas-business-majors-are-in-desperate-need-of-a-liberal-arts-education/489209/

Aubry, T. (2017, August 21). Don't Panic, Liberal Arts Majors. The Tech World Wants You. *The New York Times*. Retrieved from https://www.nytimes.com/2017/08/21/books/review/you-can-do-anything-george-anders-liberal-arts-education.html

GFCC, T. (2017, August 16). Planning and Partnering for Innovation Must Include the Liberal Arts. Retrieved March 27, 2018, from https://blog.thegfcc.org/planning-and-partnering-for-innovation-must-include-the-liberal-arts-71a760eabcd9

Olejarz. (2017, July 1). Liberal Arts Majors Are the Future of the Tech Industry. Retrieved March 27, 2018, from https://hbr.org/2017/07/liberal-arts-in-the-data-age

Sentz, R. (2016, October 19). What Can You Do With That (Useless) Liberal Arts Degree? A Lot More Than You Think. Retrieved March 27, 2018, from https://www.forbes.com/sites/emsi/2016/10/19/what-can-you-do-with-that-useless-liberal-arts-degree/

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: **Interdisciplinary Liberal Arts Degree (LIAR Degree Modification).**

Initiator(s): **Debbie Courtright-Nash**

Proposal Contact: Jody Ollenquist Date Sent: **March 15, 2018**

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

Based upon department faculty review on Marketing Department (03/22/18) we:
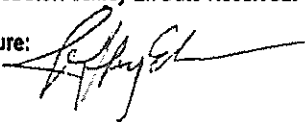
x Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.
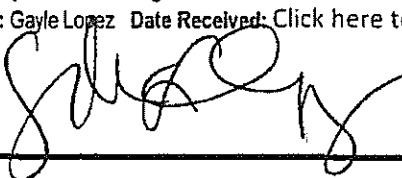
Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

Responding Department: Marketing
Administrator: Jeffrey Ek Date Received: Click here to enter text. Date Returned: Click here to enter text.

Signature:

Response to Form B from Physical Sciences Department

(1) Concerns about choices of courses and overlap between the Interdisciplinary Liberal Arts Associates degree and the Natural Sciences Associates degree:

In addition to revising the degree so that it is more useful as for career planning and lending itself to lifelong learning through a bachelor's degree, it is arranged so that students who are undecided can "try out" three potential areas within the liberal arts by taking an introductory course in each.

Students with strong interest in the sciences will likely be admitted into the Natural Sciences associate degree program, but including a Natural Sciences category in the Interdisciplinary Courses area of the ILA degree provides an avenue of exploration for those students who are yet unaware of their potential interest or aptitude in the field (particular those who might pursue a bachelor of arts degree in Chemistry or Biochemistry). ILA program students who wish to take additional natural sciences can be encouraged to consider moving to the Natural Sciences associate program. CAS My Degree liaison Dave Shrock believes we may be able to create a pop-up in My Degree for ILA students who register for more than one Interdisciplinary Course in the sciences, which will suggest that they speak to an advisor about potentially switching to the Natural Sciences degree. We will also include this recommendation in our training for program advisors when introducing the changes in the updated ILA program.

(2) Suggestions for adding and cutting specific courses:

As requested, we have added CHEM 103, CHEM 207, GEOL 221, and PHSC 115.

As requested, we have removed CHEM 214, CHEM 240, CHEM 245, PHYS 241, PHYS 242, GEOL 131, and GEOL 210. The duplicate listing of CHEM 121 on the Form A has been deleted.

We have kept CHEM 140 and 145 on the proposed checksheet because courses in the Interdisciplinary Courses area and Interdisciplinary Concentration may not overlap with General Education courses in the program, so it's not a problem that CHEM 140 and 145 don't receive Gen. Ed. Natural Sciences credit. And since part of the purpose of the program revisions is to allow students to "test drive" majors of interest, these career exploration courses are of value.

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: Interdisciplinary Liberal Arts Degree (ILA)

Projected number of students per year affected by proposed change: about 30

Initiator(s): Debbie Courtright-Nash

Proposal Contact: Jody Ollenquist   Date Sent: March 15, 2018

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

Liaison Librarian Signature: Click here to enter text.   **Date Received:** Click here to enter text.

Dean of FLITE Signature: Click here to enter text.   **Date Returned:** Click here to enter text. 3/21/18

Based upon our review on _____ (date), FLITE concludes that:
                 3/19/18

☐ 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.

FERRIS STATE UNIVERSITY

LIAR-AA 2017 2018

Liberal Arts (LIAR) - 60 Credits
Associate of Arts (AA)

College of Arts and Sciences

ADMISSION REQUIREMENTS

New Students
- Minimum High School GPA of 2.5 (on a 4.0 scale)
- ACT of 17 or SAT of 900

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

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

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

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
CHOOSE ONE	COMM 105 COMM 121 COMM 221	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
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
MATH	115	Intermediate Algebra (or higher)	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
		lab	
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	
		(200+)	

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

Freshman Seminar Requirement, FSUS 100, is satisfied by:	

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS – 2 Credits Required			
Minimum 2 credits from Self and Society Competency or Culture Competency course work areas beyond general education minimums.			
ADDITIONAL REQUIREMENTS – Electives to 60 Credits for degree; 50 credits must be College of Arts and Sciences credits.			

Department/School: Liberal Arts
Banner Program Code: LARZ-AA-AS
Reference #2017-0051

231-591-3705   daveschrock@ferris.edu

Page **1** of 2
Academic Year: 2017-2018

Liberal Arts - Associate of Applied Science - 60 Credits

ADDITIONAL GRADUATION REQUIREMENTS

Students must
- maintain a 2.00 cumulative FSU GPA
- have 15 credits of Ferris classes (FSU Residency requirement)
- have a minimum 60 total credits to earn an associate degree
- Minimum 50 credits must be College of Arts and Science credits

Semester-by-Semester layout of classes

FIRST YEAR

Fall Semester

Class	Credits
ENGL150 or COMM 105/121/221	3
Self and Society	3
Culture	3
FSUS 100	1
MATH 115	3
Total Credits	13

Spring Semester

Class	Credits
COMM105/121/221 or ENGL 150	3
Self and Society	3
Culture	3
Natural Sciences	3-4
Elective (Arts and Sciences)	3
Total Credits	15-16

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
ENGL 250	3
Self and Society	3
Culture	3
Natural Sciences	3-4
Elective (Arts and Sciences)	3
Total Credits	15-16

Spring Semester

Class	Credits
Culture or Self and Society	3
Arts and Sciences electives	12
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

Liberal Arts – Associate of Arts - 60 Credits

ADMISSION REQUIREMENTS

New Students
- Minimum High School GPA of 2.5 (on a 4.0 scale)
- ACT of 17 or SAT of 900

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

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

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

Prefix ###		Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY – 9 Credits Required (or their equivalent)			
CHOOSE ONE	COMM 105 COMM 121 COMM 221	Interpersonal Communication Fundamentals of Public Speaking Small Group Decision Making	3
ENGL	150	English 1 (SAT16 EBRW 450 OR ACT ENGLISH 14 OR ENGL 074 with CR)	3
CHOOSE ONE	ENGL 211 ENGL 250	Industrial and Career Writing (ENGL 150 with C- or better) English 2 (ENGL 150 with C- or better)	3
QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required			
CHOOSE ONE	MATH 114* MATH 115*	Quantitative Reason for Pro 2 (MATH 109 with a grade of C- or better, or MATH 110 with a grade of C- or better, or 19 on ACT (Math). or 460 on pre 2016 SAT (Math) or SAT 500 (MATH) ; and ENGL 074 or 14 or better on ACT (ENGLISHl) or 370 or better on pre 2016 SAT (Verbal) or 450 or higher SAT (Evidence Based Reading and Writing) Intermediate Algebra (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 460) or MATH ACT 24 or SAT 560 or higher *Any higher level MATH course may be substituted*	3
TIER 2: DISTRIBUTION COMPETENCIES			
NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab			
ELEC			
ELEC			lab
CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC			
ELEC			(200+)
SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines			
ELEC			
ELEC			Foundation
ELEC			(200+)

*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.

Freshman Seminar Requirement, FSUS 100, is satisfied by:	

Liberal Arts – Associate of Arts - 60 Credits

Prefix	###	Course Title (Prerequisites shown in parentheses)	Crs
MAJOR REQUIREMENTS – 22 Credits Minimum Required including Global Issues, Diversity Awareness, Interdisciplinary, and Concentration Courses			
GLOBAL ISSUES COURSE – 3-4 Credits Required (choose from the following): **May not overlap with Diversity Awareness Course, Interdisciplinary Courses, or Interdisciplinary Concentration**			
ARTH	250	Greek & Roman Art/Archaeology	3
FREN	101	Beginning French 1	4
FREN	102	Beginning French 2	4
FREN	201	Intermediate French 1	4
FREN	202	Intermediate French 2	4
FREN	280	Literature of French World	3
GEOG	100	Geography of World Regions	3
GEOG	112	Cultural Geography	3
GEOG	202	Geog Latin America Africa Asia	3
GERM	101	Beginning German 1	4
GERM	102	Beginning German 2	4
GERM	201	Intermediate German 1	4
GERM	202	Intermediate German 2	4
HIST	212	World Civilizations since 1400 (ENGL 150)	3
HIST	251	Racism and Science (ENGL 150)	3
HIST	257	Terrorism in the Modern World (ENGL 150)	3
HIST	259	Women in Activism Global Persp (ENGL 150)	3
HUMN	240	Popular Culture	3
LANG	100	Italian for Business-Travel	3
LANG	105	Chinese for Business-Travel	3
LANG	107	Japanese for Business-Travel	3
LITR	203	Intro African Literature (ENGL 150)	3
LITR	241	Intro to World Short Fiction (ENGL 150)	3
MUSI	232	Music and Culture	3
PLSC	245	Grt Decisions in U.S. Frgn Pol	3
RELG	215	Comparative Religions	3
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3
SPAN	101	Beginning Spanish 1	4
SPAN	102	Beginning Spanish 2	4
SPAN	201	Intermediate Spanish 1 (SPAN 102 or department permission)	4
SPAN	202	Intermediate Spanish 2 (SPAN 201 or department permission)	4
DIVERSITY AWARENESS COURSE – 3 Credits Required (choose from the following): **May not overlap with Global Issues Course, Interdisciplinary Courses, or Interdisciplinary Concentration**			
AFAM	107	Intro African American Studies	3
ANTH	121	Intro Physical Anthropology (17 ACT Reading score or SAT 430 Verbal score or READ 106 with C or better)	3
ANTH	122	Intro Cultural Anthropology	3
ARTH	203	African American Art History	3
GEOG	100	Geography of World Regions	3
GEOG	112	Cultural Geography	3
HIST	201	African American History (ENGL 150)	3
HIST	251	Racism and Science (ENGL 150)	3
HIST	259	Women in Activism Global Persp (ENGL 150)	3
HUMN	202	African Amer Cult Expre	3
HUMN	230	Women the Arts and Society	3
LITR	170	Intro to Women's Literature	3
LITR	202	Black Literature (ENGL 150)	3
LITR	203	Intro African Literature (ENGL 150)	3
LITR	204	Native American Literature (ENGL 150)	3
PHIL	218	Philosophy of Sex and Love (ENGL 150)	3
PLSC	121	Amer Gov 1-People and Politics	3
PLSC	122	Amer Gov 2-Policy Making	3
PLSC	221	American Political Parties	3
PLSC	225	Govt Processes-Procedures (sophomore status)	3
PLSC	251	Public Administration (sophomore status)	3
PSYC	150	Introduction to Psychology	3
PSYC	226	Lifespan of Human Development (PSYC 150)	3

Liberal Arts – Associate of Arts - 60 Credits

DIVERSITY AWARENESS COURSE (cont.)			
PSYC	241	PSYC Exceptional Children (PSYC 150)	3
SOCY	121	Introductory Sociology	3
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3
WGST	105	Intro to Women's Studies	3

INTERDISCIPLINARY COURSES – 5 to13 Credits Required
Choose at least 1 credit each from **three** of the areas below (A – G)
May not overlap with General Education, Global Issues Course, Interdisciplinary Courses, or Interdisciplinary Concentration

A. Communication			
COMM	101	Intro to Communication Study	3
COMM	105	Interpersonal Communication	3
COMM	121	Fundamentals-Public Speaking	3
COMM	221	Small Group Decision Making	3
COMM	251	Argumentation and Debate (COMM 121 or COMH 121 or COMM 201 or Instructor Approval)	3
COMM	299	Theories Human Communication (COMM 121 or COMH 121; and COMM 105 or COMM 221 all with C or higher)	3
DSGN	100	Design Foundations	3
DSGN	224	Web Design and Planning	3
ENGL	280	Special Topics in Tech Comm	1
JRNL	121	Writing for Mass Media	3
JRNL	222	Reporting (JRNL 121 and ENGL 150 with a min grade of C in both)	3
JRNL	251	Understanding Mass Media	3

B. Culture and Expression			
AFAM	107	Intro African American Studies	3
ENGL	222	Intro to Creative Writing (ENGL 150)	3
FILM	222	Intro to Film: History-Analysis (ENGL 150)	3
FILM	253	American Movies	3
HIST	121	US History to 1877	3
HIST	201	African American History (ENGL 150)	3
HIST	211	World Civilizations to 1400 (ENGL 150)	3
HIST	212	World Civilizations since 1400 (ENGL 150)	3
HIST	230	Michigan History	3
HIST	251	Racism and Science (ENGL 150)	3
HIST	257	Terrorism in the Modern World (ENGL 150)	3
HIST	258	Greece and Rome (ENGL 150)	3
HIST	259	Women in Activism Global Persp (ENGL 150)	3
HIST	276	History of Science Technology (ENGL 150)	3
HIST	277	American Business History	3
HIST	285	History of Sports (ENGL 150)	3
HUMN	100	Intro to the Humanities	3
HUMN	101	Classical and Medieval Period	3
HUMN	102	Renaissance to 20th Century	3
HUMN	202	African Amer Cult Expression	3
HUMN	230	Women the Arts and Society	3
HUMN	240	Popular Culture	3
LITR	170	Intro to Women's Literature	3
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	250	Practical Criticism (ENGL 150; ENGL 250 co-requisite)	3
LITR	251	World Drama (ENGL 150)	3
LITR	261	World Novels (ENGL 150)	3
LITR	280	Intro American Folkore (ENGL 150)	3
LITR	286	Justice in Literature (ENGL 250)	3
PHIL	115	Introduction to Philosophy	3
PHIL	120	The Good Life	3
PHIL	203	Ancient Through Medieval (ENGL 150)	3

Liberal Arts – Associate of Arts - 60 Credits

B. Culture and Expression (cont.)			
PHIL	204	Modern Philosophy (ENGL 150)	3
PHIL	216	Introduction to Ethics (2nd semester freshman standing)	3
PHIL	217	Introduction to Logic	3
PHIL	218	Philosophy of Sex and Love (ENGL 150)	3
PHIL	220	Ethics in Health Care	3
RELG	215	Comparative Religions	3
WGST	105	Intro to Women's Studies	3
C. Languages			
FREN	201	Intermediate French 1	4
FREN	202	Intermediate French 2	4
FREN	280	Literature of French World	3
FREN	301	Advanced French 1 (FREN 202 with D- or better)	4
FREN	302	Advanced French 2 (FREN 301 with D- or better)	4
GERM	101	Beginning German 1	4
GERM	102	Beginning German 2	4
GERM	201	Intermediate German 1	4
GERM	202	Intermediate German 2	4
LANG	100	Italian for Business-Travel	3
LANG	103	Russian for Business-Travel	3
LANG	105	Chinese for Business-Travel	3
LANG	107	Japanese for Business Travel	3
SPAN	201	Intermediate Spanish 1 (SPAN 102 or department permit)	4
SPAN	202	Intermediate Spanish 2 (SPAN 201 or department permit)	4
SPAN	301	Advanced Spanish 1 (SPAN 202 with C or better or department approval)	4
SPAN	302	Advanced Spanish 2 (SPAN 301 with C or better or department approval	4
D. Visual and Performing Arts			
ARTH	110	Prehistoric thru Middle Ages	3
ARTH	111	Renaissance thru 20th Century	3
ARTH	203	African American Art History	3
ARTS	101	Basic Art	3
ARTS	102	Intermediate Art	3
ARTS	130	Experiments in Painting	3
ARTS	220	3D Design/Beg. Sculpture (ARTS 101 or instructor consent)	3
MUSI	121	Fundamentals of Music	3
MUSI	160	Symphony Band	1
MUSI	201	Beginning Class Piano	3
MUSI	221	Music Appreciation	3
MUSI	228	American Pop Music Since 1900	3
MUSI	232	Music and Culture	3
MUSI	236	Music in Film	3
MUSI	251	Concert Choir	1
MUSI	262	Concert Band	1
MUSI	271	Chamber Orchestra	1
MUSI	273	Music Private Lesson Practicum	1
MUSI	280	Jazz Ensemble	1
THTR	215	Introduction to Theatre	3
THTR	219	Beginning Technical Theatre	3
THTR	222	Acting	3
THTR	224	Theatre Practicum	3
E. Problem Solving and Calculation			
CPSC	130	Programming - Problem Solving (MATH 116 or MATH 120 or 24 ACT or 560 MATH pre 2016 SAT or post 2016 SAT 580)	4
CPSC	200	Object Oriented Programming (MATH 126 or MATH 130; and CPSC 130 or permission of instructor)	4
MATH	220	Analytical Geometry - Calculus 1 (MATH 126 or MATH 130 with C- or better; or 26 on ACT or 590 on pre-2016 SAT or 620 post-2016 SAT)	4
MATH	230	Analytical Geometry - Calculus 2 (MATH 220 with C- or better)	4
MATH	251	Stats for the Life Sciences (MATH 130 with C- or better; or 26 on ACT or 590 on pre-2016 SAT or 620 post-2016 SAT)	3
PHIL	217	Introduction to Logic	3
PSYC	210	Statistics for PSYC Sciences (MATH 115 or 117 with C or better; or 24 on ACT or 560 on pre-2016 SAT or 580 post-2016 SAT; and PSYC 150)	3
PSYC	280	Psych Research Methods-Design (PSYC 150 and PSYC 210; or STQM 260)	3

Liberal Arts – Associate of Arts - 60 Credits

F. Human Behavior and Social Sciences			
ANTH	122	Intro Cultural Anthropology	3
ECON	221	Principles of Macroeconomics (MATH 109 or 110 with C- or better; or MATH 114, 115, 116, 117, 118, 119, 120, 122, 126; or ACT of 19; or MATH score of 460 on pre-2016 SAT or 500 post-2016 SAT)	3
ECON	222	Principles of Microeconomics (ECON 221)	3
GEOG	100	Geography of World Regions	3
GEOG	112	Cultural Geography	3
GEOG	201	Geography of US and Canada	3
GEOG	202	Geog Latin America Africa Asia	3
GEOG	241	Map Analysis Interpretation	3
PLSC	121	Amer Gov 1People and Politics	3
PLSC	221	American Political Parties	3
PLSC	251	Public Administration	3
PSYC	150	Introduction to Psychology	3
PSYC	226	Lifespan of Human Development (PSYC 150)	3
PSYC	241	PSYC-Exceptional Children (PSYC 150)	3
SOCY	121	Introductory Sociology	3
SOCY	122	Social Problems	3
SOCY	141	The American Community	3
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3
SOCY	270	Sociological Theory (SOCY 121 or 122)	3
SOCY	271	Sociological Meth/Qualitative (SOCY 121 or 122)	3
G. Natural Sciences			
ASTR	120	The Stellar System (MATH 010 with C- or better; or minimum Math score of 15 on ACT; or minimum score of 350 on pre-2016 SAT or post-2016 SAT 400)	4
ASTR	130	The Solar System (MATH 010 with C- or better; or minimum Math score of 15 on ACT; or minimum score of 350 on pre-2016 SAT or post-2016 SAT 400)	4
BIOL	101	Genetics Human Aspects	4
BIOL	103	Biological Concepts	4
BIOL	111	Environmental Biology	
BIOL	116	Nature Study	4
BIOL	121	General Biology 1 (CHEM 121 -- may be taken concurrently)	4
BIOL	205	Human Anatomy Physiology (CHEM 114 or CHEM 121 with C- or better)	5
BIOL	218	Microbial Ecology (BIOL 121 with C- or better)	3
BIOL	272	Marine Biology	
BIOL	286	General Microbiology (CHEM 122 with C- or better)	3
CHEM	103	Preparatory Chemistry (MATH 110 with C- or better or 19 on ACT or 460 on pre 2016 SAT or post 2016 SAT 500)	3
CHEM	114	Intro to General Chemistry (CHEM 103 with C- or better or yr of HS Chem; and MATH 110 with C- or better or ACT 19 or pre-2016 SAT 460 or post-2016 SAT 500)	4
CHEM	121	General Chemistry 1 (MATH 115 with C- or better or ACT 24 or pre-2016 SAT 560 or post-2016 SAT 580; and CHEM 103 with C- or better or yr of HS Chem)	5
CHEM	122	General Chemistry 2 (CHEM 121 with C- or better)	5
CHEM	140	Orient to Industrial Chem Tech	2
CHEM	145	Safety - The Chemical Lab (CHEM 121 with C- or better)	2
CHEM	207	Science and Crime (Sophomore Status)	3
GEOG	111	Geography of Phys Environment	4
GEOG	121	Weather and Climate	3
GEOL	221	History of the Earth (PHSC 110 or GEOL 121 or GEOL 210 or GEOG 121)	3
PHSC	110	Inquiry into the Earth System	4
PHSC	115	Inquiry into Physical Science	4
PHYS	130	Concepts in Physics (MATH 110 with C- or better or 19 on ACT or 460 on pre-2016 SAT or 500 post-2016 SAT)	4
PHYS	211	Introductory Physics 1 (MATH 116 or 120 with C- or better or 26 on ACT or 590 on pre-2016 SAT or 610 post-2016 SAT)	4

Liberal Arts – Associate of Arts - 60 Credits

INTERDISCIPLINARY FOCUS – 6 Credits Minimum Required
Choose at least 6 additional credits from one Interdisciplinary Courses area you selected above (A-G)
May not overlap with General Education, Global Issues Course, Diversity Awareness Course, or Interdisciplinary Courses

ELECTIVES – to meet 60 Credit Minimum

	Electives to meet minimum 60 credits required for associate degree	

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

Semester-by-Semester layout of classes

FIRST YEAR

Fall Semester

Class	Credits
ENGL150 or COMM 105/121/221	3
Self and Society	3
Culture	3
FSUS 100	1
MATH 114 or 115	3
Total Credits	13

Spring Semester

Class	Credits
COMM105/121/221 or ENGL 150	3
Self and Society	3
Culture	3
Natural Sciences	3-4
Major Requirement	3
Total Credits	15-16

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
ENGL 211 or 250	3
Self and Society	3
Culture	3
Natural Sciences	3-4
Major Requirement	3
Total Credits	15-16

Spring Semester

Class	Credits
Interdisciplinary Course	3
Major Requirements	12
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

Rationale for Form EFs Included

Since the proposed modified ILA program will reside in the English, Literature, and World Languages (ELWL) Department, per 2017-18 College of Arts and Sciences Curriculum Committee Chair Mark Thomson, we have included Form EFs for the following ELWL department courses, which do not currently have Form EFs on file in TracDat:

FREN 201
FREN 202
GERM 102
GERM 201
GERM 202
JRNL 121
JRNL 222
LITR 170
LITR 202
LITR 203
LITR 241

All other ELWL courses included on the checksheet already have Form EFs on file in TracDat. We don't have access to Form EFs for courses in other departments.

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: Intermediate French 1 (FREN 201)
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
FREN	201	4	4	0								

Title: Intermediate French 1 (FREN 201)				Title:		
Credit Hours	Prerequisites	Co-requisites		Credit Hours	Prerequisites	Co-requisites
4						

Course/Catalog Description *(125 words)*		Course/Catalog Description *(125 words)*
Teaching largely in French. Reading of a French play in rehearsal style. Reading of French newspapers and other periodicals. Composition increasingly independent of English models.		
Course Outcomes and Assessment Plan		Course Outcomes and Assessment Plan
• Literacy Students will be able to understand, discuss and analyze short written texts, including sogns, short stories, oral traditions from Francophone Africa, and fairy tales and short non-fictional pieces, increasing their vocabulary in the process. • Command Students will demonstrate an improved command of the French language by reviewing and practicing sentence structure, present, future, simple past, imperfect, and compound past tenses, irregular adjectives, and adjective endings, and the imperative. • Usage Students will demonstrate use of the strutures and vocabulary learned in listening, speaking, reading and writing French. • Culture Students will be able to demonstrate increased understanding of themselves, their culture, and contemporary life in relationship to		

cultural traditions and contemporary life in the French-speaking countries. • Globally Conscious Students will demonstrate global consciousness, especially with the focus on Francophone Africa and the French Caribbean, thus cultivating the development of a life-long "world citizen" in the tradition of Michel de Montaigne. PLAN: Course success is measured through a meta-analysis of student performance on in-class presentations, the final examination, oral proficiency interviews, and supplementary personal and college course student evaluation forms.	

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: PHYS - Physical Sciences

D. Credit Hours:

    ☐ Variable

    ☒ Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit:

    ☐ No

    ☐ Yes – If yes, max times repeated: **OR** max credits awarded:

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:*

                                      Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

    Lecture:

    Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II. COURSE IDENTIFICATION: Intermediate French 1 (FREN 202)
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
FREN	202	4	4	0								

Title: Intermediate French 2 (FREN 202)			Title:		
Credit Hours	Prerequisites	Co-requisites	Credit Hours	Prerequisites	Co-requisites
4					

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Continuation of French 201. Practice in composition of assigned topics. Readings of selections from fiction and science with discussions in French and written reports.	
Course Outcomes and Assessment Plan	**Course Outcomes and Assessment Plan**
2 Conversation Students will be able to engage in ever-increasing sophisticated French conversation with a native speaker - Grammar Students will be able to use compound past tenses effectively in conversation and writing and understand the distinctive characteristics of idiomatic expressions. - Culture Students will demonstrate an understanding of French culture and French sensibilities. - Geography Students will be able to identify the major Francophone countries in Africa and around the globe. cultural traditions and contemporary life in the French-speaking countries. - Globally Conscious Students will demonstrate global consciousness, especially with the focus on Francophone Africa and the French Caribbean, thus cultivating the development of a life-long "world	

citizen" in the tradition of Michel de Montaigne. PLAN: Course success is measured through a meta-analysis of student performance on in-class presentations, written exams and essays, the final examination, oral proficiency interviews, and supplementary personal and college course student evaluation forms.	

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: PHYS - Physical Sciences
D. Credit Hours:
☐ Variable
☒ Fixed
E. Minimum Credit Hours: 4
F. Maximum Credit Hours: 4
G. Hours may be repeated for additional credit:
☐ No
☐ Yes – If yes, max times repeated: **OR** max credits awarded:
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:*
Course Prefix, Number – Course Title
K. Term(s) Offered: Typically Offered On Demand
L. Max Section Enrollment:
Lecture:
Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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: Beginning German 1 (GERM 101)
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
GERM	101	4	4	0								

Title: Beginning German 1			Title:		
Credit Hours	**Prerequisites**	**Co-requisites**	**Credit Hours**	**Prerequisites**	**Co-requisites**
4	N/A				

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Beginning German 1 (GERM 101) Listening, speaking, reading and writing skills will be developed with emphasis on pronunciation, conversation and beginning grammar.	
Course Outcomes and Assessment Plan	Course Outcomes and Assessment Plan
- Language situations Students will acquire a basic knowledge of the German language and culture including use/discussion of greetings, numbers, weather, family, food, shopping, telling time, restaurants, holidays, and city life. - Verb forms Students will learn to use the present and present perfect tenses and modal auxiliary verbs. - grammar Students will learn to use the nominative accusative and dative cases, and basic coordinating and subordinating conjunctions. - Practice Students will be able to use the structures and vocabulary learned in listening, speaking, reading and writing German. - Self understanding Students will gain increased understanding of themselves and their culture in relationship to cultural traditions and contemporary life in the German-speaking world.	

PLAN: The course will be assessed by the aggregate performance on regular written and oral homework, 10-12 quizzes/semester, 4-5 tests/semester, and final examination. Students will present two short dialogs orally, demonstrating their command of German for restaurant and shopping situations. Item analysis of chapter tests and final examinations to evaluate students'command of vocabulary, grammatical structures, cultural background, etc.	

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: PHYS - Physical Sciences

D. Credit Hours:

   ☐ Variable

   ☒ Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit:

   ☐ No

   ☐ Yes – If yes, max times repeated: **OR** max credits awarded:

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:*

                              Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

   Lecture:

   Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II.COURSE IDENTIFICATION: Beginning German 2 (GERM 102)
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
GERM	102	4	4	0								

Title: Beginning German 2 (GERM 101)				Title:		

Credit Hours	Prerequisites	Co-requisites		Credit Hours	Prerequisites	Co-requisites
4	N/A					

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Beginning German 1 (GERM 101) Listening, speaking, reading and writing skills will be developed with emphasis on pronunciation, conversation and beginning grammar.	

Course Outcomes and Assessment Plan	Course Outcomes and Assessment Plan
• Language situations Students will acquire a basic knowledge of the German language and culture including use/discussion of greetings, numbers, weather, family, food, shopping, telling time, restaurants, holidays, and city life. • Verb forms Students will learn to use the present and present perfect tenses and modal auxiliary verbs. • grammar Students will learn to use the nominative accusative and dative cases, and basic coordinating and subordinating conjunctions. • Practice Students will be able to use the structures and vocabulary learned in listening, speaking, reading and writing German. • Self understanding Students will gain increased understanding of themselves and their culture in relationship to cultural traditions and contemporary life in the German-speaking world.	

PLAN: The course will be assessed by the aggregate performance on regular written and oral homework, 10-12 quizzes/semester, 4-5 tests/semester, and final examination. Students will present two short dialogs orally, demonstrating their command of German for restaurant and shopping situations. Item analysis of chapter tests and final examinations to evaluate students'command of vocabulary, grammatical structures, cultural background, etc.

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: PHYS - Physical Sciences

D. Credit Hours:

☐ Variable

☒ Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit:

☐ No

☐ Yes – If yes, max times repeated: **OR** max credits awarded:

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:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

Lecture:

Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II.COURSE IDENTIFICATION: Intermediate German 1 (GERM 201)

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
GERM	201	4	4	0								
Title: Intermediate German 1							Title:					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
4												
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Speaking, writing and a thorough grammar review. Conversation and reading center on daily life in German-speaking countries.												
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					

- Literacy Students will learn to understand, disuss and analyze short written texts, including songs, short stories and fairy tales and short non-fiction pieces and will increase their vocabulary in the process.
- Grammar review Students will improve their command of the German language by reviewing and practicing sentene structure, present and perfect tenses, separable-prefix and modal verbs, adjective endings, the four cases and the prepositions.
- Grammar Students will learn to use the simple past, future and past perfect tenses, time expressions and the comparison of adjectives and adverbs.
- Practice Students will be able to use the structures and vocabulary learned in listening, speaking, reading and writing German.
- Self understanding Students will gain increased understanding of themselves

and their culture in relationship to cultural traditions and contemporary life in the German-speaking world. PLAN: The course will be assessed by the aggregate performance on regular written and oral homework, 10-12 quizzes/semester, 4-5 tests/semester, and final examination. Students will present two short dialogs orally, demonstrating their command of German for restaurant and shopping situations. Item analysis of chapter tests and final examinations to evaluate students' command of vocabulary, grammatical structures, cultural background, etc.	·

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: PHYS - Physical Sciences
D. Credit Hours:
   ☐ Variable
   ☒ Fixed
E. Minimum Credit Hours: 4
F. Maximum Credit Hours: 4
G. Hours may be repeated for additional credit:
   ☐ No
   ☐ Yes – If yes, max times repeated: **OR** max credits awarded:
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:*
   <div align="center">*Course Prefix, Number – Course Title*</div>
K. Term(s) Offered: Typically Offered On Demand
L. Max Section Enrollment:
   Lecture:
   Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

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

II.COURSE IDENTIFICATION: Intermediate German 2 (GERM 202)
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
GERM	202	4	4	0								
Title: Intermediate German 2							Title:					
Credit Hours		Prerequisites		Co-requisites			Credit Hours		Prerequisites		Co-requisites	
4												
Course/Catalog Description *(125 words)*							Course/Catalog Description *(125 words)*					
Functioning effectively in all aspects of the German language, including composition. Readings from literature and contemporary publications.												
Course Outcomes and Assessment Plan							Course Outcomes and Assessment Plan					

- Literacy Students will learn to understand, disuss and analyze short written texts, including songs, short stories and fairy tales and short non-fiction pieces and will increase their vocabulary in the process. - Grammar review Students will improve their command of German language by reviewing and practicing structures already learned, including conjunctions, the various tenses and the four cases. - Grammar Students will learn to use the passive voice, reflexive pronouns and verbs, subjunctive I and II, infinitival constructions and relative pronouns and clauses. - Students will learn to use the passive voice, reflexive pronouns and verbs, subjunctive I and II, infinitival constructions and relative pronouns and clauses. - Practicing Students will be able to use the structures and vocabulary learned in	

listening, speaking, reading and writing German. .

- Self understanding Students will gain increased understanding of themselves and their culture in relationship to cultural traditions and contemporary life in the German-speaking world.

PLAN: The course will be assessed by the aggregate performance on regular written and oral homework, 10-12 quizzes/semester, 4-5 tests/semester, and final examination. Students will present two short dialogs orally, demonstrating their command of German for restaurant and shopping situations. Item analysis of chapter tests and final examinations to evaluate students' command of vocabulary, grammatical structures, cultural background, etc.

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: PHYS - Physical Sciences

D. Credit Hours:

☐ Variable

☒ Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit:

☐ No

☐ Yes – If yes, max times repeated: OR max credits awarded:

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:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

Lecture:

Lab:

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

☐ Basic Skill (BS), ☐ General Education, ☐ Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II. COURSE IDENTIFICATION: Writing for Mass Media (JRNL 121)
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
JRNL	121	3	3	0								

Title: Writing for Mass Media (JRNL 121)			Title:		
Credit Hours	Prerequisites	Co-requisites	Credit Hours	Prerequisites	Co-requisites
3					

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Introduction to journalism writing: news values, leads and story structure, writing a basic news story, interviewing, journalistic style and editing.	
Course Outcomes and Assessment Plan	**Course Outcomes and Assessment Plan**
- Principles of Journalistic Writing Demonstrate understanding of news values, the Journalist's Six (who, what, when, where, how, and why), the inverted pyramid organization method, and their application in common news articles - Alternatives to Traditional Journalistic Writing Demonstrate understanding of alternatives to traditional organization, including alternatives to the Inverted Pyramid, and use of delayed leads - Principles of non-print journalistic writing Demonstrate awareness of basic broadcast and Internet news writing conventions - Journalistic Editing Practices and Writing Style Demonstrate understanding of Associated Press style and conventions Improved command of punctuation, grammar and concision rules	

| • Ethics, Libel, and Privacy Identify libel and privacy laws and their impact on news writing techniques
PLAN: •12-14, two-three-page article assignments employing the inverted pyramid, alternatives to the inverted pyramid, and broadcast and Internet styles in writing about accidents, crimes, disasters, meetings, interviews, etc.
• 2-3 exercises developing AP style, punctuation and grammar skills
• A comprehensive final exam testing students' knowledge of news values, writing styles and conventions, and media law | |

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: PHYS - Physical Sciences
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: **OR** max credits awarded:
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:*
                         Course Prefix, Number – Course Title
K. Term(s) Offered: Typically Offered On Demand
L. Max Section Enrollment:
  Lecture:
  Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

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

II.COURSE IDENTIFICATION: Reporting (JRNL 222)
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
JRNL	222	3	3	0								

Title: Writing for Mass Media (JRNL 121)				Title:		
Credit Hours	Prerequisites	Co-requisites		Credit Hours	Prerequisites	Co-requisites
3	JRNL 121 &ENGL 150					

Course/Catalog Description *(125 words)* | **Course/Catalog Description** *(125 words)*

An in depth view into specialized news writing that includes covering courts, police and investigative reporting, as well as introducing publicity writing and broadcast writing.

Course Outcomes and Assessment Plan | **Course Outcomes and Assessment Plan**

- Principles of Journalistic Writing Demonstrate understanding of news values, the Journalist's Six (who, what, when, where, how, and why), the inverted pyramid organization method, and their application in common news articles
- Alternatives to Traditional Journalistic Writing Demonstrate understanding of alternatives to traditional organization, including alternatives to the Inverted Pyramid, and use of delayed leads
- Principles of non-print journalistic writing Demonstrate awareness of basic broadcast and Internet news writing conventions
- Journalistic Editing Practices and Writing Style Demonstrate understanding of Associated Press style and conventions Improved command of punctuation, grammar and concision rules

<table>
<tr><td>

- Ethics, Libel, and Privacy Identify libel and privacy laws and their impact on news writing techniques

PLAN: • 6-8, three-four-page article assignments employing various research skills (observation, interviewing, document analysis) in writing about various campus issues and events

- 6-8 peer editing worksheets responding to rough drafts of these articles
- An exam testing students' knowledge of libel, privacy, copyright and open government laws, as well as journalistic ethics

</td><td>

</td></tr>
</table>

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: PHYS - Physical Sciences

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: **OR** max credits awarded:

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:*

                        Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

   Lecture:

   Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

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

II. COURSE IDENTIFICATION: LITR 170: Introduction to Women's Literature
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	170	3	3	0								

Title: Introduction to Women's Literature			Title:		
Credit Hours	Prerequisites	Co-requisites	Credit Hours	Prerequisites	Co-requisites
3					

Course/Catalog Description *(125 words)*		Course/Catalog Description *(125 words)*
Women's literature as viewed from literary, historical, psychological, political, sociological, and multicultural perspectives. Includes study of writings by and about women.		

Course Outcomes and Assessment Plan		Course Outcomes and Assessment Plan
Students who complete the course successfully will be able to: • Describe major genres of women's literature and elements of each genre. • Explain how women's literature addresses women's roles and status in society and howwomen writers influence the development of literature. • Explain the roles women's literature plays in their own lives and the lives of others. • Interpret a work of women's literature, using relevant critical vocabulary and properlyintegrated and documented primary textual support. • Identify major critical approaches to women's literature (such as formalism, biographicalcriticism, historical criticism, etc.). • Apply a critical approach to interpreting a work of women's literature. Evaluation of Student Achievement May include: • Quizzes or exams		

• Class discussion or presentation • Informal writing activities (such as journal entries, blogs, worksheets) • In-class or out-of-class essays or other major writing projects

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: PHYS - Physical Sciences

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: **OR** max credits awarded:

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:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

Lecture:

Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II. COURSE IDENTIFICATION: LITR 202: Black Literature
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	202	3	3	0								

Title: LITR 202:Black Literature			Title:		
Credit Hours	**Prerequisites**	**Co-requisites**	**Credit Hours**	**Prerequisites**	**Co-requisites**
3	English 150				

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Recurring themes, images, symbols, and ideas that one sees in the works of some of the twentieth century\'s most important African-American writers. The substance will vary: poetry, fiction (i.e., the novel and the short story) and some drama will be read. Nella Larsen, Wright, McPherson, Brooks, and Baraka will be studied.	

Course Outcomes and Assessment Plan	Course Outcomes and Assessment Plan
Students who complete the course successfully will be able to: • Explain the development, conventions, and cultural influences of literary works written by African Americans. • Analyze topics in African-American literature in relevant cultural, historical, and political contexts. • Interpret a work of African-American literature using relevant critical vocabulary and properlyintegrated and documented primary textual support. • Analyze a theme across multiple works by African Americans. • Integrate and document primary and secondary source information. Evaluation of Student Achievement May include: • Quizzes or exams • Class discussion or presentation	

• Informal writing activities (such as journal entries, blogs, worksheets) • In-class or out-of-class essays or other major writing projects Outcomes Assessment Strategies: • Meta-analysis of student achievement evaluation products listed above	

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: PHYS - Physical Sciences
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: **OR** max credits awarded:
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:*
    <div align="center">*Course Prefix, Number – Course Title*</div>
K. Term(s) Offered: Typically Offered On Demand
L. Max Section Enrollment:
    Lecture:
    Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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): 201808

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

II.COURSE IDENTIFICATION: LITR 203: Intro-African Literature

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	203	3	3	0								
Title: Intro-African Literature							Title:					
Credit Hours	Prerequisites		Co-requisites				Credit Hours	Prerequisites		Co-requisites		
3	ENGL 150											

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
The most important voices and talents in post-colonial Africa, both novelists and poets. Includes the works of Armah, Ngugi, Soyinka, Achebe, Bessie Head, Diop, Coetzee, Brutus, Bernard, and Lessing.	

Course Outcomes and Assessment Plan	Course Outcomes and Assessment Plan
Students who complete the course successfully will be able to: - Explain the development, conventions, and cultural backgrounds of literary works written by Africans from a range of nations and geographical areas. - Analyze topics in African literature in relevant cultural, historical, and political contexts. - Interpret a work of African literature using relevant critical vocabulary and properly integrated and documented primary textual support. - Analyze a theme across multiple works by African writers and apply critical approaches. - Integrate and document primary and secondary source information. Evaluation of Student Achievement May include: - Quizzes or exams - Class discussion or presentation - Informal writing activities (such as journal entries, blogs, worksheets)	

• In-class or out-of-class essays or other major writing projects Outcomes Assessment Strategies: • Meta-analysis of student achievement evaluation products listed above	

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: PHYS - Physical Sciences
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: OR max credits awarded:
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:*

   Course Prefix, Number – Course Title
K. Term(s) Offered: Typically Offered On Demand
L. Max Section Enrollment:
   Lecture:
   Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

II.COURSE IDENTIFICATION: LITR 241: Introduction to World Short Fiction
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	241	3	3	0								

Title: Intro-African Literature			Title:		
Credit Hours	Prerequisites	Co-requisites	Credit Hours	Prerequisites	Co-requisites
3	ENGL 150				

Course/Catalog Description *(125 words)*	Course/Catalog Description *(125 words)*
Genre structure, narrative techniques, and thematic traditions. Extensive reading and discussion of works by European, British, American, and Third World authors.	

Course Outcomes and Assessment Plan	Course Outcomes and Assessment Plan
Students who complete the course successfully will be able to: • Describe the influence of diverse cultural traditions on works of short fiction. • Interpret a literary work using relevant critical vocabulary and primary textual support. • Explain the roles literature plays in their own lives and in the human experience. • Demonstrate an awareness of how traditions, modernization, and globalization impact individuals and the larger society in which they live. • Identify major critical approaches to literature (such as formalism, biographical criticism, historical criticism, etc.). • Apply a critical approach to interpreting a work of short fiction. Evaluation of Student Achievement May include: • Quizzes or exams • Class discussion or presentation	

• Informal writing activities (such as journal entries, blogs, worksheets) • In-class or out-of-class essays or other major writing projects Outcomes Assessment Strategies: • Meta-analysis of student achievement evaluation products listed above	

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: PHYS – Physical Sciences

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: **OR** max credits awarded:

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:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Typically Offered On Demand

L. Max Section Enrollment:

Lecture:

Lab:

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

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

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

From:	Jody L Ollenquist
Sent:	Tuesday, September 11, 2018 2:56 PM
To:	Joyce A Mudel
Cc:	Debra K Courtright-Nash; Katherine B Harris; Gayle E Driggers; Mark A Thomson; Joseph Lipar; Sandra J Balkema; Rebecca E Sammel
Subject:	Liberal Arts Associate degree revision corrections
Attachments:	Form A ILA AA Degree.docx; Form D Proposed Checksheet.DOCX

Hi, Joyce:

Here are the corrected Word files for the Liberal Arts AA program revision as requested by the RAM group during their meeting with the proposal initiator, Debbie Courtright-Nash, yesterday.

I have enclosed updated files only of the proposal elements that were modified:

Form A -- All requested corrections to course list made. Also, on advice of the RAM group, we are now planning to leave the program with its original name -- Liberal Arts (LIAR) rather than change it to Interdisciplinary Liberal Arts (ILA). So I have changed that on the Form A. You should already have the original Form A cover/signature sheet sent to you by CAS.

Form D -- proposed checksheet -- Program name adjusted in headers to Liberal Arts; all RAM-requested corrections made, except for one:

The RAM group asked us to add program outcomes to the final page. However, in 2017, the College of Arts and Sciences collectively opted out of including program outcomes on all our checksheets. The reasons are 1) we are trying to keep checksheets as compact as possible so they're student-friendly; and 2) program outcomes tend to be updated or slightly rephrased fairly often, and we don't want to have to constantly put through checksheet updates every time we slightly adjust outcomes. I can provide a supporting statement from the CAS dean's office if needed.

That should complete the changes the RAM team requested, but if they need any other adjustments, please let me know. Thanks!

Regards,

Jody L. Ollenquist
Associate Professor and Chair
English, Literature, and World Languages Department
Arts & Sciences Commons 3080

231.591.3988 business hours
231.287.5288 voice/text 24/7
Schedule an appointment

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective Fall 2017

Proposal Number: 18-102
Proposal Title: *Eliminate Program: Nursing - Accelerated Track*
Type of Curriculum Action: Eliminate a Degree, Program/Major
College: HP - College of Health Professions
Department: SNUR - School of Nursing
Program(s): Accelerated Nursing Program
Initiating Individual: Susan Owens
Contact Person's Name: Susan Owens Phone: x2267

	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Susan Owens *Susan Owens*	3-20-18	11/11 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School/Faculty Representative Vote **	Susan Owens *Susan Owens*	3-20-18	11/11 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	3/28/18 Email from R. Leonard	3/28/18	After review, proposal is sent concurrently to Dept/School Admin, CCC, & Dean
Department/School Administrator	*Sowens*	4-11-18	X Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	*Emily Zyh* Emily Zyh	4/15/18	6 Support 0 Support with Concerns 0 Not Support 0 Abstain
Dean	*Matthew Adeyanju*	4/21/18	X Approve __ Approve with Concerns __ Not Approved
University Curriculum Committee ** Rusty LEONARD	*Rusty Leonard*	5/3/18	8 Support __ Support with Concerns __ Not Support __ Abstain
Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Approved __ Hold __ Not Approved

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

To be completed by Academic Affairs:

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

1. **Proposal Summary** The summary is generally less than one page. Briefly state what is proposed with a summary of rationale, highlights and desired effective date:

   The Accelerated RN program was suspended in May of 2016 because of low enrollment and NCLEX results of the last 2 cohorts. A curriculum revision was considered. The School of Nursing has since decided to close this second-degree program because of the reduction in semesters of the Generic program and the beginning of the DNP program. We feel the 2nd degree program could be viable option at another time when we have stabilized the beginning of the DNP program. At this time the 5 semester option is still open for second-degree students.

2. Summary of Program/Degree Action Affecting Department Checksheets – Choose degree action and type per program from the drop down menu. The Banner Program Code can be found in the footer of the current checksheet. If creating a new program, enter "NEW" in the Banner Program Code column.
   Include CURRENT Checksheet(s) & PROPOSED checksheet(s) for each. Email FSUCurriculum@ferris.edu

Action	Degree Type	Banner Program Title	Banner Program Code
Delete/Close	Choose an item.	Nursing-Accelerated Track	BSNA-BSN
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		

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

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

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action
NURS	240	Concepts Prof Nursing	Delete Course from FSU Catalog
NURS	241	Technical Skills Lab	Delete Course from FSU Catalog
NURS	243	Clinical foundations 1	Delete from FSU Catalog
NURS	250	Health Promotion in Nursing	Delete Course from FSU Catalog
NURS	251	Pharmacology in Nursing	Delete Course from FSU Catalog
NURS	252	Clinical Foundations 2	Delete Course from FSU Catalog
NURS	253	Clinical Integrat Foundation	Delete Course from FSU Catalog
NURS	341	Nursing Theory 1	Delete Course from FSU Catalog
NURS	342	Clinical Nursing 1	Delete Course from FSU Catalog
NURS	343	Clinical Integration 1	Delete Course from FSU Catalog
NURS	351	Nursing Theory 2	Delete Course from FSU Catalog
NURS	352	Clinical Nursing 2	Delete Course from FSU Catalog
NURS	353	Clinical Integration 2	Delete Course from FSU Catalog
NURS	441	Nursing Theory 3	Delete Course from FSU Catalog
NURS	442	Clinical Nursing 3	Delete Course from FSU Catalog
NURS	443	Clinical Integration 3	Delete Course from FSU Catalog
NURS	451	Nursing Theory 4	Delete Course from FSU Catalog
NURS	452	Clinical Nursing 4	Delete Course from FSU Catalog
NURS	453	Clinical Integration 4	Delete Course from FSU Catalog
NURS	242	Nursing Assessment Lab	Delete Course from FSU Catalog

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

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

Consultation	Date Sent	Department	Department Contact

Form Sent			
Choose an item.		N/A	
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			

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

    If yes, name the organization involved with accreditation for this program. _____

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

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

College	Department	Banner Program Code
None		

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

8. Are there plans to offer blended or online courses? No

Table of Contents

UNDERGRADUTE CONSULTATION FORM

Form B

Proposal Number: (Assigned by UCC)
Proposal Title: Leave blank – will be assigned by UCC

Initiating Individual: Susan Owens **Department:** SNUR - School of Nursing
Contact Person's Name: Susan Owens **Phone:** x2267

Instructions: 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.

Department: All departments within the college
Administrator: Theresa Raglin
Date Received: _____ Date Returned: _____

Signature: _____

Based upon department faculty review on: _____ (Date)
We: ☐Support the above proposal.
         ☐Support the above proposal with the modifications and concerns listed below.
         ☐Do not support the proposal for the reasons listed below.

Comment Regarding the Impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and or/faculty load for your department. Use additional pages, if necessary:
_____

UNDERGRADUTE CONSULTATION FORM

Form B
Effective Spring 2018

Proposal Number: (Assigned by UCC)
Proposal Title: Leave blank – will be assigned by UCC

Initiating Individual: Susan Owens **Department:** SNUR - School of Nursing
Contact Person's Name: Susan Owens **Phone:** x2267

Instructions: 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.

Department: All departments within the college
Administrator: Greg Zimmerman
Date Received: _____ Date Returned: _____

Signature: _____

Based upon department faculty review on: _____ (Date)
We: ☐Support the above proposal.
        ☐Support the above proposal with the modifications and concerns listed below.
        ☐Do not support the proposal for the reasons listed below.

Comment Regarding the Impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and or/faculty load for your department. Use additional pages, if necessary:
_____

Current Checksheet

https://wwws.ferris.edu/checksheets/checksheets/HP/BSNA/BSN/BSNA_BSN_HP_2017-2018.pdf

E/F

Proposal Number: (Assigned by UCC)
I. ACTION:
   ☐ **CREATE**, ☐ **MODIFY**, ☒ **DELETE, OR** ☐ **Update TracDat**
   Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 240 Concepts Prof Nursing
   If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.
A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
    Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
    If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
    _____
Q. Course Outcomes and Assessment Plan:
    _____
R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austy Leonell 5/3/18
_____   _____

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

9

E/F

Proposal Number: (Assigned by UCC)

I. ACTION:

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

Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 241 Technical Skills Lab

If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A.   Course Title *(30 Characters)* _____

B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D.   College Code: ▼

E.   Department Code: ▼

F.   Credit Hours - Fixed: ▼

      Credit Hours – Variable *(numeric range)*: _____

G.   Hours may be repeated for additional credit: ▼

      If yes, max times repeated _____ **OR** max credits awarded _____

H.   Levels: ▼

I.   Grade Method: ▼

J.   Does the proposed course replace an equivalent course? ▼

      If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K.   Term(s) Offered: _____

L.   Max Section Enrollment: ____

M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____

N.   Other Pre-requisites or restrictions: _____

O.   Co-requisite: _____

P.   Course/Catalog Description *(125 words)*:

     _____

Q.   Course Outcomes and Assessment Plan:

     _____

R.   Course Outline including Time Allocation:

     _____

UCC Chair Signature & Date: _____ 5/3/18

Academic Affairs Approval Signature & Date:

_____

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

Proposal Number: (Assigned by UCC)   *E/F*

I. ACTION:

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

Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 242 Health Assessment Lab

If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

S.   Course Title *(30 Characters)* _____

T.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

U.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

V.   College Code: ▼

W.   Department Code: ▼

X.   Credit Hours - Fixed: ▼

  Credit Hours – Variable *(numeric range)*: _____

Y.   Hours may be repeated for additional credit: ▼

  If yes, max times repeated _____ **OR** max credits awarded _____

Z.   Levels: ▼

AA. Grade Method: ▼

BB. Does the proposed course replace an equivalent course? ▼

  If yes, enter equivalent course: Course Prefix, Course Number – Course Title

CC. Term(s) Offered: _____

DD. Max Section Enrollment: _____

EE. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

FF. Other Pre-requisites or restrictions: _____

GG. Co-requisite: _____

HH. Course/Catalog Description *(125 words)*:

  _____

II.   Course Outcomes and Assessment Plan:

  _____

JJ.   Course Outline including Time Allocation:

  _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

[signature] 5/3/18   _____

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

11

Proposal Number: (Assigned by UCC)   *E/F*

I. ACTION:

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

    Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 243 Clinical foundations 1

    If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:

    _____

Q. Course Outcomes and Assessment Plan:

    _____

R. Course Outline including Time Allocation:

    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

[signature] 5/3/18

_____   _____

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

12

E/F

Proposal Number: (Assigned by UCC)
I. ACTION:
   ☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
   Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 250 Health Promotion in Nursing
   If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.
   A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
   Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
   If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
   If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
   _____
Q. Course Outcomes and Assessment Plan:
   _____
R. Course Outline including Time Allocation:
   _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Justin Leonard 5/3/18   _____

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

13

Proposal Number: (Assigned by UCC)

E/F

I. ACTION:
☐ CREATE, ☐ MODIFY, ☒ DELETE, OR ☐ Update TracDat

Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 251 Pharmacology in Nursing
If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

    A.   Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:

    _____

Q. Course Outcomes and Assessment Plan:

    _____

R. Course Outline including Time Allocation:

    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austin Leonard 5/3/18   _____

OFFICE OF THE REGISTRAR USE ONLY

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

Proposal Number: (Assigned by UCC)

I. ACTION:

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

Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 252 Clinical Foundations 2

If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A.   Course Title *(30 Characters)* _____

B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]:* ▼

D.   College Code: ▼

E.   Department Code: ▼

F.   Credit Hours - Fixed: ▼

     Credit Hours – Variable *(numeric range)*: _____

G.   Hours may be repeated for additional credit: ▼

     If yes, max times repeated _____ **OR** max credits awarded _____

H.   Levels: ▼

I.   Grade Method: ▼

J.   Does the proposed course replace an equivalent course? ▼

     If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K.   Term(s) Offered: _____

L.   Max Section Enrollment: _____

M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____

N.   Other Pre-requisites or restrictions: _____

O.   Co-requisite: _____

P.   Course/Catalog Description *(125 words)*:

   _____

Q.   Course Outcomes and Assessment Plan:

   _____

R.   Course Outline including Time Allocation:

   _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Rusty Leonard 5/3/18   _____

OFFICE OF THE REGISTRAR USE ONLY

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

15

Proposal Number: (Assigned by UCC)
I. ACTION:

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

Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 253 Clinical Integrat Foundation
If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

     A.   Course Title *(30 Characters)* _____

B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]:* ▼

D.   College Code: ▼

E.   Department Code: ▼

F.   Credit Hours - Fixed: ▼

     Credit Hours – Variable *(numeric range)*: _____

G.   Hours may be repeated for additional credit: ▼

     If yes, max times repeated _____ **OR** max credits awarded _____

H.   Levels: ▼

I.   Grade Method: ▼

J.   Does the proposed course replace an equivalent course? ▼

     If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K.   Term(s) Offered: _____

L.   Max Section Enrollment: ____

M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____

N.   Other Pre-requisites or restrictions: _____

O.   Co-requisite: _____

P.   Course/Catalog Description *(125 words)*:

     _____

Q.   Course Outcomes and Assessment Plan:

     _____

R.   Course Outline including Time Allocation:

     _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austy Leond 5/3/18

_____   _____

OFFICE OF THE REGISTRAR USE ONLY

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

Proposal Number: (Assigned by UCC)
I. ACTION:
☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 341 Nursing Theory 1
If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
    Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
    If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
    _____
Q. Course Outcomes and Assessment Plan:
    _____
R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Ansty Leonard 5/3/18
_____   _____

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

Proposal Number: (Assigned by UCC)
I. ACTION:
☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 342 Clinical Nursing 1
If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:
    _____

Q. Course Outcomes and Assessment Plan:
    _____

R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austry Leonard 5/3/18   _____

OFFICE OF THE REGISTRAR USE ONLY

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

Proposal Number: (Assigned by UCC)

I. ACTION:

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

Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 343 Clinical Integration 1

If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:

_____

Q. Course Outcomes and Assessment Plan:

_____

R. Course Outline including Time Allocation:

_____

UCC Chair Signature & Date:

[signature] 5/3/18

Academic Affairs Approval Signature & Date:

_____

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

Proposal Number: (Assigned by UCC)
I. ACTION:
☐ CREATE, ☐ MODIFY, ☒ DELETE, OR ☐ Update TracDat
Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 351 Nursing Theory 2
If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼
    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼
    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:
    _____

Q. Course Outcomes and Assessment Plan:
    _____

R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austy Leonard 5/3/18   _____

OFFICE OF THE REGISTRAR USE ONLY

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

Proposal Number: (Assigned by UCC)

I. ACTION:

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

Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 352 Clinical Nursing 2

If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

  A.   Course Title *(30 Characters)* _____

B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D.   College Code: ▼

E.   Department Code: ▼

F.   Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G.   Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H.   Levels: ▼

I.   Grade Method: ▼

J.   Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K.   Term(s) Offered: _____

L.   Max Section Enrollment: _____

M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-*
    and if more than one course, use "AND" or "OR" to separate: _____

N.   Other Pre-requisites or restrictions: _____

O.   Co-requisite: _____

P.   Course/Catalog Description *(125 words)*:

  _____

Q.   Course Outcomes and Assessment Plan:

  _____

R.   Course Outline including Time Allocation:

  _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Kristy Learard 3/3/18   _____

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

21

Proposal Number: (Assigned by UCC)

I. ACTION:

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

Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 353 Clinical Integration 2

If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A.   Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]:* ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:

    _____

Q. Course Outcomes and Assessment Plan:

    _____

R. Course Outline including Time Allocation:

    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austry Leonard 5/3/18

_____

Proposal Number: (Assigned by UCC)
I. ACTION:
☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 441 Nursing Theory 3
If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.
   A.   Course Title *(30 Characters)* _____
B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼
C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D.   College Code: ▼
E.   Department Code: ▼
F.   Credit Hours - Fixed: ▼
      Credit Hours – Variable *(numeric range)*: _____
G.   Hours may be repeated for additional credit: ▼
      If yes, max times repeated _____ **OR** max credits awarded _____
H.   Levels: ▼
I.   Grade Method: ▼
J.   Does the proposed course replace an equivalent course? ▼
      If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K.   Term(s) Offered: _____
L.   Max Section Enrollment: ____
M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____
N.   Other Pre-requisites or restrictions: _____
O.   Co-requisite: _____
P.   Course/Catalog Description *(125 words)*:
      _____
Q.   Course Outcomes and Assessment Plan:
      _____
R.   Course Outline including Time Allocation:
      _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Auss Leavell 5/3/18
_____   _____

23

Proposal Number: (Assigned by UCC)
I. ACTION:

☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 442 Clinical Nursing 3
 If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

  A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
  Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
  If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
  If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
  _____
Q. Course Outcomes and Assessment Plan:
  _____
R. Course Outline including Time Allocation:
  _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austly Leonard 5/3/18

_____   _____

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

24

Proposal Number: (Assigned by UCC)
I. ACTION:
☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II.COURSE IDENTIFICATION: NURS 443 Clinical Integration 3
If deleting a course STOP HERE.

III.COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

   A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]:* ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
   Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
   If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
   If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
   _____

Q. Course Outcomes and Assessment Plan:
   _____

R. Course Outline including Time Allocation:
   _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____ 5/3/18   _____

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

25

Proposal Number: (Assigned by UCC) _____

I. ACTION:

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

    Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 451 Nursing Theory 4

    If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____

ONLY complete the fields that are proposing changes.

    A.   Course Title *(30 Characters)* _____

B.   Contact Hours: Lab: ▼   Lecture: ▼   Seminar: ▼

C.   If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D.   College Code: ▼

E.   Department Code: ▼

F.   Credit Hours - Fixed: ▼

    Credit Hours – Variable *(numeric range)*: _____

G.   Hours may be repeated for additional credit: ▼

    If yes, max times repeated _____ **OR** max credits awarded _____

H.   Levels: ▼

I.   Grade Method: ▼

J.   Does the proposed course replace an equivalent course? ▼

    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K.   Term(s) Offered: _____

L.   Max Section Enrollment: ____

M.   Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N.   Other Pre-requisites or restrictions: _____

O.   Co-requisite: _____

P.   Course/Catalog Description *(125 words)*:

    _____

Q.   Course Outcomes and Assessment Plan:

    _____

R.   Course Outline including Time Allocation:

    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

[signature] 5/3/18   _____

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

Proposal Number: (Assigned by UCC)

I. ACTION:
    ☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
    Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 452 Clinical Nursing 4
    If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.
    A. Course Title *(30 Characters)* _____
B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: ▼
E. Department Code: ▼
F. Credit Hours - Fixed: ▼
    Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: ▼
    If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: ▼
I. Grade Method: ▼
J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: _____
L. Max Section Enrollment: ____
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*:
    _____
Q. Course Outcomes and Assessment Plan:
    _____
R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austy Leonard 5/3/18   _____

Proposal Number: (Assigned by UCC) _____
I. ACTION:

☐ **CREATE,** ☐ **MODIFY,** ☒ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201808

II. COURSE IDENTIFICATION: NURS 453 Clinical Integration 4
If deleting a course STOP HERE.

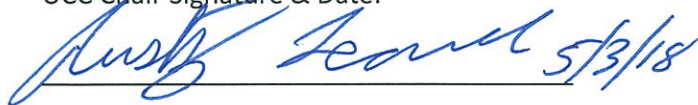**III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R):** _____
ONLY complete the fields that are proposing changes.

    A. Course Title *(30 Characters)* _____

B. Contact Hours: Lab: ▼ Lecture: ▼ Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: ▼

E. Department Code: ▼

F. Credit Hours - Fixed: ▼
    Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: ▼
    If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: ▼

I. Grade Method: ▼

J. Does the proposed course replace an equivalent course? ▼
    If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: _____

L. Max Section Enrollment: ____

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* _____

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*:
    _____

Q. Course Outcomes and Assessment Plan:
    _____

R. Course Outline including Time Allocation:
    _____

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

Austy Fearul 5/3/18

_____   _____

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

From:	Susan J Owens
Sent:	Wednesday, May 9, 2018 10:25 AM
To:	Rusty A Leonard
Cc:	Sylvia H Maixner; Joe J Pole; Emily L Zyla; Katherine B Harris; Greg S Wellman; Roy L McLean; Margaret S Waters; Frances K Rosen; David A McCall; Leonard R Johnson; Michelle L Johnson; Amy L Buse; Elise M Gramza
Subject:	RE: Proposal 18-102

Hi Rusty,
The SON understands the ramifications of closing this program. In 2016 the Generic BSN program had a total curriculum revision with new course numbers. When and if the accelerated/2nd degree program would return we would make it look quite different. Because these students have a BS degree we envision granting the an entry level RN with a MSN degree. We would use the new curriculum courses and current MSN courses. There are no other check sheets with the courses that are being deleted from 18-102.
Thanks for asking!
Sue

Susan J. Owens, PhD, RN, FNP-BC
Associate Professor
Chair, School of Nursing
Ferris State University
susanowens@ferris.edu

From: Rusty A Leonard
Sent: Thursday, May 03, 2018 12:12 PM
To: Susan J Owens <SusanOwens@ferris.edu>
Cc: Sylvia H Maixner <SylviaMaixner@ferris.edu>; Joe J Pole <JoePole@ferris.edu>; Emily L Zyla <EmilyZyla@ferris.edu>; Katherine B Harris <KatherineHarris@ferris.edu>; Greg S Wellman <GregWellman@ferris.edu>; Roy L McLean <RoyMcLean@ferris.edu>; Margaret S Waters <MargaretWaters@ferris.edu>; Frances K Rosen <FrancesRosen@ferris.edu>; David A McCall <DavidMccall@ferris.edu>; Leonard R Johnson <LeonardJohnson@ferris.edu>; Michelle L Johnson <MichelleJohnson@ferris.edu>; Amy L Buse <AmyBuse@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>
Subject: Proposal 18-102

Susan,

The UCC has approved your proposal. However, deleting this program now would has certain ramifications of which I want you to be fully aware. If you wish to reopen this program later, it will require a new code and title, because the old code and title would be permanently unavailable. Also, you may want to double check that the courses being deleted are not on any other checksheets, nursing or otherwise. Similar to closing a program, deleted course numbers cannot be reissued.

Best regards,

Rusty

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

Associate Professor
UCC Chair
Ferris State University
College of Engineering Technology

<p style="text-align: center;">**TITLE IV INITIAL PARTCIPATION CONFIRMATION**</p>

Effective 2011: "After the start of classes, FSA (Title IV) funds should not be disbursed without schools confirming that recipients have begun attendance."

Federal Student Aid Handbook, Vol. 4, Chapter 3

Why?

Students are *only* eligible for aid for those courses in which the University can verify their participation.

Is This an Important Issue?

Yes. A recent federal program review of two MI public universities involving this set of regulations found them to be out of compliance. Because they were unable to provide sufficient evidence to verify student participation, they were required to return millions of dollars to the federal government.

Is Non-attendance of Courses a Problem at FSU?

Yes. Example (actual FSU student):

Student began courses at FSU in fall 16. Received aid. Completed fall classes, earned 2.3 GPA. Student registered for 12 cr. spring 17 while enrolled in fall classes.

Student went home for Christmas break. Student never returned to FSU. Student DID NOT drop spring 17 courses.

On 1-20-17, Financial Aid began posting spring 17 aid to student accounts. Student had not dropped any spring 17 courses – and still appeared "enrolled."

FSU posted $9337 in federal aid to student's account. FSU refunded $4203 in excess federal aid to student.

Student was not in classes or even on campus.

What Can Faculty Do to Assist?

Submit participation rosters by the reporting deadline.

If a status is reported in error, or a student first attends after the roster is submitted, send an email to FINAID@FSU.edu.

What Should Students Do?

Drop classes they will not attend. Tuition is refunded if course(s) are dropped by 4th day of semester.

BEGIN ATTENDING CLASSES ON TIME! AID WILL *NOT* BE DISBURSED UNTIL PARTICIPATION HAS BEEN VERIFIED.