

Academic Senate
Agenda for the Meeting of
March 1, 2011
West Campus Community Center
10:00 – 11:45 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. February 1, 2011
3. Open Forum
4. Reports
 - A. Senate President – Douglas Haneline
 - B. Senate Vice President – Michael Berghoef
 - C. Senate Secretary – Sandy Alspach
5. Committee Reports
 - A. HLC Update – Sandy Balkema or Robbie Teahen
 - B. University Curriculum Committee – Leonard Johnson
 - C. Final Report - Task Force Reviewing Academic Senate Committees – Heaphy/Skrocki
 - D. General Education Task Force – Don Flickinger
 - E. Student Government – Morgan Toms
 - F. Academic Senate Elections – Kent Sun
 - G. EMAT Focus Group Session – Theresa Cook, Dave Nicol and others
6. Old Business
 - A. Academic Policy and Standards Committee Recommendations for Academic Affairs Policy Letters – James Nystrom
 1. Authentication of Student Identity
 2. Student Complaint Policy
7. New Business
 - A. Revision of Dental Hygiene – L. Johnson
 - B. Closure of AS in Ornamental Horticulture – L. Johnson
 - C. New Certificate: PROJ Undergraduate Project Management Certificate – L. Johnson
 - D. Academic Program Review Recommendation – M. Wagenheim

Roll Call
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Douglas Haneline
9. Open Forum
10. Adjournment

Next Regular Senate Meeting: Tuesday, April 5, 2011, at 10 am in the WCCC

DRAFT

**Ferris State University
Academic Senate Meeting
February 1, 2011
West Campus Community Center**

Minutes

I.	Action Items	
	A.	The minutes of January 11, 2011 were approved without objection. (Jewett, Joyce)
	B.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate endorse the Academic Affairs Policy Letter dated January 2010, "Authentication of Student Identity" with recommended changes and after identified concerns are addressed. The motion to endorse passed unanimously (Dakkuri, Sun).
	C.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate endorse the Academic Affairs Policy Letter dated December 2010, "Student Complaint Policy", with recommended changes and after identified concerns are addressed. (Drake, Luplow). After lengthy discussion, the motion was tabled to the March meeting.
	D.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate does NOT endorse the Academic Affairs Policy Letter dated January 2011, "Internet Course Listing"; citing numerous concerns raised by the committee, especially the issues of "grandfathering" existing online courses and the timeline for certifying online instructors. The vote on the motion (Nagel, Berghoef) was unanimously in support of this proposal.
	E.	The Senate voted unanimously to accept the recommendation of the University Curriculum Committee to close the Associate in Arts in Nursing degree. (Alspach, Skrocki)
	F.	The Senate voted unanimously to close the Heritage Lecture series. (Berghoef, Marion)

Attendance

Senators attending	Alspach, Berghoef, Bokina-Lashaway, Brandly, Colley, Compton, Cook, Dakkuri, Daugherty, Drake, Fox, Gillespie, Haneline, Hanna, Heaphy, Isler, Jewett, Joyce, Klatt, Liszewski, Luplow, Maiké, Marion, McNulty, Nagel, Nash, Prakasam, Reynolds, Sanderson, Skrocki, Sun, Taylor, Thapa, Wagenheim
Senators absent with cause	Boncher, Griffin, Lukusa Barnett, Rewers
Senators absent	Abbasabadi
Ex Officio and Guests	Eisler, Erickson, Teahen, Flickinger, Coon, Cron, Hill, McKean, Nicol, L. Johnson (UCC), F. Heck (GETF), D. Balmer (Student Government)

See the Narrative for Reports and Announcements.

Narrative

The meeting was called to order at 10:00
President Haneline announced that a proposal from the University Curriculum Committee was being withdrawn from the agenda.

The Minutes of the January 11, 2011 were approved without objection.

II.	Open Forum	
	A.	Sen. Dakkuri expressed concern that the procedures to conduct a faculty vote to approve the revisions to the Charter did not constitute a secret ballot. Sen. Sun, chair of the Elections Committee, agreed to revise the procedures to separate names from votes during the

		tabulation of results.
	B.	Sen. Lashaway-Bokina invited Senators to participate in the Kappa Delta Pi activity for high school students seeking information about attending college to be held on April 15 in Wink Arena. She encouraged Senators to communicate this opportunity with their constituents and to engage recognized student organizations in their areas.
	C.	Leonard Johnson announced that SPARC (Strategic Planning and Review Council) will meet on Tuesday, Feb. 15 from 3:00 to 5:00 pm in West Campus Community Center to discuss issues in online teaching.
III.		Reports
	A.	President Haneline had no report at this time.
	B.	Vice President Berghoef had no report at this time.
	C.	Secretary Alspach had no report at this time.
IV.		Committee Reports
	A.	Christine Von Der Haar reported on preparations for the Higher Learning Commission visit. She reported that the visiting team has been in direct contact with the Ferris HLC committee and scheduling their visit is in process. The team is scheduled to meet with the Academic Senate on Tuesday, April 19 in the morning. She asked for Senate help in identifying program Advisory Boards and encourage these people to come to a meeting with the HLC team.
		She reported that the full report is in final editing. A "Reflections" addendum is still in preparation. In March the Ferris HLC committee will be hosting preparation session to educate the campus on what to expect during the HLC Site Visitation team's visit. She asked the Deans to help keep information about this visit "on the radar" in their areas.
		She shared a one-page summary of Section III of the Self Study, the "Institutional Snapshot", which focuses on statistical descriptions of the Ferris student population.
		She encouraged Senators to forward information about any activities in their areas during the April 18-20 visit. These activities will be identified as "showcase activities" for the HLC team. She asked that we NOT cancel normal activities scheduled for this week, especially student activities.
	B.	Leonard Johnson reported the work of the University Curriculum Committee in January and answered questions.
		There was discussion about the proposed Philosophy course in Applied Ethics.
		There was a request to explain abbreviations used in the UCC reports.
	C.	Sen. Heaphy reported for the Task Force reviewing Senate Committees. She announced that the committee will have a proposal for the March meeting. The Executive Committee will receive the proposal by February 14 to review before the March Senate packet is distributed.
	D.	Fred Heck, chair of the General Education Task Force, provided handouts summarizing the Town Hall meetings to date. The Task Force began last year by identifying a General Education Philosophy statement, which has been endorsed by the Senate. During this year, the Task Force has focused on Outcomes: knowledge, skills, personal and social responsibility and integrative learning; as suggested by the LEAP materials on General Education which are followed widely across the country. Each of these four outcome areas have been vetted in Town Hall meetings. The last area will be discussed in the coming week.
		The Task Force will present a draft of General Education Outcomes for the March meeting as a "first reading", welcoming Senate discussion. Then, this piece will be opened to campus-wide discussion before the Senate is asked to vote approval at the first April Senate meeting.
		He encouraged Senate participation in the Town Hall process and welcomed feedback at heckf@ferris.edu . He answered questions about the next step in the process: identifying how students will accomplish the outcomes. This topic will be the subject of next year's deliberations.

E.	Danielle Balmer reported from Student Government. She announced that February 14-19 has been designated "Snowcoming" week, working in collaboration with Athletics and Entertainment Unlimited.	
	The 10 th annual WILL conference will be held on March 15 at the Holiday Inn, in collaboration with You Beautiful Black Woman (YBBW). This conference includes keynote speakers from faculty, staff and alumni as well as break-out discussion sessions.	
	April 9 is the Big Event. Student applications to participate are due March 19. She encouraged Senators to help get the word out that this event is designed to provide service to the entire Big Rapids community, not just the elderly. She responded to a question that students would be sent to projects within a 5 mile radius of the city of Big Rapids.	
F.	Sen. Sun, chair of the Senate Elections Committee, reported that information about open positions and nominations had been distributed. He corrected that the College of Engineering Technology will elect 2 new Senators. Electronic elections will take place March 22 and 23.	
	He responded to a question that the language identifying Non-tenure Instructional Faculty had not been changed, because the Charter revisions to incorporate this language has not been officially approved by the Board of Trustees.	
G.	Don Flickinger responded to questions about the Provost's response to the recommendations from Academic Program Review Council. There was discussion about how data is collected and reported for the review process.	
H.	Helen Woodman and Susan Wancour reported on the deliberations of the Institutional Standards and Policies Committee (ISPC) which have resulted in a recommendation that both the SAI (Student Assessment of Instruction) and the IDEA forms for collecting student feedback about class instruction should be available to faculty.	
	There was lengthy discussion about the implications of this recommendation. Of particular concern was how to encourage student participation in online courses. Interim Dean Hill offered to provide a list of students completing either assessment for online courses prior to the closing of grades for those courses, so that faculty could incorporate incentives into their grading.	
	Provost Erickson said that he is waiting for the committee report. He said that he understood that a single instrument doesn't address the complexity of instruction, but he is looking to see the usefulness of any instrument the faculty member chooses. He expressed a preference for the IDEA form.	
V.	Old Business	
A.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate endorse the Academic Affairs Policy Letter dated January 2010, "Authentication of Student Identity", with recommended changes and after identified concerns are addressed. The motion to endorse passed unanimously (Dakkuri, Sun).	
B.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate endorse the Academic Affairs Policy Letter dated December 2010, "Student Complaint Policy", with recommended changes and after identified concerns are addressed. (Drake, Luplow)	
	There was lengthy discussion of the implications of this policy.	
1.	An amendment to specify that the "department representative" should be an "administrative representative" resulted in a motion to table the proposal to the March meeting (Dakkuri, Sun) which passed.	
C.	Jim Nystrom, chair of the Senate Academic Policy and Standards Committee, proposed that the Senate does NOT endorse the Academic Affairs Policy Letter dated January 2011, "Internet Course Listing"; citing numerous concerns raised by the committee, especially the	

		issues of “grandfathering” existing online courses and the timeline for certifying online instructors. The vote on the motion (Nagel, Berghoef) was unanimously in support of this proposal.
	1.	Pres. Haneline reported that on-going discussions among the University Curriculum Committee, the Senate Executive Committee, and the Ferris Faculty Association were continuing.
	2.	Sen. Cook reported that there were two discussion forums in other venues on this issue last week.
		Pres. Haneline said that he hoped that all the policy letters listed on the agenda will be addressed by the Senate at the February Senate meeting. He recognized Jim Nystrom, chair of the Senate Academic Policy and Standards Committee. Prof. Nystrom felt that while the current documents addressed by the Internet Course Listings policy are outdated, the timelines may be too short to implement all policy guidelines by Fall '11.
		There was discussion about the guidelines for certifying online instructors and courses. Nystrom confirmed that at some point all online courses will have to conform to the policy.
		Pres. Haneline asked that the policy under consideration be posted to the Senate website for faculty review.
VI.	New Business	
	A.	The Senate voted unanimously to accept the recommendation of the University Curriculum Committee to close the Associate in Arts in Nursing degree. (Alspach, Skrocki)
	B.	The Senate voted unanimously to close the Heritage Lecture series. (Berghoef, Marion)
VII.	Announcements	
	A.	University President Eisler shared his praise for the Higher Learning Commission report. He announced that the State budget will be released in two weeks. He will make a link to the budget available to the campus community. He said he expected that a recent court decision in Florida that determined that the Health Care Bill was unconstitutional would have impact on all state budgets.
		He announced that he and VP Pilgrim will be releasing a report from the Diversity and the Workforce Task Force soon.
		He reported that the Wellness Task Force was engaged and progressing towards a report.
		He invited Senators to participate in the coming discussions about a new University Center. The “Visioning” group will be hosting meetings to brainstorm what a University Center should provide for the campus community.
	B.	Provost Erickson reported that the Core Review Team had held a Saturday retreat to generate an agenda and timeline for their work. He listed five points of discussion:
	1.	Identifying rumors and distributing the list to the campus
	2.	Meeting the concern for transparency in the review process
	3.	Drafting an outcomes statement
	4.	Disseminating three key questions to the campus community:
	a.	What is working well in the current academic structure of the university?
	b.	What is not working well?
	c.	What proposals have been made or could be made for changes?
	5.	Identifying data sets needed to consider proposals
		He recognized that there are time issues to meet and a desire to create a mechanism for easily accessing information as the Team proceeds.
		He reported that he had met with a grant consultant to help identify where our strengths are in grant writing and winning. He said that it is “remarkable how successful granting is when we make it so difficult.”

		He reported that there are 37 new international students enrolled this spring semester and commended the International Education Center staff.
	1.	He responded to a question that the IEC, supported by commitment from VP/Dean Don Green, is developing programming for assisting students with developing proficiency in English.
	2.	He responded to a question about providing tenure-line faculty for the International program that he is monitoring the growth of this area.
	C.	Pres. Haneline reminding Senators that our next meeting is March 1. He noted that, reviewing the business conducted at this meeting, Senators should anticipate the agenda and come prepared to deliberate. He previewed other items scheduled for the March agenda:
	1.	The APRC will report their recommendations for programs reviewed a semester later than the scheduled program reviews.
	2.	The FFA has requested Senate discussion of work expectations; especially directed at faculty who live outside of the Big Rapids community and never come to the main campus.
	3.	The General Education Task Force will seek Senate input on the Outcomes statements they have been generating.
	4.	The Senate ad hoc Task Force on Senate Committees will be making recommendations.
VII.	Open Forum	
	A.	Sen. Marion offered that an application "Angel" in the Blackboard software would allow faculty to see a student picture with the class list.
The meeting was adjourned at 11:50.		

Senate Committee Review Task Force Report to Academic Senate March 1, 2011

- A. Process
- B. Observations
- C. Best practices
- D. Scored rubric
- E. Recommendations

The “**Senate Committee Review Task Force** was formed to review the charters, purposes and alignment with University goals of existing Senate committees and to make recommendations for increasing committee efficiency and effectiveness to the Senate at the March 2011 meeting.” (Academic Senate Meeting Minutes September 7, 2010)

Senate Committee Review Task Force Members

Co-chairs: Maureen Heaphy and Marilyn Skrocki

Members: David Marion COB, George Nagel AS, Roger Daugherty AHS, Michelle Johnson AA

Ex-Officio: Matt Pinter COB

A. Process

1. Develop rubric completed by 10/13/2010
2. Send rubric to comm. Chairs and cc to all faculty by 10/19
3. Obtain information from the web site as available and begin completing rubric by 11/1
4. Task Force members send partially completed rubric to Maureen and Marilyn (M&M).
11/1
5. M&M send partially completed rubric to comm. Chairs by 11/ 5
6. Meet with chair and/or full committee 11/15 – 1/19
7. Review findings with Mike Berghoef by 1/ 28
8. Interview additional people as identified by Mike 2/1 – 2/15
9. Score committees using rubric 2/16 – 2/21
10. Provide information to Senate in preparation for March 1 meeting

B. Observations regarding scored rubric

Half or more than half of the committees have *

(2) Agendas (one committee develops it during the meeting)

(3) Minutes posted on the Academic Affairs web site.

(4) Reviewed Mission or Vision in last AY and is posted on Academic Affairs website

(7) Unique Mission of committee and not duplicated in other areas of the university
(Interpretation of this warrants further discussion.)

(8) Specific outcomes or deliverables attributed to this committee in the previous AY

(12) Made improvements based on past activities.

(6) Seven or fewer meetings (This criterion may not be as important as initially thought. Many committees get work done through e-mails and not meetings)

(1) Unfilled positions or positions filled by someone outside of the designated college.

(5) Not reviewed Charge or Charter (or is not documented)

(9) Not filed End of Year Report every year (last 3 years)

(10) No specific objectives or measurable goals developed by the committee

(11) Chair but no secretary defined

(13) No road map identified to steer committee

*Number in parenthesis corresponds to the number on the rubric

C. Best practices

1. *Committee composition and appointment of positions*

All seats on committee should be filled with representatives from appropriate units where applicable, with both a secretary and a chair assigned.

2. *Agenda and Minutes*

An agenda is developed and shared in advance of the meeting and all minutes from meetings posted on the Academic Affairs website for faculty and community members to view.

3. *Mission/Vision/Charge or Charter*

Each committee has reviewed its mission, vision, charge or charter annually and have it posted on the Academic Affairs website.

4. *Strategic Plan with outcomes identified*

Each committee has its objectives and core values identified in a strategic plan, with specific outcomes identified and archived for continuity and historical purposes into an annual report.

D. Scored rubric

Academic Senate Committee Scoring

*Committee Numbers correlate with Committees provided at end of document

Objective/Criteria	Need Improvement	Acceptable	Good
1. Committee composition	Some positions not filled. Current and last AY 1,2,6,7,8,11,13	All seats filled but not with reps from appropriate units. Current and last AY 10,12,15	All seats filled and with reps from appropriate units. Current and last AY 3,4,5,9,14,16
2. Agenda	There is no agenda for meetings 5,8,9,11,12,14,16	An agenda is developed during the meeting 6	An agenda is developed and shared in advance of the meeting 1,2,3,4,7,10,13,15
3. Transparency to university through minutes	Less than half of the minutes from previous AY are on the Academic Affairs website 4,5,6,9,11,16	Most minutes from previous AY are on the Academic Affairs website 1,12	All minutes from previous AY are on the Academic Affairs website 2,3,7,8,10,13,14,15
4. Mission or Vision	Is not documented and is not accessible on the Academic Affairs website	Was not reviewed in the last AY but is on the Academic Affairs website 1,6,8,11,12,13,15,16	Was reviewed in the last AY, is current and available on the Academic Affairs website 2,3,4,5,7,9,10,14
5. Charge or Charter	Is not documented and is not accessible on the Academic Affairs website	Was not reviewed in the last AY but is on the Academic Affairs website	Was reviewed in the last AY, is current and available on the Academic Affairs website

	5,6,9,12,16	1,4,13,14	2,3,7,8,10,11,15
6. Meeting frequency	Had fewer than 6 meetings (f-2-f or electronically) in last AY 5,6,7,8,11,12	Had 6 or 7 meetings 1,9,10,13,14,16	Had 8 or more meetings 2,3,4,15
7. Uniqueness	Redundancy with Academic Senate committees, university departments and / or college committees 8,9, 12	Redundancy is possible with College Committee only 1,6	Mission of committee is unique and not duplicated in other areas of the university. 2,3,4,5,7,10,11,13,14,15,16
8. Outcomes and follow through accountability	Minutes do not reflect who is responsible for any actionable items 5,11,12,14	Minutes from meeting may reflect actionable items, but follow-up minutes do not indicate whether there has been any follow-through 1,6,8,13	In the previous AY specific outcomes or deliverables are attributed to this committee 2,3,4,7,9,10,15,16
9. End of year report	End of year report was filed less than 1 out of the 3 past years, and did not indicate any specific accomplishments by committee 1,3,5,6,7,8,9,11,12,13	End of year report was filed in the last 3 AY, yet failed to indicate any specific accomplishments	End of year report was filed in the last 3 AY which indicated specific accomplishments 2,4,10,14,15,16
10. Strategic Plan	There are no specific objectives or	There are specific objectives but no plans	There are specific, measurable objectives

	measurable goals developed by the committee 1,4,5,6,7,8,9,12,14,16	to achieve the objectives. 3,10,13,15	and plans to achieve the objectives 2,11
11. Positions	Neither a chair or secretary have been defined 12	A chair has been defined but no secretary 1,2,6,8,10,11,14,15	A chair and secretary have been defined 3,4,5,7,9,13,16
12. History	Committee is re-inventing the wheel and typically ignores history 4,5,8,11,12	Committee does not have access to history more than 2 years of minutes 1,14	Committee can demonstrate improvements have been made based on past activities. 2,3,6,7,9,10,13,15,16
13. Process that aligns with strategic plan	Committee does not appear to have a road map identified to steer committee 4,5,6,8,9,12,13,16	Focus of committee process is not clearly defined. 3,10,11,14	There is a documented process [flowchart, process map, or words] that demonstrates the steps the committee uses and is aligned with strategic plan 1,2,7,15

1. **Academic Policy and Standards Committee**
2. **Academic Program Review Committee (APRC)**
3. **Academic Senate Executive Committee**
4. **Arts and Lectures Committee**
5. **Athletic Advisory Committee**
6. **Distinguished Teacher Award Committee**

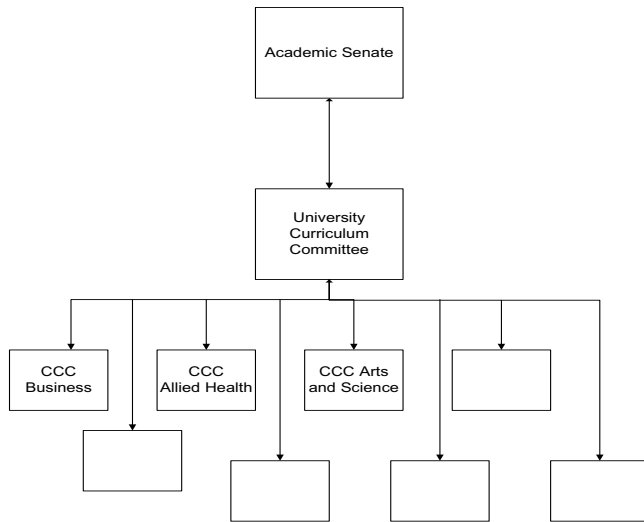
7. **Faculty Research Committee**
8. **Institutional Strategic Planning Council**
9. **International Education Committee**
10. **Library/Historical/Archival Committee**
11. **Professional Development Committee**
12. **Senate Diversity Committee**
13. **Student Life Committee**
14. **Health Promotion and Substance Abuse Prevention Committee**
15. **University Curriculum Committee**
16. **University Graduate and Professional Council**

E. Recommendations

Ideally when a university committee and an academic senate committee both exist there should be linkages as shown in Structure A which used the curriculum committees as an example. This allows for alignment of efforts.

Example of Structure "A"

Desired Structure

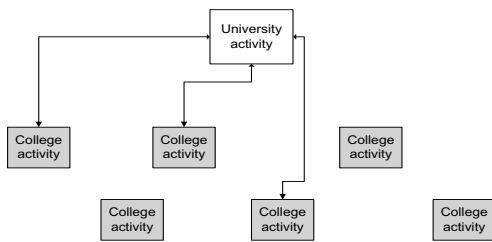


2.5.2011

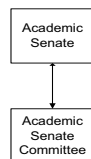
When a university and a senate committee exist but are not linked, as depicted in Structure B below, the Task Force feels there is a greater opportunity for inefficiencies and ineffectiveness.

Example of Structure B

Current Structure for Some Committees



There may or may not be related college activities to the university activity



2.5.2011

The Task Force feels there are three senate committees that are similar to Structure B either with or without college level activities. Recommendations by the Vice President of the Senate Executive Committee, Michael Berghoef, are to consider an alignment that would ensure communication between the Senate Committee and the Administrative Contact. The three committees, with suggested Administrative contacts are:

Institutional Strategic Planning Council; Michael Cron
International Education Committee; Robbie Teahen, Donald Flickinger
Senate Diversity Committee; David Pilgrim and Andy Karafa

The Task Force recommends

- 1) Best practices be followed by all committees**
- 2) Three committees be considered for restructuring to resemble Structure A.**

TO: All Persons Represented by the Academic Senate
FROM: Kent Sun, Chair, Senate Election Committee
DATE: January 26, 2011
SUBJECT: Senate Elections

On **March 22 and 23, 2011**, Academic Senate elections will be held to fill the seats of Senators with expiring terms. You are reminded of the following:

- 1) All persons elected in this election in the Colleges of Education & Human Services, Allied Health, Arts & Sciences, Optometry, Pharmacy, Engineering Technology, Business, University College, the College of Professional and Technical Studies and the Counselor/Librarian group will hold a two-year term. Non-tenure Track Instructional representative elections will be held in September 2011.
- 2) **College Units: Full-time**, Board-appointed instructional faculty from each college of the University who, for purposes of representation, shall be members of that unit from which compensation is derived. Each college shall be considered as a separate unit for purposes of representation on the Senate. These college units shall consist of the College of Allied Health Sciences, the College of Arts and Sciences, the College of Business, the College of Education and Human Services, the Michigan College of Optometry, the College of Pharmacy, the College of Engineering Technology, the University College and the College of Professional and Technical Studies.

Counselors and Librarians Unit: Librarians, admissions and personal counselors shall be considered as one unit.

- 3) You may file a nominating petition or affidavit, countersigned by one other member of your unit by sending it to the Senate Office (CSS 208A) before **February 25, 2011**. Nominating petitions are available from the Senate Office, CSS 208A, between 7:30 a.m. and 4:30 p.m. Monday through Friday or from your election officer listed below and will be available on the Academic Senate Webpage. You will receive from the Election Committee, no later than **March 11, 2011** a list of those persons nominated.

Your Election Committee officers are:

College	Representative	Campus Address	Campus Phone
Allied Health Sciences	Roger Daugherty	VFS 210	2277
Arts and Sciences	Kent Sun	ASC 2031	2579
Business	David Marion	BUS 200	3164
Counselors/Librarians	Tom Liszewski	BHC	5968
Education & Human Services	Nancy Lashaway-Bokina	BIS 421	5368
Pharmacy	Tracey Boncher	PHR 302A	2283
Optometry	James Nash	MCO	2194
Engineering Technology	Chuck Drake	SWN 405	2788
University College	Anne Marie Gillespie	ASC 3052	3660
College of Prof. & Tech. Studies	Joe Joyce	Metro Detroit	586-445-7150

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris State University, nominate _____ for the office of Senator to the Academic Senate and hereby certify that the nominee has consented to having (his) (her) name placed in nomination for the office and possesses all the necessary qualifications for membership on the Senate as indicated in Article IV of the Academic Senate Charter.-

Date

Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

Date

Name

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris State University, nominate _____ for the office of Senator to the Academic Senate and hereby certify that the nominee has consented to having (his) (her) name placed in nomination for the office and possesses all the necessary qualifications for membership on the Senate as indicated in Article IV of the Academic Senate Charter.

Date

Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

Date

Name

ACADEMIC SENATORS 2010-2011

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Skrocki – At Large	Marilyn (1)	VFS 414	2280	Senate Executive Committee/Senate Diversity
2.		Colley	Sharon (1)	VFS 306	2288	Distinguished Teacher Committee
3.			Roger (2)	VFS 210	2277	Academic Program Review Council
4.	Arts & Sciences	Alspach - Secretary	Sandra (1)	JOH 127	2779	Senate Executive Committee/UCC
5.		Berghoef – Vice President	Michael (1)	ASC 2108	2765	Senate Executive Committee
6.		Griffin	Richard (1)	ASC 2094	2761	General Education Task Force
7.		Prakasam	Piram (1)	ASC 3021	5290	Professional Development Committee
8.		Taylor	Jonathan (1)	ASC 3080	5853	Senate Health Promotions & Substance Abuse Committee
9.		Haneline - President	Douglas (1)	ASC 3080	2525	Senate Executive Committee
10.		Nagel	George (2)	JH 118	3618	Academic Program Review Council
11.		Abbasabadi	Ali (2)	ASC 3017	3571	Graduate and Professional Council
12.		Sun	Kent (2)	ASC 2031	2579	Student Fees Committee
13.		Sanderson	Cami (2)	JH 111	2995	Distinguished Teacher Committee
14.		Klatt	Paul (2)	ASC 2114	2671	Faculty Research Committee
15.	Business	Cook	Teresa (2)	BUS 200	3167	Institutional Strategic Planning Council
16.		Marion	David (2)	BUS 200	3164	Academic Policy and Standards Committee
17.		Heaphy – At Large	Maureen (1)	IRC 212	3156	Senate Executive Committee
18.		Brandly	Mark (2)	BUS 200	2433	Athletic Advisory
19.		Rewers	Carol (1)	IRC 212	2447	Faculty Research Committee
20.	Counselors/	Liszewski	Thomas (2)	BHC 210	5968	Senate Health Promotions & Substance Abuse Committee
21.	Librarians	Isler	Melinda (1)	FLT 358	3731	Institutional Strategic Planning Council
22.	Education	Wagenheim	Matt (1)	SRC 103	2670	Academic Program Review Chair
23.		Lashaway-Bokina	Nancy (2)	BIS 421	5368	Graduate & Professional Council
24.	Optometry	Luplow	Dean (1)	PEN 406	2192	Arts and Lectures Committee
25.		Nash	James (2)	PEN 406	2194	Academic Senate Diversity Committee
26.	Non-tenure Track Instructional Faculty	Fox	Bernadette (2)	ASC 3025	2522	Library/Historical/Archival Committee
27.		Reynolds	Beth (1)	PRK 120G	3077	Professional Development Committee
28.	Pharmacy	Boncher	Tracey (2)	PHR 302A	2283	University Curriculum Committee
29.		Dakkuri	Adnan (1)	PHR 105	2240	Professional Development/Distinguished Teacher
30.		vacant				
31.	Technology	Drake	Charles (2)	SWN 405	2788	Academic Policy and Standards Committee
32.		Compton	Joseph (1)	GRN 202	3062	Student Life Committee
33.		McNulty	Matt (2)	AUT 101	2354	Distinguished Teacher Committee
34.		Jewett	Keith (1)	SWN 405	2954	Radiation Safety Committee
35.		Thapa	Khagendra (1)	SWN 314	2672	Institutional Planning Council
36.		Hanna – At Large	David (2)	GRN 227	2680	Senate Executive Committee
37.		Maike	Gary (2)	HEC 203	2816	Senate Diversity Committee
38.	University College	Lukusa	Gloria (1)	ASC 1017	2842	Arts and Lectures Committee
39.		Gillespie	Anne Marie (2)	ASC 3052	3660	Senate Health Promotions & Substance Abuse Committee
40.	C of Prof. & Tec. Studies	Joyce	Joseph (2)	Metro Detroit	586-445-7150	Athletic Advisory Committee

Bold indicates Senate Executive Committee Member

Academic Affairs Policy Letter

February 2011

Student Complaint Policy

Ferris State University is committed to assuring a supportive process that invites student feedback in a manner that promotes a positive learning environment. Students should follow established policies and procedures to resolve their complaints. College leaders are responsible for maintaining records of student complaints and providing an annual report to the Provost's Office (see section 5). If a complaint alleges discrimination or harassment, the student may follow other processes to have the situation resolved, including contacting Student Affairs or the Office of Equal Opportunity (see sections 1.2 through 1.4). This policy and the associated procedures apply to areas within Academic Affairs, including all of the Colleges, the Library, the Faculty Center for Teaching and Learning, the Charter Schools Office, and the Center for International Education.

Guide for Students to Resolve their Complaints Related to Academic Affairs

1. Overview and Introduction

This document outlines ways students may communicate complaints within the Division of Academic Affairs at Ferris State University.

1.1 The Code of Student Community Standards

This Code states that "each Ferris State University student has a right to initiate a complaint that may bring about an investigation and/or disciplinary action involving another member of the University academic community." This can be located at:

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>

1.2 Documents and Policy

If the student's complaint concerns another student or student services, such as transcripts, housing, or university recreation, the student should refer to the Student Affairs complaint policy and procedures here:

http://www.ferris.edu/htmls/administration/StudentAffairs/judicial/OSC_student_complaint_policy.pdf

1.3 Claims of Harassment or Discrimination

If a student's complaint alleges discrimination or harassment, including sexual harassment, the student is encouraged to contact the Office of Student Conduct within Student Affairs, call (231) 591-3619, or email theosc@ferris.edu. If the complaint is about a student; or, if the concern relates to a Ferris employee or other campus visitor, the student should contact the Office of Equal Opportunity in McKessy House, the Office of the General Counsel of the University, on the Big Rapids Campus, telephone (231) 591-2152, or email EqualOpportunity@ferris.edu.

1.4 Grade Appeals

Separate policies exist for appealing a grade. You will find the grade appeal process here: <http://www.ferris.edu/htmls/administration/academicaffairs/policyLetters.html>

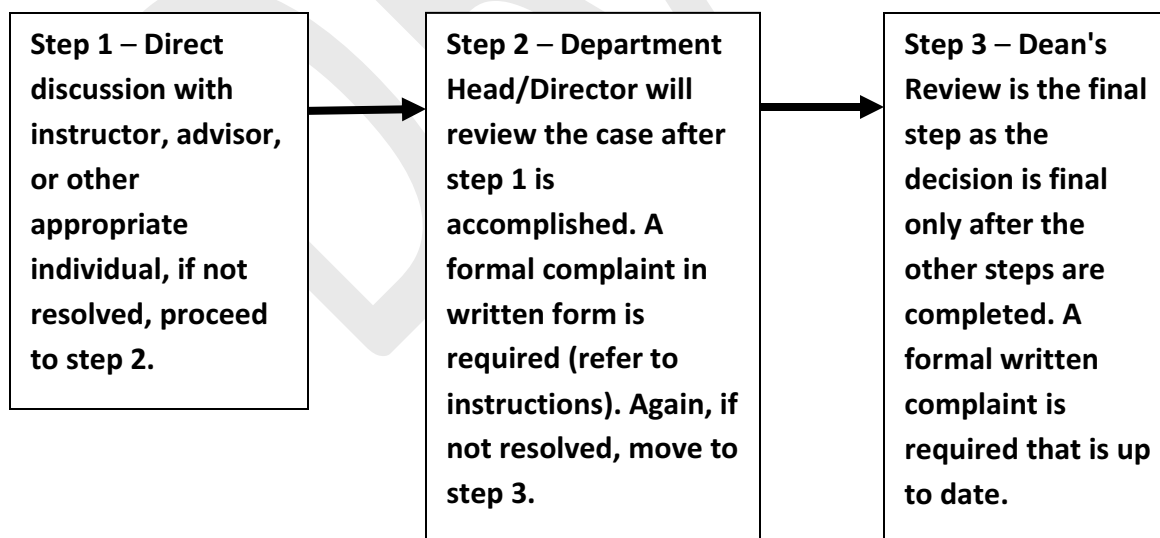
1.5 General Procedure in Expressing Student Concerns

Students should first express a concern to the individual closest to the problem who has the ability to remedy the situation. For example, if the concern relates to a course, the instructor is the appropriate first step. If the concern relates to advising, then the advisor should be contacted. If the student does not know who to contact, s/he may contact the Dean's office of the college to get guidance on where to express the concern. Contact information for each college will be found here: <http://www.ferris.edu/htmls/colleges/>. Each college will provide a "contact" link to the Dean's Office on their College's home page.

Suggestions that may help students approach faculty or advisors constructively are provided at the end of this document (see section 7).

Some colleges have additional information on their websites concerning the complaint process, so students are encouraged to look for this additional guidance. In addition, although ten (10) business days is allowed for action at each step in the process, all are encouraged to address student complaints as quickly as is feasible. Each academic college follows the following procedures:

2. Complaints Against Faculty or Advisors



Note: Refer to the appropriate sections for the timelines.

2.1 Step 1 – Direct discussion with instructor, advisor, or other appropriate individual

The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required. The student is advised to record the date when s/he approached the individual with whom there is a concern to resolve the problem, as this information will be required at later stages of the process.

2.2 Step 2 – Department Head/Director Review

This step must involve the first level of administration above the individual against whom the complaint is filed, hereinafter referred to as the Department Representative. In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may take another step by contacting the department head or director of the program area. At this step, the student must submit a written statement to the Department Representative. Whenever the complaint is received, the Department Representative is expected to assure that the student has made an effort to resolve the problem with the individual with whom s/he has a concern.

In cases where there is not a department head, or director, the complaint should be directed to an assistant or associate dean, or other designated individual. Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

Student's Written Statement The written statement should identify the student; instructor, advisor, or other party(ies) to the complaint; course (as appropriate); a factual description of the problem; and any other relevant information, such as past efforts to address the problem. Typically, the student will also meet with the department representative after the recipient of the complaint has had an opportunity to review the written statement. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit a written complaint as close to the time of the concern as possible. All complaints must be received within one calendar year.

The department representative will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The individual against whom the complaint has been filed will have ten (10) business days to respond. If the Department Representative does not receive a response from the individual within the 10-day time allotted, s/he should proceed to take appropriate action. The department representative may also meet with any involved individuals to discuss the situation and to review any relevant materials.

Following the department representative's review, s/he is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint,

working out a solution, referring the matter to another office, or some other appropriate action. The Department Representative should complete action within ten (10) business days of receiving the response from the individual against whom the complaint was filed.

If the department representative concludes that the student has engaged in dishonesty or other violation of Ferris's code of student responsibilities, the department representative may initiate action with student judicial services.

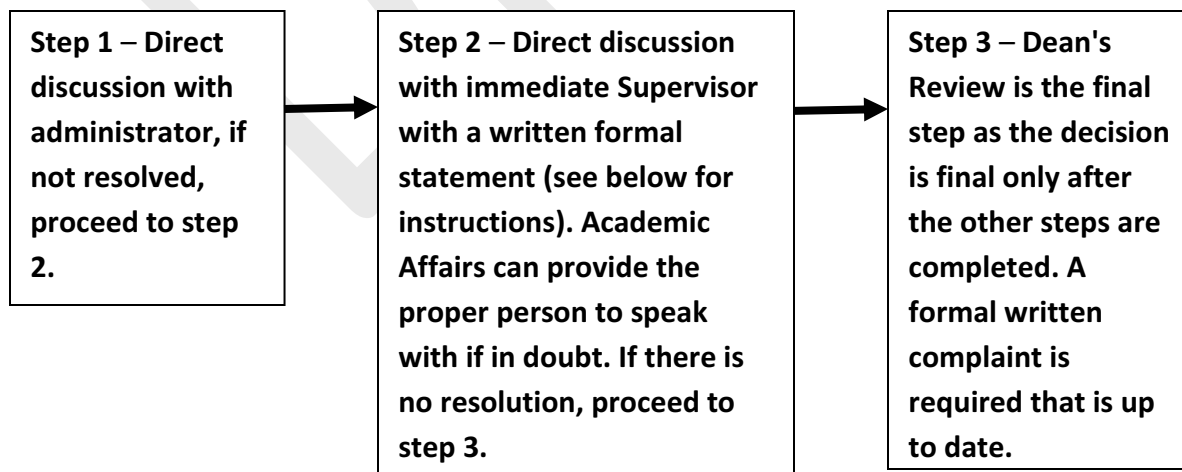
The department representative is not authorized to change the student's grade.

2.3 Step 3 – Dean's Review

In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the department representative's level, s/he may appeal that decision to the Dean's office of the College. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designate. The dean should assure that the student's complaint has been through earlier steps in the process before taking any action, and records the dates when these steps were taken. The dean (or designee) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within ten (10) business days. **The dean's decision is final and is not subject to further appeal.**

Any complaints that reach the dean's office are subject to the annual official student complaint reporting required of Academic Affairs units (see section 5). Thus, the annual report to the Provost's Office should include any written complaints that reached the Dean's Office for resolution or action.

3. Complaints Against Administrators (such as department heads, directors, etc.)



Note: Refer to the appropriate sections for the timelines.

3.1 Step 1 – Direct discussion with administrator

The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required. The student is advised to record the date when s/he approached the individual with whom there is a concern to resolve the problem, as this information will be required at later stages of the process.

3.2 Step 2 – Supervisor Review

In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may take **the next** step by contacting the individual's immediate supervisor. The Dean's Office or the Office of Academic Affairs will be able to provide the name and contact information for this person if the complainant does not know who this individual is. (For example, typically a department head is supervised by a dean.) At this step, the student must submit a written statement to the Supervisor.

Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

Student's Written Statement The written statement should identify the student; administrator, or other party(ies) to the complaint; a factual description of the problem; and any other relevant information such as past efforts to address the problem. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit a written complaint as close to the time of the concern as possible. All complaints must be received within one calendar year.

The Supervisor will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The individual against whom the complaint has been filed will have ten (10) business days to respond. If the Supervisor does not receive a response from the individual within the 10-day time allotted, s/he should proceed to take appropriate action. The Supervisor may also meet with any involved individuals to discuss the situation and to review any relevant materials.

Following the Supervisor's review, the Supervisor is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint, working out a solution, referring the matter to another office, or some other appropriate action. The Supervisor should complete action within ten (10) business days of receiving the response from the individual against whom the complaint was filed.

If the supervisor determines that the student has engaged in dishonesty or other violation of Ferris's code of student responsibilities, the supervisor may initiate action with student judicial services.

3.3 Step 3 – Dean's Review

In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the supervisor level, s/he may appeal that decision to the Dean's office of the College. The Dean is responsible for assuring that earlier steps have been followed and records the dates when these steps were taken. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designee. The dean (or designee) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within ten (10) business days. **The dean's decision is final and is not subject to further appeal.**

Any complaints that reach the dean's office are subject to the annual official student complaint reporting required of Academic Affairs units (see section 5). Thus, the annual report to the Provost's Office should include any written complaints that reached the Dean's Office for resolution or action.

4. Complaints Against Deans

If the student's complaint concerns the dean, the complainant is advised to initiate his concern orally with the Dean to seek a remedy to the concern. The student is advised to record the date when s/he approached the Dean to resolve the problem.

If the student is not satisfied with the Dean's decision on a matter that concerns the dean, the student is authorized to provide a written statement of the complaint to the Provost or his/her designee. Details of the situation and the efforts to remedy the problem must be included in the written statement. The provost's office will make its recommendations within ten (10) business days. **The decision of the Provost's Office is final and is not subject to further appeal.**

5. Reporting Guidelines for Colleges

Annually, every academic college and unit (such as the International Center or FLITE) is required to submit a summary report to the Provost's Office regarding the types and number of complaints received during the academic year. These reports will be due June 30 each year and include a summary of the actions taken to resolve the complaints and to avoid similar ones in the future. Included in the summary should be the nature of the complaint, the date that each step of the process was completed, and the information about how the complaint was resolved. A template is provided on the Academic Affairs shared drive for this purpose. In addition, each College is required to maintain its student complaint log electronically for a minimum of 5 years so that the University may refer to these archived documents if necessary. Only complaints that reach the dean's level need to be included in the annual report.

6. Communications/Policy Information Sharing

Each year the Provost's Office is encouraged to review the Student Complaint Procedures with the Deans' Council and the Academic Leadership Council, to assure that all current representatives in those groups are aware of this policy.

7. Advice on Approaching Others with Your Complaint

Expressing a concern is never easy, but it is important both in the academic environment and in other settings. Problems are always best remedied directly with the person with whom you have the concern. You will benefit from developing your skills in the area. In the work context, your colleagues will appreciate knowing that you address your concerns directly with them rather than with their supervisors.

When you approach another, explain how the problem is affecting you and avoid accusing others. For example, you might say that "I felt diminished when you pointed out in class in front of my peers that my homework had been done wrong" or "Requiring me to work with a team that is not near has made it difficult for me to complete the required assignments." Avoid using "you" in sentences like: "You diminished me in front of my peers," or "You were unfair to assign me to a team that was not nearby." Instead, frame your complaint from the view of how it is impacting you . . . how it is impairing your ability to complete your assignments, how it made you feel, or other personalized approaches. In addition, be prepared to ask for the "remedy" that you desire. In the examples provided here, you may simply ask: "I would appreciate it if you would not point me out in class for things I have done wrong, as I am trying to do my best;" or "I was embarrassed that you pointed out my weaknesses in front of my colleagues." Or, "Would you allow me to work on this assignment independently, because it is not possible for me to coordinate a meeting schedule with these students?"

It is often also desirable to ask for the "remedy" you desire. For example, you may ask that the instructor review his assessment of your homework assignment; or give you another opportunity to correct the assignment, if you did not understand the requirements; etc.

Academic Affairs Policy Letter

February 2011

Authentication of Student Identity

Effective Immediately

Policy

Ferris State University verifies the identity of each student enrolled in and completing its courses and programs. Students' identity will first be verified upon enrollment, when official records (including transcripts) are required through the admissions process. The University re-verifies student identity through a variety of methods that are outlined in its student authentication procedures, including the requirement that students access their online courses through a secure login process. Online courses should provide sufficient interaction between students and instructors to further contribute to verifying a student's identity. The University continuously monitors the requirements associated with student authentication at the accreditor, state, and/or national levels and evaluates whether its approaches best meet its requirements.

Procedures

1. Students enrolled at Ferris are required to possess an official identification document that includes their picture. This may include a driver's license, passport, or a Ferris ID.
2. Students enrolled in online courses are required to enter their login ID and a password to access their online courses. At present, that secure access is provided through the MyFSU/FerrisConnect system. The login takes place through a secure connection.
3. Present University Information Technology policy requires that passwords must be changed frequently. Passwords must be sufficiently complex that they are not easily decoded in that, at present, they must be between 8 and 30 characters and require the inclusion of at least one upper-case letter, one lower-case letter, and one numeral.
4. Students are asked to set up a challenge question at the time they establish the password
5. Online courses are, by design, available to University personnel through the course management system (FerrisConnect, currently a WebCT product), just as the face-to-face classes are visible within the university in their physical classroom presence.
6. Faculty and/or program leaders will determine the situations when a proctored examination will be required. Proctored exams are another of the many methods employed by Ferris to verify a student's identity. Frequently arrangements are made at regional sites or with community colleges to provide this testing oversight.
7. The University does not assess additional charges for verification of identity unless it makes such requirements known as fees associated with the course at the time of a student's enrollment. Such additional fees must be included on the course syllabus and must be approved by the University's Student Fees committee. Exceptions may exist if a student requires proctoring of an examination or other activity at a center that assesses a fee for this service. In the future the university may require the student to purchase some technology to better ensure student identity, and students will be responsible for these costs.

8. Students' personal information is protected through the University's policies and practices related to FERPA.
9. The Coordinator of Instructional Technology, in the Faculty Center for Teaching and Learning, working collaboratively with representatives of the faculty, administration, and Information Technology staff (especially the e-learning administrator) assumes responsibility for monitoring changing requirements for institutions of higher education as well as options available for meeting the expectations of assuring students' identity.
10. Ferris online "Best Practice Guidelines" further encourage that all online courses utilize a variety of instructional and assessment strategies, including frequent instructor/student interactions, multiple measures of learning outcomes assessment, and varied approaches to assessment of learning.

MEMORANDUM

DATE: 1 March 2011
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Business Core**
CC: Matt Pinter, David Nicol, Doug Haneline, Donald Flickinger, Roberta Teahen, Fritz Erickson

I. IDENTITY OF PROGRAM:

Business Core

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program's status with respect to the categories in Section 5 of the report merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The Business Core is a pivotal component of accreditation for the College of Business.
- **Program Value:** The Business Core provides students a standard exposure to business concepts and practices that will serve them throughout their career.
- **Program Enrollment:** The Business Core serves all students within the COB.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program find employment in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well qualified.

IV. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The Business Core aligns with national accreditation standards.
- The Business Core provides students a standard exposure to business concepts and practices that will serve them throughout their career.
- The capstone course within the Business Core offers students a 'real world' hands on experience.

V. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The Business Core should to continue to solidify the logistics of implementing the proposed upper level seminar course.
- The Business Core should continue to explore methods for consistent implementation regarding the sequence of courses.

MEMORANDUM

DATE: 1 March 2011
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **A.A.S. and B.S. in Graphic Design**
CC: Jeff Ek, Mike Cooper, David Nicol, Doug Haneline, Donald Flickinger, Roberta Teahen, Fritz Erickson

I. IDENTITY OF PROGRAM:

A.A.S. and B.S. in Graphic Design

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program's status with respect to the categories in Section 5 of the report merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The Graphic Design program is the only one in the country housed within a College of Business.
- **Program Value:** Due in part to their location within the COB, the Graphic Design program has high enrollment demand as well as a high employment rate post graduation.
- **Program Enrollment:** In Fall 2009 the GRDE program had 209 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program find employment in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well qualified.

IV. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program is the only one in the country housed within a COB.
- Graduates have a growing job outlook in a variety of settings.
- The program enrolls a solid gender mix.

V. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The GRDE program should seek to improve the tracking of students transitioning out of the program after completion of the A.A.S. degree.
- The GRDE program should seek to develop an advisory board specific to the program.
- The GRDE program should explore ways to improve student writing across the curriculum.

MEMORANDUM

DATE: 1 March 2011
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **B.S. in Technical and Professional Communication and B.S. in Journalism and Technical Writing**
CC: Sandy Balkema, Nate Garrelts, Reinhold Hill, Doug Haneline, Donald Flickinger, Roberta Teahen, Fritz Erickson

I. IDENTITY OF PROGRAM:

B.S. in Technical and Professional Communication and B.S. in Journalism and Technical Writing

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program's status with respect to the categories in Section 5 of the report merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** Technical writing is a field that will continue to grow with advancements in technology. Graduates are entering a career field consistently ranked as one of the best jobs in America.
- **Program Value:** In addition to serving the needs of students through two B.S. programs, two minors, and two certificates, the program contributes much to the university in the form of technical writing, editing and training.
- **Program Enrollment:** In Fall 2010, the TPC program had 23 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program find employment in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well qualified.

IV. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program is offered at relatively low cost to the university.
- Graduates have a growing job outlook in a variety of settings.
- The program offers a low faculty to student ratio, allowing for greater hands-on learning.

V. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The TPC program should clarify to students that the goal of computer education within the program is to teach students how to understand the use of software as a tool, rather than to teach them detailed knowledge regarding specific software.

College of Allied Health Sciences

Dental Hygiene Program

**Proposal for Revision of the
Dental Hygiene Program**

**Submitted to the
Ferris State University
University Curriculum Committee**

January 2011

Table of Contents

	Pages
Proposal Summary: Form A	1 - 3
Dental Hygiene Assessment Plan	4 - 7
FLITE Services Consultation Form: Form C.	8
Current Curriculum Guide: Form D.	9 - 11
Proposed Curriculum Guide: Form D.	12 -14
Newly Created DHYG Courses: Forms E & F.	15 - 66
Modified DHYG Courses: Forms E & F	67 - 80
Deleted DHYG Courses: Form F.	81 - 93

1. Proposal Summary

The associate degree in dental hygiene is modifying its curriculum in order to model other associate degrees in the College of Allied Health and to meet the academic needs of its students.

The associate degree in dental hygiene proposes to separate lab and lecture courses to better evaluate the student's didactic knowledge and clinical skills. In doing so, this will make the students more accountable to pass each course independently and make the clinical and laboratory courses more rigorous. This proposal will create 21 new courses and 6 modified courses while deleting 12 courses from the existing curriculum. DHYG 218 is the only course in the existing curriculum that will not be changed or modified.

In response to pass rates on specific portions of the National Board Dental Hygiene Exam, two additional courses have been added without adding additional credits to the degree.

The additional course proposed for the first semester of the student's second year is DHYG 208 Perio / Path Review. This review course will give the students a combined review of Periodontics and Oral Pathology while reinforcing previous knowledge learned and building their knowledge with new content.

The second additional course proposed is DHYG 280 Comprehensive Patient Assessment. This course will be offered in the first half of the last semester of their second year. Content in this class will include comprehensive clinical / patient case based information simulating what the student will encounter on the National Board Dental Hygiene.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
DHYG	101	Oral Imaging
DHYG	102	Oral Imaging Lab
DHYG	104	Dental Hygiene Theory 1
DHYG	105	Pre-Clinical Dental Hygiene Practice 1
DHYG	107	Oral Science A
DHYG	108	Oral Science A Lab
DHYG	117	Oral Science B
DHYG	118	Oral Science B Lab
DHYG	126	Dental Hygiene Practice 2
DHYG	127	Dental Materials
DHYG	129	Dental Materials Lab
DHYG	208	Perio / Path Review
DHYG	212	Dental Hygiene Theory 3
DHYG	222	Dental Hygiene Practice 3
DHYG	229	Pain Management
DHYG	231	Pain Management Lab
DHYG	232	Dental Hygiene Theory 4
DHYG	233	Dental Hygiene Practice 4
DHYG	237	Community Dentistry B
DHYG	239	Community Dentistry B Lab
DHYG	280	Comprehensive Patient Assessment

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
DHYG	111	Oral Science 1
DHYG	114	Clinical Dental Hygiene Theory 1

DHYG	115	Clinical Dental Hygiene Practice 1
DHYG	121	Oral Science 2
DHYG	122	Dental Radiography
DHYG	125	Clinical Dental Hygiene Practice 2
DHYG	209	Dental Materials
DHYG	214	Clinical Dental Hygiene Theory 3
DHYG	215	Clinical Dental Hygiene Practice 3
DHYG	219	Pain Management
DHYG	224	Clinical Dental Hygiene Theory 4
DHYG	225	Clinical Dental Hygiene Practice 4

c. Existing Course(s) to be Modified:

Prefix	Number	Title
DHYG	123	General and Oral Path
DHYG	124	Dental Hygiene Theory 2
DHYG	213	Periodontics
DHYG	217	Community Dentistry 1
DHYG	227	Community Dentistry 2
DHYG	291	Dental Hygiene Practicum

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
C	01-14-11	Library	

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____x_____ No

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

5. Program Checksheets affected by this proposal.

DHYG only

Assessment Plan
Ferris State University
Program - Dental Hygiene (A.A.S.)

Program - Dental Hygiene (A.A.S.)

Mission: Building upon the mission, vision and values of the college of Allied Health Sciences the Dental Hygiene program will be a leader in providing opportunities for innovative teaching and learning in career-oriented technologies of the professional education

Advisory Board/Committee: Twice per year

Next FSU Academic Program Review: 2009-2010

Accreditation Body: American Dental Association Commission on Dental Accreditation (CODA)

Academic Year of Next Accreditation Review: 2012-2013

College: CAHS

Outcome: Graduates will communicate effectively to acquire, develop & convey ideas & information to diverse populations.

CAHS Category: Communication
Outcome Type: Learning
Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Affective questions. Assessment Method Category: Survey - Employer	90% of graduates will be rated average or above by employers for their communication skills.	Annual	Yes
Writing portfolio. Assessment Method Category: Portfolio/E-Portfolio	90% of graduates will score average or above on the written portfolio.	Annual	Yes
Patient satisfaction survey. Assessment Method Category: External review (e.g. employer or expert)	90% of students will be rated as average or above in communication skills by the patients treated at the dental hygiene clinic.	Annual	Yes
Communication skill questions on Graduate Exit Survey. Assessment Method Category: Survey - Graduate (Current Year)	90% of graduates will rate the program average or above average in communication skill preparation.	Annual	Yes
Communication skill questions on Alumni Survey. Assessment Method Category: Survey - Alumni (after one year)	90% of graduates will rate the program average or above average in communication skill preparation.	Annual	Yes

Related Courses

CCHS 101 - Orientation-Health Care	CCHS 102 - Safety Issues-Health Care
DHYG 104 - Dental Hygiene Theory 1	DHYG 105 - Pre-Clinical Dental Hyg Pract 1
DHYG 101 and 102 - Oral Imaging	DHYG 124 - Dental Hygiene Theory 2
DHYG 208 Perio/Path Review	DHYG 280 Comprehensive Pt Assessment

DHYG 126 - Dental Hygiene Prac 2
 DHYG 213 - Periodontics
 DHYG 222 - Dental Hygiene Theory 3
 DHYG 217 and 227 - Community Dentistry A
 DHYG 218 - Pharmacology for Dent Hygiene
 DHYG 229 - Pain Management
 DHYG 232 - Clinic Dental Hygiene Theory 4
 DHYG 237 and 239 - Community Dentistry B
 DHYG 291 - Dental Hygiene Practicum

Outcome: Graduates will utilize evidenced-based knowledge & clinical competencies to provide comprehensive services.

CAHS Category: Knowledge and Clinical Competencies

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
American Dental Association Dental Hygiene National Board Exam Assessment Method Category: Certification Exam	80% of graduates will pass the exam on the first attempt.	Annual	Yes
Northeast Regional Board(NERB) Clinical Exam Assessment Method Category: Certification Exam	90% of graduates will pass the clinical NERB exam on the first attempt.	Annual	Yes
Employment Rate Assessment Method Category: Data Analysis	90% of graduates will be employed as dental hygienists within one year of graduation.	Annual	Yes
Cognitive and psychomotor skills questions. Assessment Method Category: Survey - Employer	90% of graduates will be rated average or above by their employers.	Annual	Yes
Cognitive and psychomotor skills questions. Assessment Method Category: Survey - Graduate (Current Year)	90% of graduates will rate the program average or above in skill preparation.	Annual	Yes
Cognitive and psychomotor skills questions. Assessment Method Category: Survey - Alumni (after one year)	90% of graduates will rate the program average or above in skill preparation.	Annual	Yes
Patient Satisfaction Survey Assessment Method Category: External review (e.g. employer or expert)	90% of patients will rate the program average or above in providing comprehensive dental hygiene care.	Annual	Yes
Clinical Competencies Assessment Method Category: Portfolio/E-Portfolio	90% of graduates will meet the required clinical competencies.	Annual	Yes

Related Courses

CCHS 101 - Orientation-Health Care

CCHS 102 - Safety Issues-Health Care
 DHYG 107 and 108 - Oral Science A
 DHYG 104 - Dental Hyg Theory 1
 DHYG 105 - Pre-Clinical Dental Hyg Pract 1
 DHYG 117 and 118 - Oral Science B
 DHYG 101 and 102 - Oral Imaging
 DHYG 123 - General and Oral Pathology
 DHYG 124 - Dental Hygiene Theory 2
 DHYG 126 - Dental Hygiene Prac 2
 DHYG 127 and 129 - Dental Materials
 DHYG 213 - Periodontics
 DHYG 212 - Dental Hygiene Theory 3
 DHYG 217 and 227- Community Dentistry A
 DHYG 218 - Pharmacology for Dent Hygiene
 DHYG 229 and 231 - Pain Management
 DHYG 232 - Dental Hygiene Theory 4
 DHYG 208 Perio/Path Review
 MRIS 102 - Orientation to Med Vocabulary

DHYG 237 and 239 - Community Dentistry B
 DHYG 280 Comprehensive Pt Assessment

Outcome: Graduates will adhere to the ethical, legal and professional conduct expected of the dental hy profession.

CAHS Category: Ethical, Legal and Professional

Outcome Type: Learning

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Professional Development Activities Assessment Method Category: Survey - Alumni (after one year)	90% of graduates will meet the continuing education requirements for continued licensure.	Annual	Yes
Advanced degree completion Assessment Method Category: Survey - Alumni (after one year)	50% of graduates will be working toward an advanced degree.	Annual	Yes
Professional involvement activities. Assessment Method Category: Survey - Alumni (after one year)	50% of graduates will hold membership in the professional association.	Annual	Yes
Affective questions. Assessment Method Category: Survey - Employer	90% of graduates will be rated average or above by their employers for their ethical, legal and professional conduct.	Annual	Yes
Patient satisfaction survey. Assessment Method Category: External review (e.g. employer or expert)	90% of patients will rate the professional conduct of graduates as average or above average.	Annual	Yes
Ethical, legal and professional skill questions on graduate exit survey. Assessment Method Category: Survey - Graduate (Current Year)	90% of graduates will rate the program average or above average in ethical, legal and professional skill preparation	Annual	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active

Related Courses

CCHS 101 - Orientation-Health Care
 CCHS 102 - Safety Issues-Health Care
 DHYG 104 - Dental Hyg Theory 1
 DHYG 105 - Pre-Clinical Dental Hyg Pract 1
 DHYG 101 and 102 - Oral Imaging
 DHYG 124 - Dental Hygiene Theory 2
 DHYG 126 - Dental Hygiene Prac 2
 DHYG 212 - Dental Hygiene Theory 3
 DHYG 217 and 227 - Community Dentistry A
 DHYG 229 and 231 - Pain Management
 DHYG 232 - Dental Hygiene Theory 4
 DHYG 208 Perio/Path Review

DHYG 237 and 239 - Community Dentistry B
 DHYG 280 Comprehensive Pt Assessment

Outcome: The Program will continue to meet the standards of the CODA to maintain specialized accredit
 CAHS Category: Specialized Accreditation

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
ADA DH National Board Exam Assessment Method Category: Certification Exam	80% of graduates will pass the exam on the first attempt.	Annually	Yes
Northeast Regional Board Examination(NERB) Clinical Assessment Method Category: Certification Exam	90% of graduates will pass the clinical NERB exam on the first attempt.	Annually	Yes

Related Courses

DHYG 107 and 108 - Oral Science A
 DHYG 104 - Dental Hyg Theory 1
 DHYG 105 - Pre-Clinical Dental Hyg Pract 1
 DHYG 117 and 118 - Oral Science B
 DHYG 101 and 102 - Oral Imaging
 DHYG 123 - General and Oral Pathology
 DHYG 124 - Dental Hygiene Theory 2
 DHYG 126 - Dental Hygiene Prac 2
 DHYG 127 and 129 - Dental Materials
 DHYG 213 - Periodontics
 DHYG 212 - Dental Hygiene Theory 3
 DHYG 217 and 227 - Community Dentistry A
 DHYG 218 - Pharmacology for Dent Hygiene
 DHYG 229 and 231 - Pain Management
 DHYG 208 Perio/Path Review

DHYG 232 - Dental Hygiene Theory 4
 DHYG 237 and 239 - Community Dentistry
 DHYG 280 Comprehensive Pt Assessment

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Dental Hygiene Program Curriculum Clean-up

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

<p>Initiator(s): <u>Dental Hygiene Program - CAHS</u></p> <p>Proposal Contact: <u>Kimberly Beistle</u> Date Sent: <u>January 14, 2011</u></p> <p>Department: <u>Dental Hygiene and Medical Imaging (DHMI)</u> Campus Address: <u>VFS 405</u> (Please print)</p>
--

<p>Liaison Librarian Signature: _____ Date: _____</p> <p>Dean of FLITE Signature: _____ Date Returned: _____</p>
--

Based upon our review on _____ (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$_____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

FERRIS STATE UNIVERSITY
DENTAL HYGIENE PROGRAM – ASSOCIATE DEGREE
Current Curriculum Guide for Students Entering the Program

Name: _____

Student Number: _____

REQUIRED		COURSE TITLE-PRE-REQUISITES IN ()	CR	GRADE	REQ. MET
MAJOR: 46 CREDITS REQUIRED					
DHYG	111	Oral Science 1 (DHYG students only)	3		
DHYG	114	Clinical Dental Hygiene Theory 1 (DHYG students only)	2		
DHYG	115	Clinical Dental Hygiene Practice 1 (DHYG students only)	3		
DHYG	121	Oral Science 2 (DHYG 111)	2		
DHYG	122	Dental Radiography (DHYG 111)	3		
DHYG	123	General/Oral Pathology (DHYG 111)	3		
DHYG	124	Clinical Dental Hygiene Theory 2 (DHYG 114)	2		
DHYG	125	Clinical Dental Hygiene Practice 2 (DHYG 114 & 115)	3		
DHYG	209	Dental Materials (DHYG 111)	2		
DHYG	213	Periodontics (DHYG 123)	3		
DHYG	214	Clinical Dental Hygiene Theory 3 (DHYG 124 & 125)	2		
DHYG	215	Clinical Dental Hygiene Practice 3 (DHYG 125)	4		
DHYG	217	Community Dentistry 1 (DHYG students only)	2		
DHYG	218	Pharmacology for Dental Hygiene (DHYG 123)	2		
DHYG	219	Pain Management (DHYG 121, DHYG 125, DHYG 218)	2		
DHYG	224	Clinical Dental Hygiene Theory 4 (DHYG 214 & 215)	2		
DHYG	225	Clinical Dental Hygiene Practice 4 (DHYG 209, DHYG 214 & DHYG 115)	4		
DHYG	227	Community Dentistry 2 (DHYG 217)	2		
DHYG	291	Dental Hygiene Practicum (DHYG 215) (optional course)	(1-2)		
COMMUNICATION COMPETENCE – 9 CREDITS REQUIRED					
COMM	105	Interpersonal Communication (none)	3		
	221	Small Group Decision Making (none)			
ENGL	150	English 1 (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English 2 (ENGL 150 with a C grade or better)	3		
SCIENTIFIC UNDERSTANDING -12 CREDITS REQUIRED					
BIOL	108	Medical Microbiology (none)	3		
BIOL	205	Anatomy and Physiology (CHEM 114)	5		
CHEM	114	Introduction to Inorganic Chemistry (CHEM 103 or yr of HS Chem + MATH110 w/grade of C-/better or ACT 19 or SAT 460)	4		
QUANTITATIVE SKILLS – PROFICIENCY OR COURSE REQUIRED					
		Math ACT subscore of 19 or higher, or MATH 110			

REQUIRED		COURSE TITLE-PRE-REQUISITES IN ()	CR	GRADE	REQ. MET
SOCIAL AWARENESS – 3 CREDITS REQUIRED					
PSYC	150	Introduction to Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 w/grade of C/better)	3		
SOCY	121	Introduction to Sociology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 w/grade of C/better)	3		
CULTURAL ENRICHMENT – 3 CREDITS REQUIRED					
		Cultural Enrichment Elective Course	3		
CAHS CORE CURRICULUM / OTHER REQUIREMENTS – 6 CREDITS REQUIRED					
CCHS	101	Orientation to Health Care (none)	3		
CCHS	102	Safety Issues in Health Care (none)	1		
CCHS	103	Clinical Skills (none)	1		
MRIS	102	Orientation to Medical Vocabulary	1		
		Computer Competency – course or proficiency demonstrated			
		Total Program Credits required for Graduation	82		
PROGRAM REQUIREMENTS FOR PROGRESSION/GRADUATION					
<ul style="list-style-type: none"> ➤ Student Progression in the Associate Degree Dental Hygiene Program without interruption is determined academically by achieving a minimum grade of "C" (2.0) in each course. Progression includes graduation, and a dental hygiene student may not graduate if he/she receives less than a "C" grade in any course listed on the Dental Hygiene check sheet. 					
<ul style="list-style-type: none"> ➤ In order to progress in the professional sequence of the program, a grade of C or better is required in all courses. If a student does not pass a course with a C or better, they may reapply to the professional sequence during the next application period. Students may not retake more than one professional sequence course. 					
<ul style="list-style-type: none"> ➤ No course in the professional sequence may be taken more than twice. If on the second attempt of the professional sequence course, a student receives a grade lower than a "C", the student will be dismissed from the program. 					
<ul style="list-style-type: none"> ➤ Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements which were in effect when they were originally admitted. 					

**FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
DENTAL HYGIENE CURRICULUM PLAN**

Current

YEAR 1	YEAR 2	YEAR 3
PRE-DENTAL HYGIENE STATUS	CLINICAL YEAR 1	CLINICAL YEAR 2
<i>Eligibility Determined and *Prerequisite Coursework Completed</i>	<i>Dental Hygiene Status *Begin Dental Hygiene Coursework</i>	<i>*Completion of Dental Hygiene Coursework</i>
FALL SEMESTER	FALL SEMESTER	FALL SEMESTER
MATH Competency: ACT 19 or 110 Fund. of Algebra _____	DHYG 111 Oral Science 1 3__	DHYG 213 Periodontics 3__
BIOL 108 Medical Microbiology 3__	DHYG 114 Clinical Dental Hygiene Theory 1 2__	DHYG 214 Clinical Dental Hygiene Theory 3 2__
MRIS 102 Orient. to Medical Vocabulary 1__	DHYG 115 Clinical Dental Hygiene Practice 1 3__	DHYG 215 Clinical Dental Hygiene Practice 3 4__
ENGL 150 English 1 3__	DHYG 122 Dental Radiography 3__	DHYG 217 Comm Dent 1 2__
SOCY 121 Intro. to Sociology 3__	CCHS 103 Clinical Skills for Health Care Providers 1__	DHYG 218 Pharmacology for Dental Hygiene 2__
CHEM 114 Intro. to General Chemistry 4__	ENGL 250 English 2 3__	DHYG 219 Pain Management 2__
TOTAL CREDITS 14	TOTAL CREDITS 15	TOTAL CREDITS 15
SPRING SEMESTER	SPRING SEMESTER	SPRING SEMESTER
BIOL 205 Human Anatomy and Physiology 5__	DHYG 121 Oral Science 2 2__	DHYG 224 Clinical Dental Hygiene Theory 4 2__
CCHS 102 Safety Issues in Health Care 1__	DHYG 123 Gen and Oral Path. 3__	DHYG 225 Clinical Dental Hygiene Practice 4 4__
COMM 105 Fund. of Interpersonal Communication	DHYG 124 Clinical Dental Hygiene Theory 2 2__	DHYG 227 Comm. Dentistry 2 2__
OR	DHYG 125 Clinical Dental Hygiene Practice 2 3__	CCHS 101 Orient. to Health Care 3__
COMM 221 Small Group Decision Making 3__	DHYG 209 Dental Materials 2__	DHYG 291 Dental Hygiene Practicum(optional) (1-2)__
PSYC 150 Intro. to Psychology 3__		
Cultural Enrichment Elective 3__		
TOTAL CREDITS 15	TOTAL CREDITS 12	TOTAL CREDITS (11-13)

Total Program Credits Required: 82

NOTE: A grade of "C" or better must be received for each class listed on the check sheet.

FERRIS STATE UNIVERSITY
DENTAL HYGIENE PROGRAM – ASSOCIATE DEGREE
Proposed Curriculum Guide for Students Entering the Program

Name: _____ Student Number: _____

REQUIRED		COURSE TITLE-PRE-REQUISITES IN ()	CR	GRADE	REQ. MET
MAJOR: 46 CREDITS REQUIRED					
DHYG	101	Oral Imaging (DHYG students only)	1		
DHYG	102	Oral Imaging Lab (DHYG students only)	1		
DHYG	104	Dental Hygiene Theory 1 (DHYG students only)	3		
DHYG	105	Pre-Clinical Dental Hygiene Practice 1 (DHYG students only)	2		
DHYG	107	Oral Science A (DHYG students only)	2		
DHYG	108	Oral Science A Lab (DHYG students only)	1		
DHYG	117	Oral Science B (DHYG 107, DHYG 108)	1		
DHYG	118	Oral Science B Lab (DHYG 107, DHYG 108)	1		
DHYG	123	General & Oral Pathology (DHYG 107)	2		
DHYG	124	Dental Hygiene Theory 2 (DHYG 104, DHYG 105)	2		
DHYG	126	Dental Hygiene Practice 2 (DHYG 104, DHYG 105)	3		
DHYG	127	Dental Materials (DHYG 107, DHYG 108)	1		
DHYG	129	Dental Materials Lab (DHYG 107, DHYG 108)	1		
DHYG	208	Perio / Path Review (DHYG 123, DHYG 213)	2		
DHYG	212	Dental Hygiene Theory 3 (DHYG 124, DHYG 126)	3		
DHYG	213	Periodontics (DHYG 107)	2		
DHYG	217	Community Dentistry A (DHYG students only)	1		
DHYG	218	Pharmacology for Dental Hygiene (DHYG 123)	2		
DHYG	222	Dental Hygiene Practice 3 (DHYG 124, DHYG 126)	3		
DHYG	227	Community Dentistry A Lab (DHYG students only)	1		
DHYG	229	Pain Management (DHYG 124, DHYG 126)	1		
DHYG	231	Pain Management lab (DHYG 124, DHYG 126)	1		
DHYG	232	Dental Hygiene Theory 4 (DHYG 212, DHYG 222)	3		
DHYG	233	Dental Hygiene Practice 4 (DHYG 212, DHYG 222)	3		
DHYG	237	Community Dentistry B (DHYG 217)	1		
DHYG	239	Community Dentistry B Lab (DHYG 227)	1		
DHYG	280	Comprehensive Patient Assessment (DHYG 212, DHYG 222)	1		
DHYG	291	Dental Hygiene Practicum (DHYG 222) (optional course)	(1-2)		
COMMUNICATION COMPETENCE – 9 CREDITS REQUIRED					
COMM	105	Interpersonal Communication (none)	3		
	221	Small Group Decision Making (none)			
ENGL	150	English 1 (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English 2 (ENGL 150 with a C grade or better)	3		
SCIENTIFIC UNDERSTANDING -12 CREDITS REQUIRED					
BIOL	108	Medical Microbiology (none)	3		
BIOL	205	Anatomy and Physiology (CHEM 114)	5		
CHEM	114	Introduction to Inorganic Chemistry (CHEM 103 or yr of HS Chem + MATH110 w/grade of C-/better or ACT 19 or SAT 460)	4		
QUANTITATIVE SKILLS – PROFICIENCY OR COURSE REQUIRED					
		Math ACT subscore of 19 or higher, or MATH 110			

REQUIRED		COURSE TITLE-PRE-REQUISITES IN ()	CR	GRADE	REQ. MET
SOCIAL AWARENESS – 6 CREDITS REQUIRED					
PSYC	150	Introduction to Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 w/grade of C/better)	3		
SOCY	121	Introduction to Sociology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 w/grade of C/better)	3		
CULTURAL ENRICHMENT – 3 CREDITS REQUIRED					
		Cultural Enrichment Elective Course	3		
CAHS CORE CURRICULUM / OTHER REQUIREMENTS – 5 CREDITS REQUIRED					
CCHS	101	Orientation to Health Care (none)	3		
CCHS	102	Safety Issues in Health Care (none)	1		
MRIS	102	Orientation to Medical Vocabulary	1		
		Computer Competency – course or proficiency demonstrated			
		Total Program Credits required for Graduation	81		
PROGRAM REQUIREMENTS FOR PROGRESSION/GRADUATION					
<ul style="list-style-type: none"> ➤ Student Progression in the Associate Degree Dental Hygiene Program without interruption is determined academically by achieving a minimum grade of "C" (2.0) in each course. Progression includes graduation, and a dental hygiene student may not graduate if he/she receives less than a "C" grade in any course listed on the Dental Hygiene check sheet. 					
<ul style="list-style-type: none"> ➤ In order to progress in the professional sequence of the program, a grade of C or better is required in all courses. If a student does not pass a course with a C or better, they may reapply to the professional sequence during the next application period. Students may not retake more than one professional sequence course. 					
<ul style="list-style-type: none"> ➤ No course in the professional sequence may be taken more than twice. If on the second attempt of the professional sequence course, a student receives a grade lower than a "C", the student will be dismissed from the program. 					
<ul style="list-style-type: none"> ➤ Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements which were in effect when they were originally admitted. 					

Ferris State University
College of Allied Health Sciences
Associate Degree Dental Hygiene Curriculum Plan
Beginning Fall 2011

YEAR 1	YEAR 2	YEAR 3
Pre-Dental Hygiene Qualifying Courses	Professional Sequence	Professional Sequence
FALL SEMESTER	FALL SEMESTER	FALL SEMESTER
BIOL 108 Medical Microbiology 3__	DHYG 101 Oral Imaging 1__	DHYG 208 Perio/Path Review 2__
CHEM 114 Intro. to General Chemistry 4__	DHYG 102 Oral Imaging Lab 1__	DHYG 212 Dental Hygiene Theory 3 3__
ENGL 150 English 1 3__	DHYG 104 Dental Hygiene Theory 1 3__	DHYG 217 Comm. Dent A 1__
MATH Competency: ACT 19 or Math 110 __	DHYG 105 Pre-Clinical Dental Hygiene Practice 1 2__	DHYG 218 Pharmacology for Dental Hygiene 2__
MRIS 102 Orient. to Medical Vocabulary 1__	DHYG 107 Oral Science A 2__	DHYG 222 Dental Hygiene Practice 3 3__
SOCY 121 Intro. to Sociology 3__	DHYG 108 Oral Science A Lab 1__	DHYG 227 Comm. Dent A Lab 1__
	ENGL 250 English 2 3__	DHYG 229 Pain Management 1__
		DHYG 231 Pain Manag. Lab 1__
TOTAL CREDITS 14	TOTAL CREDITS 13	TOTAL CREDITS 14
SPRING SEMESTER	SPRING SEMESTER	SPRING SEMESTER
BIOL 205 Human Anatomy and Physiology 5__	DHYG 117 Oral Science B 1__	DHYG 232 Dental Hygiene Theory 4 3__
CCHS 102 Safety Issues in Health Care 1__	DHYG 118 Oral Science B Lab 1__	DHYG 233 Dental Hygiene Practice 4 3__
COMM 105 Fund. of Interpersonal Communication	DHYG 124 Dental Hygiene Theory 2 3__	DHYG 237 Comm. Dentistry B 1__
OR	DHYG 126 Dental Hygiene Practice 2 2__	DHYG 239 Comm. Dent B Lab 1__
COMM 221 Small Group Decision Making 3__	DHYG 127 Dental Materials 1__	CCHS 101 Orient. to Health Care 3__
Cultural Enrichment Elective 3__	DHYG 129 Dental Materials Lab 1__	DHYG 280 Comprehensive Pt. Assessment 1__
PSYC 150 Intro. to Psychology 3__	DHYG 213 Periodontics 2__	DHYG 291 Dental Hygiene Practicum(optional) (1-2)__
TOTAL CREDITS 15	TOTAL CREDITS 13	TOTAL CREDITS (13-15)

Total Program Credits Required: 81

Note: A grade of "C" or better must be received for each class listed on the check sheet. 11/30/10.

Newly Created DHYG Courses

Form E and F

○	DHYG	101	Oral Imaging
○	DHYG	102	Oral Imaging Lab
○	DHYG	104	Dental Hygiene Theory 1
○	DHYG	105	Pre-Clinical Dental Hygiene Practice 1
○	DHYG	107	Oral Science A
○	DHYG	108	Oral Science A Lab
○	DHYG	117	Oral Science B
○	DHYG	118	Oral Science B Lab
○	DHYG	126	Dental Hygiene Practice 2
○	DHYG	127	Dental Materials
○	DHYG	129	Dental Materials Lab
○	DHYG	208	Perio / Path Review
○	DHYG	212	Dental Hygiene Theory 3
○	DHYG	222	Dental Hygiene Practice 3
○	DHYG	229	Pain Management
○	DHYG	231	Pain Management Lab
○	DHYG	232	Dental Hygiene Theory 4
○	DHYG	233	Dental Hygiene Practice 4
○	DHYG	237	Community Dentistry B
○	DHYG	239	Community Dentistry B Lab
○	DHYG	280	Comprehensive Patient Assessment

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
DHYG	101	Oral Imaging

Course Description:

This course teaches the theory and techniques needed to produce diagnostic radiographs which includes; radiation characteristics, x-ray production, properties and safety and the recognition of radiographic landmarks, pathology and dental materials. Prerequisite: DHYG students only.

Course Outcomes and Assessment Plan:

1. The student will demonstrate knowledge of the theory and techniques along with radiation production, radiation characteristics and radiation safety needed to produce diagnostic radiographs.
2. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials.

Course Learning Outcomes	Measure of Learning	Criteria for Success
i. The student will demonstrate knowledge of the theory and techniques along with radiation production, radiation characteristics and radiation safety needed to produce diagnostic radiographs.	written quizzes midterm exam final exam	90% of students will earn at least a 75% on written quizzes consisting of 10 questions each, four per topic. 90% of students will earn at least a 75% on midterm exam. 90% of students will earn at least a 75% on the final exam.
ii. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials.	final exam (identification of slides)	90% of students will earn a 75% on final exam questions #1-25 identifying normal anatomy, caries, pathology and dental materials.

Course Outline including Time Allocation:

1 credit course: 1 hr lecture per week or 15 hrs lecture per semester

• Introduction to Dental Radiology	1 hr
• Fundamental of Radiation Physics	1 hr
• X-ray machine and production of X-rays	1 hr
• Radiographic Image Production	2 hrs
• Dental X-ray film and Processing and Errors in Technique	1 hr
• Radiation Biology	1 hr
• Radiation Safety	1 hr
• Principles of Intraoral Techniques	1 hr
• Patient Management and Education	1 hr
• Radiographic Interpretation	3 hrs
• Extraoral Radiograph and Localization Techniques	1 hr
• Exams	<u>1 hr</u>
	15 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix DHYG b. Number 101 c. Enter Contact Hours per week in boxes.
LECTure 1 LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title: Oral Imaging (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course teaches the theory and techniques needed to produce diagnostic radiographs which includes; radiation characteristics, x-ray production, properties and safety and the recognition of radiographic landmarks, pathology and dental materials.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.
DHYG students only.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: **Number** **Title**
DHYG **102** **Oral Imaging Lab**

Course Description:

The student will learn to produce quality dental radiographic images in the laboratory setting through the use of dental manikins and clinical patients. An emphasis is placed on the types of traditional film used in dentistry, film holding devices, film developing, film mounting and digital radiography. Prerequisite: DHYG students only.

Course Outcomes and Assessment Plan:

1. The student will demonstrate proper techniques of exposing, developing and interpreting diagnostically acceptable dental films utilizing radiation safety procedures on dental manikins and patients.
2. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will demonstrate proper techniques of exposing, developing and interpreting diagnostically acceptable dental films utilizing radiation safety procedures on dental manikins and patients.	laboratory exercises on dental manikin	90% of students will earn the grade of pass on 9 laboratory exercises using the dental manikins based upon a prescribed rubric.
	laboratory exercises on clinical patient	90% of the students will earn a grade of pass on 1 full mouth set of radiographs and 1 set of bitewing radiographs on a clinical patient.
2. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials.	radiographic interpretation exercises	90% of the students will earn a grade of pass on 3 radiographic interpretation exercises using a prescribed rubric.
	radiographs on clinical patient	90% of students will earn a grade of pass on interpreting 2 sets of clinical patient films using a prescribed rubric.

Course Outline including Time Allocation:

1 credit course: 2 hrs lab per week or 30 hrs lecture per semester

- Introduction to dental radiography laboratory 2hrs
 - Exposing and developing anterior periapicals 2hrs
 - Exposing and developing posterior periapicals 2hrs
 - Exposing and developing varying size bitewings 2 hrs
 - Exposing and developing films using the paralleling technique with the XCP 2 hrs
 - Exposing and developing films using the bisecting technique 2hrs
 - Exposing and developing varying occlusal films 2 hrs
 - Partner placement 2hrs
 - Exposing and developing distal oblique films 2hrs
 - Exposing and developing digital films 2hrs
 - Simulating partner placement for Panorex film 2hrs
 - Duplicating and mailing films 2hrs
 - Patient treatment 4hrs
 - Radiographic Interpretation exercises 2 hrs
- 30 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix DHYG b. Number 102 c. Enter Contact Hours per week in boxes.
LECTure LAB 2 INDEPENDent Study – Check (x)
Practicum: Seminar:

d. Course Title: Oral Imaging Lab (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHM
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The student will learn to produce quality dental radiographic images in the laboratory setting through the use of dental manikins and clinical patients. An emphasis is placed on the types of traditional film used in dentistry, film holding devices, film developing, film mounting and digital radiography.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 5

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.
DHYG students only.

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	104	Dental Hygiene Theory 1

Course Description:

Introduction to dental equipment, patient/operator positioning, aseptic technique, instrumentation skills, patient assessment procedures, dental deposits and the dental hygiene process of care. Prerequisite: DHYG students only.

Course Outcomes:

The student will describe/discuss:

1. all techniques related to the prevention of disease transmission and proper instrument/equipment management.
2. appropriate positioning of the patient and the operator in relation to patient comfort and ergonomic principles
3. appropriate instrumentation skills and instrument management
4. all aspects of patient assessment procedures
5. the dental hygiene process of care.

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will describe/discuss:		
1. all techniques related to the prevention of disease transmission and instrument/equipment management.	Quizzes and Written Exams: 51 questions on this topic	90% of students will earn a minimum score of 75 % on written exams
2. appropriate positioning of the patient and operator in relation to patient comfort and ergonomic principles.	Quizzes and Written Exams: 14 questions on this topic	90% of students will earn a minimum score of 75% on written exams
3. appropriate instrumentation skills and instrument management	Quizzes and Written Exams: 57 questions on this topic	90% of students will earn a minimum score of 75% on written exams
4. all aspects of patient assessment procedures.	Quizzes and Written Exams: 149 questions on this topic	90% of students will earn a minimum score of 75% on written exams
5. the dental hygiene process of care.	Quizzes and Written Exams: 29 questions on this topic	90% of students will earn a minimum score of 75% on written exams

Course Outline including Time Allocation:

3 credit course: 3 lecture hours per week or 45 lecture hours per semester

- | | |
|--|-------|
| • Course orientation and preparing for patient treatment | 2 hrs |
| • Patient/Operator Positioning and the 12 areas of the mouth | 1 hr |
| • Basic Instrumentation | 1hr |
| • Curets and Scaling | 1hr |
| • Process Observations and Charting Clinical Progress | 1 hr |
| • Using Excel for Grade Tracking and Computer Competency | 1 hr |
| • Prevention of Disease Transmission | 2 hrs |
| • Sickle Scalers | 1 hr |
| • Instrument Sharpening | 1 hr |

• Explorers	1 hr
• The Medical/Dental History and Vital Signs	3 hrs
• Introduction to Disclosing and Plaque Indices	1 hr
• Oral Structures	1 hr
• Extra and Intra Oral Exams	2 hrs
• Periodontal Probe	1 hr
• Dental Biofilm and Soft Deposits	1 hr
• Introduction to the Posterior Sickle and the Gracey ½	1 hr
• Dental Stains and Calculus	2 hrs
• Hard Tissue Charting	2 hrs
• Periodontal Screening and Recording “PSR”	1 hr
• Professional Plaque Removal	1 hr
• Intro to Polishing and “Putting it all together”, a review of clinical treatment sequence	1 hr
• Introduction to the Dental Hygiene Process of Care	1 hr
• Personal Plaque Control	1 hr
• Providing Patient Education	1 hr
• Introduction to Medical Emergencies	2 hrs
• Introduction to Fluoride	2 hrs
• Using Dental Software for Patient Records; an introduction to Eagle Soft	1 hr
• Case Study Applications	3 hrs
• Exams & Quizzes	<u>5 hrs</u>
	45 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

INDEpendent Study – Check

Practicum:

Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable

Fixed

h. Minimum Credit Hours

i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check Yes

No

k. Levels: Check Undergraduate Graduate Professional

l. Grade Method: Check Normal Grading

Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check

Yes No

n. Equivalent course: Prefix

Number

See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

p. Term(s) Offered: (See instructions for listing.)

q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

_____/____/____

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	105	Pre-Clinical Dental Hygiene Practice 1

Course Description:

Pre-clinical application of procedures introduced in DHYG 104. Prerequisite: DHYG students only.

Course Outcomes:

1. The student will demonstrate use of dental equipment.
2. The student will demonstrate patient/operator positioning.
3. The student will apply techniques in the prevention of disease transmission.
4. The student will demonstrate patient assessment procedures.
5. The student will demonstrate all instrumentation skills.

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will demonstrate: 1. use of the dental equipment and operator positioning. Professional Competency	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
2. patient/operator positioning. Professional Competency	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
3. application of techniques appropriate to the prevention of disease transmission. Professional Competency	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
4. patient assessment skills Knowledge	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
5. all clinical instrumentation, skills. Professional Competency	Completion of Clinical Exit Exam utilizing performance rubric.	90% of students will earn a minimum score of 75% on the clinical exit exam to be awarded a <i>Pass</i> grade

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

2 credit course: 6 hours lab per week or 90 hours of lab per semester

- Equipment use and handling, safety protocols & emergency procedures 3 hrs
- Environmental surface management, PPE, instrument handling, orientation to sterilization 3 hrs
- Clinical Application; pt/op positioning, mouth mirror, mirror fulcrum, indirect vision 3 hrs
- Clinical application; Grasp, Fulcrum, Adaptation and Stroke 6 hrs
- Clinical application; Universal Curet; sharpening technique and use 6 hrs
- Clinical application; Anterior Sickle Scaler; sharpening technique and use 6 hrs
- Clinical application; Posterior Sickle Scaler, sharpening technique and use 3 hrs
- Clinical application; Use of the explorer in the 12 areas of the mouth 6 hrs
- Clinical application; Typodont: calculus detection & lateral pressure exercise 3 hrs
- Clinical application; Use of the probe; adaptation & pressure 3 hrs
- Clinical application; Gracey 1/2 , sharpening and use 3 hrs
- Clinical application: The Personal, Medical & Dental History 3 hrs
- Clinical application: extra/intra oral exams 6 hrs

• PSR; Screening and practice using the WHO probe, plaque scoring	3 hrs
• Hard Tissue Charting	3 hrs
• Professional Plaque Control; disclosing and polishing	3 hrs
• Personal Plaque Control; patient education	3 hrs
• Clinical Application; Fluoride treatment	3 hrs
• "Patient Treatment" application	12 hrs
• Clinical Testing and review	<u>9 hrs</u>
	90 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

105

c. Enter Contact Hours per week in boxes.

LECTure

LAB 6

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Pre-Clinical Dental Hygiene Practice 1 (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 2 i. Maximum Credit Hours 2

j. May Be Repeated for Added Credit: Check Yes No

k. Levels: Check Undergraduate Graduate Professional

l. Grade Method: Check Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Pre-Clinical application of procedures introduced in DHYG 104.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 5

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG students only.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	107	Oral Science A

Course Description:

Introduction to dental nomenclature, anatomic form, eruption & exfoliation of human primary & permanent teeth. A comprehensive study of the histology & anatomy of the head & neck, including skeletal, epithelial, glandular & lymph tissues of the oral cavity. Prerequisite: DHYG students only.

Course Outcomes: Upon completion of this course, the student will be able to demonstrate knowledge of:

1. Correct anatomical nomenclature as applied to the study of head & neck anatomy
2. Dental tooth anatomy, both deciduous & permanent
3. Interrelations of teeth & supporting structures, including eruption & exfoliation of deciduous teeth
4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p>The student will demonstrate knowledge of:</p> <ol style="list-style-type: none"> 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy 2. Dental tooth anatomy, both deciduous & permanent 3. Interrelations of teeth & supporting structures, including eruption & exfoliation of deciduous teeth 4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues <p><i>(Knowledge)</i></p>	<p>Completion of written classroom exams</p>	<p>90% of students will earn a score of 75% or higher on the written classroom exams</p>

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

2 credit course: 2 hours lecture per week or 30 hours of lecture per semester

- | | |
|--------------------------------|-------------|
| • Terminology | 2hrs |
| • Dentition | 10hrs |
| • Occlusion/Form & Function | 2hrs |
| • Histology of Oral Structures | 8hrs |
| • Bones & Articulation | 4hrs |
| • Epithelial | 2hrs |
| • Glandular/Lymph | <u>2hrs</u> |
| | 30 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

107

c. Enter Contact Hours per week in boxes.

LECTure 2 LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Course Title: Oral Science A (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 2 i. Maximum Credit Hours 2

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Introduction to dental nomenclature, anatomic form, eruption & exfoliation of human primary & permanent teeth. A comprehensive study of the histology & anatomy of the head & neck, including skeletal, epithelial, glandular & lymph tissues of the oral cavity.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG students only.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	108	Oral Science A Lab

Course Description:

In the lab setting, students will learn dental nomenclature, anatomic form, eruption & exfoliation of human primary & permanent teeth. A comprehensive study of the histology & anatomy of the head & neck, including skeletal, epithelial, glandular & lymph tissues of the oral cavity. Prerequisite: DHYG students only.

Course Outcomes: Upon completion of this course, the student will be able to demonstrate knowledge of:

1. Correct anatomical nomenclature as applied to the study of head & neck anatomy
2. Dental tooth anatomy, both deciduous & permanent
3. Interrelations of teeth & supporting structures, including eruption & exfoliation of deciduous teeth
4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will demonstrate knowledge of: 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy 2. Dental tooth anatomy, both deciduous & permanent 3. Interrelations of teeth & supporting structures, including eruption & exfoliation of deciduous teeth 4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues (<i>Knowledge</i>)	lab practical exams	90% of students will earn a score of 75% or higher on lab practical exams
	content related quizzes	90% of students will earn a score of 75% or higher on the written content related quizzes
	Content related assignments	90% of students will earn a score of 75% on the written content related assignments
	Content related research PPT	90% of students will earn a score of 75% on the FLITE research Power Point

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- Terminology 2hrs
- Dentition 10hrs
- Occlusion/Form & Function 2hrs
- Histology of Oral Structures 6hrs
- Bones & Articulation 6hrs
- Epithelial 2hrs
- Glandular/Lymph 2hrs
30 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDENT Study – Check (x)

Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

In the lab setting, students will learn dental nomenclature, anatomic form, eruption & exfoliation of human primary & permanent teeth. A comprehensive study of the histology & anatomy of the head & neck, including skeletal, epithelial, glandular & lymph tissues of the oral cavity.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

_____/____/____

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	117	Oral Science B

Course Description:

A continuation of the comprehensive study of the histology & anatomical structures of the head & neck including muscular, blood & nerve systems. This course includes emphasis on embryonic development of the face, oral cavity & dental tissues. Prerequisite: DHYG 107 and DHYG 108.

Course Outcomes: Upon completion of this course, the student will be able to demonstrate knowledge of:

1. Correct anatomical nomenclature as applied to the study of head & neck anatomy
2. Head & neck anatomical structures, with emphasis on muscular, blood & nervous tissues
3. Histological tissues composing the oral cavity, with emphasis on muscular, blood & nervous tissues
4. Anatomical considerations for patient examination & dental radiography of the head & neck region
5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia
6. Embryonic development of the body with emphasis on the oral cavity

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will be able to demonstrate knowledge of: 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy 2. Head & neck anatomical structures, with emphasis on muscular, blood & nervous tissues 3. Histological tissues composing the oral cavity, with emphasis on muscular, blood & nervous tissues 4. Anatomical considerations for patient examination & dental radiography of the head & neck region 5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia 6. Embryonic development of the body with emphasis on the oral cavity (Knowledge)	Completion of written classroom exams	90% of students will earn a score of 75% or higher on the written and identification exams
	lab practical exams	90% of students will earn a score of 75% or higher on lab practical exams
	quizzes	90% of students will earn a score of 75% or higher on quizzes
	power point presentation	90% of students will earn a score of pass on the power point presentation according to a rubric

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

- | | |
|---------------------------------|-------------|
| • Orientation/Histology/Muscles | 1hr |
| • Muscles of Facial Expression | 1hr |
| • Muscles of Mastication | 1hr |
| • Blood System | 3hrs |
| • Nervous System | 2hrs |
| • Anatomy of Local Anesthesia | 1hr |
| • Embryology | <u>6hrs</u> |
| | 15 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix DHYG b. Number 117 c. Enter Contact Hours per week in boxes.
LECTure 1 LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title: Oral Science B (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

A continuation of the comprehensive study of the histology & anatomical structures of the head & neck including muscular, blood & nerve systems. This course includes emphasis on embryonic development of the face, oral cavity & dental tissues.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.
DHYG 107 & DHYG 108,

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	118	Oral Science B Lab

Course Description:

In the lab setting, using skulls, overheads & slides the student will continue a comprehensive study of the histology & anatomical structures of the head & neck including muscular, blood & nerve systems. This course includes emphasis on embryonic development of the face, oral cavity & dental tissues. Prerequisite: DHYG 107 and DHYG 108.

Course Outcomes: Upon completion of this course, the student will be able to demonstrate knowledge of:

1. Correct anatomical nomenclature as applied to the study of head & neck anatomy
2. Head & neck anatomical structures, with emphasis on muscular, blood & nervous tissues
3. Histological tissues composing the oral cavity, with emphasis on muscular, blood & nervous tissues
4. Anatomical considerations for patient examination & dental radiography of the head & neck region
5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia
6. Embryonic development of the body with emphasis on the oral cavity

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p>The student will be able to demonstrate knowledge of:</p> <ol style="list-style-type: none"> 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy 2. Head & neck anatomical structures, with emphasis on muscular, blood & nervous tissues 3. Histological tissues composing the oral cavity, with emphasis on muscular, blood & nervous tissues 4. Anatomical considerations for patient examination & dental radiography of the head & neck region 5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia 6. Embryonic development of the body with emphasis on the oral cavity <p>(Knowledge)</p>	<p>lab practical exams</p> <p>quizzes</p> <p>power point presentation</p>	<p>90% of students will earn a score of 75% or higher on lab practical exams</p> <p>90% of students will earn a score of 75% or higher on quizzes</p> <p>90% of students will earn a score of pass on the power point presentation according to a rubric</p>

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- | | |
|---------------------------------|-------------|
| • Orientation/Histology/Muscles | 2hr |
| • Muscles of Facial Expression | 2hr |
| • Muscles of Mastication | 4hr |
| • Blood System | 4hr |
| • Nervous System | 4hr |
| • Anatomy of Local Anesthesia | 2hr |
| • Embryology | <u>12hr</u> |
| | 30 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
 If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix DHYG b. Number 118 c. Enter Contact Hours per week in boxes.
 LECTure LAB 2 INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: Oral Science B Lab (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

In the lab setting, using skulls, overheads & slides the student will continue a comprehensive study of the histology & anatomical structures of the head & neck including muscular, blood & nerve systems. This course includes emphasis on embryonic development of the face, oral cavity & dental tissues.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 10

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.
DHYG 107 & DHYG 108.

UCC Chair Signature/Date: _____ / / _____

Academic Affairs Approval Signature/Date: _____ / / _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	126	Dental Hygiene Practice 2

Course Description:

Clinical application of procedures introduced in DHYG 124. Prerequisite: DHYG 104 and DHYG 105.

Course Outcomes:

The student will:

1. systematically collect, analyze and document data on the general, oral and psychosocial health status of a variety of clients using methods consistent with medical and legal principles
2. use critical decision making skills to reach conclusions about the client's comprehensive dental hygiene needs based on all available assessment data and collaborate with the client and/or other health professionals to formulate a mutual dental hygiene treatment plan.
3. provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health
4. evaluate the effectiveness of the implemented clinical preventive and educational services.
5. will demonstrate safe and effective instrumentation and clinical skill practices

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will: 1. systematically collect, analyze and document data on the general, oral and psychosocial health status of a variety of clients using methods consistent with medical and legal principles	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
2. use critical decision making skills to reach conclusions about the client's comprehensive dental hygiene needs based on all available assessment data and formulate a dental hygiene treatment plan.	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
3. will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
4. will evaluate the effectiveness of the implemented clinical preventive and educational services.	Completion of Case Studies and Lab Activities utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient case study rubrics.
5. will demonstrate safe and effective instrumentation and clinical skill practices	Completion of Comprehensive Clinical Exit Exam utilizing performance rubric.	90% of students will earn a score of 75% or higher on a comprehensive clinical exit exam.

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline Including Time Allocation:

2 credit course: 8 hours lab/clinic per week or 120 hours of lab/clinic per semester

• Course orientation, preparing for patient treatment	3 hrs
• Issues of Ergonomics	1 hr
• Application of Topical Anesthesia, Desensitizers and Fluoride Varnish	3 hrs
• Medical Emergencies Role Playing	2 hrs
• Clinical Application: Partner Practice/Mock Patient Treatment	14 hrs
• Hard Tissue Charting Exercise	1 hr
• Calculus Removal/Lateral Pressure Exercise	3 hrs
• Patient Treatment	64 hrs
• Clinical Case Study creation and review	15 hrs
• Clinical Testing and Reviews	<u>14 hrs</u>
	120 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

126

c. Enter Contact Hours per week in boxes.

LECTure 0 LAB 8 INDEPENDENT Study – Check (x)

Practicum: Seminar:

d. Course Title: Dental Hygiene Practice 2 (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 2 i. Maximum Credit Hours 2

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix DHYG Number 125 See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Clinical application of procedures introduced in DHYG 124

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 5

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG 104 and DHYG 105

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/_____/____

_____/_____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

Course Identification:

Prefix: **Number** **Title**
DHYG **127** **Dental Materials**

Course Description:

The chemistry and physical properties of dental materials will be identified. Dental specialties will be introduced as well as the laboratory and restorative materials used in the dental profession such as: composites, resins, sealants, amalgam, dental cements, impression materials, gypsum products, bleaching materials, fabrication of removable appliances and fixed restorations. Prerequisite: DHYG 107 and DHYG 108

Course Outcomes and Assessment Plan:

1. The student will understand basic chemistry and physical properties involved with dental materials.
2. The student will learn about the types of restorative procedures utilized in various areas of dentistry.
3. The student will view how restorative materials appear on dental radiographs.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will understand basic chemistry and physical properties involved with dental materials.	Written Exam (30 questions)	90% of students will earn a score of 75% or higher on the written exam
2. The student will learn about the types of restorative procedures utilized in various areas of dentistry.	Written Exam (35 questions)	90% of students will earn a score of 75% or higher on the written exam
3. The student will view how restorative materials appear on dental radiographs.	Identification slide exam (30)	90% of students will earn a score of 75% or higher on the slide identification exam

Course Outline including Time Allocation:

1 credit course: 1 hours lecture per week or 15 hours of lecture per semester

- Course orientation and introduction to sealants, Pediatric Specialty 1 hr
- Science of sealant and sealant application 1 hr
- Introduction of dental materials, properties of dental materials 1 hr
- Exam 1 1 hr
- Gypsum materials and impression materials 1 hr
- Direct polymeric restorations, Orthodontic Specialty 1 hr
- Vital tooth bleaching and non-vital tooth bleaching, Endodontic Specialty 1 hr
- Exam 2 1 hr
- Dental Cements and Adhesives 1 hr
- Operative Dentistry I, Oral Surgery Specialty 1 hr
- Operative Dentistry II, Amalgam Placement 1 hr
- Exam 3 1 hr
- Prosthodontics Specialty, lab procedures 1 hr
- Radiographic Interpretation of Dental Materials 1 hr
- Identification slide exam 1 hr
15 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable

Fixed

h. Minimum Credit Hours

i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes

No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading

Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes

No

n. Equivalent course: Prefix

Number

See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The chemistry and physical properties of dental materials will be identified. Dental specialties will be introduced as well as the laboratory and restorative materials used in the dental profession such as: composites, resins, sealants, amalgam, dental cements, impression materials, gypsum products, bleaching materials, fabrication of removable appliances and fixed restorations.

p. Term(s) Offered:

(See instructions for listing.)

q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date:

_____/_____/____

Academic Affairs Approval Signature/Date:

_____/_____/____

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

Basic Skill (BS)

General Education (GE)

Occupational Education (OC)

G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
DHYG	129	Dental Materials Lab

Course Description:

Directed laboratory practice allows students time to understand dental material product properties and skills necessary for manipulation of laboratory and restorative materials used in the dental profession such as: composites, resins, sealants, amalgam, dental cements, impression materials, gypsum products, bleaching materials, fabrication of removable appliances and fixed restorations. Prerequisite: DHYG 107 and DHYG 108

Course Outcomes and Assessment Plan:

1. The student will understand basic chemistry and physical properties involved with dental materials by demonstrating laboratory competency during the manipulation of dental materials.
2. The student will identify various dental materials on radiographs and provide examples of various restorative materials that return the dentition to a state of health.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will understand basic chemistry and physical properties involved with dental materials by demonstrating laboratory competency during the manipulation of dental materials.	Completion of 15 laboratory competency evaluations.	90% of students will earn a pass / fail competency when 15 lab exercises have been demonstrated correctly according to the prescribed rubric.
	Self Assessment within reflection journal of laboratory exercises according to guided rubric.	90% of students will earn at least 4 out of 5 points on 15 reflection journal entries according to a prescribed rubric.
	Laboratory Practical Exam	90% of students will earn a score of 75% or higher on the laboratory practical exam.
2. The student will identify various dental materials on radiographs and provide examples of various restorative materials that return the dentition to a state of health.	Completion of a restorative and dental hygiene treatment plan utilizing a full mouth set of radiographs according to a rubric.	90% of students will earn a pass /fail competency on the radiographic interpretation of restorative treatment plans according to a prescribed rubric.

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- | | |
|---|---------------|
| • Safety protocol in lab, OSHA requirements, Material Safety Data Sheets | 2 hrs |
| • Sealant application on typodont and student partner | 6 hrs |
| • Pouring gypsum, taking alginate impressions, trim model for bleaching tray | 6 hrs |
| • Fabrication of bleaching tray, delivery of bleaching material | 2 hrs |
| • Manipulation of dental cements, temporary crown placement, periodontal dressing | 2 hrs |
| • Placing, condensing, shaping of composite resin | 2 hrs |
| • Placing matrix band and retainer, condensing and carving amalgam | 2 hrs |
| • Fixed and Removable appliances, suture removal, instrument identification | 2 hrs |
| • Treatment plans from patient radiographs | 2 hrs |
| • Review for lab practical exam | 2 hrs |
| • Final lab practical exam | <u>2 hrs</u> |
| | 30 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix DHYG b. Number 129 c. Enter Contact Hours per week in boxes.
LECTure LAB 2 INDEpendent Study – Check (x)
Practicum: Seminar:
d. Course Title: Dental Materials Lab (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHM
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Directed laboratory practice allows students time to understand dental material product properties and skills necessary for manipulation of laboratory and restorative materials used in the dental profession such as: composites, resins, sealants, amalgam, dental cements, impression materials, gypsum products, bleaching materials, fabrication of removable appliances and fixed restorations.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 10

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.
DHYG 107 and DHYG 108

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: **Number** **Title**
DHYG **208** **Perio/Path Review**

Course Description: This course focuses on Periodontology & Pathology involvement in patient treatment. Critical thinking skills will be used to compile & present clinical perio/path case study project. Prerequisites DHYG 123 and 213.

Course Outcomes: The student will be able to:

1. Understand the process of treatment planning and the significance of evaluation of treatment through creating and presenting a clinical case study.
2. Design and present a journal of pathological & systemic conditions encountered in DHYG 222.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
The student will be able to: 1. Understand the process of treatment planning and the significance of evaluation of treatment through creating and presenting a clinical case study (medical/dental history, medications, hard tissue chart, periodontal assessments, symptoms, radiographs, and photographs.)	Written exams & quizzes.	90% of students will receive a 75% or higher on exams & quizzes.
	Written case study and presentation graded with rubric.	90% of students will receive a 75% or higher on case study.
2. Design and present a journal of pathological & systemic conditions encountered in DHYG 222.	Written journal graded with rubric.	90% of students will receive a 75% or higher on written journal.

Course Outline including Time Allocation:

2 credit course: 2 hours lecture per week or 30 hours of lecture per semester

Treatment planning	3 hrs
Implementation & Evaluation	2 hrs
Plaque control	1 hr
Nonsurgical & Surgical Therapy	3 hrs
Dental Implants/ Periodontal Emergencies	3 hrs
Supportive Periodontal Therapy	1 hr
Cardiovascular/Respiratory Disease	3 hrs
Endocrine/ Blood Diseases	3 hrs
Metabolic/ Deficiency Diseases	2 hrs
Liver/ Gall Bladder Diseases	2 hrs
Musculoskeletal/ Neurologic Diseases including Oral/Paraoral	3 hrs
Exams/Quizzes	<u>4 hrs</u>
	30 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201208 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

DHYG

b. Number

208

c. Enter Contact Hours per week in boxes.

LECture 2

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Perio/Path Review (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable

Fixed

h. Minimum Credit Hours 2

i. Maximum Credit Hours 2

j. May Be Repeated for Added Credit: Check (x) Yes

No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading

Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes

No

n. Equivalent course: Prefix

Number

See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course focuses on Periodontology & Pathology involvement in patient treatment. Critical thinking skills will be used to compile & present clinical perio/path case study project.

p. Term(s) Offered: Fall

(See instructions for listing.)

q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG 123 & 213.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	212	Dental Hygiene Theory 3

Course Description:

A continuation of Dental Hygiene Theory 2 this course introduces comprehensive periodontal patient assessment and management for a diverse patient population utilizing non-surgical periodontal therapy, advanced instrumentation techniques, chemotherapeutic agents, pain management, maintenance of dental implants, treatment planning and evaluation using the dental hygiene process of care. Prerequisite: DHYG 124 and DHYG 126.

Course Outcomes:

1. Summarize all components of a comprehensive periodontal patient assessment for clinical application.
2. Explain the concept of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy, and applying chemotherapeutics.
3. Develop a treatment plan using the dental hygiene process of care for a variety of patients.
4. Evaluate dental hygiene care during continuing care appointments.
5. Determine when to adapt patient treatment that will provide for patients with a variety of issues.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Summarize all components of a comprehensive periodontal patient assessment.	Written exam	80% of students will earn an 75% or higher on exam.
2. Explain the concept of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy, and applying chemotherapeutics.	Written exam	80% of students will earn a 75% or higher on exam.
3. Develop a patient treatment/care plan using the dental hygiene process of care for a variety of patients	Written assignment/presentation which includes a patient treatment care plan in part 3, graded with rubric.	90% of students will earn a 75% or higher on part 3 of the written assignment/presentation.
4. Evaluate dental hygiene care during continuing care appointments.	Written assignment/presentation which includes patient evaluation in part 3, graded with rubric.	90% of students will earn a 75% or higher on part 3 of the written assignment/presentation.
5. Determine when to adapt patient treatment that will provide for patients with a variety of issues.	Written assignment/presentation which includes treatment planning in parts 2 and 3, graded with rubric.	90% of students will earn a 75% or higher on parts 2 and 3 of the written assignment/presentation.

Course Outline including Time Allocation:

3 credit course: 3 hours lecture per week or 45 hours of lecture per semester

- | | |
|--|-------|
| • Periodontal Assessment | 2 hrs |
| • Periodontal Chemotherapy | 2 hrs |
| • Nonsurgical & Supportive Periodontal Therapies | 3 hrs |
| • Root Morphology | 1 hr |
| • Mechanized Instrumentation/Air Polishing | 4 hrs |
| • Dental Hygiene Diagnosis/Care Plan | 2 hrs |
| • Periodontal Assessment: Pt. Risk Factors | 1 hr |
| • Evaluation of Dental Hygiene Care | 1 hr |

• Continuing Care Appointments	1 hr
• Behavior Modification	1 hr
• Domestic Violence	2 hrs
• Cultural Diversity in Patient Treatment	1 hr
• The Older Adult Patient	2 hrs
• Fixed and Removable Dentures/Dental Implants	3 hrs
• The Patient with Neurological & Sensory Disabilities	1 hr
• The Mentally Challenged Patient	1 hr
• Patients with Cancer	1 hr
• Patients with Cardiovascular/Respiratory Diseases	2 hrs
• Patients with Diabetes Mellitus	1 hr
• Guest Speakers (topics vary)	3 hrs
• 4 Examinations	4 hrs
• Team Presentations	4 hrs
• Comprehensive Final Examination	<u>2 hrs</u>
	45 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201208 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

212

c. Enter Contact Hours per week in boxes.

LECture 3

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Dental Hygiene Theory 3 (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

A continuation of Dental Hygiene Theory 2 this course introduces comprehensive periodontal patient assessment and management for a diverse patient population utilizing non-surgical periodontal therapy, advanced instrumentation techniques, chemotherapeutic agents, pain management, maintenance of dental implants, treatment planning and evaluation using the dental hygiene process of care.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. DHYG 124 and DHYG 126.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
DHYG	222	Dental Hygiene Practice 3

Course Description:

This course is a continuation of Dental Hygiene Practice 2 with students providing oral services to clients in a supervised clinical setting. Students will demonstrate skills in periodontal patient assessment and non-surgical periodontal therapy methods including advanced instrumentation, patient treatment planning, evaluation of care, and radiographic interpretation. Prerequisites: DHYG 124 and DHYG 126.

Course Outcomes:

1. Apply a comprehensive periodontal patient assessment to clinical patient treatment.
2. Apply the concept of non-surgical periodontal therapy using advanced instrumentation techniques, ultrasonic technology, pain management, and chemotherapeutic agents.
3. Develop patient treatment/care plans and patient evaluations using critical thinking skills and the dental hygiene process of care for a variety of patients in clinic.
4. Demonstrate satisfactory radiology skills in exposing, developing, mounting, and interpreting radiographs using both traditional and digital radiography methods.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Apply a comprehensive periodontal patient assessment to clinical patient treatment.	Complete a minimum of 5 comprehensive periodontal assessments on clinic patients; an instructor will confirm the accuracy of the assessment using the clinic student evaluation form, which includes periodontal assessment with a grading rubric.	90% of students will earn an average of 80% or higher on at least 5 clinic student evaluation forms which include the periodontal assessments.
2. Apply the concept of non-surgical periodontal therapy using advanced instrumentation techniques, ultrasonic technology, pain management, and chemotherapeutic agents.	Complete 6 advanced instrumentation process evaluations on clinic patients with instructor observation and a grading rubric.	100% of students will pass the 6 process evaluations at 80% or higher; if the student scores below 80%, the process evaluation must be retaken until 80% is achieved.
3. Develop patient treatment/care plans and patient evaluations using critical thinking skills and the dental hygiene process of care for a variety of patients in clinic.	Create a minimum of 15 patient treatment/care plans on a variety of clinic patients which are critiqued by a clinic instructor using the clinic student evaluation form, which includes patient treatment planning with a grading rubric.	90% of students will earn an average of 80% or higher on the 15 clinic student evaluation forms which include the patient treatment/care plan.
4. Demonstrate satisfactory radiology skills in exposing, developing, mounting, and interpreting radiographs using both traditional and digital radiography methods.	Expose a variety of radio-graphs on a minimum of 6 patients with instructor observance and a grading rubric.	90% of students will earn a 75% or higher on each set of patient radiographs exposed (if the student scores below 75% the radiographs will not be accepted as a completed course requirement and another set must be taken until 75% is achieved).

Time Allocation:

3 credit course: 12 hours lab/clinic per week or 180 hours of lab/clinic per semester

• Purchase instruments/engrave/sterilize	2 hrs
• Clinic Skill Assessment	2 hrs
• Periodontal Assessment Exercise	4 hrs
• Periodontal Workshop	4 hrs
• Ultrasonic Instrumentation Workshop	4 hrs
• Air Polishing Workshop	4 hrs
• Dental screenings on Children with Special Needs	4 hrs
• Midterm Clinical Exam	4 hrs
• Midterm Review and Tutoring	4 hrs
• Final Clinical Exam	4 hrs
• Patient Treatment	120 hrs
• Radiology Lab	16 hrs
• Clinic Assistant	4 hrs
• Clinic Clean-up & Grading	<u>4 hrs</u>
	180 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201208 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

222

c. Enter Contact Hours per week in boxes.

LECture LAB 12 INDEPENDent Study – Check (x)

Practicum: Seminar:

d. Course Title: Dental Hygiene Practice 3 (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course is a continuation of Dental Hygiene Practice 2 with students providing oral services to clients in a supervised clinical setting. Students will demonstrate skills in periodontal patient assessment and non-surgical periodontal therapy methods including advanced instrumentation, patient treatment planning, evaluation of care, and radiographic interpretation.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 5

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG 124 and DHYG 126

UCC Chair Signature/Date:

_____/_____/____

Academic Affairs Approval Signature/Date:

_____/_____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	229	Pain Management

Course Description: Concepts in the administration of local anesthesia and nitrous oxide/oxygen sedation as methods for pain management. Anatomy, physiology, pharmacology, client assessment, indications and contraindications, selection of anesthetic agents, complications and emergency management will be discussed. Prerequisites: DHYG 124 and DHYG 126

Course Outcomes:

1. Discuss the chemical and physiological properties of local anesthetics, vasoconstrictors, and nitrous oxide/oxygen (N₂O₂) with the clinical application of these agents, and assess clinical situations which indicate the use of local anesthetic and N₂O₂ agents.
2. Name and locate anatomical landmarks associated with local anesthesia administration for infiltration, ASA, MSA, PSA, NP, GP, M/I, IA, Buccal, Gow Gates, Intra-septal, and PDL injections and what anatomical areas will be anesthetized by these injections.
3. Identify anatomy and physiology of respiration and airway management in relation to N₂O₂ sedation.
4. Recognize signs and symptoms of local and systemic complications associated with the administration of local anesthetic agents and N₂O₂ and describe the proper technique for managing these complications.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Discuss the chemical, pharmacological, and physiological properties of local anesthetics, vasoconstrictors, and N ₂ O ₂ , and assess clinical situations which indicate the use of these pain management techniques.	Complete written exams – 90 questions on these topics.	90% of students will earn a 75% or higher on exams.
2. Name and locate anatomical landmarks associated with local anesthesia administration for infiltration, ASA, MSA, PSA, NP, GP, M/I, IA, Buccal, Gow Gates, Intra-septal, and PDL injections and what anatomical areas will be anesthetized by these injections.	Complete written exams – 50 questions.	90% of students will earn a 75% or higher on exams.
3. Identify anatomy and physiology of respiration and airway management in relation to N ₂ O ₂ sedation.	Complete written exams – 25 questions.	90% of students will earn a 75% or higher on exams.
4. Recognize signs and symptoms of local and systemic complications associated with the administration of local anesthetic agents and N ₂ O ₂ and describe the proper technique for managing these complications.	Complete written exams – 22 questions.	90% of students will earn a 75% or higher on exams

Course Outline including Time Allocation:

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

• Introduction to Pain Management	1 hr
• Dental Anatomy Review	1 hr
• Delivering a Successful Injection	1 hr
• Maxillary and Mandibular Injection Techniques	2 hrs
• Supplemental Injections	1 hr
• Summary of Local Anesthetics, Topical Anesthetics, and Oraqix	1 hr
• Pharmacology of Local Anesthetic Agents and Vasoconstrictors	1 hrs
• Preanesthetic Patient Assessment	1 hr
• Local and Systemic Complications with Local Anesthesia	2 hrs
• Nitrous Oxide/Oxygen Sedation	<u>4 hrs</u>
	15 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable

Fixed h. Minimum Credit Hours

i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Concepts in the administration of local anesthesia and nitrous oxide/oxygen sedation as methods for pain management. Anatomy, physiology, pharmacology, client assessment, indications and contraindications, selection of anesthetic agents, complications and emergency management will be discussed.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
DHYG	231	Pain Management Lab

Course Description:

Clinical application of local anesthesia and nitrous oxide/oxygen sedation administration. Prerequisites: DHYG 124 and DHYG 126.

Course Outcomes:

1. Demonstrate the proper assembly, asepsis, and maintenance of local anesthesia and N2O2 armamentarium.
2. Name and locate anatomical landmarks on a skull and the patient for each local anesthesia injection and state what areas will be anesthetized by these injections.
3. Identify anatomy and physiology of respiration and airway management in relation to N2O2 sedation.
4. Administer local anesthesia and nitrous oxide/oxygen in a safe and effective manner to appropriate clients in a clinical setting and document appropriately in the patient's dental record.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Demonstrate the proper assembly, asepsis, and maintenance of local anesthesia and N2O2 armamentarium.	Lab competency with instructor observance and rubric/competency form.	100% of students will demonstrate proper use of local anesthesia and N2O2 armamentarium (if not successful, must redo - lab completion requirement).
2. Name and locate anatomical landmarks on a skull and the patient for each local anesthesia injection and state what areas will be anesthetized by these injections.	Lab competency with instructor observance and rubric/competency form.	100% of students will successfully locate landmarks for each local anesthesia injection and be able to name what areas will be anesthetized (if not successful, must redo - lab completion requirement).
3. Identify anatomy and physiology of respiration and airway management in relation to N2O2 sedation.	Lab competency with instructor observance and rubric/competency form.	100% of students will successfully identify anatomy and physiology of respiration and airway management in relation to N2O2 sedation (if not successful, must redo - lab completion requirement).
4. Administer local anesthesia and N2O2 in a safe and effective manner using current standards of care to appropriate patients in a clinical setting, and document appropriately in the patient's dental record.	Lab competency for each injection and N2O2 sedation to be administered successfully on patient with instructor observance and rubric/competency form.	100% of students will complete successful local anesthesia injections and N2O2 sedation on a patient (if not successful, must redo - lab completion requirement).

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- Safe Assembly and Handling of Local Anesthesia Armamentarium 1 hr
 - Injection and Aspiration Simulated Practice 1 hr
 - Dental Anatomy Identification 2 hr
 - Mock Injections 2 hr
 - Maxillary Injections Practice: ASA, MSA, NP, Infiltration 4 hrs
 - Maxillary and Mandibular Injections Practice: PSA, GP, M/I, PDL 4 hrs
 - Mandibular Injection Techniques: IA, BNB, Intraseptal 4 hrs
 - Injection Review and Practice 4 hrs
 - Nitrous Oxide/Oxygen Sedation Set-Up and Administration 4 hrs
 - Nitrous Oxide/Oxygen Sedation as Pre-Sedation for Local Anesthesia 4 hrs
- 30 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Course Title:

(Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date:

_____/____/____

Academic Affairs Approval Signature/Date:

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	232	Dental Hygiene Theory 4

Course Description:

A continuation of Dental Hygiene Theory 3, this course continues with the management of the advanced periodontal patient, nutritional counseling, tobacco cessation counseling, ethical and legal issues in dentistry, professional organizations, practice management, professional credentialing, and career planning. Prerequisites: DHYG 212 and DHYG 222.

Course Outcomes:

1. Determine appropriate dental hygiene care procedures and patient education for patients with eating disorders, alcohol and substance abuse issues, and tobacco use.
2. Discuss practice management issues in the dental office setting, including recare systems.
3. Identify resources for preparing a job search, various dental hygiene career options, the development of a professional resume, and effective job interviewing.
4. Explain and apply the process of the National Board Exam, the North East Regional Board Exam, professional credentialing, and state licensure.
5. Discuss jurisprudence and the rules of the state board of dentistry, including continuing education requirements.
6. Recognize the role of professional ethics in dental hygiene and engage in critical thinking to solve ethical dilemmas.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Determine appropriate dental hygiene care procedures and patient education for patients with eating disorders, alcohol and substance abuse issues, and tobacco use.	Completion of a written exam – 50 questions pertaining to this topic.	90% of students will earn a 75% or higher on exam.
2. Discuss practice management issues in the dental office setting, including recare systems.	Completion of a written exam – 18 questions pertaining to this topic.	90% of students will earn a 75% or higher on exam.
3. Identify resources for preparing a job search, various dental hygiene career options, the development of a professional resume, and effective job interviewing.	Completion of a professional dental resume and cover letter; completion of a written exam with 20 questions pertaining to these topics.	90% of students will successfully complete a resume and cover (course requirement). 90% of students will earn a 75% or higher on exam.
4. Explain and apply the process of the National Board Exam, the North East Regional Board Exam, professional credentialing, and state licensure.	Successful registration of National Board Exam and North East Regional Board Exam application with program coordinator verification.	98% of students will register successfully for the board exams.
5. Discuss jurisprudence and the rules of the state board of dentistry, including continuing education requirements.	Completion of written exam – 45 questions.	90% of students will earn a 75% or higher on exam.
6. Recognize the role of professional ethics in dental hygiene and engage in critical thinking to solve ethical dilemmas.	Completion of written exam – 12 questions on this topic.	90% of students will earn a 75% or higher on exam.

Course Outline including Time Allocation:

3 credit course: 3 hours lecture per week or 45 hours of lecture per semester

• Course Orientation	1 hr
• The Patient w/Eating Disorders	1 hr
• Nutrition Review and Nutritional Counseling	2 hrs
• Cultural Diversity Meal Planning	2 hrs
• Persons w/Alcohol & Substance Abuse Problems	1 hr
• Tobacco Cessation Counseling	2 hrs
• Bisphosphonates and Osteonecrosis of the Jaw	2 hrs
• Practice Management	1 hr
• Recare Systems	1 hr
• Professional Organizations	2 hrs
• Career Planning	2 hrs
• Professional Development	1 hr
• Resume and Cover Page Development	2 hrs
• Sexual Harassment in the Healthcare Workplace	2 hrs
• Professional Credentialing	2 hrs
• Board of Dentistry Rules/CE Requirements	2 hrs
• Ethics and Jurisprudence	2 hrs
• Guest Speakers	4 hrs
• 3 Examinations	3 hrs
• Board Exams Discussion	4 hrs
• Dental Hygiene Treatment Clinic Discussions	<u>6 hrs</u>
	45 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201301 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

232

c. Enter Contact Hours per week in boxes.

LECture 3 LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Course Title: Dental Hygiene Theory 4 (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

A continuation of Dental Hygiene Theory 3, this course continues with the management of the advanced periodontal patient, nutritional counseling, tobacco cessation counseling, ethical and legal issues in dentistry, professional organizations, practice management, professional credentialing, and career planning.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. DHYG 212 and DHYG 222.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	233	Dental Hygiene Practice 4

Course Description:

This course is a continuation of Dental Hygiene Practice 3 with students providing a variety of oral services to patients in a supervised clinical setting, including nutritional counseling and tobacco cessation counseling. Students will continue to increase proficiency in all dental hygiene skills, and will perform patient screenings to select a patient for the North East Regional Board (NERB) licensure examination. Prerequisites: DHYG 212 and DHYG 222.

Course Outcomes:

1. Continue to increase proficiency to systematically collect, analyze, and document data on general, oral, and psychosocial health status in order to treat a variety of patients using methods consistent with evidence-based principles and dental hygiene standards of care.
2. Counsel patients regarding their nutritional status and tobacco use.
3. Apply the North East Regional Board Exam (NERB) procedures: patient screening, record keeping, patient selection, and radiographs on a mock NERB exam and on a selected patient in clinic.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Continue to increase proficiency to systematically collect, analyze, and document data on general, oral, and psychosocial health status in order to treat a variety of patients using methods consistent with evidence-based principles and dental hygiene standards of care.	Students will treat at least 20 patients in clinic, assessing, planning treatment, implementing dental hygiene care, educating patients, performing advanced dental hygiene skills, and evaluating patient progress, with instructor guidance and feedback, using the clinic student evaluation form with grading rubric.	90% of students will earn a 90% or higher on the clinic student evaluation forms.
2. Counsel patients regarding their nutritional status and tobacco use.	Patient Counseling Assignments: 1)Nutritional counseling - students will counsel at least 1 patient on nutritional issues using form. 2)Tobacco Cessation - students will counsel at least 1 patient on tobacco cessation evaluated by clinic instructor for satisfactory form completion.	100% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient (if unsatisfactory, must redo until satisfactory – clinic completion requirement).
3. Apply the North East Regional Board Exam (NERB) procedures: patient screening, record keeping, patient selection, and radiographs on a mock NERB exam and on a selected patient in clinic.	Students will apply NERB procedures for the mock NERB clinical exam using a competency rubric and specific instructor feedback.	90% of students will demonstrate satisfactory performance on their Mock NERB exam.

Time Allocation

3 credit course: 12 hours lab/clinic per week or 180 hours of lab/clinic per semester

• Instrument Exchange/Oraqix Workshop	4 hrs
• Nutrition Counseling	2 hrs
• Tobacco Cessation Counseling	2 hrs
• Patient Treatment	140 hrs
• Radiology	16 hrs
• Clinic Assistant	4 hrs
• NERB Patient Screening	4 hrs
• Mock NERB	4 hrs
• Clinic Clean-up and Final Grading	<u>4 hrs</u>
	180 hrs

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDENT STUDY – Check (x)

Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course is a continuation of Dental Hygiene Practice 3 with students providing a variety of oral services to patients in a supervised clinical setting, including nutritional counseling and tobacco cessation counseling. Students will continue to increase proficiency in all dental hygiene skills, and will perform patient screenings to select a patient for the North East Regional Board (NERB) licensure examination.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	237	Community Dentistry B

Course Description:

Community Dentistry B will cover epidemiologic and research principles of oral health. The students will analyze scientific literature and describe statistical concepts. This course will describe current methods of payment for dental care. The students will review current dental research articles and create professional presentations. Prerequisite: DHYG 217

Course Outcomes:

The student will be able to:

1. The student will be able to utilize the statistical methods used to gather data in a community group setting.
2. The student will be able to define three types of payment used in dental care programs.
3. The student will be able to effectively critique dental research reported in dental and lay publications and create a professional table clinic.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will be able to utilize the statistical methods used to gather data in a community group setting. (Critical Thinking)	Completion of needs assessment on a community group. (rubric)	90% of students will earn a score of 75% or higher on the assessment project using the rubric provided.
2. The student will be able to define three types of payment used in dental care programs. (Knowledge & Professional competency)	Completion of written exams with five designated questions.	90% of students will earn a score of 75% or higher on the designated test questions.
3. The student will be able to effectively critique dental research reported in dental and lay publications. (Knowledge & Professional competency)	Completion of review of literature project using grading rubric.	90% of students will earn a score of 75% or higher on the written project plan.

Course Outline including Time Allocation:

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

- | | |
|--|--------------|
| • Epidemiology | 3 hrs |
| • Biostatistics | 6 hrs |
| • Evidence based Research in Oral Health | 3 hrs |
| • Table clinic | <u>3 hrs</u> |
| | 15 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
 If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201301 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix DHYG b. Number 237 c. Enter Contact Hours per week in boxes.
 LECTure 1 LAB INDEpendent Study – Check (x)
 Practicum: Seminar:
 d. Course Title: Community Dentistry B (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
 g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix _____ Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Community Dentistry B will cover epidemiologic and research principles of oral health. The students will analyze scientific literature and describe statistical concepts. This course will describe current methods of payment for dental care. The students will review current dental research articles and create professional presentations.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Prerequisite: DHYG 217.

UCC Chair Signature/Date: _____ / / _____

Academic Affairs Approval Signature/Date: _____ / / _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	239	Community Dentistry B Lab (Academic Service Learning)

Course Description:

Community Dentistry B is an Academic Service Learning course which will focus on creating community health education and health promotions programs for the local area. Students will conduct service learning programs which will include assessment, planning, implementation and evaluation. Community Dentistry B is a continuation of Community Dentistry A. Prerequisite: DHYG 227.

Course Outcomes:

The student will be able to:

1. The student will conduct service learning projects in the local community.
2. The student will assess the health of community groups using indices and determine goals and objectives for future programs.
3. The student will be able to implement and evaluate their community health program.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will conduct service learning projects in the local community. (Knowledge & Professional Competency)	Completion of a written paper (rubric) reflecting insight or understanding gained from the experience.	90% of students will earn a grade of 75% or higher on a written paper.
2. The student will assess the health of community groups using indices and determine goals and objectives for future programs. (Knowledge & Professional competency)	Completion of oral health assessment program.	90% of students will earn a score of 75% or higher on the written assessment project.
3. The student will be able to implement and evaluate their community health program. (Critical Thinking)	Implementation and evaluation of community health programs on a variety of ages using the grading rubric provided.	90% of students will earn a grade of 75% or higher on implementation and evaluation of the community oral health programs. (rubric)

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- | | |
|--|---------------|
| • Health Education and Promotion in community | 10 hrs |
| • Participate in community programs | 6 hrs |
| • Assess populations and define goals and objectives | 4 hrs |
| • Design, implement and evaluate community programs | <u>10 hrs</u> |
| | 30 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.
 If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Community Dentistry B is an Academic Service Learning course which will focus on creating community health education and health promotions programs for the local area. Students will conduct service learning programs which will include assessment, planning, implementation and evaluation. Community Dentistry B is a continuation of Community Dentistry A.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. .

UCC Chair Signature/Date: _____ / ___ / ___

Academic Affairs Approval Signature/Date: _____ / ___ / ___

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
DHYG	280	Comprehensive Patient Assessment

Course Description: This course focuses on patient case studies designed to further student critical thinking skills for advanced patient treatment decision-making. Prerequisites: DHYG 212 and 222.

Course Outcomes:

1. Determine optimal patient treatment based on case study assessment information (medical/dental history, symptoms, radiographs, and photographs) for a variety of patients.
2. Design and present a case study working with a group.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Determine optimal patient treatment based on case study assessment information (medical/dental history, symptoms, radiographs, and photographs) for a variety of patients.	Written exams	90% of students will receive a 75% or higher on exams.
2. Design and present a case study working with a group.	Written case study and presentation graded with rubric.	90% of students will receive a 75% or higher on case study.

Course Outline including Time Allocation:

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

- | | |
|--|--------------|
| • Effectively Reading and Analyzing Patient Case Studies: A Review | 1 hr |
| • Evaluating Information Derived From Case Studies: Is it Relevant? | 1 hr |
| • Examining Case Studies on a Variety of Patients: Class Discussions | 5 hrs |
| • Group Case Study Presentations | 5 hrs |
| • Exams | <u>3 hrs</u> |
| | 15 hrs |

CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

Complete each item in Section I and Section II.

If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201301 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

DHYG

b. Number

280

c. Enter Contact Hours per week in boxes.

LECTure 1

LAB

INDEPENDENT Study – Check (x)

Practicum:

Seminar:

d. Course Title: Comprehensive Patient Assessment (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 1 i. Maximum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course focuses on patient case studies designed to further student critical thinking skills for advanced patient treatment decision-making.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

DHYG 212 and 222.

UCC Chair Signature/Date:

_____/____/____

Academic Affairs Approval Signature/Date:

_____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

Modified DHYG Courses

Form E and F

○	DHYG	123	General and Oral Path
○	DHYG	124	Dental Hygiene Theory 2
○	DHYG	213	Periodontics
○	DHYG	217	Community Dentistry 1
○	DHYG	227	Community Dentistry 2
○	DHYG	291	Dental Hygiene Practicum

NEW COURSE INFORMATION FORM

FORM E

Course Identification

Prefix: DHYG **Number:** 123 **Title:** General & Oral Pathology

Course Description:

This course is an examination of the cause and nature of both systemic and oral diseases. Discussion of significant diseases of bodily systems with special emphasis on oral pathology, including developmental disturbances, infections and physical injuries to the oral & paraoral structures will be covered.

Course Outcomes: Upon completion of this course, the student will be able to demonstrate knowledge of:

1. Identification, recognition, & description of those disease entities related to the oral and paraoral structures
2. Description of the significance of both systemic and oral/paraoral conditions as they apply to the clinical management of patients

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will be able to demonstrate knowledge of: 1. Identification, recognition, & description of those disease entities related to the oral and paraoral structures 2. Description of the significance of both systemic and oral/paraoral conditions as they apply to the clinical management of patients (Knowledge)	Completion of written classroom exams	90% of students will earn a score of 75% or higher on the written and identification exams
	Quizzes	90% of students will earn a score of 75% or higher on quizzes
	Power point presentation	90% of students will earn a score of pass on the power point presentation according to a rubric

Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

2 Credit course; 2 hours lecture per week or 30 hours of lecture per semester

Diseases at the cellular level, Inflammation & Immunity	3 hrs
Wound healing, Repair & Regeneration	2 hrs
Neoplasms, Growth Disturbances, Carcinogenesis	2 hrs
Dermatologic Disease including Oral Manifestations	1 hr
Systemic Conditions in Oral Care, Oral Infections & Related Disturbances	3 hrs
Developmental Disturbances: Oral/Paraoral/Dental	5 hrs
Tumors & Cysts: Oral/Paraoral	3 hrs
Physical & Chemical Injuries	2 hrs
Dental Caries & Pulp Pathology	4 hrs
Salivary Gland Disturbances	2 hrs
Periodontal Disease, an introduction	1 hr
Exams/quizzes	<u>2 hrs</u>
	30 hrs

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**):

b. Term Effective (6 digit code only): **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title:

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.

n. Term(s) Offered: (See instructions for listing.) o. Max. Section Enrollment:

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
DHYG	124	Dental Hygiene Theory 2

Course Description:

Content in this course will provide a theoretical framework for dental hygiene diagnostic and therapeutic regimens as a basis for evidence-based clinical decision making. This course will provide structured activities that increase the knowledge of dental hygiene theory, enhance professionalism and gain an understanding for evidence-based clinical decision making and application. Prerequisite: DHYG 104 and DHYG 105.

Course Outcomes:

1. The student will define/describe components of preventing, identifying and managing medical emergencies.
2. The student will define/describe clinical chemotherapeutic agents and their application techniques.
3. The student will explain, demonstrate and provide nutritional/dental health assessments.
4. The student will identify/discuss instrumentation skills requisite for detection and removal of tooth deposits
5. The student will discuss patient management protocols and techniques for the infant through adolescent pt.
6. The student will design patient treatment plans inclusive of all components of the Dental Hygiene Process of Care.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. define/describe all components of preventing, identifying and managing medical emergencies <i>Professional Behaviors/Ethics</i>	Written Exam: 12 questions on this topic Completion of medical emergency management scenarios utilizing a grading rubric	90% of students will earn a minimum score of 75% on the written exams and earn a minimum score of 75% on grading rubric.
2. define/describe all components of clinical chemotherapeutic agents introduced and their application techniques <i>Knowledge</i>	Written Exam: 13 questions on this topic	90% of students will earn a minimum score of 75% on the written exams.
3. explain, demonstrate and provide nutritional/dental health assessments <i>Critical Thinking</i>	Completion of a nutritional/dental self-assessment with application to caries risk assessment worksheets utilizing a grading rubric	100% of students will correctly assess their own nutritional needs and caries risk level.
4. identify/discuss instrumentation skills requisite for the detection and removal of tooth deposits <i>Professional Competency</i>	Written Exam: 10 questions	90% of students will earn a minimum score of 75% on the written exams.
5. discuss patient management protocols, techniques and clinical procedures for the infant through adolescent patient <i>Knowledge</i>	Written Exam: 15 questions	90% of students will earn a minimum score of 75% on the written exams.
6. design patient treatment plans inclusive of all components of the Dental Hygiene Process of Care. <i>Critical Thinking</i>	Completion of Patient Treatment Planning utilizing a grading rubric	90% of students will accurately identify patient treatment needs and describe plans to address those needs to within 90% accuracy.

Assessment of Overall Course Success:

90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

3 credit course: 3 hour lecture per week or 45 hours of lecture per semester.

• Course orientation and introduction to patient treatment semester	1 hr
• Medical Emergencies	3 hrs
• Topical Fluoride and Varnish	1 hr
• Topical Anesthesia & Desensitizing; Dental Hypersensitivity Agents	1 hr
• Nutritional/Dental Assessment	2 hrs
• Calculus Detection and Removal	2 hrs
• Management of the Child/Adolescent Patient	2 hrs
• Human Needs Conceptual Model	1 hr
• Dental Hygiene Process of Care (ADPIE); Assessment	1 hr
• Periodontal Risk Assessment	1 hr
• Caries Risk Assessment	1 hr
• Dental Hygiene Process of Care (ADPIE); Dental Hygiene Diagnosis	2 hrs
• Dental Hygiene Process of Care (ADPIE); Planning	1 hr
• Dental Hygiene Process of Care (ADPIE); Implementation; Personal and Professional	2 hrs
• Dental Hygiene Process of Care (ADPIE); Evaluation of Dental Hygiene Care	1 hr
• Clinic Forms, Grading, and Tracking	1 hr
• FSU Clinic Policy and Procedure Manual	1 hr
• Front Desk Issues: Patient Scheduling	1 hr
• Clinical Case Studies	4 hrs
• Drug Reference and Application	1 hr
• Clinic and Patient Treatment Issues	2 hrs
• Alternative Fulcrums	1 hr
• Clinical Progress Review	1 hr
• Guest Speakers	2 hrs
• Exams	5 hrs
• Student Presentations	<u>4 hrs</u>
	45 hrs

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
 Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
 If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**):

b. Term Effective (6 digit code only): **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title:

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Content in this course will provide a theoretical framework for dental hygiene diagnostic and therapeutic regimens as a basis for evidence-based clinical decision making. This course will provide structured activities that increase the knowledge of dental hygiene theory, enhance professionalism and gain an understanding for evidence-based clinical decision making and application.

n. Term(s) Offered: (See instructions for listing.) o. Max. Section Enrollment:

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: Number Title
DHYG 213 Periodontics

Course Description: This course focuses on examination of structures of the periodontium and the etiology, pathology, recognition, control, treatment, prevention and ramification of diseases of the periodontium. Prerequisites: DHYG 107.

Course Outcomes: The student will be able to:

1. Demonstrate knowledge of tissues of the periodontium and the disease process involved in gingivitis & periodontitis including the inflammatory process & the immune response.
2. Demonstrate the process of periodontal assessment, methods of therapy for gingival & periodontal diseases, and the ramifications of untreated periodontal disease and Integration of clinical & didactic information.

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
The student will be able to: 1. Demonstrate knowledge of tissues of the periodontium and the disease process involved in gingivitis & periodontitis including the inflammatory process & the immune response.	Written exams & quizzes. American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on exams & quizzes. 90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.
2. Demonstrate the process of periodontal assessment, methods of therapy for gingival & periodontal diseases, and the ramifications of untreated periodontal disease and Integration of clinical & didactic information.	Written exams & quizzes. American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on exams & quizzes. 90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.

Course Outline including Time Allocation:

2 credit course: 2hours lecture per week or 30 hours of lecture per semester

Assessment	2 hrs
Tissues of the Periodontium	2 hrs
Periodontal Epidemiology & Microbiology	6 hrs
Contributing Factors to Periodontal Disease	6 hrs
Clinical Assessment/ Dental Hygiene Care Plan	4 hrs
Gingival Periodontal Diseases	8 hrs
Exams/Quizzes	<u>2 hrs</u>
	30 hrs

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
 Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
 If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**): Course credit, prerequisite course, semester offered and max enrollment.

b. Term Effective (6 digit code only): 201201 **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix DHYG b. Number 213 c. Enter Contact Hours per week in boxes.
 LECture 3 LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: Periodontics

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECture 2 LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHYG

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours 2 i. Minimum Credit Hours 2

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.

n. Term(s) Offered: Spring (See instructions for listing.) o. Max. Section Enrollment: 40

p. **Prerequisites/Co-requisites/Restrictions:** Limited to 100 spaces. DHYG 107

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	217	Community Dentistry A

Course Description:

Community Dentistry will explore the role of the dental hygienist in the community. Students will be introduced to principles of public health, health education and health promotion programs and resources for culturally appropriate materials. Prerequisite: DHYG students only.

Course Outcomes:

The student will be able to:

1. The student will be able to define and describe health programs at the local, state and national level.
2. The student will be able to recognize health problems and participate in the assessment, planning, implementation and evaluation of programs designed to resolve those problems, including individuals and groups from diverse populations.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will be able to define and describe health programs at the local, state and national level. (Knowledge & Professional Competency)	Completion of an essay exam (5 questions)	90% of students will earn a score of 75% or higher on the designated questions.
2. The student will be able to recognize health problems and participate in the assessment, planning, implementation and evaluation of programs designed to resolve those problems, including individuals and groups from diverse populations.(Critical Thinking)	Create an educational program and resource notebook with reflection exercises. (Rubric to grade)	90% of students will earn a score of 75% or higher on the program plan and resource notebook criteria as reflected in the rubric.

Course Outline including Time Allocation:

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

- | | |
|---|--------------|
| • Public Health and the Prevention Movement | 3 hrs |
| • Dental Care Delivery and Financing in the U.S. | 2 hrs |
| • Oral Health Assessment Techniques | 1 hr |
| • State and Local Oral Health Programs and Health Care Access Project | 3 hrs |
| • Oral Health Education and Promotion | 3 hrs |
| • Oral Health Program Planning | <u>3 hrs</u> |
| | 15 hrs |

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**): Course credit, title, course description, prerequisites and max enrollment.

b. Term Effective (6 digit code only): 201208 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix DHYG b. Number 217 c. Enter Contact Hours per week in boxes.
LECTure 2 LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title: Community Dentistry 1

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure 1 LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Course Title: Community Dentistry A (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHMI

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours 1 i. Minimum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Community Dentistry will explore the role of the dental hygienist in the community. Students will be introduced to principles of public health, health education and health promotion programs and resources for culturally appropriate materials.

n. Term(s) Offered: Fall (See instructions for listing.) o. Max. Section Enrollment: 40

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

DHYG students only.

UCC Chair Signature/Date: _____ / ____ / ____

Academic Affairs Approval Signature/Date: _____ / ____ / ____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: DHYG **Number:** 227 **Title:** Community Dentistry A Lab (Academic Service Learning)

Course Description:

Community Dentistry A is an Academic Service Learning course which will focus on identifying potential community partners for addressing local oral health issues. Students will create, implement, and evaluate health education and health promotion programs for community groups. Prerequisite: DHYG students only.

Course Outcomes:

The student will be able to:

1. The student will design, implement and evaluate oral health instructional projects for groups and individuals in school systems or a community setting.
2. The student will be able to utilize dental indices to assess the status of oral health of community groups.
3. Students will be able to apply methods of prevention of oral disease to community programs.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will design, implement and evaluate oral health instructional projects for groups and individuals in school systems or a community setting. (Knowledge & Professional Competency)	Completion of oral health instructional project and evaluation.(rubric)	90% of students will earn a grade of 75% or higher the instructional project as reflected in the rubric.
2. The student will be able to utilize dental indices to assess the status of oral health of community groups. (Knowledge & Professional Competency)	Completion of 2 screening on a variety of ages utilizing an oral indices.	90% of students will earn a grade of 75% or higher on the two screening project using dental indices.
3. Students will be able to apply methods of prevention of oral disease to community programs.(Critical thinking)	Completion of community prevention project. (rubric)	90% of students will earn a score of 75% or higher on the community prevention project.

Course Outline including Time Allocation:

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- Health Education and Promotion in community 10 hrs
- Participate in community programs 6 hrs
- Assess populations and define goals and objectives 4 hrs
- Design, implement and evaluate community programs 10 hrs
30 hrs

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
 Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
 If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

b. List the changes to be made (**See Proposed Changes a through p below**): Course credit, title course description, prerequisite and max enrollment.

b. Term Effective (6 digit code only): 201208 **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix DHYG b. Number 227 c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEPENDENT Study – Check (x)
 Practicum: Seminar:

d. Course Title: Community Dentistry 2

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEPENDENT Study – Check (x)
 Practicum: Seminar:

d. Course Title: Community Dentistry A Lab (Limit to 30 characters/spaces.)

e. College Code: AH f. Department Code: DHM

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Community Dentistry A is an Academic Service Learning course which will focus on identifying potential community partners for addressing local oral health issues. Students will create, implement, and evaluate health education and health promotion programs for community groups.

n. Term(s) Offered: Fall (See instructions for listing.) o. Max. Section Enrollment: 20

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

DHYG students only.

UCC Chair Signature/Date: _____ / / _____

Academic Affairs Approval Signature/Date: _____ / / _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
DHYG	291	Dental Hygiene Practicum

Course Description:

Students will expand their knowledge by participating in an off campus clinical or professional enrichment experience. Student will work directly with a preceptor in an approved clinical or professional setting. Prerequisites: DHYG 222.

Course Outcomes:

1. The student will actively participate in either the direct delivery of dental hygiene care or the promotion of current professional initiatives.
2. The student will demonstrate the ability to communicate appropriately within the professional community.
3. The student will apply previously learned professional theory and evidence based practice in the management and promotion of the dental hygiene profession.

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will actively participate in either the direct delivery of dental hygiene care or the promotion of current professional initiatives.	Documentation within student portfolio of successful completion of patients, projects or initiatives.	90% of students will complete required patients, project or initiative with a 90% overall proficiency.
2. The student will demonstrate the ability to communicate appropriately within the professional community.	Assessment of Professional Performance by preceptor utilizing approved APP form.	90% of students will receive a score of 90% or better on Assessment of Professional Performance.
3. The student will apply previously learned professional theory and evidence based practice in the management and promotion of the dental hygiene profession.	Completion of one comprehensive dental hygiene plan.	90% of students will complete the comprehensive dental hygiene plan with a score of 85% or higher.

Assessment of Overall Course Success:

90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.

Course Outline including Time Allocation:

Total Practicum Hours: 1-2 credits = 36-72 hours

1. Attend practicum on assigned days and actively participate in daily activities and assignments with preceptor for 36-72 hours

MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course
 Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
 If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**): prerequisite course

b. Term Effective (6 digit code only): 201301 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. CURRENT: Include information that is in the current course database.

a. Course Prefix DHYG b. Number 291 c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: 36-72 Seminar:

d. Course Title: Dental Hygiene Practicum

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

n. Term(s) Offered: (See instructions for listing.) o. Max. Section Enrollment:

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. DHYG 222.

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

Deleted DHYG Courses

Form F

○	DHYG	111	Oral Science 1
○	DHYG	114	Clinical Dental Hygiene Theory 1
○	DHYG	115	Clinical Dental Hygiene Practice 1
○	DHYG	121	Oral Science 2
○	DHYG	122	Dental Radiography
○	DHYG	125	Clinical Dental Hygiene Practice 2
○	DHYG	209	Dental Materials
○	DHYG	214	Clinical Dental Hygiene Theory 3
○	DHYG	215	Clinical Dental Hygiene Practice 3
○	DHYG	219	Pain Management
○	DHYG	224	Clinical Dental Hygiene Theory 4
○	DHYG	225	Clinical Dental Hygiene Practice 4

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture LAB INdependent Study – Check (x)

Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure LAB INDependent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title:

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 ___

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title:

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 ___

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title:

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 ___

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LEcture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 ___

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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 __

FORM A
College of Arts and Sciences

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Closure of AS in Ornamental Horticulture Technology



Initiating Unit or Individual: Biological Sciences

Contact Person's Name: Strasser e-mail: strassek@ferris.edu phone: x2543

Date or Term of Proposal Implementation: Closure FALL 2011

Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor

Group I - B – New minors or concentrations

Group II - A – Minor curriculum clean-up and course changes

Group II - B – New Course

Group III - Certificates

Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty	<i>Joseph Lujan</i>	12/9/10	<u>10</u> Support <u>2</u> Support with Concerns <u>7</u> Not Support
Department Head	<i>[Signature]</i>	12/10/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>[Signature]</i>	1/27/11	<u>5</u> Support <input type="checkbox"/> Support with Concerns <u>0</u> Not Support
Dean	<i>Barbara Hill</i>	1/28/11	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee	<i>[Signature]</i>	2/7/11	<input checked="" type="checkbox"/> Support <u>7-1</u> <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs		
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ President's Council (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

We are proposing to close the Associate of Science program in Ornamental Horticulture Technology (OHT) effective this Spring 2011. This program is coordinated by Mr. John Vanderploeg, who recently announced his plans to retire in May 2013. His retirement date will allow all students admitted to the program to take the remaining courses of this Associates degree, providing no new students are admitted after Fall 2010.

OHT is a quality program that has served the needs of Ferris students for a number of years. Our proposal to close the program is based on the following:

- Mr. Vanderploeg not only serves as coordinator, he teaches the majority of HORT classes and is actually on maximum overload each Fall and Spring. Our Department does not have the capacity to offer required HORT classes without someone of his expertise.
- Mr. Vanderploeg would be the second (of three total) tenure-line faculty associated with HORT classes to announce his retirement this year (Phil Watson retired this August 2010). The remaining faculty member, Dr. Scott Herron, is involved in one 2 credit class (HORT 152) which is linked to Professor Vanderploeg's HORT seminar class and BIOL 113. The department has plans to change replace the lower level BIOL 113 with a more advanced Botany experience that could enhance the BA Biology, BS Biology and Biology Education programs.
- OHT program classes do not count for general education credit and are not utilized by other programs at Ferris. The Professional Golf Management program utilizes BIOL 114 which is not part of the OHT program, and is not included in this proposal
- Enrollment in the program has been low for several years, averaging 19-20, but has fallen in the last couple of years (currently 13). Classes typically run at less than 50% of cap, and many consistently run below 10 (cap is 24)
- This associates program is now in direct competition with Michigan State University in West Michigan, which now offers similar associates degrees through partnerships in Traverse City and Grand Rapids.

The plan for completion of the Associates degree in OHT for students admitted in Fall 2010 is outlined in the table below. Classes are identified as traditionally being placed in the 1st or 2nd year of the 2-year program. The following plan permits Fall 2010 students to complete all degree requirements, maintains expected credit loads per semester as listed on the original program check sheet, and allows each HORT class to be offered one additional time.

Fall 2010 (normal schedule in progress)	Spring 2011 (1 st SP and 2 nd SP HORT classes)	Summer 2011 (normal schedule)
BIOL 113 Basic Botany 3 credits (1 st year course)	HORT 112 Landscape plant ID 3 credits (1 st year course)	HORT 291 OHT Internship 5 credits
HORT 111 Landscape Plant ID1 3 credits (1 st year course)	HORT 136 Plant Pathology 3 credits (1 st year course)	HORT 201 Hort Pest Field Study 3 credits
HORT 138 Insect Pest Management 4 credits (1 st year course)	HORT 151 Landscape Plant management 4 credits (2 nd year course)	
HORT 143 Intro Soil Science/Fertility 4 credits (1 st year course)	HORT 152 Plant Propagation 2 credits (2 nd year course)	
	HORT 250 Horticulture Seminar 1 credit (2 nd year course)	
	Possible Elective (or gen ed requirement) 0-3 credits (1 st or 2 nd year course)	
Total credits: 14	Total credits: 13-16	Total credits: 8

Fall 2011 (normal schedule)	Spring 2012 (1 st SP and 2 nd SP classes)
HORT 150 Landscape Design 4 credits (2 nd year course)	ENGL 150 English I 3 credits (1 st year course)
HORT 225 Turfgrass Management 4 credits (2 nd year course)	MATH by Placement 3 -4 credits (1 st year course)
ENGL 211 Indust and Career Writing 3 credits (2 nd year course)	Cultural enrichment elective 3 credits (1 st year course)
MGMT 310 Sm Business Management 3 credits (2 nd year course)	Social Awareness electives 3 credits (2 nd year)
	Electives 3-7 hours (2 nd year)
Total credits: 14	Total credits: 12-17

Final semester for each class is listed below

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix Number Title

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title	
HORT	111	Landscape Plant ID1	Last offered Fall 2010
HORT	138	Insect Pest Management	Last offered Fall 2010
HORT	143	Intro Soil Science/Fertility	Last offered Fall 2010
HORT	112	Landscape plant ID 2	Last offered Spring 2011
HORT	136	Plant Pathology	Last offered Spring 2011
HORT	151	Landscape Plant management	Last offered Spring 2011
HORT	152	Plant Propagation	Last offered Spring 2011
HORT	250	Horticulture Seminar	Last offered Spring 2011
HORT	291	OHT Internship	Last offered Summer 2011
HORT	201	Hort Pest Field Study	Last offered Summer 2011
HORT	150	Landscape Design	Last offered Fall 2011
HORT	225	Turfgrass Management	Last offered Fall 2011
HORT	297	Special Studies in HORT	

c. Existing Course(s) to be Modified:

Prefix Number Title

d. Addition of existing FSU courses to program

Prefix	Number	Title
---------------	---------------	--------------

e. Removal of existing FSU courses from program

Prefix	Number	Title
---------------	---------------	--------------

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
B	12/9/10	Professional Golf Management	

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____ No

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

5. Program Checksheets affected by this proposal.

Checksheet for Associates in Ornamental Horticulture Technology attached

OHT
Enrollment data

Productivity by Prefix

	Previous academic years				2009-10	
	2005-06	2006-07	2007-08	2008-09	Productivity	Rank (of 164 Course prefixes)
BIOL	629.73	626.85	637.55	702.77	571.8	39
HORT	191.84	131.66	201.84	242.13	168.32	156
INBI			210	224	220.29	149
					Range 105--> 1025.14	

Program enrollment for AS Ornamental Horticulture Technology																
		Fall 06			Fall 07			Fall 08			Fall 09			Fall 10		
Total students		20			19			20			17			13		
In program		20			19			20			17			13		
		Year 06-07			Year 07-08			Year 08-09			Year 09-10			Year 10-11		
Cap		Fall 06	SP 07	Sum 07	Fall 07	SP 08	Sum 08	Fall 08	SP09	Sum 09	Fall 09	SP10	Sum 10	Fall 10	SP11	Sum 11
	HORT-111-211	24	12		12			18			15			13		
	HORT-138-211	24	8		16			13			10			10		
	HORT-143-211	24	Canc		19			13			8			9		
	HORT-150-211	24	14		10			11			15			5		
	HORT-225-211	24	13		8			13			12			5		
	HORT-201**	24		7		7			11				7			
	HORT-291**	24		5		10			8				8			
	HORT-112-211	24		10		18		13			10					
	HORT-136-211	24		9		20		11			13					
	HORT-151-211	24		13		10		10			7					
	HORT-152-211	24		9		12		13			9					
	HORT-250-301	25		8		12		11			9					
	HORT-297-001	0	2	6				3	1		3	1				

Course enrollment % of cap															
		Year 06-07			Year 07-08			Year 08-09			Year 09-10			Year 10-11	
Cap		Fall 06	SP 07	Sum 07	Fall 07	SP 08	Sum 08	Fall 08	SP09	Sum 09	Fall 09	SP10	Sum 10	Fall 10	SP11
	HORT-111-211	24	50%		50%			75%			63%			54%	
	HORT-138-211	24	33%		67%			54%			42%			42%	
	HORT-143-211	24	Canceled		79%			54%			33%			38%	
	HORT-150-211	24	58%		42%			46%			63%			21%	
	HORT-225-211	24	54%		33%			54%			60%			21%	
	HORT-201-701**	24		20%		29%			46%				29%		
	HORT-291-401**	24		21%		42%			33%				33%		
	HORT-112-211	24		42%		75%		54%			42%				
	HORT-136-211	24		38%		83%		46%			54%				
	HORT-151-211	24		54%		42%		42%			29%				
	HORT-152-211	24		38%		50%		54%			38%				
	HORT-250-301	25		32%		48%		44%			36%				
	HORT-297-001	0													

Program Cost (in \$) (from 2007-2008 data)

	Cost/SCH	rank of 191
OHT	297.29	27
BIOT	242.46	51
ENV BIOL	181.62	116
PreMed	166.75	146
Biology BS	161.76	156
PreVet	161.64	157
Forensic Bio	160.8	160
Biology BA	154.38	167
PreOpt	149.29	175
PreDent	119.52	176
Pre PT	144.57	180

Program Cost (in \$)

	instructor cost/SCH	rank (of 191)
OHT	269.09	18
BIOT	215.9	38
ENV BIOL	151.19	103
PreMed	136.7	134
PreVet	132.02	146
Biology BS	131.44	149
Forensic Bio	129.68	152
Biology BA	125.01	162
PreOpt	120.91	166
PreDent	149.21	167
Pre PT	115.87	170

Sample of Course data taken from Degree Program Costing Report for 2007-2008

	Courses	Instructor cost (in \$) /SCH		Courses	Instructor cost (in \$) /SCH
Gen BIOL	BIOL 121	72	Lecture only	BIOL 300	88
	BIOL 122	101		BIOL 340	197
Micro	BIOL 108	119	BIOL 373	147	
	BIOL 218	283	BIOL 375	177	
	BIOL 286	211	BIO ELECT	179	
	BIOL 386	319	BIOL 460	174	
A&P	BIOL 205	103	Field	BIOL 341	198
	BIOL 321	106		BIOL 342	131
	BIOL 322	129		BIOL 346	166
		BIOL 347		131	
		BIOL 351		145	
		BIOL 442		232	

Sample of Course data taken from Degree Program Costing Report for 2007-2008

Sample of Program-specific classes in Biology

	Courses	Instructor cost (in \$) /SCH		Courses	Instructor cost (in \$) /SCH
HORT	HORT 111	538	Foensic	BIOL 207	174
	HORT 112	419		BIOL 307	179
	HORT 136	377		BIOL 407	371
	HORT 138	300	Biotech	BIOL 470	298
	HORT 143	72		BIOL471	1050
	HORT 150	646		BIOL 472	265
	HORT 151	121		BIOL473	865
	HORT 152	472		BIOL474	166
	HORT 201	266		BIOL 475	108
	HORT 225	189		BIOL491	600
	HORT 250	201			
HORT 291	522				

Sample of Course data taken from Degree Program Costing Report for 2007-2008

Other courses taken by Biology students for comparison

Courses	Instructor cost (in \$) /SCH
CHEM 121	76
CHEM 122	95
CHEM 321	94
CHEM 322	133
CHEM 324	75
CHEM 364	142
PHYS 211	132
PHYS 212	161

Courses	Instructor cost (in \$) /SCH
MATH 120	115
MATH 130	142
MATH 220	127
ENGL 150	125
ENGL 250	133
ENGL 311	144
COMM 121	104
CULT ELEC	126
SOC SCI ELC	84

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

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

RE: Proposal Title Closure of AS in Ornamental Horticulture Technology

Initiator(s): Dr. Karen Strasser

Proposal Contact: Dr. Karen Strasser/Dr. Joseph Lipar Date Sent: 12/9/10

Department: Biological Sciences Campus Address: ASC 2004
(Please print)

Responding Department: Professional Golf Management

Chair/Head/Coordinator: Matthew Pinter Date Returned: _____

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 scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

ID:

Name:

**ASSOCIATE IN
APPLIED SCIENCE IN
ORNAMENTAL HORTICULTURE TECHNOLOGY**

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Mr. John Vanderploeg

OFFICE: ASC 2119 PHONE: (231) 591-2547 E-MAIL: vanderpj@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation requirements

1. Minimum 2.0 CUMULATIVE grade point average in all course work
2. 60 minimum credits including general education requirements
3. Residency requirement: 30 minimum FSU semester credits

Program requirements: effective for students entering Ornamental Horticulture Fall Semester 2010

COURSE		COURSE TITLE – FOR PRE-REQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR				
BIOL	113	Basic Botany (F)	3	
HORT	111	Landscape Plant Identification 1 (F)	3	
HORT	112	Landscape Plant Identification 2 (Sp)	3	
HORT	136	Plant Pathology (Sp)	3	
HORT	138	Insect Pest Management (F)	4	
HORT	143	Intro Soil Science/Fertilization (F)	4	
HORT	150	Landscape Design (F)	4	
HORT	151	Landscape Plant Management (Sp)	4	
HORT	152	Plant Propagation (Sp)	2	
HORT	201	Hort Pest Field Study (Su)	3	
HORT	225	Turfgrass Management (F)	4	
HORT	250	Horticulture Seminar (Sp)	1	
HORT	291	OHT Internship (Su) sophomore standing in HORT and consent of instructor)	5	
MGMT	310	Small Business Management (sophomore standing)	3	
ENGL	150	English I (F/Sp/Su) (by placement)	3	
ENGL	211	Industrial and Career writing (ENGL 150)	3	
		Cultural Enrichment Elective	3	
		Social Awareness Elective	3	
MATH	115	Intermediate Algebra (minimum) (F/Sp/Su)	3	

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 6 Sem Credits			
Course	Grade	Credits	
ENGL 150		3	
ENGL 211		3	
TOTAL			
B. SCIENTIFIC UNDERSTANDING 3 Sem Credits			
BIOL113 is required for Ornamental Horticulture Technology			
Course	Grade	Credits	
BIOL 113		3	
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score \geq 24	Score	
TOTAL			

D. CULTURAL ENRICHMENT			3 Sem Credits
Only approved "C" courses may count toward this category.			
Requirements: maximum 3 credit hours of music and/or theater activities may apply.			
Course	Grade	Credits	
TOTAL			
E. SOCIAL AWARENESS			3 Sem Credits
Only approved "S" courses may count toward this category.			
Course	Grade	Credits	
TOTAL			

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete this program in a two year plan, students must average 15 – 16 credit hours per semester and complete their internship in the summer. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

First Year	Second Year
<p>Fall Semester</p> <p>BIOL 113 Basic Botany 3</p> <p>HORT 111 Landscape Plant Ident 1 3</p> <p>HORT 138 Insect Pest Mgmt 4</p> <p>HORT 143 Intro Soil Science/Fertil 4</p> <p style="text-align: right;">14</p> <p>Spring Semester</p> <p>HORT 112 Landscape Plant Ident 2 3</p> <p>HORT 136 Plant Pathology 3</p> <p>Cultural Enrichment Elective 3</p> <p>ENGL 150 English 1 3</p> <p>MATH by placement 3-4</p> <p style="text-align: right;">15-16</p> <p>Summer Session</p> <p>HORT 291 OHT Internship 5</p> <p>HORT 201 Hort.Pest Field Study 3</p> <p style="text-align: right;">8</p>	<p>Fall Semester</p> <p>ENGL 211 Industrial & Career Writing 3</p> <p>HORT 150 Landscape Design 4</p> <p>HORT 225 Turfgrass Management 4</p> <p>MGMT 310 Small Business Management 3</p> <p style="text-align: right;">14</p> <p>Spring Semester</p> <p>HORT 151 Landscape Plant Management 4</p> <p>HORT 152 Plant Propagation 2</p> <p>HORT 250 Horticulture Seminar 1</p> <p>Social Awareness Elective 3</p> <p>Electives: (recommend COMM 121, ISYS 105) 3-7</p> <p style="text-align: right;">13-17</p>

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

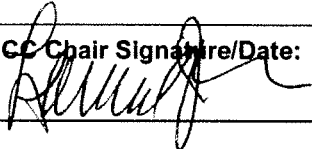
a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Landscape Plant ID1

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 __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

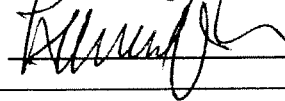
c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDENT Study - Check (x)

Practicum: Seminar:

d. Full Course Title: Landscape plant ID 2

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

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.


a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Plant Pathology

UCC Chair Signature/Date:



2/7/11

Academic Affairs Approval Signature/Date:

_____ 1/1

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Fall Year 2011 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

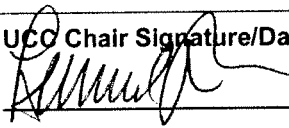
a. Course Prefix
 HORT

b. Number
 138

c. Enter Contact Hours per week in boxes.
LECture 3 LAB 3 INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Insect Pest Management

UCO Chair Signature/Date:

 2/7/11

Academic Affairs Approval Signature/Date:

_____/____/____

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

INdependent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title: Intro Soil Science/Fertility

UCC Chair Signature/Date:



2/2/11

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.


a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECture LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Landscape Design

UCC Chair Signature/Date:

 2/2/11

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB


INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title: Landscape Plant management

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

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

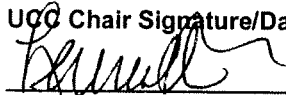
a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Plant Propagation

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 __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

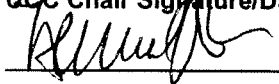
a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Hort Pest Field Study

UCE Chair Signature/Date:



Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number


c. Enter Contact Hours per week in boxes.

LECture LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Full Course Title: Turfgrass Management

UCO Chair Signature/Date:



Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.


a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Horticulture Seminar

UCC/Chair Signature/Date:

 2/7/11

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: OHT Internship

UCC Chair Signature/Date:  2/7/11 Academic Affairs Approval Signature/Date: _____

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

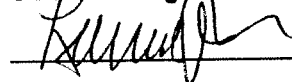
a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title: Special Studies in HORT

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 __

Comments from Biology Faculty Regarding Proposal to Close OHT Program

1. Reasons include: the need for a horticulture program to serve the Michigan and local west Michigan employer needs; Lack of low student to instructor, hands-on teaching approach elsewhere in Michigan. MSU does not provide the type of 10:1-24:1 instruction either on campus in E Lansing, nor in their remote locations where they digitally teach in a non-face to face format, without the lab instruction provided by experts.; If the administration had followed the past two program reviews, we would not be in the situation that exists where Horticulture's solvency depends on one person, namely John Vanderploeg. This was a product of ignoring the two APRC program review's recommendations to enhance the program and add a tenure track faculty member. Even John was teaching in 3 programs, and Scott and Phil in 3-4 program, so faculty time was spread too thin. There was no measurable recruitment effort focused on this low enrollment program to counteract the low enrollment. Curriculum-wise, administration could have supported the 4 year Bachelor's program but choose not to, as the faculty did when that option last was presented. If the program was marketed in collaboration with MSU, as a west-Michigan 2+2 model, first 2 at FSU earning OHT Associates, and the option to ladder into the 4 year Bachelors of Horticulture at MSU, we could have served as a feeder program, increasing our numbers and visibility state-wide. These are not all responsibilities that should have fallen onto faculty members with heavy overloads, semester after semester, these were administrative roles, overlooked for years. The failure of this program can be seen as a result of the failure for FSU administration to see and value the benefits of a Horticulture program at Ferris for many years. Any program can be run into the ground if starved for long enough, this is an example of that being done to a valuable curriculum, one that many employers still believe is sufficient to train their employees without the added costs of a 4 year degree.

2. **I Do Not Support the closure of the OHT Program. I do not support the deletion of the OHT prefixed courses...**(I would support the conversion of OHT prefixed to BIOL Prefixed courses.)

The decision to close the OHT program appears to be predicated on the "potential" retirement of John Vanderploeg. (It is my understanding that to date, John has yet to received any official notice in writing of a pre-retirement reduced workload offer.). A retirement is an opportunity to review department needs and future goals but is not *prima facie* justification for the OHT program closure. Program closures, as well as, program creations should be evaluated as to their academic excellence and their congruence with articulated department, college and university goals and needs. Evidence of lack of academic excellence has not been presented. Neither has evidence been presented for a lack of goal congruence. An administrative reference to low enrollment and low "productivity" values in light of a marked absence of a robust, administratively supported recruitment effort is a specious argument.

This program has not been a 30+ year "jobs program" for John Vanderploeg. The OHT Program is an excellent educational program that services the needs of students and employers as well as

being a valuable addition to the diversity of options within the department. Awareness and appreciation of this program is witnessed by OHT benefactors, both local and statewide, who annually donate four of the department's nine most significant student scholarships as well as several hundred thousands of dollars in support of the most recent greenhouse remodeling. The OHT Program has repeatedly been supported by the APR process and recommended for enhancement. These APRC recommendations have been systematically ignored by an administration that now recommends program closure.

I believe that the OHT Associate Degree Program should be: 1) enriched with a focused recruitment effort; 2) maintained while 2+2 or 4 year B.S degree options are fully explored and 3) reviewed in light of the repeated unfulfilled APRC recommendations .

In addition, the OHT course prefixes should be converted to BIOL prefixes and appropriately selected courses be made available to other programs on campus.

3. I vote to support the closure of the OHT program and associated proposals, including HORT course elimination. I am sorry to see the closing of a program that still provides graduates who are valued by employers. I understand, however, that the current situation would preclude continuing the program without at least a significant interruption. I hope that we can consider some sort of replacement program in the future, but I expect that such a new program would be fundamentally different from the current OHT.

4. I must vote no. The Ferris administration disregarded the two most recent program reviews, which recommended increase in faculty and support. This program has been choked to death. President Sederberg requested that John Vanderploeg propose a B.S. in horticulture. After approval at the department, college and UCC levels, it was not approved by Academic VP Barbara Chapman for financial reasons. That proposal was efficient, incorporating the program within the Biology curriculum. The department faculty did not discuss the closure of this program before admission to OHT was closed, making this review a "pretending to consult", when the decision has already been made.

5. I do not support the closure of the OHT program, instead I think the program should be enhanced for the following reasons:

- The program was reviewed about 3 years ago and was recommended for continuation by the APRC. As a member of the APRC for 3 years, I know that APRC decision/recommendation is not arbitrary or partisan but is based on evidence and series of deliberations. To date, those recommendations have not been discussed or acted upon by the administration.
- OHT occupies a niche that is not occupied by any other program/courses in our department. I think it should be fully integrated into the department's course offerings so that its full potential can be realized.
- OHT is one of the few programs in our department/college that is aligned with the university's mission of being "career-oriented" or providing "career skills".

6. I am voting no on the closure of the Ornamental Horticulture Technology program. The program as it is and as a four year BS program can still serve the needs of students who desire a degree in this field. My contacts in the industry continue to feel the need for such a program. It seems that the only group that has failed to see the importance of this program has been the FSU administration. Even when program reviews have recommended program enhancement, the administration has been silent, offering no assistance nor reinstating the tenure line faculty position that was cut from the program a number of years ago. As a result, there has been a slow starvation that has gone on with the ultimate intention of waiting for my retirement and then close the program. Without the faculty, how can a program continue to exist. This failure to support the program has been fairly consistent since the faculty tenure line was retrenched and the program moved on with only one full time tenure line devoted to it. While I have **enjoyed** teaching the program courses for the last 37 years, I would have appreciated the level of support from the administration that I have felt from the Biology faculty. This is not the way that I wanted to end my years at Ferris.

7. I support the proposal with concerns. My biggest concern regards the closure of a program that has been consistently recommended for enhancement by the APRC. I believe it sets a bad precedent (especially in a poor economy) to close programs that have been tagged for development, especially those small programs that are consistently under the scrutiny of administration due to high costs and low enrollment.

8. I support with concerns. I still do not think that our department has a clear vision of what we want to become/do in the next 5 or 10 years. We are approaching programmatic and personnel decisions in a reactionary way rather than according to a plan.

9. Do not support. I think we should follow the recommendations that have come from program review.

Date: Jan 24, 2010

To: Joe Lipar, Chair of the Biology Curriculum Committee

From: Karen Strasser, Department Head, Biological Sciences

RE: Comments on the curriculum proposal: Closure of AS in Ornamental Horticulture Technology

I would like to take this opportunity to respond to the concerns expressed regarding the proposal to close the Associates program in Ornamental Horticulture Technology (OHT). Although the majority of the faculty supported the proposal, I understand a change in the program structure of the department is not to be taken lightly.

The OHT program has been led for years by John Vanderploeg, a dedicated and talented teacher who consistently worked hard to provide his students with valuable learning experiences. While I believe the program made a positive impact on many students during Mr. Vanderploeg's tenure, I do not believe it continues to be the best way to serve our present and future students. The Academic Program Review Committee did recommend enhancement in past reviews. However, while the committee stated additional faculty hires were warranted, I do not believe this view was shared by the Department as a whole. Our Department has conducted national searches for 8 tenure-line positions since 2005, all of which supported other priorities. The OHT program is a quality program, but I believe this is also true of the other programs housed in Biology. Resources were not withheld from OHT in any attempt to "starve" the program, rather they were allocated in areas where there was a greater demonstrated need. After a decade of flat enrollment in OHT, the department focused its resources where there would be a greater impact on students.

Mr. Vanderploeg and I have a good working relationship, and have discussed issues related to the OHT program since I became Department Head in 2006. We were both concerned about the program's viability for the long term, as enrollment was consistently low. We discussed that the increased admission standards for Ferris may have impacted recruitment, as well as the growing competition from Michigan State. Although Ferris used to be the one program in our part of Michigan, students now have a number of alternatives through partnered programs in community Colleges. I understood from Mr. Vanderploeg at the time that this competition would make it very difficult to attract more students to our program. It is something I heard repeatedly.

On several occasions over the last 5 years, I worked to convince Mr. Vanderploeg that we needed to make adjustments to meet the needs of current students. At one time, students could pursue a Bachelor's degree in Biology after completing an Associate's degree in OHT. However, this is no longer a 2+2 option. To remain competitive, and assure our students are still eligible for admission to Medical, Dental, and other Professional schools, the BS Biology degree has changed. Other than general education and 5 hours of biology "application", OHT students that want a BS degree in Biology must start at the beginning, with the freshman sequence of Biology and Chemistry courses. Thus most students that seek the Bachelor's degree typically do so in the College of Business.

I was not present at Ferris at the time, but have learned from John Vanderploeg and others about the proposal for a 4 year degree that was not moved forward. Although I understand how disappointing this must have been, I thought change was necessary to maintain the program. A few years ago, I proposed a track to Mr. Vanderploeg that matched one of the options available at Michigan State, stand alone or as a concentration of our BS. After several attempts however, I learned Mr. Vanderploeg was not interested in pursuing any changes in the OHT program as he was close to the end of his career (his stated reason). I explained that I thought the program would not be viable without changes, and thought it would likely close after his retirement in its current form. When we finished the conversation, we were both clear that the program would remain unchanged until he decided to retire, and then would likely close. This message was repeated (and acknowledged) at other times over the past 2 years.

I know Mr. Vanderploeg understood this because when he approached me in late September (2010) about his retirement plans, he had already generated a plan to close the program. He did not want me to share his news with the faculty until I could acquire approval for a workload reduction. As Pre-registration for the Spring semester was approaching, and we had to advise OHT students correctly, I moved as fast as I could and only shared the information (with his permission) with our Department planning committee.

Although we are planning to close the OHT program and remove the related classes, we have no plans to remove an experience in Botany from the curriculum. Our department is in a period of transition, and we have spent several months working on restructuring the sequence of organismal classes to increase the availability of this content to our majors. Currently, students pursuing their Bachelor's degree may take field botany (if they can get one of the 15 seats in the summer) or Plant Physiology (offered every other Fall semester). It is no surprise our program assessment (the Biology Field Exam) showed knowledge of Botany to be very weak among our graduating seniors.

This year Dr. Scott Herron will develop a new 300 level class, Plants and Fungi, that we plan to offer every Spring starting in 2012. This course will count towards the Biology major, and when taken with Plant Physiology could be a start towards another concentration. While OHT may not be brought back, I do believe we will work to include botany in a way that strengthens our program as whole, perhaps through interactions with biotechnology. Our department is active in revising our curriculum, sending proposals on a yearly basis to improve our programs. Although it may take a few years to really plan a new direction for botany in the department, we have already started to make changes that will open new possibilities.

I have tried to address the general concerns submitted in response to the proposal, but please feel free to contact me if I can provide clarification or additional information.



Re: Closure of AS in Ornamental Horticulture 
Anita Fagerman to: Paula L Hadley-Kennedy
Cc: Leonard Johnson

02/09/2011 03:53 PM

Hi UCC,

My vote of “do not support” the closure of the AS in Ornamental Horticulture Technology echoes all of the concerns expressed by the nine Department Faculty as shown in the Curriculum Proposal. More specifically my concerns are as follows:

1. The potential upcoming retirement of a faculty member should not provide any grounds for program closure. Faculty succession planning should be supported by administrative resources and efforts. With or without a conversation with the soon-to-be retiring faculty member, administration should recognize the context from which the faculty member likely spoke with respect to longevity of the program. Asking one faculty member to do more and more work after years of diluting the program’s resources is simply unreasonable.
2. There is a systematic University-wide deficiency in program marketing efforts; faculty members cannot be held responsible for marketing of programs when faculty members are not empowered with resource management and decision making. In essence, this one soon-to-be retiring faculty member has had a great burden unduly placed upon him. Admittedly another faculty member should have stepped up (even outside of the program) to assist, but that too might be unreasonable when faculty are spread thin.
3. Enrollment in the program is not gone. In fact, it looks like this program could easily be refurbished with the right resources.

Anita

-----Paula L Hadley-Kennedy/FSU wrote: -----

To: Anita Fagerman/FSU@FERRIS
From: Paula L Hadley-Kennedy/FSU
Date: 02/09/2011 03:09PM
Cc: Leonard Johnson/FSU@Ferris
Subject: Closure of AS in Ornamental Horticulture

Hi Anita:

I need an email to support your no vote on the closure of the Ornamental Horticulture program.

Thanks!

Paula



Closure of Ornamental Horticulture Tech

Leonard Johnson to: Matt Pinter

02/09/2011 02:48 PM

Sandra L Alspach, Leonard Johnson, Paula L Hadley-Kennedy,
Donald Flickinger, Terrence J Doyle, Ronald A Mehringer, Kristen L
Cc: Motz, Fritz J Erickson, Tracey Boncher, Steve Karnes, Mitzi A Day,
Anita Fagerman, Helen Woodman, Olukemi Fadayomi, Maureen
Milzarski

Hi Matt

Did you ever receive a Form B from Karen Strasser on their proposal to close the Ornamental Horticulture Tech program?

Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>



Fw: Closure of Ornamental Horticulture Tech

Sandra L Alspach, Leonard Johnson, Paula L Hadley-Kennedy, Donald Flickinger, Terrence J Doyle, Ronald A Mehringer, Leonard Johnson to: Kristen L Motz, Fritz J Erickson, Tracey Boncher, Steve Karnes, Mitzi A Day, Anita Fagerman, Helen Woodman, Olukemi Fadayomi, Maureen Milzarski

02/10/2011 01:03 PM

fyi
(forgive me if i have already forwarded this on)

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

----- Forwarded by Leonard Johnson/FSU on 02/10/2011 01:03 PM -----

From: Matt Pinter/FSU
To: Leonard Johnson/FSU@Ferris
Date: 02/09/2011 04:11 PM
Subject: Re: Closure of Ornamental Horticulture Tech

Leonard,

I honestly can't remember if I ever received a from B. I did respond to an email from a faculty member in regards to the potential closing of the OHT program. My program requires a biology class that we have developed with John Vanderploeg that meets our PGM program needs very well and is not a part of that program. I have also shared this info with Karen in conversations we have had at mutual meetings.

Matt P

Leonard Johnson Hi Matt Did you ever receive a Form B from Kare... 02/09/2011 02:48:05 PM

From: Leonard Johnson/FSU
To: Matt Pinter/FSU@FERRIS
Cc: Sandra L Alspach/FSU@FERRIS, Leonard Johnson/FSU@Ferris, Paula L Hadley-Kennedy/FSU@Ferris, Donald Flickinger/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Ronald A Mehringer/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Fritz J Erickson/FSU@FERRIS, Tracey Boncher/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Mitzi A Day/FSU@Ferris, Anita Fagerman/FSU@FERRIS, Helen Woodman/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Maureen Milzarski/FSU@Ferris
Date: 02/09/2011 02:48 PM
Subject: Closure of Ornamental Horticulture Tech

Hi Matt
Did you ever receive a Form B from Karen Strasser on their proposal to close the Ornamental Horticulture Tech program?
Leonard

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM


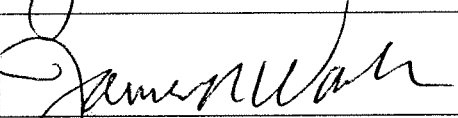
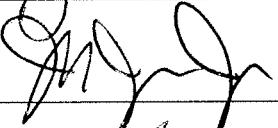

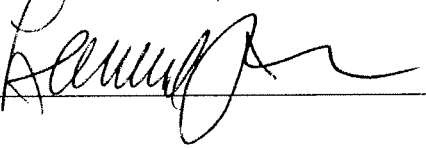
Proposal Title: PROJ Undergraduate Project Management Certificate

Initiating Unit or Individual: AFIS

Contact Person's Name: Barbara L. Ciaramitaro e-mail: ciaramb@ferris.edu phone: 3199

Date or Term of Proposal Implementation: Fall 2011

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	Barbara L. Ciaramitaro	11/15/10	<u>4</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Faculty		11/15/10	<u>18</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Head		11/30/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee		12/7/10	<u>7</u> Support <u>2</u> Support with Concerns <u>0</u> Not Support
Dean		12/9/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee		2/7/11	<input checked="" type="checkbox"/> Support <u>5-1</u> <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs		
<hr/>	<hr/>	<hr/>
President (Date Approved) Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

1. Proposal Summary

This proposal is to create an undergraduate certificate in Project Management. In order to market this certificate to the widest audience in the university, the prefix for these courses will be PROJ.

This proposal begins with the existing Project Management Fundamentals course ISYS 411 re-numbered as PROJ 320. In order to renumber this course, we have included a Delete Course Form for ISYS411 and Add New Course for PROJ 320 in the proposal. Delivery mode will be in a mixed environment and online.

This proposal also involves creating three new courses: PROJ 350 Project Schedule, Cost and Risk Management, PROJ 351 Project Communication, Team Building and Conflict Management, and PROJ 420 Managing the Procurement Process and Preparing for Certification. Delivery mode will be in a mixed environment and online.

The proposed PROJ certificate aligns with the Project Management Institute's (PMI) Global Accreditation Center requirements for accreditation. Obtaining accreditation is a near term goal. The proposed Ferris certificate would be applicable to all professional domains represented in the various Ferris departments and colleges. Ferris would also be positioned to be a Registered Education Provider of PMI PDU credit. The PMI has over 500,000 members in 185 countries in need of PDU credit.

This proposal positions the PROJ certificate to service one of the fastest growing and largest job classifications in both Information Technology and Management. This project management emphasis is an effort to broaden the appeal of the PROJ program and stimulate student interest. Project management has been cited as being among the top 5 jobs in America (CNNMoney.com, 2009).

The ISI program currently has two PMI certified Project Management Professionals (PMP) as full time faculty, and two adjuncts that hold the PMP credential who have taught project management for Ferris. These faculty resources will be available to provide staffing flexibility in delivering the program.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
PROJ	320	Project Management <i>FUNDAMENTALS</i>
PROJ	350	Project Schedule, Cost and Risk Management
PROJ	351	Project Communication, Team Building and Conflict Management
PROJ	420	Managing the Procurement Process and Preparing for the PMP

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
ISYS	411	Project Management (renumbered as PROJ 320)

c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form C	11/22/2010	FLITE	Emailed to David Scott

4. Will External Accreditation be Sought? (For new programs or certificates only)

Yes No

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

Project Management Institute – Global Accreditation Center

5. Program Checksheets affected by this proposal.

ISI
CIS
CIT

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: PROJ Management Undergraduate Certificate

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

Initiator(s): Barbara L. Ciaramitaro

Proposal Contact: Barbara Ciaramitaro Date Sent: 12/14/10

Department: AFIS Campus Address: 220 IRC
(Please print)

Liaison Librarian Signature: *Daniel A. Scott* Date: 12-20-10

Dean of FLITE Signature: *Leah M. Mangan* Date Returned: 1-3-11

Based upon our review on 12-20-10 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

Ferris State University – College of Business
ACCOUNTING, FINANCE, AND INFORMATION SYSTEMS DEPARTMENT

PROJECT MANAGEMENT CERTIFICATE – 12 credits

NAME: _____ CWI#: _____ MAJOR: _____

PROJ - PROJECT MANAGEMENT CERTIFICATE – 12 Credits

The *Project Management* certificate is a 12-credit hour concentration designed to prepare individuals for careers in project management in technical and non-technical fields. This certificate is accredited by the Project Management Institute’s Global Accreditation Center, and as such reduces the work experience for the Project Management Professional (PMP) certification by 1500 hours.

COURSE #	TITLE	CREDITS	TERM	GRADE
PROJ 320	Project Management Fundamentals	3		
PROJ 350	Project Scheduling, Cost and Risk Management <i>(prerequisite PROJ 320)</i>	3		
PROJ 351	Project Communication, Team Building and Conflict Management <i>(prerequisite PROJ 320)</i>	3		
PROJ 420	Managing the Procurement Process & Preparing for Certification <i>(prerequisites PROJ 350 & PROJ 351)</i>	3		
SUBTOTAL		12		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the students major.

For more information, please contact the AFIS Department Head Jim Woolen for an appointment, College of Business, BUS 212, or phone (231) 591-2434.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.0 cumulative GPA, is required for completion of the Project Management Certificate.

Student Name: _____ Student ID: _____ Date: _____

Accounting, Finance & Information Systems Department Approval: _____ Date: _____

(To receive this certificate, you must request a certificate clearance from the AFIS Department in Bus 212)

Undergraduate Project Management Certificate Outcome and Assessment Plan

Undergraduate Project Management Certificate Outcomes

Students who complete the certificate will possess the ability to:

- Research, assess and develop strategies to apply project management best practices, principles and practices.
- Evaluate, assess and demonstrate an understanding of scope development techniques including requirements collections and work breakdown structures.
- Evaluate, assess and demonstrate an understanding of cost estimation techniques used in building project schedules including precedence diagrams, critical paths, critical chains, and Gantt charts.
- Evaluate, assess, and demonstrate an understanding of project team acquisition, project team development and project team management.
- Evaluate, assess and demonstrate an understanding of procurement management including the selection and creation of procurement documents and contracts and their applicability to different procurement requirements.
- Develop an understanding of the complexity of the project management environment.

Undergraduate Project management Certificate Assessment Plan

Direct Measures

- 1) Portfolio review. Students will compile a portfolio of projects management deliverables, accomplishments, and the application of tools and techniques.
- 2) All courses will have pre and post assessment testing.
- 3) Deliverables within the certificate courses provide opportunities to assess competence using writing samples, analysis and discussion, tests, and group projects.

An additional measure would track the student's success rate on the PMP or CAPM external certification exams offered by the Project Management Institute.

Course Identification:

Prefix:	Number	Title
PROJ	320	Project Management Fundamentals

Course Description: This course examines the foundations of project management as defined by experts including Eliyahu Goldratt and the Project Management Institute. A review of the project management lifecycle and knowledge areas is conducted using resources such as the Project Management Body of Knowledge, course textbooks, and case studies. The course focuses on applying the techniques and tools of project management to specific deliverables including the Work Breakdown Structure (WBS), schedule, budget, risk management plan, RACI chart and others.

Course Outcomes and Assessment Plan:

1. The student will examine project management knowledge areas and apply that knowledge in the preparation of project documents, deliverables, and team work.

Assessment: Individual and group assignments, discussion, critical thinking review of chapters and articles, assessments.

2. The student will evaluate project management best practices and assess their effectiveness and value through practice assignments and collaborative discussion.

Assessment: Individual and group assignments, discussion, critical thinking review of chapters and articles, assessments.

3. The student will work within a team to develop a comprehensive project plan focused on managing a successful project throughout its life cycle.

Assessment: Group assignments.

4. The student will apply the Project Management Institute's Code of Ethics and Professional Responsibility and apply the code to various scenarios common in project management.

Assessment: Discussion, individual assessments, case studies.

5. The student will evaluate their need to further develop interpersonal skills such as communication, conflict management, leadership and team building through practice scenarios with other students.

Assessment: Individual and group assignments, discussion, critical thinking reviews of chapters and articles, assessments.

Course Outline including Time Allocation:

- | | |
|-----------------------------------|---|
| 1. Project Lifecycle Review – 20% | 3. Critical Chain Review – 10% |
| 2. Project Knowledge Areas – 60% | 4. Professional Responsibility and Ethics – 10% |
| a. Integration Management | a. Methods |
| b. Scope Management | b. Legal and Ethical understanding |
| c. Time Management | c. Metrics |
| d. Cost Management | |
| e. Communication Management | |
| f. Risk Management | |
| g. Human Resource Management | |
| h. Quality Management | |
| i. Procurement Management | |

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix PROJ b. Number 320 c. Enter Contact Hours per week in boxes.
 LECTure 3 LAB INDEPENDent Study – Check (x)
 Practicum: Seminar:

d. Course Title: Project Management Fundamentals (Limit to 30 characters/spaces.)

e. College Code: BU f. Department Code: AFIS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes X No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) X Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) X Yes No

n. Equivalent course: Prefix ISYS Number 411 See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.


This course examines the foundations of project management as defined by experts including Eliyahu Goldratt and the Project Management Institute. A review of the project management lifecycle and knowledge areas is conducted using resources such as the Project Management Body of Knowledge, course textbooks, and case studies. The course focuses on applying the techniques and tools of project management to specific deliverables including the Work Breakdown Structure (WBS), schedule, budget, risk management plan, RACI chart and others.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: Sophmore standing or instructor approval.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

 1/24/11

_____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

Course Identification:

Prefix:	Number	Title
PROJ	350	Project Scheduling, Cost and Risk Management

Course Description: This course will build on project management fundamentals and evaluate various project management techniques used to build project schedules including time estimation, PERT, critical path, critical chain, and the use of float and buffers. This course will also examine cost estimating techniques and project budget preparation. Lastly, this course will review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment, and risk mitigation strategies.

Course Outcomes and Assessment Plan:

1. Examine various cost estimation techniques used in building project schedules.
Assessment: Classroom exercises, case studies, assignments and/or assessment.
2. Evaluate project scheduling techniques used to build project schedules.
Assessment: Given scenarios, students will construct project schedules and provide supporting documentation. Classroom exercises, case studies, assignments and/or assessments.
3. Compare and contrast critical path and critical chain schedule development.
Assessment: Given scenarios, students will compare and contrast project schedules built using critical chain and critical path methodologies and provide an analysis of any differences.
4. Evaluate the project budget lifecycle from activity determination, through cost estimating, and bottom up budget preparation.
Assessment: Given scenarios, student will construct project budgets.
Assessment: Given a scenario or problem set, students will determine proper communication approach.
5. Distinguish the various steps involved in risk management from risk identification, through risk assessment, risk mitigation and the development of a risk contingency budget.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
6. Compare and contrast quantitative and qualitative risk analysis.
Assessment: Given scenarios, students will conduct quantitative and qualitative risk analysis.

Course Outline including Time Allocation:

1. Project Scheduling Techniques – 30%
 - a. Activity Estimating
 - b. Schedule Development
 - c. Critical Chain and Critical Path Methodologies
 - d. Schedule Monitoring
2. Project Cost Management – 30%
 - a. Activity Cost Estimating
 - b. Bottom Up Budget Preparation
 - c. Budget Monitoring
3. Project Risk Management – 30%
 - a. Risk Identification
 - b. Risk Assessment – Quantitative and Qualitative
 - c. Risk Mitigation
 - d. Risk Monitoring
 - e. Risk Contingency Budget
4. Professional Responsibility and Ethics – 10%
 - a. Methods
 - b. Legal and Ethical understanding
 - c. Metrics

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

3. Complete each item in Section I and Section II.

4. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

PROJ

b. Number

350

c. Enter Contact Hours per week in boxes.

LECture 3 LAB INDEpendent Study – Check (x)

Practicum: Seminar:

(Limit to 30 characters/spaces.)

d. Course Title: Project Scheduling

e. College Code: BU f. Department Code: AFIS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

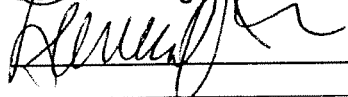
o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will build on project management fundamentals and evaluate various project management techniques used to build project schedules including time estimation, PERT, critical path, critical chain, and the use of float and buffers. This course will also examine cost estimating techniques and project budget preparation. Lastly, this course will review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment, and risk mitigation strategies.

p. Term(s) Offered: F,S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: PROJ 320

UCC Chair Signature/Date:

 1/24/11

Academic Affairs Approval Signature/Date:

1/1/11

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

Course Identification:

Prefix:	Number	Title
PROJ	351	Project Communication, Team Building and Conflict Management

Course Description: Communication activities are estimated to take up to 90% of a project manager's time. This course will take an in-depth look at project communication management, team building and conflict management. Ethical issues, professional responsibility and diversity issues related to project management will be discussed. The course will examine various communication and conflict resolution techniques; the challenges of managing project teams particularly in the virtual environment; and assess various team building tools and techniques.

Course Outcomes and Assessment Plan:

1. Construct project plans that demonstrate an understanding of project team acquisition, project team development, and project team management.
Assessment: Given scenarios, students will construct project plans, evaluate situations, and provide solutions with supporting documentation and structures.
2. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management, and Performance Reports.
Assessment: Given a scenario or problem set, students will determine proper communication approach.
3. Evaluate the effectiveness of various conflict resolution techniques
Assessment: Given a scenario, students will determine the appropriate conflict resolution technique and provide supporting
4. Distinguish social, cultural, diversity, and distance issues related to the management of traditional and virtual teams.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
5. Develop team building plans and communicate ethical standards and requirements.
Assessment: Classroom exercises, case studies, assignments and/or assessments.

Course Outline including Time Allocation:

1. Communication Management – 35%
 - a. Determine Communication Requirements
 - b. Communication and Information Distribution Plan
 - c. Reporting
 - d. Internal and External Project Communication
 - e. Monitoring Communication Effectiveness
2. Team Building – 35%
 - a. Determine needed project roles and responsibilities
 - b. Team Acquisition
 - c. Team Building
 - d. Team Management
 - e. Managing Virtual Teams
3. Conflict Resolution – 30%
 - a. Conflict Resolution Techniques
 - b. Ethical Issues
 - c. Managing Diversity

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

5. Complete each item in Section I and Section II.

6. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

PROJ

b. Number

351

c. Enter Contact Hours per week in boxes.

LECTure 3 LAB 0 INDEPENDENT Study - Check (x) 0

Practicum: 0 Seminar: 0

d. Course Title: Project Communications (Limit to 30 characters/spaces.)

e. College Code BU

f. Department Code: AFIS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: 0 Variable 3 Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) 0 Yes 3 No

k. Levels: Check (x) X Undergraduate 0 Graduate 0 Professional

l. Grade Method: Check (x) 3 Normal Grading 0 Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) 0 Yes 3 No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Communication activities are estimated to take up to 90% of a project manager's time. This course will take an in depth look at project communication management, team building and conflict management. Ethical issues, professional responsibility and diversity issues related to project management will be discussed. The course will examine various communication and conflict resolution techniques; the challenges of managing project teams particularly in the virtual environment; and assess various team building tools and techniques.

p. Term(s) Offered: F,S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: PROJ 320

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

 1/24/11

_____/____/____

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

0 Basic Skill (BS) 0 General Education (GE) 0 Occupational Education (OC) 0 G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ

Course Identification:

Prefix:	Number	Title
PROJ	420	Managing the Procurement Process and Preparing for Certification

Course Description: This course will examine the various challenges present in the procurement process including the bid process, vendor selection and contract management. This course will provide best practices, tools and techniques to manage procurement through its entire process from Bid Document Preparation to Contract Closure. This course will also review of the Project Management Body of Knowledge in terms of preparing for the PMP and CAPM Certification tests.

Course Outcomes and Assessment Plan:

1. Evaluate various bid documents and their suitability to different purchase and vendor requirements.
Assessment: Given scenarios, students will construct various bid documents and document their applicability to different procurement requirements.
2. Evaluate vendor selection criteria based on the project and product requirements.
Assessment: Classroom exercises, case studies, assignments and/or assessments
3. Examine legal criteria for procurement management including contract administration an contract closure.
Assessment: Given a scenario or problem set, students will determine legal requirements.
4. Distinguish social, cultural, diversity, and distance issues related to procurement managements.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
5. Develop procurement management plans and integrate ethical and professional responsibility standards.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
6. Review the Project Management Body of Knowledge in preparation for the PMP and C APM certification tests.
Assessment: Review questions, classroom exercise

Course Outline including Time Allocation:

1. Procurement Management – 35%
 - a. Planning Procurement
 - b. Preparation of Bid Documents
 - c. Vendor Selection
 - d. Monitoring Procurement
 - e. Contract and Procurement Closure
 - f. Developing a Procurement Plan
2. Legal Criteria – 25%
 - a. Contract Requirements
 - b. Contract Negotiation
 - c. Contract Disputes
 - d. Contract Closure
3. Procurement Management – 10%
 - a. Cultural Issues
 - b. Diversity
 - c. Managing Distance
 - d. Virtual Vendors
4. Preparation for the PMP and CAPM Certification Exams -30%

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

- 1. Complete each item in Section I and Section II.
- 2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

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

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix **PROJ** b. Number **420** c. Enter Contact Hours per week in boxes.
 LECTure **3** LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: **Managing Procurement** (Limit to 30 characters/spaces.)

e. College Code **BU** f. Department Code: **AFIS**

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours **3** i. Maximum Credit Hours **3**

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

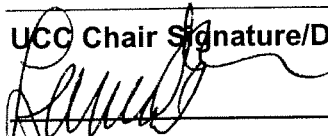
n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will examine the various challenges present in the procurement process including the bid process, vendor selection and contract management. This course will provide best practices, tools and techniques to manage procurement through its entire process from Bid Document Preparation to Contract Closure. This course will also review of the Project Management Body of Knowledge in terms of preparing for the PMP and CAPM Certification tests.

p. Term(s) Offered: **F,S** (See instructions for listing.) q. Max. Section Enrollment: **20**

r. Prerequisites/Co-requisites/Restrictions: **PROJ 320, PROJ 350, PROJ 351**

UCC Chair Signature/Date:  1/24/11 Academic Affairs Approval Signature/Date: _____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

Course Data Entry Form

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar:

d. Full Course Title:

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

**Ferris State University
PRELIMINARY CURRICULUM APPROVAL FORM**

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	Barbara Ciaramitaro
Department(s)/College(s):	COB/AFIS

Type of curriculum change (check one)

<input type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input checked="" type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.

Undergraduate Project Management Certificate

2. Target date for implementation.

August 2011

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

Project Management is one of the largest growth areas in business and is currently underserved in Michigan. The initiators of this proposal teach undergraduate and graduate courses in project management in a 100% online environment and have received strong positive feedback. Ferris can become a leader in project management, which is quickly being recognized as a critical skill in most occupations. This proposal begins with the existing Project Management Fundamentals course ISYS 411 re-numbered as PROJ 320. Delivery mode will be in a mixed environment and online. This proposal also involves creating three new courses: PROJ 350 Project Schedule, Cost and Risk Management, PROJ 351 Project Communication, Team Building and Conflict Management, and PROJ 420 Managing the Procurement Process and Preparing for Certification. Delivery mode will be in a mixed environment and online.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

Davenport University offers a Global Project Management Certificate through its Grand Rapids Campus. Madonna University located in Livonia also offers an undergraduate project management certificate. Both of these programs are only offered in the classroom environment and are not available online.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:

There are no other undergraduate project management certificate programs at FSU or KCAD.

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

The current job market in Michigan continues to be strong for project managers. A search of Indeed.com shows 4,660 open positions for Project Leaders and 7,873 jobs for Project Manager - all in Michigan. Additionally PM certifications continuously rated in the top 5 most sought after professional certification. (November 21, 2010)

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

Most community colleges offer project management courses, and FSU enrollment in project management is strong at both the undergraduate and graduate level – 4 or 5 annual sections at each level fill to capacity on a consistent basis. A review of virtually any job posting site will list positions in project management and certifications in this area are consistently listed in the top 5 in employment surveys.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

We expect that this certificate will draw new students to Ferris due to the high job demand in this field. As this certificate is available online, we expect students from all of our campuses to be interested in this program. Due to the broad application of project management principles in virtually all business domains, we expect to draw students from other disciplines including construction management, business management, nursing and other health care fields, as well as others.

9. Approximately how many students are expected to enroll?

__15 in the first year? __50 after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

All campuses through online delivery -- Big Rapids campus through online and mixed delivery.

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

Yes the courses will be delivered using Ferris Connect either as solely online classes or in mixed delivery.

Complete questions 12, 13, 14 in consultation with department head/chair and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

The ISM program currently has two PMI certified Project Management Professionals (PMP) as full time faculty, and two adjuncts that hold the PMP credential who have taught project management for Ferris. These faculty resources will be available to provide staffing flexibility in delivering the program.

	Start-up	After Three Years
Supply and expense	\$	\$
Equipment	\$	\$
Full-time faculty	\$	\$
Overload/adjunct faculty	\$15,000	\$30,000
Other		

Estimate of Library Resources	X Adequate	Some new resources needed	Significant number of resources needed
-------------------------------	------------	---------------------------	--

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

Since the courses are online, adjunct opportunities are easier to accommodate. In addition to the current two adjunct positions, there are a number of potential adjunct faculty that have already been contacted and have expressed interest in assisting long term.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

No new space needs required.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

Professional accreditation is available for the certificate; however, it is not required. Project Management Institute Global Accreditation is presently being sought by the ISM faculty. After two years, the undergraduate project management certificate in combination with other existing classes to create minors will be added to the accreditation. This is a 7 year accreditation cycle and there currently is no cost to add a second program to the process.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

No other colleges are involved in course/program delivery.

Department Head's Signature: James R. Woolen

Date: November 23, 2010


If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments: My only concern is startup and continuing costs. The COB will need to look at ways to finance this effort.

Dean's Signature:  Date 11/29/10

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU-Big Rapids programs customized for off-campus delivery to a cohort group, include College and UCEL Deans' signatures

Comments: This appears a stepping stone to further offerings. As such, it makes sense to test the waters without a great deal of additional investment, while providing something that could have appeal in its own right.

Provost's Signature:  Date 11-30-10

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

Since the courses are all 300 and 400 level courses appropriate prerequisites would be expected for all courses.

Since you expect this certificate to draw new students to the University, the total numbers of credits including prerequisites should be clearly stated.

Start up costs not to exceed the indicated \$15,000 will be provided by the Provost's office.

Not approved

Explanation:

- c. Initiator(s)
Department Head/Chair(s)
Deans' Council and KCAD President
FSU University Curriculum Council
FSU Academic Senate and KCAD Senate
VPAA or Chancellor/VP of FSU/GR
FSU Intranet

Ferris State University – College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS
ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS – 138 Credits

NAME: _____

Stu.ID#: _____

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM 121	Fund Of Public Speaking (none)	3		
COMM 336	Technical & Professional Presentation - (COMM 121 or COMM 121 or COMM 201)	3		
ENGL 150	English 1 – (ENGL 074 w/C- or better or 14 ACT or 370 SAT)	3		
ENGL 250	English 2 – (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing – (ENGL 250 or 211 w/C or better)	3		
SCIENTIFIC UNDERSTANDING – 7 Credits Required				
Consult the Ferris website: www.ferris.edu/units/academics/geneds/courses.html for approved courses.				
	Scientific Understanding w/lab	4		
	Scientific Understanding	3		
QUANTITATIVE SKILLS – 3 Credits Required				
MATH 122	Mathematical Analysis for Business (MATH 115 w/C- or better or 24 ACT or 560 SAT)	3		
CULTURAL ENRICHMENT – 9 Credits Required*				
Consult the Ferris website: www.ferris.edu/units/academics/geneds/courses.html for approved courses.				
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective (200 level or above)	3		
SOCIAL AWARENESS - 9 Credits Required				
Consult the Ferris website: www.ferris.edu/units/academics/geneds/courses.html for approved courses				
REMAINDER OF SOCIAL AWARENESS CREDITS SATISFIED WITH RELATED COURSES.				
	Social Awareness Elective	3		
GENERAL EDUCATION ELECTIVE – 5 Credits Required*				
Consult the Ferris website: www.ferris.edu/units/academics/geneds/courses.html for approved courses				
	General Education Elective(s) – (Math 110 or Math 115 if needed)	5		
RELATED COURSES – 5 Credits Required				
ECON 221	Prin of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ECON 222	Prin of Macroeconomics 2 (ECON 221)	3		

*Global consciousness, and race ethnicity or gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 is satisfied by _____

Global consciousness requirement satisfied by _____

Race, ethnicity, gender requirement satisfied by _____

Note: Accountancy and CIS students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION & INTERRUPTION OF STUDIES

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

Effective Fall 2005 Administratively revised Spring '08; revised spring 2009; revised Spring 2010

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
BUSINESS CORE - 30 Credits Required				
ACCT 201	Prin of Accounting 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ACCT 202	Prin of Accounting 2 (ACCT 201 w/C- or better)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Integrating Exp (MGMT 370 & MKTG 321 & FINC 322 or MGMT 350 w/instructor permit and Senior status)	3		
FINC 322	Financial Management 1 (ACCT 202 & MATH 115 or higher or 24 Math ACT)	3		
ISYS 321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3		
MGMT 301	Applied Management (none)	3		
MGMT 370	Quality/Operations Management (Sophomore standing or instructor permit)	3		
MKTG 321	Principles of Marketing (sophomore standing)	3		
STQM 260	Introduction to Statistics (MATH 115, 116, 120, 126, 130, 132, or 135 w/C- or better or 24 ACT or 560 SAT)	3		
ACCOUNTANCY MAJOR COURSES – 27 Credits Required				
ACCT 310	Intermediate Accounting 1 (ACCT 202 w/C- or better)	3		
ACCT 312	Intermediate Accounting 2 (ACCT 310 w/C- or better)	3		
ACCT 321	Cost Accounting 1 (ACCT 202 w/C- or better)	3		
ACCT 350	Federal Income Tax/Individual (ACCT 202 w/C- or better)	3		
ACCT 431	Accounting Systems & Controls 1 (ACCT 312)	3		
ACCT 441	Auditing 1 (ACCT 431)	3		
ACCT 461	Governmental Accounting (ACCT 312)	3		
	Directed Accounting Elective 300 level or above w/advisor approval *	3		
	Directed Accounting Elective 300 level or above w/advisor approval *	3		
*Accounting Internship, CIS Internship, or combined Accounting/CIS Internship highly recommended! (consult with internship coordinator)				
COMPUTER INFORMATION SYSTEMS MAJOR COURSES - 33				
ISYS 110	Fundamentals of Computer Information Systems (None)	3		
ISYS 200	Database Design & Implementation (ISYS 105 or demonstrated competency)	3		
ISYS 216	Introduction to Java Programming (ISYS 110 & MATH 115 w/C or better or 24 ACT or 560 SAT)	3		
ISYS 288	Web Application Development (ISYS 200)			
ISYS 316	Advanced Java Programming for Web Development (ISYS 216 or ECNS 311)	3		
ISYS 325	Networking Essentials (ISYS 105 or demonstrated competency)	3		
ISYS 330	Systems Analysis & Design (ISYS 200 & ISYS 216)	3		
ISYS 371	Adv. DB Design/Implementation (ISYS 200 & ISYS 216)	3		
ISYS 411	Project Management (Senior status)	3		
ISYS 470	Database Administration (ISYS 371)	3		
ISYS 489	Web-Based Systems Analysis & Design (ISYS 288 & ISYS 330 & ISYS 371)	3		

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Accountancy/CIS degree.

*****BE SURE TO EVALUATE THE REQUIREMENTS FOR ANY**

PROFESSIONAL CERTIFICATION WITH THE APPROPRIATE STATE BOARD***

-Ferris reserves the right to correct checksheet errors at any time-

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN COMPUTER INFORMATION SYSTEMS 126 credits
 Student ID# _____

NAME: _____

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM 121	Fundamentals Of Public Speaking (None)	3		
COMM 336	Technical and Professional Communication (COMM 121 or COMH 121 or COMM 201)	3		
ENGL 150	English 1 (ENGL 074 w/C- or 14 ACT or 370 SAT)	3		
ENGL 250	English 2 (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing - (ENGL 250 or ENGL 211 w/C or better)	3		
SCIENTIFIC UNDERSTANDING - 7 Credits Required				
Consult the Ferris website: www.ferris.edu/html/academics/mediscourses.html for approved courses.				
	Scientific Understanding with Lab	4		
	Scientific Understanding	3		
QUANTITATIVE SKILLS - 3 Credits Required				
MATH 115*	Intermediate Algebra (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
	*Must pass w/C or better before enrolling in ISYS 216			
CULTURAL ENRICHMENT - 9 Credits Required**				
Consult the Ferris website: www.ferris.edu/html/academics/gened/cultcourses.html for approved courses.				
PHIL 216	Introduction to Ethics (Second semester freshman standing)	3		
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
SOCIAL AWARENESS - 9 Credits Required				
Consult the Ferris website: www.ferris.edu/html/academics/gened/soccourses.html for approved courses				
REMAINDER OF SOCIAL AWARENESS CREDITS SATISFIED WITH RELATED COURSES				
	Social Awareness Elective	3		
ADDITIONAL GENERAL EDUCATION - 5 Credits Required**				
Consult the Ferris website: www.ferris.edu/html/academics/gened/socourses.html for approved courses				
	Gen Ed Elective	3		
	Gen Ed Elective	2		
RELATED COURSES - 6 Credits Required				
ECON 221	Principles of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ECON 222	Principles of Microeconomics 2 (ECON 221)	3		

**Global consciousness and race ethnicity or gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 is satisfied by _____

Global consciousness requirement satisfied by _____

Race, ethnicity, gender requirement satisfied by _____

Note: CIS Students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTIONS OF STUDIES

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

NOTE: Ferris reserves the right to correct check sheet errors at any time.

Effective Fall 2005 - Administratively revised Spring '08 , Revised Fall 2010

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
BUSINESS CORE COURSES - 30 Credits Required				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 w/C- or better)	3		
STQM 260	Introduction to Statistics (MATH 115, 116, 120, 126, 130, 132 or 135 w/C- or better or 24 ACT or 560 SAT)	3		
BLAW 321	Contracts and Sales (None)	3		
FINC 322	Financial Management 1 (ACCT 202 and MATH 115 or 24 ACT)	3		
ISYS 321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3		
MKTG 321	Principles of Marketing (Sophomore status or higher)	3		
MGMT 301	Applied Management (None)	3		
MGMT 370	Quality/Operations Management (Sophomore status or instructor permit)	3		
BUSN 499	Interdisciplinary Integrating Experience (MGMT 370 and MKTG 321 and FINC 322 or MGMT 350 w/instr. permit and senior status)	3		
COMPUTER INFORMATION SYSTEMS MAJOR - 36 Credits Required				
COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()				
ISYS 110	Fundamentals of Computer Information Systems (None)	3		
ISYS 200	Database Design & Implementation (ISYS 105 or competency)	3		
ISYS 216	Introduction to Java Programming (ISYS 110 and MATH 115 w/C or better or 24 ACT or 560 SAT)	3		
ISYS 288	Web Application Development (ISYS 200)	3		
ISYS 316	Advanced Java Programming (ISYS 216 or ECNS 311)	3		
ISYS 325	Networking Essentials (ISYS 105 or competency)	3		
ISYS 330	Systems Analysis & Design (ISYS 200 and ISYS 216)	3		
ISYS 371	Adv. DB Design/Implementation (ISYS 200 and ISYS 216)	3		
ISYS 411	Project Management (Senior Status)	3		
ISYS 470	Database Administration (ISYS 371)	3		
ISYS 489	Web-Based Systems Development & Implementation (ISYS 288 and ISYS 330 and ISYS 371)	3		
ISYS 491	Internship	3		

DIRECTED ELECTIVES - 12 Credits Required

1. It is strongly recommended that each student obtain advisor approval before selecting elective courses to avoid possible conflicts.

2.. Example concentrations can include a mix of programming courses, network courses, transferred courses from another program or institution, another program's minor, or other related Ferris academic program courses that provide skills necessary

for managing or supporting IT resources. See the CIS Electives Guidelines for recommendations.

3. Student is expected to participate in a professional organization for at least 2 years. Highly Recommend AITP!!!

Course	Write Course Title	Crs	Gr	Gr Pt
		3		
		3		
		3		
		3		

Notice Regarding GPA Requirements

Students must maintain a 2.00 Cumulative GPA in all FSU courses, a 2.0 GPA in the Business Core, and a 2.0 GPA in the CIS Major.

BS in COMPUTER INFORMATION SYSTEMS
Recommended Semester Layout
Freshman Year

FALL SEMESTER	
COURSE	CREDITS
ENGL 150	3
Math 115	3
Cultural Enrichment Elective	3
ISYS 105 (if needed)	3
ISYS 110	3
FSUS 100 – Univ. Requirement	1
TOTAL	16

SPRING SEMESTER	
COURSE	CREDITS
Gen Ed Elective	3
Science Elective w/Lab	4
Cultural Enrichment Elective	3
COMM 121	3
ISYS 200	3
TOTAL	16

Sophomore Year

FALL SEMESTER	
COURSE	CREDITS
ENGL 250	3
ECON 221	3
ACCT 201	3
ISYS 216	3
ISYS 288	3
TOTAL	15

SPRING SEMESTER	
COURSE	CREDITS
PHIL 216	3
Science Elective (no lab required)	3-4
ECON 222	3
ACCT 202	3
ISYS 316 (offered spring only)	3
TOTAL	15-16

NOTE: Students should consider an Internship following completion of their sophomore year.

Junior Year

FALL SEMESTER	
COURSE	CREDITS
STQM 260	3
MGMT 301	3
BLAW 321	3
ISYS 330	3
ISYS 371 (offered fall only)	3
Directed Elective	3
TOTAL	18

SPRING SEMESTER	
COURSE	CREDITS
ENGL 325	3
Gen Ed Elective	2-3
FINC322	3
ISYS 325	3
ISYS 470 (offered spring only)	3
Directed Elective	3
TOTAL	17-18

NOTE: ISYS491 – Internship (3 credits) – Student required internship should be completed prior to senior year.

Senior Year

FALL SEMESTER	
COURSE	CREDITS
Soc Aware	3
MGMT370	3
ISYS321	3
ISYS 411	3
Directed Elective	3
TOTAL	15

SPRING SEMESTER	
COURSE	CREDITS
COMM 336	3
MKTG 321	3
BUSN 499	3
ISYS 489 (offered spring only)	3
Directed Elective	3
TOTAL	15

REMEMBER: STUDENT IS EXPECTED TO PARTICIPATE IN A PROFESSIONAL ORGANIZATION FOR AT LEAST 2 YEARS. Highly recommend AITP!!!

This document is NOT an official program check sheet and is used for advising purposes only

EFFECTIVE: Fall 2010

**Ferris State University - College of Business
COMPUTER INFORMATION SYSTEMS MAJOR**

ELECTIVES GUIDELINES

1. Students wishing to complete any minor offered on campus (other than a CIS minor) may use the directed electives to achieve this goal. Since there are 4 open electives, two courses would be needed to complete a minor of 18 credits. Most certificates only require 12 credits, or typically, 4 courses. Note: Both minor's and certificates require that 50% or more of the credit our not required by your major.
2. It is strongly recommended that you see an advisor before selecting and taking electives.
3. Transfer students would typically use these electives to fulfill elective requirements with transferred course work that may not be equivalent to Ferris courses required in the core OR appropriate substitutions.

SUGGESTED ELECTIVE TRACKS				
TYPE OF JOB	ELECTIVE #1	ELECTIVE #2	ELECTIVE #3	ELECTIVE #4
Network Administration	ISYS 277	ISYS 307	ISYS 310	HSCJ 202
Programmer/Analyst	ISYS 204	ISYS 304	ISYS220	ISYS265
(Cicso) CCNA certification (Note: must pass certification exam after completing course work)	ECNS 115	ECNS 125	ECNS 215	ECNS 225

SUGGESTED ELECTIVE CERTIFICATES				
TYPE OF JOB	ELECTIVE #1	ELECTIVE #2	ELECTIVE #3	ELECTIVE #4
Data Mining	STQM 270	STQM 342	STQM 380	OPEN
E-Commerce Marketing	ECOM 375	ECOM 383	AIMC 375	OPEN
Homeland Security - CJ	HSCJ 202	HSCJ 210	HSCJ 315	HSCJ 317
International Business	INTB 310	INTB 320	INTB 335	INTB 440 or MKTG 441
Geographic Information Systems (GIS)	GISC 225	GISC 282	GISC 382	OPEN

SUGGESTED ELECTIVES BY COURSE NUMBER & TITLE	
AIMC 375 - Business-to-Business Advertise	ISYS 204 – Introduction to Visual Basic.net
ECNS 115 – Network s1	ISYS 220 – Introduction to COBOL Programming
ECNS 125 – Networks 2	ISYS 265 – Midrange Online Program Development
ECNS 215 – Networks 3	ISYS 270 – Fundamentals of Hardware & OS
ECNS 225 – Networks 4	ISYS 277 – Linux Network Administration
ECOM 375- Bus to Bus E-Commerce MKTG	ISYS 304 – Advanced Visual Basic.net
ECOM 383- Bus to Con E-Commerce MKTG	ISYS 307 – Microsoft Network Administration
HSCJ 202 – Principles of Information Security	ISYS 310 – Novell Network Administration
HSCJ 210 – Digital Forensics & Incidence Response	ISYS 422 – Network Security Management
HSCJ 315 – Advanced Digital Forensics & Response	ISYS 490 – Special Topics (1-3 credits)
HSCJ 317 – Fraud Examination	ISYS 491 – Internship (1-6 credits)
GISC 225 - Principles of GIS	MKTG 441 - International Marketing
GISC 282 -Geographic Information Systems 2	STQM 270 - Intro to Data Mining
GISC 382 -GIS Data Analysis-Specialist	STQM 342- Data Mining Tools
INTB 310- International Business Systems	STQM 380- Data Mining Processes
INTB 320- International Logistics	OPEN – Additional Elective not required for track or certificate
INTB 335- Cross-Cultural Business	
INTB 440- International Finance	See your Advisor for any other elective options!!!!!!!!!!!!

EFFECTIVE: Fall 2010

CIS COURSE DESCRIPTIONS

BS IN CIS

DATE: Fall 2010

CREDIT: All CIS courses are 3 credits unless specifically shown.

ISYS 105 - INTRODUCTION TO MICROCOMPUTER

APPLICATIONS: Use of common micro application software, including: windows type operating systems, word processing, spreadsheets, presentation software, and the Internet.

Prerequisite: None. (*ISYS105 is the prerequisite for many ISYS courses.*)

ISYS 110 - FUNDAMENTALS OF COMPUTER INFORMATION SYSTEMS

The programming component introduces fundamental programming and development concepts, data types and variables, instruction sets, number systems, flow control and logical operations, modularity and structure, and object-oriented programming. The operating systems component contains a tour of popular operating systems, file management, file structures, and computer hardware. The Internet component introduces searching the World Wide Web using an Internet browser, sending Electronic mail, moving files with FTP, and creating web pages using HTML.

Prerequisite: None

ISYS 200 - DATABASE DESIGN & IMPLEMENTATION: Introduces database concepts, design methodologies, and implementation procedures. Stresses the importance of sound database design to insure data integrity and flexibility. Common data structures, normalization techniques, integrity constraints, security features, query and report facilities are discussed. One or more popular commercial database management systems will be used to implement the designs.

Prerequisite: ISYS 105 or demonstrated competency.

ISYS 204 - INTRODUCTION TO VISUAL BASIC PROGRAMMING:

Visual BASIC, an Object-Oriented Event Driven (OOED) Programming language, interwoven with logical problem solving will be used to create programs for Windows-based applications that are used in industry today. The programs will include multiple forms, buttons, input boxes, IF then ELSE and loop processing, frames, and option buttons.

Prerequisite: ISYS 105 or demonstrated competency.

ISYS 216 - INTRODUCTION TO JAVA PROGRAMMING:

Introduces the JAVA platform and the essentials of non-graphical, object-oriented JAVA programming. Topics include primitive data types and operations, flow control, language syntax and debugging, packaged classes and methods, custom methods, strings, arrays, custom classes and subclasses and fundamentals of object-oriented programming.

Prerequisites: ISYS 110 and MATH 115 (w/C or better, or 24 ACT)

ISYS 220 - INTRODUCTION TO COBOL PROGRAMMING:

Introduction to a common, business-oriented programming language. Coverage of COBOL divisions and basic sequential access programs including input data edits, file updates, control breaks, and tables. Emphasis is on structured programming methodology. A popular commercial COBOL programming environment will be used to develop projects.

Prerequisites: ISYS 110 and MATH 115 (w/C or better) or 24 ACT or 560 SAT.

ISYS 265 - MIDRANGE ONLINE PROGRAM DEVELOPMENT:

Online programming on the AS/400 including simple and sub file inquiry, and Updates. Use of SDA for menu and screen development and viewing and help Information development.

Prerequisite: ISYS 110.

ISYS 270 - FUNDAMENTALS OF HARDWARE & OPERATING SYSTEMS

Provides preparation for the A+ Certification Exams. Students will study and prepare to take the core hardware and operating system technology exams by taking practice exams.

Prerequisite: None.

ISYS 277 - LINUX NETWORK ADMINISTRATION:

Introduction to the Linux operating system. Install the Linux operating system. Perform system administration tasks. Use the graphical user interface. Customize the shell environment. Create user accounts. Prepare for hardware failure. Manage system resources. Demonstrate advanced administration techniques with networking services, security, and intrusion detection.

Prerequisite: ISYS 105 or demonstrated competency.

ISYS 288 – WEB APPLICATION DEVELOPMENT (3cr):

This course is designed to provide the student with the necessary skills to effectively develop Web applications. Specifically, the course will explore the Web application development techniques using PHP and MySQL. Topics include Web servers, client side and server side scripting, and Web application database interfaces. Other topics discussed in this class include Web application security, session management, and quality features. Advanced topics such as XML and Cascading Style Sheets are also introduced.

Prerequisite: ISYS 200

ISYS 290 - SPECIAL TOPICS IN ISYS (1-3 cr):

The study of current topics not covered in other information systems 200-level courses. The course description will be provided for each offering. Specific requirements will be provided when class is offered.

Prerequisite: None.

ISYS 291 – CIS INTERNSHIP (1-3 cr):

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 12 weeks. Credits awarded base on total hours worked during the internship. 1 credit minimum 80 hours, 2 credits minimum 160 hours, 3 credits minimum 240 hours. Detailed summary report of work experience required at end of internship.

Prerequisites: Sophomore standing and 30+ earned credits in program

ISYS 297 - SPECIAL STUDIES IN ISYS (1-3 cr): Special studies in ISYS at the 200-level. Specific requirements will be provided by the sponsoring faculty member when class is offered.

Prerequisite: None.

ISYS 304 - ADVANCED VISUAL BASIC PROGRAMMING: Visual BASIC will be used to solve advanced business problems. These programs will include (OLE) interface to other programs, databases, business reports and error handling. The final program will include a program using setup that can be used on any windows machine.
Prerequisite: ISYS 204.

ISYS 307 - MICROSOFT NETWORK ADMINISTRATION: Introduces administration of Microsoft's Server Networking operating system, and leads to knowledge needed in preparation for certification. It includes the knowledge, skills, and hands-on experience required to implement Microsoft's Server operating system. The student will have a working knowledge of Active Directory and Security including: installing server software; configuration of server software & storage; managing accounts & clients; managing groups, folders, files, and object security; managing Dfs, disk Quotas, and Software Installation; installing and managing printers; remote Access & Virtual Private Networks; and managing the Internet.
Prerequisite: ISYS 105 or demonstrated competency.

ISYS 310 - NOVELL NETWORK ADMINISTRATION: Introduces administration of Novell's Networking operating system. It is designed to prepare the student for the Certified Novell Administration (CNA) exam. It includes the knowledge, skills, and hands-on experience required to implement Novell's networking services. The student will have a working knowledge of eDirectory services including installing server software, creating container objects, creating users and groups, managing trustee assignments and file attributes, login scripts, and management of printing services.
Prerequisite: ISYS 105 or demonstrated competency.

ISYS 316 - ADVANCED JAVA PROGRAMMING FOR WEB DEVELOPMENT: Introduces graphical and advanced JAVA features to develop event-driven Windows programs and applets. Topics include the Abstract Windows Toolkit, containers and layout managers, components, listeners and event handlers, menu bars, exception handling, file and database access, client/server applications and server-side (Web-based) applications.
Prerequisite: ISYS 216 or ECNS 311.

ISYS 321 - BUSINESS INFORMATION SYSTEMS: Introduction to strategic information systems functions. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. Of particular focus are the interrelationships between information systems. An interdisciplinary team project is required.
Prerequisites: ACCT 202 and MKTG 321 and MGMT 301.

ISYS 325 - NETWORKING ESSENTIALS: A study of networking hardware, transmission media, communication protocols, the Open System Interconnection (OSI) model, and distributed networking/processing. The equipment, techniques, and software utilized in networks are presented. Appropriate terminology and concepts utilized in networks are introduced. Lecture and hands on experience with designing, planning, installing and maintaining a Local Area Network.
Prerequisite: ISYS 105 or demonstrated competency.

ISYS 330 - SYSTEMS ANALYSIS & DESIGN: This course is designed to provide the student with the necessary skills to effectively analyze the information system requirements for business applications and successfully design an information system to meet those requirements. This course focuses on constructing problem frames, identifying and describing the problems and providing an alternative design solution. Leading edge tools, techniques, and concepts will be presented through the course. This course Fulfills General Education "writing intensive course" requirements.
Prerequisites: ISYS 200 and ISYS 216

ISYS 371 - ADVANCED DATABASE DESIGN & IMPLEMENTATION: Emphasis is placed on Entity-Relationships and Relational models, data definition languages, and manipulation languages. Structured Query Language (SQL) is used to develop database objects such as databases, logs, tables, indexes, views, constraints, defaults, roles, rules, stored procedures, and triggers. Database design is reviewed. Application development and modeling tools are discussed. Projects requiring the development of integrated databases are assigned.
Prerequisites: ISYS 200 and ISYS 216.

ISYS 390 - SPECIAL TOPICS IN ISYS (1-3 cr): The study of current topics not covered in other information systems 300-level courses. The course description will be provided for each offering. Specific requirements will be provided when class is offered.
Prerequisite: None.

ISYS 397 - SPECIAL STUDIES IN ISYS (1-3 cr): Special studies in ISYS at the 300-level. Specific requirements will be provided by the sponsoring faculty member when class is offered.
Prerequisite: None.

ISYS 411 - PROJECT MANAGEMENT: An in-depth study of project management techniques currently employed for business and information systems projects. Topical areas will include project organization, planning administration control and leadership. The need for accurate estimating, scheduling, communicating and reporting will be stressed through the use of several cases/projects.
Prerequisite: Senior Standing.

ISYS 422 - NETWORK SECURITY MANAGEMENT: Provides an overview of network security management, and gives students a basic understanding of how to make a network secure. The impact of network security issues on a business and how security is meant to help a business implement a business plan is discussed. The general dimension of providing security for information processing systems, secure operating systems and applications, network security, cryptography, and security protocols are examined.
Prerequisites: ISYS 307 or ISYS 310 and ISYS 325.

ISYS 470 - DATABASE ADMINISTRATION: Advantages and requirements of client/server computing are discussed. Methodologies for designing, developing, maintaining and disseminating client/server systems are taught. Client/server applications, connectivity issues, software development tools, and database design and implementation methodologies are topics covered. Additional topics include database administration, transaction rollback and commit, data warehousing, data mining, and database security. Projects requiring the design of a distributed data processing network are required.
Prerequisite: ISYS 371

ISYS 489 – WEB-BASED SYSTEMS DEVELOPMENT & IMPLEMENTATION

This course covers the principles, methods and tools of system development and implementation. The course will explore major software development and implementation techniques by working on a case project. This is a team-oriented course designed to implement systems design specifications with using web-based programming tools and techniques. Students also learn about various software engineering techniques such as quality management, risk management, configuration and change management.

Prerequisites: ISYS 288 and ISYS 330 and ISYS 371

ISYS 490 - SPECIAL TOPICS (1-3 cr): The study of current advanced topics not covered in other information systems courses at the 400-level. The course description will be provided for each offering. Specific requirements will be provided when the class is offered.

Prerequisite: None.

ISYS 491- CIS INTERNSHIP (1-6 cr): Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 12 weeks with a minimum of 240 total hours worked. Detailed summary report of work experience required at end of internship.

Prerequisites: Junior standing and 60+ earned credits in program

ISYS 497 - SPECIAL STUDIES IN ISYS (1-3 cr): Special studies in ISYS at the 400-level. Specific requirements will be provided by the sponsoring faculty member when class is offered.

Prerequisite: Senior status

Ferris State University - College of Business
B.S. DEGREE IN COMPUTER INFORMATION TECHNOLOGY – (System Administration & Security) 126 credits

NAME: _____

Student ID# _____

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM 121	Fundamentals Of Public Speaking (None)	3		
COMM 336	Technical and Professional Communication (COMM 121 or COMH 121 or COMM 201)	3		
ENGL 150	English 1 (ENGL 074 w/C- or 14 A03 or 370 S01 or 500 T01 or 173 T02 or 370 S05)	3		
ENGL 250	English 2 (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing – (ENGL 250 or ENGL 211 w/C or better)	3		
SCIENTIFIC UNDERSTANDING – 7 Credits Required				
Consult the Ferris website: www.ferris.edu/html/academics/gened/scicourses.html for approved courses.				
	Scientific Understanding with Lab	4		
	Scientific Understanding	3		
QUANTITATIVE SKILLS – 3 Credits Required				
MATH 115*	Intermediate Algebra (MATH 110 w/C- or better or 19 A02 or 460 S02 or 16 ALG1 or 01 ALG 2, or 460 S06)	3		
CULTURAL ENRICHMENT – 9 Credits Required**				
Consult the Ferris website: www.ferris.edu/html/academics/gened/cultcourses.html for approved courses.				
PHIL 216	Introduction to Ethics (None)	3		
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
SOCIAL AWARENESS – 9 Credits Required				
Consult the Ferris website: www.ferris.edu/html/academics/gened/soacourses.html for approved courses				
REMAINDER OF SOCIAL AWARENESS CREDITS SATISFIED WITH RELATED COURSES				
	Social Awareness Elective	3		
ADDITIONAL GENERAL EDUCATION – 5 Credits Required**				
Consult the Ferris website: www.ferris.edu/html/academics/gened/edcourses.html for approved courses				
	Gen Ed Elective	3		
	Gen Ed Elective	2		
RELATED COURSES – 6 Credits Required				
ECON 221	Principles of Macroeconomics 1 (MATH 110 w/C- or better or 19 A02 or 460 S02 or 460 S06)	3		
ECON 222	Principles of Microeconomics 2 (ECON 221)	3		

**Global consciousness and race ethnicity or gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 is satisfied by _____
 Global consciousness requirement satisfied by _____
 Race, ethnicity, gender requirement satisfied by _____

Note: CIT Students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTIONS OF STUDIES

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

Effective Fall 2010

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
BUSINESS CORE COURSES - 30 Credits Required				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19 A02 or 460 S02 or 460 S06)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 w/C- or better)	3		
STQM 260	Introduction to Statistics (MATH 115 or 24 A02 or 560 S02 or 560 S06)	3		
BLAW 321	Contracts and Sales (None)	3		
FINC 322	Financial Management 1 (ACCT 202, MATH 115 or 24 A02)	3		
ISYS 321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MKTG 321	Principles of Marketing (Sophomore status or higher)	3		
MGMT 301	Applied Management (None)	3		
MGMT 370	Quality/Operations Management (Sophomore status or instructor permit)	3		
BUSN 499	Interdisciplinary Integrating Experience (MGMT 370, MKTG 321, FINC 322 or MGMT 350 w/instr. permit and senior status)	3		
COMPUTER INFORMATION TECHNOLOGY MAJOR – 35 Credits Required				
COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()				
CITS 150	A+ Certification 1	3		
CITS 160	A+ Certification 2 (CITS150 or co-tec)	3		
CITS 250	Windows Client Administration (ISYS105)	3		
CITS 255	Windows Server Environment (CITS250)	3		
CITS 260	Windows Server Infrastructure (CITS250)	3		
CITS 270	Network+ (CITS160)	3		
CITS 280	Linux+ Administration 1 (ISYS105 or CITS160)	3		
CITS 380	Linux+ Administration 2 (CITS280)	3		
ISYS 411	Project Management (Senior Status)	3		
CITS 420	Security + Administration 1 (CITS260 or ECNS225 or CITS270 or ISYS325)	3		
CITS 480	Security + Administration 2 & Program Capstone (CITS420)	3		
CITS 491	Internship	3		
DIRECTED ELECTIVES – 12 Credits Required				

1. It is **strongly recommended** that each student obtain advisor approval before selecting elective courses to avoid possible conflicts.
2. Example concentrations can include a mix of programming courses, transferred courses from another program or institution, another program's minor, or other related Ferris academic program courses that provide skills necessary for managing or supporting IT resources. Example: 4 course sequence for Cisco certification.
3. Student must pass the CompTIA A+ certification, and two of the following industry certifications (MCSA, MCTS, Network+, Linux+, Security+ CAN, or CCNA) to graduate from CIT program.
4. Student must show at least 2 years participation in a professional organization. (Approved by faculty advisor.)

Course	Write Course Title	Crs	Gr	Gr Pt
CITS 291	Recommended Internship after 1 st or 2 nd year.(PC support, Help desk, or System administrator)	3		
		3		
		3		
		3		

Notice Regarding GPA Requirements

Students must maintain a 2.20 Cumulative GPA in all FSU courses, a 2.0 GPA in the Business Core, and a 2.5 GPA in the CIT Major.

COMPUTER INFORMATION TECHNOLOGY BACHELOR DEGREE Recommended Semester Layout

<u>First Semester</u>	Credits	<u>Second Semester</u>	Credits
<input type="checkbox"/> ENGL 150	3	<input type="checkbox"/> GE Elect	2
<input type="checkbox"/> MATH 115	3	<input type="checkbox"/> Sci Under w/Lab	4
<input type="checkbox"/> Cult Enr	3	<input type="checkbox"/> COMM121	3
<input type="checkbox"/> CITS 150	3	<input type="checkbox"/> PHIL 216	3
<input type="checkbox"/> CITS 160	3	<input type="checkbox"/> CITS 250	3
15		15	

Freshman Year

****NOTE:** Recommend Internship after Freshman or Sophomore year.
CITS291 (3crs)
(PC Support, Help Desk, or System Admin)

<u>First Semester</u>	Credits	<u>Second Semester</u>	Credits
<input type="checkbox"/> ENGL 250	3	<input type="checkbox"/> Sci Under	3
<input type="checkbox"/> ECON 221	3	<input type="checkbox"/> STQM 260	3
<input type="checkbox"/> ACCT 201	3	<input type="checkbox"/> ECON 222	3
<input type="checkbox"/> CITS 255	3	<input type="checkbox"/> ACCT 202	3
<input type="checkbox"/> CITS 260	3	<input type="checkbox"/> CITS 270	3
15		15	

Sophomore Year

<u>First Semester</u>	Credits	<u>Second Semester</u>	Credits
<input type="checkbox"/> Cult Enr	3	<input type="checkbox"/> GE Elect	3
<input type="checkbox"/> COMM336	3	<input type="checkbox"/> ENGL 325	3
<input type="checkbox"/> MGMT 301	3	<input type="checkbox"/> MKTG 321	3
<input type="checkbox"/> BLAW 321	3	<input type="checkbox"/> MGMT 370	3
<input type="checkbox"/> CITS 280	3	<input type="checkbox"/> CITS 380	3
15		15	

Junior Year

****NOTE:** Required Internship should be scheduled for summer between Junior & Senior year.
CITS 491 (3 crs)

<u>First Semester</u>	Credits	<u>Second Semester</u>	Credits
<input type="checkbox"/> FINC 322	3	<input type="checkbox"/> BUSN 499	3
<input type="checkbox"/> ISYS 321	3	<input type="checkbox"/> CITS 480	3
<input type="checkbox"/> ISYS 411	3	<input type="checkbox"/> Social Awareness	3
<input type="checkbox"/> CITS 420	3	<input type="checkbox"/> Dir Elect	3
<input type="checkbox"/> Dir Elect	3	<input type="checkbox"/> Dir Elect	3
15		15	

Senior Year

****ISYS 411 is often scheduled every other semester (Fall, Spring, Summer). If needed, switch ISYS 411 with an elective for your last year.**

**** This document is NOT an official program check sheet and is used for advising purposes only****

Ferris State University - College of Business
COMPUTER INFORMATION TECHNOLOGY MAJOR

ELECTIVES GUIDELINES

1. Students wishing to complete any minor offered on campus (other than a CIS minor) may use the directed electives to achieve this goal. Since there are 4 open electives, two courses would be needed to complete a minor of 18 credits. Certificates only require 12 credits, or typically, 4 courses.
2. It is strongly recommended that you see an advisor before selecting and taking electives.
3. Transfer students would typically use these electives to fulfill elective requirements with transferred course work that may not be equivalent to Ferris courses required in the core OR appropriate substitutions.

TYPE OF JOB	ELECTIVE #1	ELECTIVE #2	ELECTIVE #3	ELECTIVE #4
Computer Network Certificate- Cisco's CCNA Certification	ECNS115	ECNS125	ECNS215	ECNS225
Consultant (individual)	MGMT 310	MGMT 420	MGMT 410	HSCJ 202
Homeland Security – Digital Security & Forensics Certificate	HSCJ 202	HSCJ 210	HSCJ 315	HSCJ 317
Programmer/Analyst	ISYS110	ISYS 204	ISYS216	ISYS304 or ISYS316

SUGGESTED ELECTIVES BY COURSE NUMBER & TITLE	
ECNS 115 – Network 1	ISYS 280 – Special Topics – Web Development
ECNS 125 – Network 2	ISYS 304 – Advanced Visual Basic.net
ECN S 215 - Network 3	ISYS 316 - Midrange Online Program Development
ECNS 225 - Network 4	ISYS 310 – Novell Network Administration
ECOM 200 – World of E-Commerce	MGMT 310 – Small Business Management
HSCJ 202 – Principles of Information Security	MGMT 410 – Entrepreneurship & Planning
HSCJ 210 – Digital Forensics & Incidence Response	MGMT 420 – Small Business Consulting - SBI
HSCJ 315 – Advanced Digital Forensics & Response	OTHER ELECTIVES:
HSCJ 317 – Fraud Examination	Most MINORS available at FSU!!!
ISYS 110 – Fundamentals of Computer Information System	
ISYS 204 – Introduction to Visual Basic.net	SEE FACULTY ADVISOR FOR OTHER POSSIBLE ELECTIVES!!!
ISYS 200 – Database Design & Implementation	
ISYS 216– Intro to Java Programming	

ECNS Computer Networks and Systems
 ECOM Electronic Commerce Marketing
 HSCJ Homeland Security
 ISYS Information Systems
 MGMT Management

COMPUTER INFORMATION TECHNOLOGY – (Systems Administration & Security)

CIT COURSE DESCRIPTIONS – BS in CIT

CITS150 – A+ Certification 1 –(3crs)

Provides preparation for the CompTIA A+ exams. The class will step through the core objectives of the certification exams including: personal computer components; laptop and portable devices; operating systems; and printers and scanners. Recommended students complete both CITS150 & CITS160 courses before sitting for A+ exams.

CITS160 – A+ Certification 2 –(3crs)

Provides preparation for the CompTIA A+ exams. The class will step through the core objectives of the certification exams including: networks; security; safety and environmental issues; and communication and professionalism. . Recommended students complete both CITS150 & CITS160 courses before sitting for A+ exams. Prerequisites: CITS150

CITS250 – Window Client Administration (3crs)

Provides preparation for the Microsoft's Windows Client Administration exam. Students will study and prepare for certification exam covering topics such as: installation and upgrading Window client; implementing and conducting administration of resources; implementing, managing, monitoring, and troubleshooting hardware devices and drivers; monitoring and optimizing system performance and reliability; configuring and troubleshooting the desktop environment; implementing, managing, and troubleshooting network protocols and services; and configuring, managing, and troubleshooting security. . Prerequisite: ISYS105 or demonstrated competency.

CITS255 – Windows Server Environment (3crs)

Provides preparation for the Microsoft's Windows Server Environment exam. Students will study and prepare for certification exam covering topics such as: installation, configuring, and maintaining the operating system; managing and maintaining physical and logical devices; managing users, computers, and groups; managing and maintaining access to resources; managing and maintaining a server environment; and managing and implementing disaster recovery. Prerequisite: CITS250

CITS260 – Windows Server Infrastructure (3crs)

Provides preparation for the Microsoft's Window Server Infrastructure exam. Students will study and prepare for certification exam covering topics such as: implementing, managing, and maintaining IP addressing; implementing, managing, and maintaining name resolution; implementing, managing, and maintaining network security; implementing, managing, and maintaining routing and remote access; and maintaining a network infrastructure. Prerequisite: CITS250

CITS 270 – NETWORK + (3crs)

Provides preparation for the CompTIA's Network+ exam. A study of networking hardware and software including transmission media, communication and security protocols, the Open System Interconnection (OSI) model, and distributed networking/processing. The hardware and software utilized in LANs, MANs, WANs, WLANs, and VLANs networks along with appropriate terminology and concepts utilized in networking standards, addressing schemes, network services, and NOS connectivity requirements are introduced. The class will include hands-on experiences with designing, planning, installing and troubleshooting a Local Area Network. Prerequisite: CITS160.

CITS 280 – LINUX+ NETWORK ADMINISTRATION 1 (3crs)

Provides preparation for the CompTIA's Linux+ exam. Introduction to the Linux operating system. Install the Linux operating system. Perform system administration tasks using both the graphical user interface as well as the command line to customize the shell environment, create user accounts, give permissions, manage the file structure, manage hardware, perform text manipulation, and search using grep and other tools. Students will also gain experience in the Open Source Community, proper network documentation, server fault tolerance, current standards and various forms of help. Prerequisite: ISYS105 or demonstrated competency or CITS160.

CITS291- INTERNSHIP (1-3 crs)

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 12 weeks with the total hours worked during the internship is a minimum of 240 hours for 3 credits. Prerequisite: Sophomore status and CIT program coordinator approval.

CITS 380 – LINUX+ NETWORK ADMINISTRATION 2 (3crs)

Provides preparation for the CompTIA's Linux+ exam. Building on CITS 280, students will learn to setup network resources and properly configure the server and client to provide various services such as DNS, DHCP, SAMBA, Apache, remote access, printing, and e-mail. The course will also cover server/network management skills such as scheduling jobs, securing the server and client, and monitoring the network for intrusion detection including how to properly use log files. Prerequisite: CITS280 or Permission of Instructor

ISYS 411 - PROJECT MANAGEMENT: (3crs)

An in-depth study of project management techniques currently employed for business and information systems projects. Topical areas will include project organization, planning administration control and leadership. The need for accurate estimating, scheduling, communicating and reporting will be stressed through the use of several cases/projects. Prerequisite: Senior Standing.

CITS 420 – Security+ Administration 1 (3crs)

Provides preparation for the CompTIA's Security+ exam. The class will step through the core objectives of the certification exam including: General security concepts and practices including nonessential services and attacks; communication security and online vulnerabilities; infrastructure security including intrusion detection, security baselines; and basics of cryptography including deploying cryptography. Recommended students complete both CITS420 & CITS480 courses before sitting for Security+ exams. Prerequisites: CITS260 or CITS270 or ISYS325 or ECNS225

CITS 480 – Security + Administration 2 -- Program Capstone (3crs)

Provides preparation for the CompTIA's Security+ exam. The class will step through the completion of core objectives of the Security + certification exam including: operational and organizational security including physical security, disaster recovery, privilege management, forensics, risk identification, education, and documentation. Course will consist of a team project to use a business scenario to design, develop, and implement a networking system with all policy and procedures documented. Team presentation required. Recommended students complete both CITS420 & CITS480 courses before sitting for Security+ exams. Prerequisites: CITS420

CITS491- INTERNSHIP (1-3 crs)

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 12 weeks with the total hours worked during the internship is a minimum of 240 hours for 3 credits. Prerequisite: Junior status and CIT program coordinator approval.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN INFORMATION SECURITY & INTELLIGENCE
120 Credits Required

NAME: _____ **ID#:** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
General Education Requirements (40-41 hours)				
COMMUNICATION COMPETENCE - 12 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/bscomm.html.html for level approved courses				
COMM	105 or 121 or 201	Interpersonal Communication Fundamentals of Public Speaking Public Presentation Practice	3	
ENGL	150	English 1 (ENGL 074 w/C- or better or 14> ACT or 370 > SAT)	3	
ENGL	250	English 2 (ENGL 150 w/C- or better)	3	
ENGL	311 or 321 or 325	Advanced Technical Writing (ENGL 250 or ENGL 211 w/C or better) Advanced Composition (ENGL 250 or ENGL 211 w/C or better) Advanced Business Writing (ENGL 250 or ENGL 211 w/C or better)	3	
SCIENTIFIC UNDERSTANDING - 7 to 8 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.				
		Scientific Understanding w/ lab	4	
		Scientific Understanding Elective (lab or non-lab)	3 or 4	
QUANTITATIVE SKILLS - 3 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/bsquant.html for approved courses.				
MATH	115	Intermediate Algebra (Undergraduate level MATH 110 Minimum Grade of C- or ACT Math 19 or SAT Mathematics (old) 460 or Algebra 1--Supplemental Math 16 or Algebra 2--Supplemental Math 1 or SAT1 Math 460) If MATH ACT is 24 or higher, substitute a general education elective.	3	
CULTURAL ENRICHMENT - 9 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses				
		Cultural Enrichment Elective (Foreign Language Recommended)	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective (200 level or above)	3	
SOCIAL AWARENESS - 9 Credits Required*				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html for level approved courses				
		Social Awareness Elective	3	
		Social Awareness Elective	3	
		Social Awareness Elective (200 level or above)	3	
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES				
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.				

* Race/Ethnicity/Gender may be satisfied by some Social Awareness courses. Consult with your advisor.

** Global Consciousness elective satisfied by foreign language requirement.

Advising Notes:

Global consciousness requirement satisfied by _____.

Race/ethnicity/gender requirement satisfied by _____.

FSUS requirement satisfied by _____.

NOTE: A 2.00 cumulative GPA is required in the major, concentration and overall for completion of the Information Security and Intelligence degree.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN INFORMATION SECURITY & INTELLIGENCE

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
Major Core and Concentration Requirements (79 - 80 hours)				
INFORMATION SECURITY AND INTELLIGENCE MAJOR COURSES - 54 Credits Required				
STQM	260	Introduction to Statistics - (MATH 115, 116, 120, 126, 130, 132 or 135 w/C- or better or 24 ACT or 560 SAT)	3	
STQM	270	Introduction to Data Mining (STQM 260 w/ C- or better)	3	
STQM	360	Risk Analysis and Strategy (STQM260 w/C- or better)	3	
ISIN	200	All Things Digital (None)	3	
HSCJ	202	Principles of Information Security (None)	3	
HSCJ	210	Computer Forensics & Incident Response (HSCJ 202)	3	
ISYS	200	Database Design & Implementation (ISYS 105 or demonstrated competence)	3	
ACCT	201	Principles of Accounting (MATH 110 w/C- or better or ACT 19 or SAT 460)	3	
GISC	225	Principles of Geographic Information Systems (None)	3	
PREL	240	Public Relations (ENGL 150)	3	
ISIN	300	Link & Visual Analysis (None)	3	
ISIN	301	Data and Intelligence Competitive Theory (ISIN 220 and ISYS 200)	3	
HSCJ	317	Fraud Examination (None)	3	
ISIN	330	Organizational Planning and Security Measures (None)	3	
ISYS	411	Project Management (senior status)	3	
ISIN	429	Legal & Ethical Issues (None)	3	
ISIN	491	Internship (None)	3	
ISIN	499	Capstone Experience (Senior Standing)	3	
Total Major Credits Required			54	

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS or approved minor

DIGITAL FORENSICS CONCENTRATION - 15 Credits Required				
HSCJ	315	Advanced Computer Forensics (HSCJ 210)	3	
ISYS	216	Intro to Java Programming (ISYS 110, MATH 115 w/C or better or ACT 24 or SAT 560)	3	
ISYS	277	Linux Network Administration (ISYS 105 or demonstrated competence)	3	
ISYS	325	Networking Essentials (ISYS 105 or demonstrated competence)	3	
ISYS	371	Advanced Database Design & Implementation (ISYS 200 and ISYS 216)	3	
Total Credits Required for Concentration			15	

NATIONAL SECURITY CONCENTRATION - 14 Credits Required				
ISIN	350	Organizational Planning and Security Measures (HSCJ 202)	3	
		Directed elective in security	3	
		2nd year competence in a foreign language	8	
Total Credits Required for Concentration			14	

INTELLIGENCE: GIS AND DATA MINING CONCENTRATION - 12 Credits Required				
GISC	282	Geographic Information Systems 2 (GISC 225)	3	
GISC	382	Geographic Information Systems Data Analysis & Specialization (GISC 282)	3	
STQM	342	Data Mining Tools (STQM 270)	3	
STQM	380	Data Mining Processes (STQM 342 w/C-or better)	3	
Total Credits Required for Concentration			12	

DIRECTED ELECTIVES 10 - 14 Credits Required (to total 120 credits) DISCUSS WITH ADVISOR				
		300-400 level classes may be needed to fulfill the 40 credit 300-400 level requirements in this degree.	10-14	

NOTE: A 2.00 cumulative GPA is required in the major, concentration and overall for completion of the Information Security and Intelligence degree.

Ferris State University - College of Business

BACHELOR OF SCIENCE DEGREE IN BUSINESS – BUSINESS DATA ANALYTICS- 121/122 credits

NAME:

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM 221	105 Interpersonal Communication OR 121 Fund of Public Speaking (none)	3		
COMM 221	Small Group Decision Making (none)	3		
ENGL 150	English 1 (ENGL 074 w/C- or better or ACT 14 or SAT 370)	3		
ENGL 260	English 2 (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing (ENGL 250 or 211 w/grade of C or better)	3		
SCIENTIFIC UNDERSTANDING - 4 Credits Required				
Consult the Ferris website: www.ferris.edu/academic/academic/academic/courses.html for approved courses.				
	Scientific Understanding	4		
	Scientific Understanding	3-4		
QUANTITATIVE SKILLS - 6 Credits Required				
MATH 115	Intermediate Algebra (MATH 110 w/C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24+, substitute a general education elective.	3		
MATH 122	Math Analysis for Business (MATH 115 w/C- or better or ACT 24 or SAT 560)	3		
CULTURAL ENRICHMENT - 9 Credits Required - one at 200-level or above.				
Consult the Ferris website: www.ferris.edu/academic/academic/courses.html for approved courses.				
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
PHIL 216	Introduction to Ethics	3		
SOCIAL AWARENESS - 9 Credits Required				
**ECON 221	Principles of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or SAT of 460)	3		
**ECON 222	Principles of Microeconomics 2 (ECON 221)	3		
**PSYC 150	Introduction to Psychology (ACT 17 READ or Verbal 430 SAT or READ 106 w/C or better)	3		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION COURSE REQUIRED				
PHIL 217	Introduction to Logic	3		
BUSINESS CORE - 30 Credits Required				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19ACT or 460SAT)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Integrating Experience (FINC 322 or MGMT 350, MGMT 370, MKTG 321, Sr status)	3		
FINC 322	Financial Mgmt 1 (ACCT 202, Math 115 or 116 or 117 or MATH ACT 24)	3		
ISYS 321	Business Information Systems (ACCT 202, MKTG 321, and MGMT 301)	3		
MGMT 301	Applied Management (none)	3		
MGMT 370	Quality/Operations Management (Soph Standing or Instructor Permit)	3		
MKTG 321	Principles of Marketing (Sophomore standing)	3		
STQM 260	Intro to Statistics (MATH 115, 116, 120, 126, 130, 132, or 135 with a C- or better or 24 on ACT or 560 on SAT)	3		

* Global consciousness requirement must be met either through Cultural Enrichment, Social Awareness, General Education or major courses.

** Courses meet the Social Awareness requirements.

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Business Data Analytics degree.
Effective Summer 2010

ID #:

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
BUSINESS DATA ANALYTICS MAJOR COURSES - 33 Credits Required				
ISYS 200	Database Design and Implementation (ISYS 105)	3		
ISYS 411	Project Management (Senior status)	3		
STQM 270	Introduction to Data Mining (STQM 260 w/C- or better)	3		
STQM 285	Foundations for Business Analytics (MATH 122 w/C- or better, or instructor permission)	3		
STQM 322	Statistical Inference (STQM 260 w/C- or better)	3		
STQM 341	Management Science (STQM 260 w/C- or better)	3		
STQM 342	Data Mining Tools (STQM 270 w/C- or better or instructor permission)	3		
STQM 380	Data Mining Processes (STQM 342 w C- or better or instructor permission)	3		
STQM 450	Data Warehouse Structure, Design, and Query (ISYS 200 w/C- or better or instructor permission)	3		
STQM 460	Data Query, Analysis, and Reporting (STQM 450 w/C- or better or instructor permission)	3		
	Internship (HIGHLY RECOMMENDED) OR Directed Elective (see advisor)	3		
CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS				
INFORMATION SYSTEMS CONCENTRATION - 9 Credits Required				
ISIN 300	Link and Visual Analysis (none)	3		
ISIN 301	Data Intelligence and Competitive Theory (ISIN 220, ISYS 200)	3		
	Dir Elec or STQM 360 Risk Analysis & Strat (STQM 260 w/C- or better)	3		
MARKETING ANALYTICS CONCENTRATION - 9 Credits Required				
MKTG 378	Marketing Data Analysis (MKTG 321 and STQM 260)	3		
MKTG 425	Marketing Research (MKTG 321 and STQM 260)	3		
	Directed Elective (see advisor)	3		
ISYS INFORMATION SYSTEMS CONCENTRATION - 9 Credits Required				
ISYS 202	Principles of Information Systems (ISYS 105)	3		
ISYS 303	Systems Analysis Methods (ISYS 200)	3		
ISYS 311	Information Systems in Business (ISYS 105)	3		
QUALITY AND OPERATIONS CONCENTRATION - 9 Credits Required				
STQM 311	Continuous Improvement Tools (none)	3		
STQM 351	Quality Control for Management (STQM 260)	3		
	Directed Elective (see advisor)	3		
GEOSPATIAL INFORMATION SYSTEMS CONCENTRATION - 9 Credits Required				
GISC 225	Principles of GIS (none)	3		
GISC 282	Geographic Information Systems 2 (GISC 225)	3		
GISC 382	GIS Data Analysis and Specialization (GISC 282)	3		
PROJECT MANAGEMENT CONCENTRATION - 9 Credits Required				
	Directed Elective (see advisor)	3		
	Directed Elective (see advisor)	3		
	Directed Elective (see advisor)	3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES				
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.				

Advising notes:

FSUS 100 requirement satisfied by _____
Global Consciousness requirement satisfied by _____
Race, Ethnicity, Gender requirement satisfied by _____

SUGGESTED SEMESTER BY SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester	English 1	CrHrs	Grade
ENGL 150	English 1	3	
COMM	105 Interpersonal Comm or 121 Fund of Public Speaking	3	
MATH 115	Intermediate Algebra (if not needed, sub Gen Ed Elec)	3	
PSYC 150	Intro to Psychology	3	
	Cultural Enrichment Elective	3	
	TOTAL	15	

FIRST YEAR

Spring Semester	English 2	CrHrs	Grade
ENGL 250	English 2	3	
COMM 221	Small Group Decision Making	3	
MATH 122	Math Analysis for Business	3	
ECON 221	Principles of Macroeconomics	3	
STQM 260	Introduction to Statistics	3	
	TOTAL	15	

SECOND YEAR

Fall Semester	Advanced Business Writing	CrHrs	Grade
ENGL 325	Advanced Business Writing	3	
ACCT 201	Principles of Accounting 1	3	
PHIL 216	Introduction to Ethics	3	
ECON 222	Principles of Microeconomics	3	
STQM 322	Inferential Statistics	3	
	TOTAL	15	

SECOND YEAR

Spring Semester	Database Design and Implementation	CrHrs	Grade
ISYS 200	Database Design and Implementation	3	
ACCT 202	Principles of Accounting 2	3	
PHIL 217	Introduction to Logic	3	
STQM 270	Introduction to Data Mining	3	
STQM 285	Foundations for Business Analytics	3	
	TOTAL	15	

THIRD YEAR

Fall Semester	Principles of Marketing	CrHrs	Grade
MKTG 321	Principles of Marketing	3	
FINC 322	Financial Management 1	3	
MGMT 301	Applied Management	3	
	Scientific Understanding w/lab	4	
STQM 342	Data Mining Tools	3	
	TOTAL	16	

THIRD YEAR

Spring Semester	Contracts and Sales	CrHrs	Grade
BLAW 321	Contracts and Sales	3	
ISYS 321	Business Information Systems	3	
MGMT 370	Quality/Operations Management	3	
STQM 380	Data Mining Processes	3	
	BDA Concentration Elective	3	
	TOTAL	15	

FOURTH YEAR

Fall Semester	Project Management	CrHrs	Grade
ISYS 411	Project Management	3	
STQM 341	Management Science	3	
STQM 450	Data Warehouse Structure, Design and Query	3	
	Internship/Directed elective or STQM 360	3	
	BDA Concentration Elective	3	
	TOTAL	15	

FOURTH YEAR

Spring Semester	Integrating Experience	CrHrs	Grade
BUSN 499	Integrating Experience	3	
	Cultural Enrichment Elective	3	
	Scientific Understanding Elective	3-4	
STQM 460	Data Query, Analysis, and Reporting	3	
	BDA Concentration Elective	3	
	TOTAL	15-16	

ADDITIONAL INFORMATION:

See front of sheet for notations regarding:

1. Prerequisites
2. Graduation requirements
3. Interrupted studies – re-admission
4. Advising notes

TOTAL HOURS REQUIRED 121-122

**Ferris State University-College of Business
Bachelor of Science Degree in Business**

MANAGEMENT – 121-122 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR PTS
COMMUNICATION COMPETENCE - 15 Credits Required					
ADDITIONAL COMMUNICATION CLASS LISTED WITH RELATED COURSE REQUIREMENTS.					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 w/ a grade of C- or better or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English II (ENGL 150 w/ a grade of C- or better)	3		
ENGL	325	Advanced Business Writing (ENGL 250 or 211 both w/ C or better)	3		
SCIENTIFIC UNDERSTANDING – 7/8 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html					
Select two courses from the scientific understanding subject area (one must be a lab course).					
		Scientific Understanding with Lab	4		
		Scientific Understanding	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 w/a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT- 9 Credits Required *					
Cultural Enrichment elective, consult the General Education category of the Ferris website:					
www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective (200 Level or above)	3		
SOCIAL AWARENESS – 9 Credits Required *					
www.ferris.edu/htmls/academics/gened/soccourses.html					
ECON	221	Principles of Macroeconomics (MATH 110 with a grade of C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
PSYC	150	Introduction to Psychology (Reading score of 17 ACT of Verbal 430 SAT or READ 106 w/ grade of C/better)	3		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION ELECTIVES – 6 Credits Required*					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html for approved courses.					
COMM	221	Small Group Decision Making (None)	3		
		General Education Elective	3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES					
Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.					

*Global Consciousness and Race/Ethnicity or Gender must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 requirement satisfied by _____
 Global Consciousness requirement satisfied by _____
 Race, Ethnicity, Gender requirement satisfied by _____

Ferris State University Management Major

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR.PTS
MANAGEMENT MAJOR – 33 Credits Required					
ACCT	205	Managerial Accounting (ACCT 202)	3		
INTB	335	Cross-Cultural Business (None)	3		
COMM	421	Leadership in Small Group Communication (COMM 105 or COMM 121, and COMM 221)	3		
FINC	323	FINC 323 Financial Management 2 (FINC 322)	3		
BLAW	421	Employment Law (Junior status or instructor approval)	3		
ISYS	411	Project Management (Senior status)	3		
MGMT	302	Team Dynamics & Organizational Behavior (Sophomore Standing)	3		
MGMT	373	Human Resource Management (Sophomore Standing)	3		
MGMT	375	Negotiations (Junior Standing)	3		
MGMT	488	Adv Mgmt-Cases & Problems (FINC 322, MGMT 370 & MKTG 321)	3		
MKTG		Choose one: MKTG 466 Purchasing (MKTG 321 or Instructor approval) or MKTG 472 Supply Chain Management (MKTG 321)	3		
ADDITIONAL – 12 Credits Required					
ISYS	200	Database Design & Implementation (ISYS 105 or Demonstrated Competency in ISYS 105)	3		
		Internship Strongly Recommended – See advisor for assistance.	3		
		Elective – See advisor for assistance.	3		
		Elective – See advisor for assistance.	3		
BUSINESS CORE–30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
FINC	322	Financial Management 1 (MATH 115 or ACT of 24 or SAT of 560 & ACCT 202)	3		
ISYS	321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3		
MGMT	301	Applied Management (None)	3		
MGMT	370	Quality/Operations Management (Sophomore Standing)	3		
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, MGMT370, MKTG 321)	3		
MKTG	321	Principles of Marketing (Sophomore status or higher)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 or MATH 117 or 24 on ACT or 560 on SAT)	3		

NOTE: A 2.00 cumulative GPA is required for the major, business core and a 2.00 cumulative GPA is required for completion of the MANAGEMENT degree.

**Ferris State University – College of Business
MARKETING DEPARTMENT**

DATA MINING CERTIFICATE - 12 Credits

NAME: _____ **ID#:** _____ **MAJOR:** _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. PTS.
STQM	270	Introduction to Data Mining (STQM 260 with C- or better)	3		
STQM	342	Data Mining Tools (STQM 270with C- or better or instructor permission)	3		
STQM	380	Data Mining Processes (STQM 342 with C- or better or instructor permission)	3		
ISYS	411	Project Management (Senior status)	3		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the student's major.

PROCEDURE:

1. To pursue a certificate, the student, in consultation with the certificate advisor (listed below), completes the checksheet and signature section of this form.
2. The completed form should then be submitted by the student to the department office, BUS 212, for approval. Upon approval, the form will be forwarded to the dean's office of the College of Business.
3. When course requirements for the certificate are successfully completed, the student will request clearance from the College of Business, Dean's office, BUS 200.
4. Once the student satisfies requirements for the certificate, the dean's office will notify the Registrar's Office to enter the completion note on the student's academic record.

For more information, please contact Elies Kouider, IRC 212P, (231) 591-3166 or Nate Tymes, IRC 212S, (231) 591-3168 or the **Marketing Department, BUS 212, (231) 591-2426**

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Data Mining certificate.

Student: _____

Date: _____

Statistics
Advisor: _____

Date: _____

Marketing Dept. Head: _____

Date: _____

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN INFORMATION SECURITY & INTELLIGENCE
120 Credits Required

NAME: _____ **ID#:** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
General Education Requirements (40-41 hours)				
COMMUNICATION COMPETENCE - 12 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/bscomm.html.html for level approved courses				
COMM	105 or 121 or 201	Interpersonal Communication Fundamentals of Public Speaking Public Presentation Practice	3	
ENGL	150	English 1 (ENGL 074 w/C- or better or 14> ACT or 370 > SAT)	3	
ENGL	250	English 2 (ENGL 150 w/C- or better)	3	
ENGL	311 or 321 or 325	Advanced Technical Writing (ENGL 250 or ENGL 211 w/C or better) Advanced Composition (ENGL 250 or ENGL 211 w/C or better) Advanced Business Writing (ENGL 250 or ENGL 211 w/C or better)	3	
SCIENTIFIC UNDERSTANDING - 7 to 8 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.				
		Scientific Understanding w/ lab	4	
		Scientific Understanding Elective (lab or non-lab)	3 or 4	
QUANTITATIVE SKILLS - 3 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/bsquant.html for approved courses.				
MATH	115	Intermediate Algebra (Undergraduate level MATH 110 Minimum Grade of C- or ACT Math 19 or SAT Mathematics (old) 460 or Algebra 1--Supplemental Math 16 or Algebra 2-Supplemental Math 1 or SAT1 Math 460) If MATH ACT is 24 or higher, substitute a general education elective.	3	
CULTURAL ENRICHMENT - 9 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses				
		Cultural Enrichment Elective (Foreign Language Recommended)	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective (200 level or above)	3	
SOCIAL AWARENESS - 9 Credits Required*				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html for level approved courses				
		Social Awareness Elective	3	
		Social Awareness Elective	3	
		Social Awareness Elective (200 level or above)	3	
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES				
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.				

* Race/Ethnicity/Gender may be satisfied by some Social Awareness courses. Consult with your advisor.

** Global Consciousness elective satisfied by foreign language requirement.

Advising Notes:

Global consciousness requirement satisfied by _____.

Race/ethnicity/gender requirement satisfied by _____.

FSUS requirement satisfied by _____.

NOTE: A 2.00 cumulative GPA is required in the major, concentration and overall for completion of the Information Security and Intelligence degree.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN INFORMATION SECURITY & INTELLIGENCE

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
Major Core and Concentration Requirements (79 - 80 hours)				
INFORMATION SECURITY AND INTELLIGENCE MAJOR COURSES - 54 Credits Required				
STQM	260	Introduction to Statistics - (MATH 115, 116, 120, 126, 130, 132 or 135 w/C- or better or 24 ACT or 560 SAT)	3	
STQM	270	Introduction to Data Mining (STQM 260 w/ C- or better)	3	
STQM	360	Risk Analysis and Strategy (STQM260 w/C- or better)	3	
ISIN	200	All Things Digital (None)	3	
HSCJ	202	Principles of Information Security (None)	3	
HSCJ	210	Computer Forensics & Incident Response (HSCJ 202)	3	
ISYS	200	Database Design & Implementation (ISYS 105 or demonstrated competence)	3	
ACCT	201	Principles of Accounting (MATH 110 w/C- or better or ACT 19 or SAT 460)	3	
GISC	225	Principles of Geographic Information Systems (None)	3	
PREL	240	Public Relations (ENGL 150)	3	
ISIN	300	Link & Visual Analysis (None)	3	
ISIN	301	Data and Intelligence Competitive Theory (ISIN 220 and ISYS 200)	3	
HSCJ	317	Fraud Examination (None)	3	
ISIN	330	Organizational Planning and Security Measures (None)	3	
PROJ	320	Project Management Fundamentals (Sophomore standing or instructor approval)	3	
ISIN	429	Legal & Ethical Issues (None)	3	
ISIN	491	Internship (None)	3	
ISIN	499	Capstone Experience (Senior Standing)	3	
Total Major Credits Required			54	

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS or approved minor

DIGITAL FORENSICS CONCENTRATION - 15 Credits Required				
HSCJ	315	Advanced Computer Forensics (HSCJ 210)	3	
ISYS	216	Intro to Java Programming (ISYS 110, MATH 115 w/C or better or ACT 24 or SAT 560)	3	
ISYS	277	Linux Network Administration (ISYS 105 or demonstrated competence)	3	
ISYS	325	Networking Essentials (ISYS 105 or demonstrated competence)	3	
ISYS	371	Advanced Database Design & Implementation (ISYS 200 and ISYS 216)	3	
Total Credits Required for Concentration			15	

NATIONAL SECURITY CONCENTRATION - 14 Credits Required				
ISIN	350	Organizational Planning and Security Measures (HSCJ 202)	3	
		Directed elective in security	3	
		2nd year competence in a foreign language	8	
Total Credits Required for Concentration			14	

INTELLIGENCE: GIS AND DATA MINING CONCENTRATION - 12 Credits Required				
GISC	282	Geographic Information Systems 2 (GISC 225)	3	
GISC	382	Geographic Information Systems Data Analysis & Specialization (GISC 282)	3	
STQM	342	Data Mining Tools (STQM 270)	3	
STQM	380	Data Mining Processes (STQM 342 w/C-or better)	3	
Total Credits Required for Concentration			12	

DIRECTED ELECTIVES 10 - 14 Credits Required (to total 120 credits) DISCUSS WITH ADVISOR				
		300-400 level classes may be needed to fulfill the 40 credit 300-400 level requirements in this degree.	10-14	

NOTE: A 2.00 cumulative GPA is required in the major, concentration and overall for completion of the Information Security and Intelligence degree.



Re: Undergraduate PM Certificate Proposal - Form B Consultation

Barbara L Ciaramitaro to: George Nagel

01/29/2011 12:17 PM

CC: Clyde W Hardman, James H Jones, Leonard Johnson, Sandra L Alspach, Paula L Hadley-Kennedy

George,

Thank you for your comments regarding the proposed Undergraduate Project Management Proposal. I appreciate your comments and suggestions but would like to discuss this course and the Proposal from a different perspective. Although the four Communication courses that you discuss do have some overlap with the proposed PROJ 351 course and appear to be very worthwhile courses, there is a significant difference. This Proposal is focused on using the Project Management Institute (PMI) Body of Knowledge as the guiding set of standards, processes and tools with which to teach project management. The goals of the Proposal classes is to prepare the student to take the PMP certification exam and/or obtain a career in project management. Although I am sure some of the content is similar, this class focuses on the role of the Project Manager in handling communication, team building and conflict with the project team members and other stakeholders and is very specific to project situations. It is very focused and covers all of these topics in one class. As we are in the process of obtaining PMI GAC (Global Accreditation Center) certification for our project management classes, the PMI requires that we map our courses to their body of knowledge and this course has met those standards. Additionally, all faculty who teach this and the other PROJ courses must have earned the PMP designation themselves. These courses will all be conducted online in order to provide equal access opportunities for students in all of our campuses to take these courses. Lastly, we do not anticipate that all of the students earning this certification will be from the College of Business and therefore can not rely on the business core being part of the course requirements for all students. I hope this provides you with more information about the Proposal and its intent. Although we will proceed with the Original Proposal, I do appreciate your comments and suggestions.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----George Nagel/FSU wrote: -----

To: Barbara L Ciaramitaro/FSU@FERRIS

From: George Nagel/FSU

Date: 01/28/2011 03:46PM

Cc: Clyde W Hardman/FSU@Ferris, James H Jones/FSU@Ferris, Leonard Johnson/FSU@Ferris, Sandra L Alspach/FSU@Ferris, Paula L Hadley-Kennedy/FSU@Ferris

Subject: Re: Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Dear Barbara and the University Curriculum Committee,

Thank you for patience in waiting for a response. The Communication Area met Tuesday, January 25 and

discussed the Project Management Certificate. Sounds like a much needed certificate and it should generate interest. We would recommend a course change, however. Here is what the area recommends.

The proposed course (PROJ 351: Project Communication, Team Building and Conflict Management) consists of content already taught in pre-existing courses: Comm.221: Small Group Decision Making, Comm. 421: Leadership and Communication, and Comm. 370: Conflict and Communication. Also, we offer Comm. 380: Organizational Communication.

We recommend the following: In the Business Core, since Comm. 221: Small Group Decision is an option after the required Comm. 121: Public Speaking, we suggest requiring the Comm. 221 and then require either Comm. 370: Communication and Conflict or Comm. 421: Leadership and Communication. Students will develop depth and sophistication in the 2 course sequence and meet the upper division course requirement of the project management certificate. Additionally, this will add interdisciplinary depth to the certificate.

Hope these comments are helpful as the certificate moves forward.

George Nagel Ph. D.

Coordinator, Communication Program

Barbara L Ciaramitaro---01/12/2011 05:08:09 PM---George, I was wondering if you have had the opportunity to review the Form B Consultation for the

From: Barbara L Ciaramitaro/FSU

To: George Nagel/FSU@Ferris

Cc: Sandra L Alspach/FSU@FERRIS, Leonard Johnson/FSU@Ferris, James H Jones/FSU@FERRIS, Clyde W Hardman/FSU@FERRIS

Date: 01/12/2011 05:08 PM

Subject: Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

George,

I was wondering if you have had the opportunity to review the Form B Consultation for the proposed new course PROJ351 which is part of the proposed Undergraduate Project Management Proposal. It would be great if we could get the UCC questions addressed this month. Please let me know if there are any questions I can address.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP

Assistant Professor

College of Business

Ferris State University

-----Forwarded by Barbara L Ciaramitaro/FSU on 01/12/2011 05:04PM -----

To: Sandra L Alspach/FSU@FERRIS

From: Barbara L Ciaramitaro/FSU

Date: 12/21/2010 06:10PM
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Thank you.

Barbara
Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----Sandra L Alspach/FSU wrote: -----

To: Barbara L Ciaramitaro/FSU@FERRIS
From: Sandra L Alspach/FSU
Date: 12/21/2010 05:27PM
Cc: "Leonard R Johnson Jr" <johnsole@ferris.edu>
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Barbara,

I forwarded your Form B consultation to George Nagel who is Program Coordinator for Communication. He also teaches several courses in our curriculum that address some of the same topics as your PROJ 351.

Let me know if you need any more 'translation' in the process ;-)

-----Barbara L Ciaramitaro/FSU wrote: -----

To: Sandra L Alspach/FSU@FERRIS
From: Barbara L Ciaramitaro/FSU
Date: 12/21/2010 07:53AM
Cc: "Leonard R Johnson Jr" <johnsole@ferris.edu> , "Jim Jones" <jim@secure99.net> , Clyde W Hardman/FSU@FERRIS, ismgreg@yahoo.com
Subject: Undergraduate PM Certificate Proposal - Form B Consultation

Sandy,

Per the suggestion of Leonard Johnson, I am forwarding a Form B consultation form related to our Undergraduate PM Certificate Proposal. In particular, Leonard would like you to pay attention to the PROJ 351 course. I have attached the entire proposal for your review. Please let me know if I can address any questions or concerns.

Barbara
Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

[attachment "UG Project Management Certificate-PROPOSED.pdf" removed by Sandra L Alspach/FSU]
[attachment "Humanities FORM B.doc" removed by Sandra L Alspach/FSU]



Re: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Sandra L Alspach to: Barbara L Ciaramitaro

01/30/2011 06:04 PM

Cc: George Nagel, Clyde W Hardman, James H Jones, Leonard Johnson, Paula L Hadley-Kennedy

Barb,

Thanks for your response to George Nagel's concern in the consultation process. I will carry the conversation forward into the UCC meeting tomorrow. At this time, all UCC requires is that any concern surfacing in the Form B consultation process be addressed, and you have done that.

If I may offer an observation, perhaps colored by my position as a Communication faculty member; knowledge is not a domain of any particular organization. Although I am sure that PMI is a credible agency, the constraint they place on institutions like Ferris to earn their certification - that THEY have sole authority to certify instructors - is problematic for other places in the academy where we consider the terminal degree and appropriate coursework in that speciality a legitimate credential to teach the knowledge base. As in the case of other "certifying" associations we have encountered, these constraints can be construed to be a self-serving "tax" to support the association's activities. Another problem might occur down the road when your certified faculty are no longer available to teach these courses and no one in the remaining faculty chooses to go to PMI for certification.

-----Barbara L Ciaramitaro/FSU wrote: -----

To: George Nagel/FSU@Ferris
From: Barbara L Ciaramitaro/FSU
Date: 01/29/2011 12:17PM
Cc: Clyde W Hardman/FSU@FERRIS, James H Jones/FSU@FERRIS, Leonard Johnson/FSU@Ferris, Sandra L Alspach/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

George,

Thank you for your comments regarding the proposed Undergraduate Project Management Proposal. I appreciate your comments and suggestions but would like to discuss this course and the Proposal from a different perspective.

Although the four Communication courses that you discuss do have some overlap with the proposed PROJ 351 course and appear to be very worthwhile courses, there is a significant difference. This Proposal is focused on using the Project Management Institute (PMI) Body of Knowledge as the guiding set of standards, processes and tools with which to teach project management. The goals of the Proposal classes is to prepare the student to take the PMP certification exam and/or obtain a career in project management. Although I am sure some of the content is similar, this class focuses on the role of the Project Manager in handling communication, team building and conflict with the project team members and other stakeholders and is very specific to project situations. It is very focused and covers all of these topics in one class. As we are in the process of obtaining PMI GAC (Global Accreditation Center) certification for our project management classes, the PMI requires that we map our courses to their body of knowledge and

this course has met those standards. Additionally, all faculty who teach this and the other PROJ courses must have earned the PMP designation themselves. These courses will all be conducted online in order to provide equal access opportunities for students in all of our campuses to take these courses. Lastly, we do not anticipate that all of the students earning this certification will be from the College of Business and therefore can not rely on the business core being part of the course requirements for all students. I hope this provides you with more information about the Proposal and its intent. Although we will proceed with the Original Proposal, I do appreciate your comments and suggestions.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----George Nagel/FSU wrote: -----

To: Barbara L Ciaramitaro/FSU@FERRIS
From: George Nagel/FSU
Date: 01/28/2011 03:46PM
Cc: Clyde W Hardman/FSU@Ferris, James H Jones/FSU@Ferris, Leonard Johnson/FSU@Ferris, Sandra L Alspach/FSU@Ferris, Paula L Hadley-Kennedy/FSU@Ferris
Subject: Re: Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Dear Barbara and the University Curriculum Committee,

Thank you for patience in waiting for a response. The Communication Area met Tuesday, January 25 and discussed the Project Management Certificate. Sounds like a much needed certificate and it should generate interest. We would recommend a course change, however. Here is what the area recommends.

The proposed course (PROJ 351: Project Communication, Team Building and Conflict Management) consists of content already taught in pre-existing courses: Comm.221: Small Group Decision Making, Comm. 421: Leadership and Communication, and Comm. 370: Conflict and Communication. Also, we offer Comm. 380: Organizational Communication.

We recommend the following: In the Business Core, since Comm. 221: Small Group Decision is an option after the required Comm. 121: Public Speaking, we suggest requiring the Comm. 221 and then require either Comm. 370: Communication and Conflict or Comm. 421: Leadership and Communication. Students will develop depth and sophistication in the 2 course sequence and meet the upper division course requirement of the project management certificate. Additionally, this will add interdisciplinary depth to the certificate.

Hope these comments are helpful as the certificate moves forward.

George Nagel Ph. D.

Coordinator, Communication Program

Barbara L Ciaramitaro---01/12/2011 05:08:09 PM---George, I was wondering if you have had the opportunity to review the Form B Consultation for the

From:
Barbara L Ciaramitaro/FSU

To:
George Nagel/FSU@Ferris

Cc:
Sandra L Alspach/FSU@FERRIS, Leonard Johnson/FSU@Ferris, James H Jones/FSU@FERRIS, Clyde W Hardman/FSU@FERRIS

Date:
01/12/2011 05:08 PM

Subject:
Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

George,
I was wondering if you have had the opportunity to review the Form B Consultation for the proposed new course PROJ351 which is part of the proposed Undergraduate Project Management Proposal. It would be great if we could get the UCC questions addressed this month. Please let me know if there are any questions I can address.
Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----Forwarded by Barbara L Ciaramitaro/FSU on 01/12/2011 05:04PM -----

To: Sandra L Alspach/FSU@FERRIS
From: Barbara L Ciaramitaro/FSU
Date: 12/21/2010 06:10PM
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Thank you.
Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----Sandra L Alspach/FSU wrote: -----

To: Barbara L Ciaramitaro/FSU@FERRIS
From: Sandra L Alspach/FSU
Date: 12/21/2010 05:27PM

Cc: "Leonard R Johnson Jr"
<johnsole@ferris.edu>
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Barbara,

I forwarded your Form B consultation to George Nagel who is Program Coordinator for Communication. He also teaches several courses in our curriculum that address some of the same topics as your PROJ 351.

Let me know if you need any more 'translation' in the process ;-)

-----Barbara L Ciaramitaro/FSU wrote: -----

To: Sandra L Alspach/FSU@FERRIS
From: Barbara L Ciaramitaro/FSU
Date: 12/21/2010 07:53AM
Cc: "Leonard R Johnson Jr"
<johnsole@ferris.edu>
, "Jim Jones"
<jim@secure99.net>
, Clyde W Hardman/FSU@FERRIS,
ismgreg@yahoo.com
Subject: Undergraduate PM Certificate Proposal - Form B Consultation

Sandy,

Per the suggestion of Leonard Johnson, I am forwarding a Form B consultation form related to our Undergraduate PM Certificate Proposal. In particular, Leonard would like you to pay attention to the PROJ 351 course. I have attached the entire proposal for your review. Please let me know if I can address any questions or concerns.

Barbara
Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

[attachment "UG Project Management Certificate-PROPOSED.pdf" removed by Sandra L Alspach/FSU]
[attachment "Humanities FORM B.doc" removed by Sandra L Alspach/FSU]



Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Sandra L Alspach, Leonard Johnson, Paula
L Hadley-Kennedy, Donald Flickinger,
Terrence J Doyle, Ronald A Mehringer,
Leonard Johnson to: Kristen L Motz, Fritz J Erickson, Tracey
Boncher, Steve Karnes, Mitzi A Day, Anita
Fagerman, Helen Woodman, Olukemi
Fadayomi, Maureen Milzarski

02/03/2011 12:52 PM

fyi

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

----- Forwarded by Leonard Johnson/FSU on 02/03/2011 12:52 PM -----

From: Barbara L Ciaramitaro/FSU
To: George Nagel/FSU@Ferris
Cc: Leonard Johnson/FSU@Ferris, Anita Fagerman/FSU@FERRIS, "Gogolin, Greg"
<ismgreg@yahoo.com>
Date: 02/01/2011 01:23 PM
Subject: Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

George,

I was advised by the UCC to further clarify my response to your Form B consultation comments regarding the PROJ 351 course. As you indicated in your response, there are 4 Communication courses that, in total, cover the material in the Proposed PROJ 351 course which focuses on team communication, leadership and conflict management. You indicated that a minimum of two courses were recommended. As I explained in my response, PROJ 351 is a concentrated courses which focuses on these topics in a **single** course from a project management perspective. We are interested in providing our students with both a strong academic experience and the professional skills to join a growing profession by gaining their PMP certification. Project Management is one of the largest growth areas in business and is currently underserved in Michigan. A search of [Indeed.com](http://indeed.com) shows 4,660 open positions for Project Leaders and 7,873 jobs for Project Manager - all in Michigan. Additionally PM certifications are continuously rated in the top 5 most sought after professional certification. These courses map to the best in class standards established by the Project Management Institute. Additionally all faculty teaching these courses are required to have demonstrated their project management expertise through the PMP certification. Please let me know if you would like to discuss this further.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor

Dear Barbara and the University Curriculum Committee,

Thank you for patience in waiting for a response. The Communication Area met Tuesday, January 25 and discussed the Project Management Certificate. Sounds like a much needed certificate and it should generate interest. We would recommend a course change, however. Here is what the area recommends.

The proposed course (PROJ 351: Project Communication, Team Building and Conflict Management) consists of content already taught in pre-existing courses: Comm.221: Small Group Decision Making, Comm. 421: Leadership and Communication, and Comm. 370: Conflict and Communication. Also, we offer Comm. 380: Organizational Communication.

We recommend the following: In the Business Core, since Comm. 221: Small Group Decision is an option after the required Comm. 121: Public Speaking, we suggest requiring the Comm. 221 and then require either Comm. 370: Communication and Conflict or Comm. 421: Leadership and Communication. Students will develop depth and sophistication in the 2 course sequence and meet the upper division course requirement of the project management certificate. Additionally, this will add interdisciplinary depth to the certificate.

Hope these comments are helpful as the certificate moves forward.

George Nagel Ph. D.

Coordinator, Communication Program

Barbara L Ciaramitaro---01/12/2011 05:08:09 PM---George, I was wondering if you have had the opportunity to review the Form B Consultation for the

From: Barbara L Ciaramitaro/FSU

To: George Nagel/FSU@Ferris

Cc: Sandra L Alspach/FSU@FERRIS, Leonard Johnson/FSU@Ferris, James H Jones/FSU@FERRIS, Clyde W Hardman/FSU@FERRIS

Date: 01/12/2011 05:08 PM

Subject: Fw: Re: Undergraduate PM Certificate Proposal - Form B Consultation

George,

I was wondering if you have had the opportunity to review the Form B Consultation for the proposed new course PROJ351 which is part of the proposed Undergraduate Project Management Proposal. It would be great if we could get the UCC questions addressed this month. Please let me know if there are any questions I can address.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP

Assistant Professor

College of Business

Ferris State University

-----Forwarded by Barbara L Ciaramitaro/FSU on 01/12/2011 05:04PM -----

To: Sandra L Alspach/FSU@FERRIS
From: Barbara L Ciaramitaro/FSU
Date: 12/21/2010 06:10PM
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Thank you.

Barbara
Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

-----Sandra L Alspach/FSU wrote: -----

To: Barbara L Ciaramitaro/FSU@FERRIS
From: Sandra L Alspach/FSU
Date: 12/21/2010 05:27PM
Cc: "Leonard R Johnson Jr" <johnsole@ferris.edu>
Subject: Re: Undergraduate PM Certificate Proposal - Form B Consultation

Barbara,

I forwarded your Form B consultation to George Nagel who is Program Coordinator for Communication. He also teaches several courses in our curriculum that address some of the same topics as your PROJ 351.

Let me know if you need any more 'translation' in the process ;-)

-----Barbara L Ciaramitaro/FSU wrote: -----

To: Sandra L Alspach/FSU@FERRIS
From: Barbara L Ciaramitaro/FSU
Date: 12/21/2010 07:53AM
Cc: "Leonard R Johnson Jr" <johnsole@ferris.edu> , "Jim Jones" <jjim@secure99.net> , Clyde W Hardman/FSU@FERRIS, ismgreg@yahoo.com
Subject: Undergraduate PM Certificate Proposal - Form B Consultation

Sandy,

Per the suggestion of Leonard Johnson, I am forwarding a Form B consultation form related to our Undergraduate PM Certificate Proposal. In particular, Leonard would like you to pay attention to the PROJ 351 course. I have attached the entire proposal for your review. Please let me know if I can address any questions or concerns.

Barbara
Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

[attachment "UG Project Management Certificate-PROPOSED.pdf" removed by Sandra L Alspach/FSU]

[attachment "Humanities FORM B.doc" removed by Sandra L Alspach/FSU]



PROJ Management Certificate

Leonard Johnson to: Barbara L Ciaramitaro

01/24/2011 02:33 PM

Sandra L Alspach, Leonard Johnson, Paula L Hadley-Kennedy,
Donald Flickinger, Terrence J Doyle, Ronald A Mehringer, Kristen L
Cc: Motz, Fritz J Erickson, Tracey Boncher, Steve Karnes, Mitzi A Day,
Anita Fagerman, Helen Woodman, Olukemi Fadayomi, Maureen
Milzarski

Hi Barb

The UCC met today and discussed your PROJ Management Certificate proposal. The Communication faculty will be discussing and possibly preparing a response to the Form B they received at their meeting tomorrow and will be in contact with you. Should they identify any concerns, please respond to them and copy me so that they can be made part of the proposal that will be taken to the Senate.

Also, on the Form A, you have indicated that you would like to remove ISYS from the catalogue. However, before that can be done, we will need a copy of the checksheets (current and proposed) for each of the programs noted below that are currently on the system as requiring that course.

Please contact Anita Fagerman or me should you have any questions.

Thanks.

Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

----- Forwarded by Leonard Johnson/FSU on 01/24/2011 02:27 PM -----

From: Mitzi A Day/FSU
To: Leonard Johnson/FSU@Ferris
Cc: Donald Flickinger/FSU@FERRIS
Date: 01/24/2011 02:08 PM
Subject: Majors requiring ISYS 411

Hi Leonard -

Attached is the list we talked about earlier with the Programs that require ISYS 411:

Majors Referencing Course ISYS 411

Type	Value	Title
MAJOR	ACIS	Major in Account/Computer Information Systems- BS
MAJOR	BDAN	Major in Business Data Analytics- BS
MAJOR	CIS	Major in Computer Information Systems- BS
MAJOR	CIT	Major in Computer Information Technology- BS
MAJOR	DAMI	Certificate: Data Mining
MAJOR	ISIN	Major in Information Security & Intelligence- BS
MAJOR	MGT	Major in Management, BB

Take Care

Mitzi

Mitzi Day
Senior Research Analyst
Institutional Research & Testing
Ferris State University
(231) 591-3800
daym@ferris.edu



Fw: Project Management Undergraduate Certificate Proposal

Sandra L Alspach, Leonard Johnson, Paula
L Hadley-Kennedy, Donald Flickinger,
Terrence J Doyle, Ronald A Mehringer,

Leonard Johnson to: Kristen L Motz, Fritz J Erickson, Tracey
Boncher, Steve Karnes, Mitzi A Day, Anita
Fagerman, Helen Woodman, Olukemi
Fadayomi, Maureen Milzarski

02/09/2011 01:33 PM

fyi

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

----- Forwarded by Leonard Johnson/FSU on 02/09/2011 01:33 PM -----

From: Barbara L Ciaramitaro/FSU
To: Leonard Johnson/FSU@Ferris
Cc: Anita Fagerman/FSU@FERRIS
Date: 02/09/2011 01:12 PM
Subject: Fw: Project Management Undergraduate Certificate Proposal

Leonard and Anita,

Please note that I sent a Form B to to Chuck Drake several weeks ago as per the attached email. He then requested that I forward a Form B to Bob Eastley, which I did. I have **never had a response** from either of them. I am not trying to be difficult but I believe I have met all requests. I had thought this was approved on Monday and I hope that it would not be continually reopened as I have requested all the appropriate consultations requested by the UCC

Thanks.

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP
Assistant Professor
College of Business
Ferris State University

----- Forwarded by Barbara L Ciaramitaro/FSU on 02/09/2011 01:07 PM -----

From: Chuck Drake/FSU
To: Barbara L Ciaramitaro/FSU@FERRIS
Cc: Robert C Eastley/FSU@Ferris, Clyde W Hardman/FSU@Ferris, "Gogolin, Greg"
<ismgreg@yahoo.com>
Date: 01/18/2011 01:50 PM
Subject: Re: Project Management Undergraduate Certificate Proposal

Hi Barbara -

I assume this was to be directed to Bob Eastley - the coordinator for Construction Management.

p.s. This is the second time in the last two months that I have been mistaken for Bob - He should be flattered :) (Ha)

Chuck

Barbara L Ciaramitaro Chuck, The combined ISI and CIS faculty ha...

01/18/2011 01:39:09 PM

From: Barbara L Ciaramitaro/FSU
To: Chuck Drake/FSU@Ferris
Cc: Clyde W Hardman/FSU@FERRIS, "Gogolin, Greg" <ismgreg@yahoo.com>
Date: 01/18/2011 01:39 PM
Subject: Project Management Undergraduate Certificate Proposal

Chuck,

The combined ISI and CIS faculty have submitted a proposal for an undergraduate project management certificate to the University Curriculum Committee. One member of the committee has recommended that I send a Form B Consultation to you as your program also delivers construction related project management courses. This certificate program is focused on preparing students to take the the CAPM or PMP certification exams by covering the breadth of topics in the Project Management Institute PMBOK (Project Management Body of Knowledge). All instructors are PMP certified and we have mapped our courses to the PMI GAC (Global Accreditation Center) criteria. This certificate program is not specific to any particular knowledge domain as it provides an overview of project management processes, tools and techniques applicable to any profession. I have attached a copy of the Proposal and a Form B for your use. Please let me know if you would like to talk about this proposal in more detail and I will gladly call you or meet you at your convenience.

Best regards,

Barbara

Barbara L. Ciaramitaro, PhD, PMP, CISSP, CSSLP

Assistant Professor

College of Business



Ferris State University UG Project Management Certificate-PROPOSED.pdf Construction management FORM B.doc