

Academic Senate

Agenda for the Meeting of
Tuesday, October 4, 2011

MCO 210, 10:00 – 11:50 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. September 6, 2011
3. Open Forum
4. Reports
 - A. Senate President – Douglas Haneline
 - B. Senate Vice President – Michael Berghoef
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. General Education Task Force – Don Flickinger
 - C. Student Government – Danielle Balmer
6. New Business
 - A. EMAT Recommendations – Dr. Roberta Teahen
 - B. ISPC Name Change – Woodman/Wancour
 - C. Delete Program – AAS Degree in Nuclear Medicine Technology – Sandy Alspach
 - D. New Minor – Child Life Specialist – Sandy Alspach
 - E. New Program – The Intensive English Program – Sandy Alspach
7. Conversation with the Senate
 - A. ITS Planning Document – John Urbanick
8. Old Business
 - A. University Curriculum Manual – Dr. Sandy Alspach, Chair, UCC
9. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Douglas Haneline
10. Open Forum
11. Adjournment

DRAFT

**Ferris State University
Academic Senate Executive Senate Meeting**

September 6, 2011

Members in Attendance: Alspach, Baker, Berghoef, Boncher, Brandly, Ciaramitaro, Cook, Dakkuri, Daugherty, Dixon, Fox, Gillespie, Griffin, Haneline, Hanna, Isler, Jewett, Klatt, Liszewski, Lovsted, Luplow, Maike, Marion, McLean, McNulty, Nash, Nystrom, Reynolds, Sanderson, Stone, Sun

Members absent with cause: Drake, Joyce, Lashaway-Bokina, Nagel, Thapa

Members absent: Abbasabadi, Prakasam

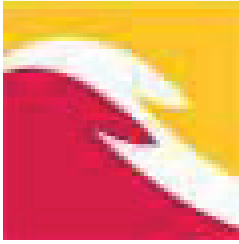
Ex Officio and Guests: Burchan, Cron, Erickson, Flickinger, L. Johnson, Balmer, J. Coon, C. Quigley,

1.	President Doug Haneline convened the meeting at 10:00 a.m and opened the floor for comments.
2.	Approval of Minutes. Senator Ciaramataro moved to approve the April 26, 2011 minutes as written. Senator Moore seconded. Motion carried. Senator Alspach moved to approve the May 16,2011 minutes as written. Senator Ciaramataro seconded. Motion carried.
3.	Open Forum A. Senator Teresa Cook noted the next EMAT meeting will be September 15, 2011 from 10:30 a.m – 12:30 p.m. to continue discussions of the proposals presented at the Senate retreat. It will be held in the Centennial Room in Rankin Center. President Haneline noted that the EMAT recommendations will be up for a vote of support at the October Senate meeting. More information will be emailed to the senators. B. Leonard Johnson, Chair of SPARC noted their next meeting will be September 13, 2011 from 3-5 p.m. in the West Campus Community Center. He encouraged senators to consider attending.
4.	Officer Reports A. President Haneline had no report. B. Vice-President Berghoef noted that the preference forms have been sent out for committee selection. Over 80 seats of 106 committee seats need to be filled. Paula Hadley noted that one faculty had not filled out the second page- which includes the question part explaining why a faculty member wishes to serve on a particular committee. This is necessary for the Executive Committee to be able to select members. Anyone who has done this only needs to submit the second page to Paula. Senator Moore asked if meeting dates have been set. Vice-President Berghoef noted that traditionally the second Tuesday of the month at 11:00 a.m. are set aside times for these committees although some committees meet at different time. Senator Cook asked if teams charged with changing their structures have done so. President Haneline said that they had. C. Secretary Isler noted a sign-in sheet was circling the room. She asked for any comments on minutes and said the retreat minutes will be included with next month's packet.
5.	Committee Reports A. Senator Alspach noted that the UCC will be meeting this year in CSS 302 on Wednesdays at noon. If a program/course is being discussed the members are encouraged to attend the meeting. Changes for the year include a notification for the UCC when an experimental course is coming through since that frequently becomes a permanent class proposal. Additionally, they are requesting notifications fo PCAFS (program/3 course sequences) which are now going through the Academic Affairs office first. B. Associate Vice-Provost Flickinger said that the General Education Task Force will be meeting soon. He encouraged senators to look at the website which provided the visual representations of structures and outcomes framework. C. Student Government President Danielle Balmer reported on a series of Student government activities which

	<p>are new and continuing. They include: newsletter, holiday food drive, and Big Event. The RSO budget does not have as much money in previous years so they will be stressing that organizations need to get their paperwork turned in. They are working to have committee slots filled.</p>
6.	<p>UCC Manual Revisions Senator Alspach described the process of approving the changes to the curriculum manual (which has been altered based on suggestions from the Senate Retreat and other meetings). Materials will be brought up in sections for approval.</p>
	<p>A. Senator Alspach moved that the Senate adopt the changes to the preface. Seconded by Senator Ciamaritaro. A friendly amendment was made by Senator Alspach to remove any references to a missing paragraph referring to the Registrars office. Motion passed.</p>
	<p>B. Senator Alspach moved approval of section 1.1. Seconded by Senator Luplow. Motion passed.</p>
	<p>C. Senator Alspach moved approval of section 2. Seconded by Senator Ciamaritaro. Senator Hanna asked what the significance of the term off campus cohort group. Senator Alspach said it referred to groups like the maritime students up in Traverse City which are pre-identified and already associated. Motion passed.</p>
	<p>D. Senator Alspach moved the approval of Section 3. Seconded by Senator Boncher. Discussion was broken out by section groups.</p> <ol style="list-style-type: none"> 1. Under section 3.1.2, Senator Hanna asked whether the lower limit of 120 for a degree was the same as a minimum. Senator Alspach said it was. It was suggested that a friendly amendment be made. Senator Jewett noted the same change would need to be made for the section relating to associate degrees. Senator Dakkuri asked what rule had a major at “approximately” 128 credits- why not just include the whole range? Senator Luplow suggested some editorial wording changes. 2. Senator Hanna also asked whether the 40 General Education credit limit made sense and whether or not 39 would be easier. Senator Alspach noted this was not a change from the current manual in effect. President Haneline noted that to make a change about this would be a policy change that would require further research and should probably not be done until the October meeting. Senator Stone noted a change of this would create issues for the way that Criminal Justice has structured its curriculum. 3. In Section 3.3 Senator Alspach said that the mention of caps in certificates/concentrations has been removed. Senator Nystrom asked if there was any language limiting the number of concentrations allowed for a student in a major. Senator Alspach said past practice has been to leave these rules up to the departments and cited Biology as being a department that has done so effectively. Senator Klatt added his support that this has worked for that department. 4. In Section 3.4, Senator Hanna asked if there was any language prohibiting dual enrollment. Senator Alspach said there is not. Senator Nystrom added that this is common practice. Senator Haneline said this would be another change to text which would require further research. Senator Lovestead noted that pharmacy has classes from 300-700 and suggested that the professional and graduate be changed to graduate. Leonard Johnson asked if adding professional to the 300 and 400 course level descriptions would work. Senator Lovestead suggested adding a new column which said professional courses should be numbered according to college practices since they do not do it all the same way. Senator Jewett asked if this would be the part of the manual where a noncompetitive clause could be added. Senator Cook noted in Section 3.4.2 text needs to be altered to match the heading. Senator Lovestead in Section 3.4.2.4 noted that baccalaureate needs to be removed. In Section 3.4.2.5, Senator Dakkuri asked if it should be an a or the in reference to the contact. It should be a the. 5. In Section 3.5, the text deals with the maximum course enrollment issue. Senator Cook asked if courses already online will be grandfathered in. Senator Alspach said this is not fully decided- there is past practice for asking all courses to review caps. Senator Stone noted this process may not work well in departments where only 1 or 2 faculty teach online classes. Senator Marion pointed out this document was vague on purpose. 6. Senator Jewett moved to table support of Section 3. Senator Marion seconded. Motion passed.
7.	<p>Announcements A. President Eisler sent his regrets for not attending the meeting. He was off campus.</p>

	<p>B. Provost Erickson congratulated Ferris on a successful start to the semester and a record enrollment of 14,560. He asked Vice-President Burcham for comments. Vice-President Burcham noted that Big Rapids enrollment is up by 39 students, FTIAC enrolment is up, online enrollment is up, international student numbers are up and ACT scores are up. He said that Ferris is beginning to recover from a poor enrollment season in 2006.</p> <p>Provost Erickson said that two deans searchers are underway and there is 1 week until the closing of the posting for the grant specialist position</p> <p>There is a new specialist for events/communication in the Provosts office. .</p>
8	<p>Open Forum</p> <p>Senator Stone stated that Kristen Renne will be a keynote speaker on diverse classrooms and give a workshop on October 10th. She is co –sponsored by FCTL and the Academic Senate Diversity Committee and she encouraged everyone to look in their mailboxes for further details.</p>
9	<p>Senator Marion moved for adjournment at 11:45 a.m. Senator Stone seconded. Motion passed.</p>

Respectfully submitted,
Melinda Isler
Secretary



A Plan for the Next Stage of E-Learning at Ferris

Submitted by

E-Learning Management Advisory Team (E-MAT)

Stacy Anderson, Faculty, FLITE

Cheryl Cluchey, Asst. Dean, CPTS

Teresa Cook, Faculty, COB

Elise Gramza, Assoc. Registrar, Admissions & Records

Paula Hagstrom*, Faculty, AHS

Leonard Johnson, Faculty, COEHS

Meegan Lillis, Instr. Technologist, FCTL

Elaine McCullough, Faculty, CAS

Ron McKean,** Int. Dean, CET

David Nicol, Dean, COB

Larry Schult**, Int. Assoc. Dean, CET

Roberta Teahen, Assoc. Provost, Academic Affairs

Spencer Tower, Faculty, COB

John Urbanick, Chief Tech. Officer, IT Services

Note: *An additional AHS member is being added for 2011-12 as this college is the largest Ferris online provider.

**McKean and Schult share a role.

Executive Summary of the Plan for Online Learning

This plan categorizes e-learning at Ferris into the following five areas and makes 11 recommendations related to these categories. As the Senate considers the recommendations, it should also review the many objectives provided within the full document that was provided earlier and is available on the Academic Affairs website at this location: <http://www.ferris.edu/HTMLS/administration/academicaffairs/online/E-Learning-Plan.pdf>

Endorsing the recommendations suggests that most or all of the objectives will be implemented, but at this stage these detailed objectives reflect E-MAT's suggestions for what needs to be done to achieve the goal. As those responsible for achieving each of the recommendations craft their strategies, they may find that different approaches are required.

Category 1: Student Capabilities and Responsibilities

Recommendation 1: Develop and implement a system whereby each student who registers for a fully online course has demonstrated minimum proficiency in skills required for successful online learning.

Category 2: Faculty Capabilities and Responsibilities

Recommendation 2: Advance and support faculty effectiveness and instructional quality in online learning.

Recommendation 3: Evaluate the quality of online instruction and develop strategies for continual improvement and enhanced student learning.

Recommendation 4: Create mechanisms for department/college/university-wide faculty collaboration to promote best practices in online learning.

Category 3: Course/Program Quality Considerations

Recommendation 5: Develop and implement a system of review for course and program quality.

Category 4: Technology Support

Recommendation 6: Increase the ongoing quality and amount of support for students and staff involved with online learning and technology use in instruction.

Recommendation 7: Enhance communications with students, faculty, and staff about the availability of TAC and IT support services.

Recommendation 8: Promote the ongoing exploration of, and recommend the use of new and existing academic technology.

Category 5: Planning and Administration

Recommendation 9: Develop an administrative structure that encourages quality and growth of online learning at Ferris.

Recommendation 10: Create a financial model that is sustainable and aligns with the university's strategic plan.

Recommendation 11: Assure compliance with federal compliance guidelines and assure integrity of online systems.

ISPC Name Change

Since the ISPC has been in somewhat of a state of limbo the past few years, we (co-chairs Helen Woodman and Susan Wancour) met with Provost Erickson on a few occasions to discuss the mission and future of the Council. In the last Spring 2011 meeting, all members voted and agreed on changing the name, with Provost Erickson's blessing, to the **Academic Strategic Planning Council (ASPC)** since so many people have confused the purpose of the Council with the Strategic Planning and Resource Council's (SPARC) function.

The ISPC members would like propose this name change to the Academic Senate at its October, 2011 meeting.

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Delete Associate of Applied Science degree in Nuclear Medicine Technology

Initiating Unit or Individual: Nuclear Medicine Technology Program

Contact Person's Name: Theresa A. Raglin e-mail: raglint@ferris.edu phone: 2312

Date or Semester of Proposal Implementation: Spring Semester 2012

- Group I - A - New degree/major or major, or redirection of a current offering
- Group I - 8 - New minors or concentrations
- Group II - A - Minor curriculum clean-up and course changes
- Group II - 8 - New Course
- Group III - Certificates
- Group IV - Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	<i>[Signature]</i>	9-10-11	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty	<i>[Signature]</i>	9-10-11	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>[Signature]</i>	9-10-11	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>[Signature]</i>	4/10/11	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Faculty	<i>[Signature]</i>	9/10/11	<input type="checkbox"/> Support with Concerns <input checked="" type="checkbox"/> Support
Dean	<i>[Signature]</i>	9/10/11	<input type="checkbox"/> Support with Concerns <input checked="" type="checkbox"/> Support
University Curriculum Committee	<i>[Signature]</i>		<input type="checkbox"/> Support <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 concerns.

To be completed by Academic Affairs

President (Date Approved)	Board of Trustees (Date Approved)	VPAA President's Council FP 2 fi 2011 PROVOST	VPAA (Date Approved) SEP 7 2011 PROVOST
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1. Proposal Summary

In *The Society of Nuclear Medicine's* document titled "Entry Level Educational Requirements for Nuclear Medicine Technologists" (posted December 27, 2005), education leading to the baccalaureate degree will become the entry level standard for Nuclear Medicine Technologists. The Society of Nuclear Medicine, as well, as the Joint Review Committee on Educational Programs in Nuclear Medicine Technology supports the recommendation to require Bachelor of Science Degree programs in Nuclear Medicine Technology by 2015.

To align Ferris State University's Nuclear Medicine Technology program with this mandate, the program implemented or reactivated their Bachelor of Science Degree in Nuclear Medicine Technology in 2008 and is now requesting permission to eliminate the Associate in Applied Science Degree in Nuclear Medicine Technology.

All associate degree seeking students within the Nuclear Medicine Technology program have completed their education with the Associate of Applied Science degree and students began to graduate with a Bachelor of Science in Nuclear Medicine Technology in May 2011.

This proposal to eliminate the Associate of Applied Science degree in Nuclear Medicine Technology does not affect any existing courses in the college catalog. All courses were either deleted or modified within the Bachelor of Science proposal that was approved in 2007.

2. Summary of All Course Action Required

a. Newly Created Courses to FSU:

Prefix	Number	Title
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b. Courses to be Deleted from FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to Program:

Prefix	Number	Title
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e. Removal of existing FSU courses from Program:

Prefix	Number	Title
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Ferris State University College of
Allied Health Sciences Nuclear
Medicine Technology

Associate of Applied Science Degree

Course Number	Course Title	Prerequisite	Credit Hours	Grade
	Professional Core Courses 44 Credits Required			
NUCM 120	Principles of Nuclear Medicine	Admission to Program	6	
NUCM 125	Nuclear Medicine Non-Imaging Procedures	NUCM 120	3	
NUCM 135	Nuclear Medicine Imaging Procedures	NUCM 125	4	
NUCM 140	Cross-Sectional Imaging	NUCM 125	1	
NUCM 291	Clinical Application in NMT I	NUCM 140	12	
NUCM 292	Clinical Application in NMT 2	NUCM 291	12	
CCHS 101	Orientation to Health Care	None	3	
CCHS 102	Safety Issues	None	1	
CCHS 103	Health Care Skills	None	1	
MRIS 102	Orientation to Medical Vocabulary	None	1	
----	Computer Competency	None		
	Scientific Understanding 9 Credits Required			
CHEM 114	Intro to General Chemistry		4	
BIOL 205	Human Anatomy and Physiology	CHEM 114	5	
	Quantitative Skills 3 Credits Required			
MATH 115	Intermediate Algebra	MATH 110	3	
	Communication Competence 9 Credits Required			
ENGL 150	English 1	ENGL 074, 14 on ACT	3	
ENGL 250	English 2	ENGL 150	3	
COMM 105 /221	Interpersonal Communication OR Small Group Decision Making	None	3	
	Social Awareness 3 Credits Required			
	Social Awareness Elective		3	
	Cultural Enrichment 3 Credits Required			
	Cultural Enrichment Elective		3	

71 Semester Hours Required for Graduation



Proposal to delete AAS in Nuclear Medicine Technology

Sandra L Alspach to: raglint
Cc: Paula L Hadley-Kennedy

09/16/2011 11:38 AM

Theresa,

The UCC voted to support your proposal to delete the Associate of Applied Science degree in Nuclear Medicine Technology at our meeting Wednesday.

This action will be presented at the October 4 Academic Senate meeting for their support. I invite you or a representative from your program to attend the Senate meeting in case Senators have questions. New this year, the Senate meets in MCO 210 from 10:00 to 11:45 am.

Sandra L. "Sandy" Alspach, Ph.D.
Chair, University Curriculum Committee
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(o) 231-591-2779
(f) 231-591-2188

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Child Life Specialist

Initiating Unit or Individual: Early Childhood

Contact Person's Name: Claire Rewold e-mail: rewoldc@ferris.edu phone: 231-591-5320

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 - 8 - New minors or concentrations

Group II - A - Minor curriculum clean-up and course changes

Group II - 8 - New Course

Group III - Certificates

Group IV - Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	<i>J? H... /</i>	<i>1/18/11</i>	Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty	<i>SOECO Virginia H...</i>	<i>1/18/2011</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Paul Blake</i>	<i>1/18/11</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>John Obregon</i>	<i>2/15/11</i>	Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Muhellib Johnson</i>	<i>3/17/11</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
			SupjX>1
			Support with Concerns

* 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.)

The Early Childhood Department would like to add a third concentration in the Bachelor's degree program - Child life Specialist. Child life Specialists are non-medical members of a medical team who help children and families in inpatient and outpatient hospital settings reduce the stress and anxiety that many feel in these situations (McDonald, 2001). Although the child life profession began in the 1920's, it continues today in the traditional hospital setting as well as many non-traditional settings (hospice programs, camps, early intervention programs, courtrooms, dental practices, support/bereavement groups, community programs and private practices). The knowledge and expertise of Child life Specialists advocate for and apply their skills to protect the emotional integrity of children facing severe stressors (Helen DeVos Hospital, 2009).

Salary.com (2010) reports that the median salary for a Child life Specialist in the United States is \$43,665. Information from De Vos Children's Hospital in Grand Rapids reports an annual salary range of \$32- 49,000 in Michigan. These figures are decidedly higher than what one would earn as a preschool teacher, another career requiring a Bachelor's Degree in Early Childhood Education.

Child life Specialists are required to hold a Bachelor's Degree in a child/family related field, participate in a 480-hour internship under direct supervision of a Certified Child life Specialist (CCLS) and sit for the Child life Certification Examination which is offered twice a year by the Child Life Council. To accommodate these internship hours we are modifying EDCD 491 to reflect the additional hour requirement of the Child life Council.

Currently, the Early Childhood Bachelor's degree program at Ferris State University offers two concentration areas: Management and Leadership. It is recommended that we add a third concentration: Child Life Specialist.

Presently there are no universities in Michigan listed by the Child Life Specialist Council as offering this program although it is rumored that Michigan State University is preparing a program.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
EDCD	430	Introduction to the Child Life Specialist Profession
EDCD	431	Child Life Specialist Practicum

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
EDCD	491	Early Childhood Education Internship

d. Addition of existing FSU courses to program

Prefix	Number	Title
COMM	320	Family Communications
CCHS	101	Health Care Orientation
SOCY	373	Health and Illness in Society

e. Removal of existing FSU courses from program

Prefix	Number	Title
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3. Summary of All Consultations

Form Sent (8 or C)	Date Sent	Responding Dept.	Date Received & by Whom
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Communications 320 for concentration area

Sociology 121 and 225 required for gen ed; 373 for concentration area

Health Sciences 101 for concentration area

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.

Early Childhood Education Bachelor of Science degree

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 Child Life Specialist-Early Childhood

Initiator(s): Claire Rewold

Proposal Contact: Claire Rewold

Date Sent: 10/14/10

Department: School of Education – Early Childhood
Campus Address: 403 8 Bishop Hall
(Please print)

Responding Department: Sociology - Psychology/Social Sciences

Chair/Head/Coordinator: Mike Berghoef

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.

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 Child Life Specialist – Early Childhood

Initiator(s): Claire Rewold

Proposal Contact: Claire Rewold Date Sent:

Department: School of Education – Early Childhood Campus Address: 403 8
Bishop Hall
(Please print)

Responding Department: Sociology/Arts and Sciences

Chair/Head/Coordinator: Andy Karafa 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.

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 Child Life Specialist- Early Childhood

Initiator(s): Claire Rewold

Proposal Contact: Claire Rewold

Date Sent: 10/14/10

Department: School of Education – Early Childhood
Campus Address: 403 B Bishop Hall
(Please print)

Responding Department: Communication/Humanities

Chair/Head/Coordinator: Grant Snider

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.

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 Child Life Specialist- Early Childhood

Initiator(s): Claire Rewold

Proposal Contact: Claire Rewold

Date Sent: 10/14/10

Department: School of Education – Early Childhood
Campus Address: 403 B Bishop Hall
(Please print)

Responding Department: Health Sciences

Chair/Head/Coordinator: Julie Coon

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.

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: Child Life Specialist Degree

Projected number of students per year affected by proposed change: 10

Initiator(s): Claire Rewold

Proposal Contact: Claire Rewold Date Sent: _____

Department: School of Education-Early Childhood Campus Address: 421 B Bishop Hall
(Please print)

Liaison Librarian Signature: _____ = D . = . a t : : e : _____

Dean of FLITE Signature: _____ Date Returned: _____

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.

FORM D CURRENT
FORMD PROPOSED

PROGRAM, MAJOR, OR MINOR CHECK SHEET(S)

Insert both the current curriculum check sheet (if applicable) followed by proposed curriculum check sheet" and/or "academic program requirements" list.

- LABEL CHECK SHEETS AS "FORM D CURRENT" and "FORM D PROPOSED."
- Checksheets should indicate total credits, General Education requirements per catalog guidelines (include course levels), and the minimum number of 300 and 400 level courses.
- Indicate all course prerequisites.
- Indicate any special admissions, continuation, or graduation requirements.

FERRIS STATE UNIVERSITY- COLLEGE OF EDUCATION

EARLY CHILDHOOD EDUCATION BACHELOR OF SCIENCE DEGREE
GENERAL EDUCATION REQUIREMENTS*

NAME: _____ SID: _____

REQUIRED		COMMUNICATION COMPETENCE- 12 Credit Hours Required	S.H.	GRADE
ENGL	150	English 1	3	
ENGL	250	English 2	3	
COMM	121	Fund of Public Speaking	3	
ENGL	3211323/325	Advanced Composition/Proposal Writing/Business Writing	3	
Scientific Understanding- 7 Credit Hours Required: Two courses from the following subject areas (one must be a lab course) The followine: are strone:ly sue:e:ested courses.Strongly suggest:BIOL 116				
			4	
			3	
QUANTITATIVE SKILLS- Proficiency in MATH 115 or higher. This requirement can be completed by ONE of the following options:1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or hie:lier. 3. ACT Math substest score of24 or higher. Math 110 is prerequisite course.				
MATH	115	Intermediate Algebra	3	
CUL I ENRICHMENT - 9 Credit Hours Required. Three courses from the following subject areas: ARCH 224, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement. The followine: are strone:ly sue:e:ested: LITR 326, SPAN 101				
SOCIAL AWARENESS - 9 Credit Hours Required: Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121), PLSC, PSYC, SOCY, SSCI (except SSCI 114). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 200 level or higher. The followine: are strone:ly sue:e:ested: GEOG 112, SOCY 121, SOCY 340				
GLOBAL CONSIIOUSNESS- 3 C edit Hours lrequired: One course from the list on the FSU General Education web pae:e.				

*Note: You must have a minimum of 40 credits at the 300/400 level in order to graduate.

FERRIS STATE UNIVERSITY *Proposed*
 College of Education & Human Services - School of Education
 Early Childhood Education- BACHELOR OF SCIENCE DEGREE
 Professional Sequence

N: _____ TID#: _____

		PROFESSIONAL REQUIREMENTS	S.R	GRADE
EDCD	104	Child Development Practicwn (co-requisite EDCD 105)	1	
EDCD	105	Child Development Leadership (co-requisite EDCD 104)	3	
EDCD	110	Child Development 1	3	
EDCD	111	Child Development 2 (can be taken prior to EDCD 110)	3	
EDCD	160	Education of Children (Offered winter semester only)	3	
EDCD	205	Computer Applications in Child Development	3	
EDCD	210	Infant-Toddler Environ. & Curr. (Prerequisite EDCD 110) (offered winter only)	4	
EDCD	211	Children's Activities (Prerequisite EDCD III) (offered fall semester only)	4	
EDCD	285	Child Development Internship Orientation	1	
EDCD	291	Child Development Internship (minimwn B- required)	4	
EDCD	298	Internship Seminar (must be taken with EDCD 291) (minimwn B- required)	1	
EDCD	299	Professional Assessment (must be taken with EDCD 291) (minimwn B- required)	1	
CAHS	205	Child Care Food and Nutrition (offered winter semester only)	3	
RMLS	122	Responding to Emergencies	2	
Choose one of Three Concentrations plus the following <input type="radio"/> required for all concentrations.				
EDUC	308	Teaching Strategies for Special Education and Diverse Populations	3	
EDCD	310	Child Guidance	3	
EDCD	350	Curriculwn Perspectives	3	
EDCD	380	Foundations of Advocacy	3	
EDCD	410	ECE Management & Leadership	3	
EDCD	420	Advanced Children's Activities	4	
EDCD	450	Current Issues in ECE	3	
EDCD	487	Orientation to Internship	1	
EDCD	491	Internship	4	
EDCD	499	Internship Capstone Assessment & Internship Seminar	2	

*2.75 GPA required for Professional Sequence courses. No Grade Lower than a C. 3/23/09 DF

FERRIS STATE UNIVERSITY
 College of Education & Human Services - School of Education
 Early Childhood Education-BACHELOR OF SCIENCE DEGREE
 Professional Concentrations

REQUIRED	<i>Choose one of the following two concentrations.</i>		S.H	GRADE
Early Childhood Management				
ACCT	201	Principles of Accounting	3	
MGMT	301	Applied Management	3	
MGMT	310	Small Business Management	3	
MKTG	321	Principles of Marketing	3	
MGMT	411	Small Business Systems & Operations	3	
OR				
Early Childhood Leadership				
EDLA	207	Emergent Literacy (Spring only)	3	
EDLA	222	Text & the Child (Spring only)	4	
EDLA	340	Writer's Workshop (Fall only)	3	
EDLA	342	Reader Response (Fall only)	3	
ARTS	131	Art for the Elementary Teacher (Fall only)	1	
MUSI	131	Music for the Elementary Teacher (Spring only)	1	
*A cumulative GPA of 2.5 is required for graduation				
Total credits for program			120	

No grade lower than a C.

4/10 LJ

FERRIS STATE UNIVERSITY- COLLEGE OF EDUCATION- *Proposed*

EARLY CHILDHOOD EDUCATION BACHELOR OF SCIENCE DEGREE
GENERAL EDUCATION REQUIREMENTS*

NAJJE: _____ SID: _____

REQUIRED		COMMUNICATION COMPETENCE- 12 Credit Hours Required	S.H.	GRADE
ENGL	150	English 1	3	
ENGL	250	English 2	3	
COMM	121	Fund of Public Speaking	3	
ENGL	3211323/325	Advanced Composition/Proposal Writing/Business Writing	3	
Scientific Understanding- 7 Credit Hours Required: Two courses from the following subject areas (one must be a lab course) The following are strongly suggested courses. Strongly suggested: BIOL 116				
			4	
			3	
QUANTITATIVE SKILLS- Proficiency in MATH 115 or higher. This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher. Math 110 is prerequisite course.				
MATH	115	Intermediate Algebra	3	
CULTURAL ENRICHMENT- 9 Credit Hours Required. Three courses from the following subject areas: ARCH 224, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, IDST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement. The following are strongly suggested: LITR 326, SPAN 101				
SOCIAL AWARENESS - 9 Credit Hours Required: Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121), PLSC, PSYC, SOCY, SSCI (except SSCI 114). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 200 level or higher. The following are strongly suggested: GEOG 112, SOCY 121, SOCY 340				
PSYCH	150	Introduction to Psychology	3	
SOCY	121	Introductory Sociology	3	
SOCY	225	Marriage and the Family	3	
GLOBAL/CONSCIOUSNESS- 3 Credit Hours Required: One course from the list on the FSU General Education web page.				

*Note: You must have a minimum of 40 credits at the 300/400 level in order to graduate.

FERRIS STATE UNIVERSITY *Proposed*
 College of Education & Human Services- School of Education Early
 Childhood Education- BACHELOR OF SCIENCE DEGREE
 Professional Concentrations

REQUIRED	<i>Choose one of the following three concentrations.</i>			S.H	GRADE
Early Childhood Management 15 credits					
ACCT	201	Principles of Accounting		3	
MGMT	301	Applied Management		3	
MGMT	310	Small Business Management		3	
MKTG	321	Principles of Marketing		3	
MGMT	411	Small Business Systems & Operations		3	
Early Childhood Lead Teacher 15 credits					
EDLA	207	Emergent Literacy		3	
EDLA	222	Text & the Child		4	
EDLA	340	Writer's Workshop		3	
EDLA	342	Reader Response		3	
ARTS	131	Art for the Elementary Teacher		1	
MUSI	131	Music for the Elementary Teacher		1	
Child Life Specialist 15 credits					
EDCD	430	Introduction to the Child Life Specialist Field <i>(co-requisite EDCD 431)</i>		4	
EDCD	431	Child Life Specialist Practicum <i>(co-requisite EDCD 430)</i>		2	
COMM	320	Family Communications		3	
CCHS	101	Health Care Orientation		3	
SOCY	373	Health and Illness in Society		3	
Total credits for program				120	

No Grade Lower than a C. *Proposed CR 11110*

FERRIS STATE UNIVERSITY -Proposed
 College of Education & Human Services - School of Education
 Early Childhood Education- BACHELOR OF SCIENCE DEGREE*
 Professional Sequence

NAME: _____ Student #: _____

		PROFESSIONAL REQUIREMENTS	S.H.	GRADE
EDCD	104	Child Development Practicum (co-requisite EDCD 105)	1	
EDCD	105	Child Development Leadership (co-requisite EDCD 104)	3	
EDCD	110	Child Development 1 (Fall only)	3	
EDCD	111	Child Development 2 (can be taken prior to EDCD 110) (Spring only)	3	
EDCD	160	Education of Children (Offered Spring semester only)	3	
EDCD	205	Computer Applications in Child Development (Fall only)	3	
EDCD	210	Infant-Toddler Environ. & Curr. (Prerequisite EDCD 110) (offered Spring only)	4	
EDCD	211	Children's Activities (Prerequisite EDCD 111) (offered Fall semester only)	4	
EDCD	285	Child Development Internship Orientation	1	
EDCD	291	Child Development Internship (minimum B- required)	4	
EDCD	298	Internship Seminar (must be taken with EDCD 291) (minimum 8- required)	1	
EDCD	299	Professional Assessment (must be taken with EDCD 291) (minimum 8-)	1	
CAHS	205	Child Care Food and Nutrition (offered Spring semester only)	3	
RMLS	122	Responding to Emergencies	2	
Choose one of Two Concentrations on the next page plus the following courses required for both concentrations.				
EDCD	308	Teaching Strategies for Special Education and Diverse Populations (Spring only)	3	
EDCD	310	Child Guidance (Fall only- even years)	3	
EDCD	350	Curriculum Perspectives in ECE (Fall only- odd years)	3	
EDCD	380	Advocacy in ECE (Spring only- even years)	3	
EDCD	410	ECE Management & Leadership (Spring only- odd years)	3	
EDCD	420	Advanced Children's Activities (Fall only- even years)	4	
EDCD	450	Current Issues in ECE (Summer only- even years)	3	
EDCD	487	Orientation to Internship	1	
EDCD	491	Internship	4	
EDCD	499	Capstone Assessment & Internship Seminar	2	
*2.75 GPA required for Professional Sequence courses. No grade lower than a C.				

*You must have a minimum of 40 credits at the 300/400 level to graduate from this program.

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
EDCD	430	Introduction to the Child Life Specialist Program –4 credits

Course Description:

This course will provide students with an introduction to the Child Life Specialist profession. Taught by a nationally certified Child Life Specialist from Helen DeVos Children's Hospital in Grand Rapids, it will address topics specific to the profession including: separation and loss; childhood illness, injuries, diseases and disorders; abuse and neglect; therapeutic play; and family advocacy. *Co-requisite- EDCD 431*

Course Outcomes and Assessment Plan:

Upon successful completion of EDCD 430, students will:

- Be able to explain the process for becoming certified by the Child Life Council
- Be able to identify, explain and provide specific strategies to support children and their families in stressful medical situations.
- Be able to synthesize and apply their knowledge of child development and advocacy to meet the needs of individual children and their families in an in-patient or out-patient medical setting.

This course will measure student learning by:

- Oral presentations and written assignments.
- Participation in classroom role play scenarios

Course Outline including Time Allocation:

1. Introduction to the profession of Child Life Specialist (1 hr)
2. Overview of the field- The National Child Life Council and its role (2 hrs)
3. Description of required practicum hours (1 hr)
4. Opportunities for employment (1 hr)
5. Why knowledge of development (typical & atypical) is important for this profession (2 hrs)
6. Supporting development of children facing challenging experiences (2 hrs)
7. Observational skills and assessing the needs of children (3 hrs)
8. Advocacy and Child Life Specialists (2 hrs)
9. Childhood illnesses, injuries, diseases and disorders (4 hrs)
10. The impact of illness, disease, trauma and death on children and families (2 hrs)
11. Family centered care practices (1 hr)
12. Consideration of diversity and socioeconomic issues (2 hrs)
13. The Hospitalized Child (2 hrs)
14. Hospitals and healing environments (1 hr)
15. Supporting families (1 hr)

16. Families and stress-impact on aWcoping strategies (2 hrs)
17. Parenting and family relationships (2 hrs)
18. How to support children and their families in stressful medical situations (2 hrs)

19. Abuse and neglect (2 hrs)
20. Separation and loss (2 hrs)
21. Attachment (I hr)
22. Separation anxiety support (I hr)
23. Bereavement support and interventions (3 hrs)
24. Therapeutic play (2 hrs)
25. Developmentally supportive play and social interactions with infants, children, youth and families in individual and group settings (4 hrs)
26. Play environments and materials in hospitals (2 hrs)
27. Collaboration and team work (I hr)
28. Becoming a member of a multi-disciplinary team (2 hrs)
29. Interactions with hospital staff and medical professionals (2 hrs)
30. Interdisciplinary team functioning (2 hrs)
31. Professional behaviors, ethics and confidentiality (3 hrs)

Total: 60 hours

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

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): 011081 **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 IEDCDI b. Number c. Enter Contact Hour ^{py} week in boxes.
LECTure 4 LAB INDEpendent Study-Check (x) **D**
Practicum: _____ Seminar: **C=J**

d. Course Title: **!Introduction to the Child Life Specialist Program!** (Limit to 30 characters/spaces.)

e. College Code: JCOEH\$1 f. Department Code:
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: **D** Variable X Fixed h. Minimum Credit Hours **D** i. Maximum Credit Hours@]

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

k. Levels: Check (x) X Undergraduate **D** Graduate **D** Professional

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

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

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

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

This course will provide students with an introduction to the Child Life Specialist profession. The course will address topics specific to the profession including: separation and loss; childhood illnesses, injuries, diseases and disorders; abuse and neglect; therapeutic play; and family advocacy. The course will be taught by a nationally certified Child Life Specialist from Helen DeVos Children's Hospital in Grand Rapids.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 25

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

Prerequisites: All professional sequence and track courses on check sheet.

Co-requisite: EDCD 431 Child Life Specialist Practicum

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

0 Basic Skill (BS) D General Education (GE) 0 Occupational Education (OC) CJ 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
EDCD	431	Child Life Specialist Practicum - 2 credits

Course Description:

This course will provide students with 50 hour practicum based on the standards of practice set forth by the Child Life Council. The practicum seeks to provide students with the opportunity to become more familiar with the basics of a child life program as well as provide opportunities for learning to interact with hospitalized children and their families. Students will also participate in a seminar to discuss their hospital experience. *Co-requisite: EDCD 430.*

Course Outcomes and Assessment Plan:

Upon successful completion of EDCD 431, students will:

- Apply principles of child development to support children and their families in a health care setting under the supervision of a Child Life Specialist and the university supervisor
- Participate in a variety of experiences facing children and their families in a health care setting
- Fulfill the volunteer hour requirement that precedes the internship placement

This course will measure student learning by:

- Oral presentations
- Written child observations and anecdotal records
- Evaluation of on-site performance by Child Life Specialist

Course Outline including Time Allocation:

Hospital practicum hours to be arranged with Child Life Specialist

Weekly seminar meetings to discuss practicum (2 hours per week X 15 weeks)

1. Child development – typical and atypical –4 hours
2. Observation skills –4 hours
3. Anecdotal records-3 hours
4. Family communication strategies –4 hours
5. Weekly discussion of practicum experience- 15 hours

Total: 30 hours

CREATE NEW COURSE
Course Data Entry Form

FORMF

Create New Course
Rev.07/23/07

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

Tenn Effective (6 digit code only): 12011081 Examples:200801(Spring),20080S(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which tenn begins.

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

a. Course Prefix IEDCDI b. Number **lilli** c. Enter Contact **Houjppjr** week in boxes.
LECTure LAB INDEpendent Study –Check (x)
Practicum: 2 Seminar:
d. Course Title: r=;:h=il=d=L=;ife==;s=pe-c=ia:;il:st:P=ra-ct-;ic'cu.....erj;... (Limit to 30 characters/spaces.)

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

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

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

k. Levels: Check (x) X Undergraduate Graduate **D** 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) **D** Yes X No

n. Equivalent course: Prefix **C=J** Number **D** See instructions on Replacement courses.

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

Students will complete a 50 hour practicum at a hospital where they will be supervised by a nationally certified Child Life Specialist. Students will carry out responsibilities as assigned by their on-site supervisor and course assignments as determined by university instructor.

p. Term(s) Offered: **Fall** (See instructions for listing.) q. Max. Section Enrollment: **25**

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

Prerequisites: All professional sequence and track courses on check sheet. Note: this practicum is o campus.

Co-requisites: EDCD 430

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

D Basic Skill (BS) **D** General Education (GE) **D** Occupational Education (OC) **C=J** G.E. Codes

Office of the Registrar use ONLY

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

MODIFY COURSE
Course Data Entry Form

FORMF

Modify Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

- 1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
- 2. 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): IM

b. Term Effective (6 digit code only): 0110ij 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: IEDCDI
- b. Number: [blank]
- c. Enter Contact Hour week in boxes.
LECTure: LAB: INDEpendent Study- Check (x)
Practicum: Seminar: CJ
- d. Course Title: [blank]

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

- a. Course Prefix: CJ
- b. Number: O
- c. Enter Contact Hour week in boxes.
LECTure: O LAB: INDEpendent Study- Check (x)
Practicum: --CJ Seminar: C=J
- d. Course Title: CJ (Limit to 30 characters/spaces.)

e. College Code: D f. Department Code: c: J

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 D

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.

or the Management and Teacher concentrations, students will choose a 240-hour internship working with one of the following: infants, toddlers, preschoolers, school aQers a mixed age classroom or in administrations. A different site and age group from the lower level internship is required. Students will assume the role of lead teacher/administrator and carry out daily responsibilities and requirements. or the Child Life Specialist concentration, students will choose a hospital setting and complete a 480-hour internship under the supervision of a certified Child Life Specialist as set forth by the Child Life Council.!

n. Term(s) Offered: !Fall and Sgringl (See instructions for listing.) o. Max. Section Enrollment: [S]

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. !Au professional sequence and track courses onl check sheet. Note: This internship is off campus.

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 Occu ational Education OC G.E. Codes

Office of the Registrar use ONLY

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

Ferris State University
 School Of Education
EARLY CHILDHOOD EDUCATION
COURSE ROTATION

Associate Level Courses: Offered yearly-only in the semester indicated.

IFALL	!!SPRING	IISUMMER
EDCD 104 & 105	EDCD 104 & 105	
EDCD 110	EDCD 111	
	EDCD 160	
	CAHS205	
!CREDITS:	!CREDITS:	!CREDITS:

IFALL	IISPRING	!!SUMMER
EDCD 211	EDCD 210	
EDCD205	EDCD 308	
!CREDITS:	!CREDITS:	!CREDITS:

Bachelor Level Courses: Offered every other year as indicated

EDLA, MUSI & ARTS Offered yearly-only in the semester indicated

IFALL Year: EVEN	IISPRING Year: ODD	IISUMMER Year:
EDCD 310	EDCD 410	
EDCD420		
EDCD 430	CCHS 101	
EDCD431	COMM 320	
!CREDITS:	!CREDITS:	!CREDITS:

IFALL Year: ODD	IISPRING Year: EVEN	IISUMMER Year: EVEN
EDCD 350	EDCD 380	EDCD450
SOCY 373	EDCD491	
EDCD487	EDCD499	
!CREDITS:	!CREDITS:	!CREDITS:

College of Professional & Technical Studies

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program

Initiating Unit or Individual: Usa vonRelchbauer, Intensive English Program, Office of International Education,

Contact Person's Name: Piram Prakasam e mail: prakasp@ferris.edu phone: 591w5290

Date or Term of Proposal Implementation: 8/27/2012

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 cleanup and course changes

Group II - B – New Course

Group III - Certificates

Group IV- OffwCampus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	<i>c; ;j(J</i>	<i>0f /j; yjj</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Faculty	<i>rPllltVJY J mH</i>	<i>q/ ; ; ; 2// I</i>	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>//lcJr/ O</i>	<i>qj; a/1;</i>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee	<i>j/</i>		<input type="checkbox"/> Support <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

The Intensive English Program is designed for non-native speakers of English who do not meet the English proficiency requirement for official Ferris admission. The goal of the program is to improve interpersonal communication skills as well as academic language proficiency in English to reach the required level to begin academic courses as established by the Ferris State University admissions office (TOEFL ibt 61, TOEFL itp 500, IELTS 5.5, iTEP 4, MeLab 72).

Program Curriculum:

The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees and will be divided into 4 levels:

- o Beginning Level (Beginning to High Beginning)
- o Level 1 (High Beginning to Low Intermediate)
- o Level 2 (Low Intermediate to High Intermediate)
- o Level 3 (High Intermediate to Low Advanced)

Each level will consist of 4 main subject areas: Listening and Speaking, Grammar, Reading, and Writing. Upon entering the program, students will be placed in the appropriate level based on the results of a placement exam which will measure proficiency in each of the four skill areas. In the first week of classes, students will undergo further diagnostic testing to both verify placement and identify individual strengths and weaknesses.

The Speaking and Listening courses focus on essential productive skills such as pronunciation, comprehensibility, fluency, conversation, academic discussions and presentations as well as receptive skills such as listening discrimination, listening comprehension, and note taking. Students will also participate in the Ferris Conversation Partners Program to support their progress in overall verbal communication skills.

The Key Grammar and Expressions courses focus on proper analysis, understanding, and use of grammatical structures in English to improve receptive and productive communication skills with increasing focus on English for Academic Purposes.

The Integrated Reading courses focus on increasing vocabulary, improving reading comprehension, and developing critical reading skills necessary for academic success. The Integrated Writing courses focus on the writing process in terms of content development, logical organization, effective and efficient language use, proper mechanics, and conventions of source integration.

In addition to the courses in the four core levels described above, the Bridge Level will provide a transition phase for advanced IEP students (TOEFL itp 475-500). The IEP Bridge Level course, Academic Lecture Experience, is designed to be taken in conjunction with one academic course at Ferris approved by educational counselors and two Level 3 IEP courses approved by the IEP coordinator. The Bridge Course will provide students an opportunity to practice both receptive and productive language and academic skills in an authentic classroom and lecture environment that includes content related to American culture and university life.

IEP Program Accreditation:

The Intensive English Program will rapidly seek to gain membership in AAIEP (American Association of Intensive English Programs) and accreditation from CEA (Commission on English Program Accreditation). The accreditation process will require excellence in program development and rigorous program review.

Advisory Board:

To create an excellent and successful IEP program that is responsive to the needs of the students as well as the Ferris community, an IEP Advisory Board and an Office of International Education Curriculum Committee have been established. The IEP advisory board is comprised of three external representatives who have degrees in linguistics-related fields and experience in Teaching English to Speakers of Other Languages (TESOL) or intensive English for Academic Purposes (EAP) programs. The advisory board will provide support for program development, course design, student and program assessment, hiring of faculty, and the accreditation process.

Curriculum Committee:

In addition to the Advisory Board, the OIE Curriculum Committee is comprised of members of the Ferris community who have a stake in the success of the IEP program. The Curriculum Committee will provide support to the program and feedback on the development of the program. In addition, the OIE Curriculum Committee will support the transition of IEP students into academic classes and programs at Ferris to enhance opportunities for success.

The establishment of an IEP Advisory Committee and an OIE Curriculum Committee will support the faculty and staff of the Intensive English Program in building an excellent, sustainable, student-centered program that equips students with the linguistic and cultural skills required for intellectual development, innovation, and a lifetime of learning.

IEP Larger Vision:

As Ferris prepares all of its students to enter a globalized economy and society, a successful IEP can be integral to globalizing the campus and the curriculum. If IEP students are fully prepared for the rigors of academic classes, the opportunities for learning and collaborating will be greatly enhanced, which will benefit not only IEP students but native English-speaking students as well. By achieving the goal of excellence in the Intensive English Program, the IEP can attract more international students to Ferris, prepare these students to fully engage in a career-and-life-enhancing college experience, serve as support to faculty and staff who work with second-language students, and contribute to the success of all Ferris students in a global community.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
ESLS	010	Effective Communication Skills for ESL Learners: Speaking and Listening for Beginners
ESLS	011	Effective Communication Skills for ESL Learners: Speaking and Listening Level 1
ESLS	012	Effective Communication Skills for ESL Learners: Speaking and Listening Level 2
ESLS	013	Effective Communication Skills for ESL Learners: Speaking and Listening Level 3
ESLG	020	Effective Communication Skills for ESL Learners: Key Grammar and Expressions for Beginners
ESLG	021	Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 1
ESLG	022	Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 2
ESLG	023	Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 3
ESLR	030	Literacy Skills: Integrated Reading for Beginners
ESLR	031	Literacy Skills: Integrated Reading Level 1
ESLR	032	Literacy Skills: Integrated Reading Level 2
ESLR	033	Literacy Skills: Integrated Reading Level 3
ESLW	040	Literacy Skills: Integrated Writing for Beginners
ESLW	041	Literacy Skills: Integrated Writing Level 1
ESLW	042	Literacy Skills: Integrated Writing Level 2
ESLW	043	Literacy Skills: Integrated Writing Level 3
ESLB	099	Academic Lecture Experience for ESL Learners
ESLP	091	English Conversation Experience
ESLP	092	Service Learning Experience for ESL Learners
ESLI	097	Independent Study for ESL Learners

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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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) Whom	Date Sent	Responding Dept.	Date Received & by
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4. Will External Accreditation be Sought? (For new programs or certificates only)

_____X_____ Yes _____ No

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

CEA (Commision on English Program Accreditation)
AAIEP (American Association of Intensive English Programs)

5. Program Checksheets affected by this proposal.

PROGRAM OUTCOMES AND CHECK SHEET

EFFECTIVE FALL 2012
FERRIS STATE UNIVERSITY
COLLEGE OF PROFESSIONAL & TECHNICAL STUDIES -INTENSIVE ENGLISH PROGRAM

Intensive English Program

ACADEMIC COORDINATOR: Lisa vonReichbauer

PHONE: (231) 591-2838 E-MAIL: LisavonReichbauer@ferris.edu CAMPUS ADDRESS: IRC 134F

The Intensive English Program is designed for non-native speakers of English who do not meet the English proficiency requirement for official Ferris admission. The goal of the program is to improve interpersonal communication skills as well as academic language proficiency in English to reach the required level to begin academic courses as established by the Ferris State University admissions office,(TOEFL ibt 61, TOEFL itp 500, IELTS 5.5, iTEP 4, MeLab 72). The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees. Courses are required in 4 main subject areas: Listening and Speaking, Grammar, Reading, and Writing and are divided into 4 levels:

- o Beginning Level (Beginning to High Beginning)
- o Level1 (High Beginning to Low Intermediate)
- o Level 2 (Low Intermediate to High Beginning)
- o Level 3 (High Intermediate to Low Advanced)

Intensive English Program Outcomes

Students will demonstrate:	Assessment	Benchmark
Low advanced listening discrimination, listening comprehension, and note-taking skills	Complete midterm and final comprehensive examinations and participate in class discussions	75% of students will achieve 80% or better on examinations and discussions
Low advanced pronunciation and speaking skills	Complete midterm and final presentations	75% of students will achieve 80% or better on presentations
Low advanced understanding and production of sentence	Complete midterm and final examinations that measure both	75% of students will achieve 80% or better on examinations

rules, parts of speech, verb tenses/forms, prepositions, pronouns, nouns, modifiers, gerunds and infinitives, and phrase and clause combinations	comprehension of structures and production of structures	
Low advanced level of vocabulary development, reading comprehension skills, and critical reading skills	Complete midterm and final examinations	75% of students will achieve 80% or better on examinations
Low advanced writing skills in terms of content development, organization, source integration, mechanics, and language use	Complete midterm and final writing assignments	75% of students will achieve 80% or better on writing assignments
A deeper understanding of American culture and the ability to apply linguistic, academic, and cultural skills to a content-based course	Complete midterm and final exams or projects in the Bridge course	75% of students will achieve 80% or better on exams or projects

Intensive English Program

Name _____ Student Number _____

Procedures:

- 1) The student and the IEP Coordinator will review and complete the Required Courses or Proficiency section of this form (Section A) and sign Section B
- 2) A copy will be kept in the student's file.
- 3) Completion of the program will be reported to International Admissions

SECTION A	General Requirements:			
	1) All courses must be completed with grade of C {73%} or higher.			
	2) Courses may not be required if student tests out on placement or proficiency exam			
	CR= Credit NC=No Credit NR=Not Required			
	Required Courses or Proficiency	Credit Hours	Grade	Semester Completed
	Beginning Level Courses			
	ESLS (10 Speaking and Listening for Beginners	3		
	ESLG 020 Grammar and Expressions for Beginners	3		
	ESLR 030 Integrated Reading for Beginners	3		
	ESLW 040 Integrated Writing for Beginners	3		
Level Courses				
ESLS 011 Speaking and Listening Level I	3			
ESLG 021 Grammar and Expressions Level I	3			

ESLR 031 Integrated Reading Level 1	3		
ESLW 041 Integrated Writing Level 1	3		
Level 2 Courses			
ESLS 012 Speaking and Listening Level 2	3		
ESLG 022 Grammar and Expressions Level 2	3		
ESLR 032 Integrated Reading Level 2	3		
ESLW 042 Integrated Writing Level 2	3		
Level 3 Courses			
ESLS 013 Speaking and Listening Level 3	3		
ESLG 023 Grammar and Expressions Level 3	3		
ESLR 033 Integrated Reading Level 3	3		
ESLW 043 Integrated Writing Level 3	3		
Bridge Level Course			
ESLB 099 Academic Lecture Experience	3		
Elective Courses			
ESLP 091 English Conversation Experience	2		1
ESLP 092 Service Learning Experience for ESL Learners	3		
ESLI 097 Independent Study for ESL Learners	1-12		

SECTION	Signatures		Date
	Student		
	Program Coordinator		

NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLS	Number 010	Title Effective Communication Skills: Speaking and Listening for Beginners
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Course Description:

This course is designed for ESL learners whose verbal communication skills are very limited and not yet sufficient to begin the ESL level 1 speaking and listening course. This course teaches students basic rules of verbal communication and helps them gain confidence in communicating with native English speakers in a variety of settings.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 1 Speaking and Listening course and be able to demonstrate basic listening discrimination and comprehension skills, basic note-taking skills, and basic pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Speaking exercises and discussions	20%
At least two presentations 1-2 minutes in length In-	
class quizzes & tests and performance	20%
Completed homework and other assignments	20%
Class and Conversation Partner participation	20%
Midterm and Final Exam	20%
	Total of 100%

Course Outline including Time Allocation:

1. Learning basics of listening discrimination, comprehension, and note taking (25 hours)
 - Listening to repeated speech at a reduced speed
 - Understanding classmates
 - Understanding main ideas from simplified spoken texts
 - Understanding some details from simplified spoken texts
 - Consonant and vowel recognition
 - Taking dictation of repeated speech at a reduced speed

- Recognizing syllable stress
2. Learning basics of pronunciation (15 hours)
- Consonant and vowel production
 - Basic intonation patterns
 - Introducing basic syllable patterns and stress
3. Increasing basic speaking skills (20 hours)
- Learning self introduction
 - Learning basic greetings
 - Learning to share basic likes and dislikes
 - Learning to ask simple questions
 - Practicing brainstorming ideas for simple conversations and sharing in pairs or small groups
 - Participating in Conversation Partners Program
 - Giving simple presentations
 - Participating in at least two short graded presentations
 - Two presentations (1-2 minutes in length)

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 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

ESIS1
WO

b. Number

010

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDent Study- Check

Practicum: Seminar:

d. Course Title Effective Communication Skills: Speaking and Listening for Beginners (Limit to 30 characters/spaces.)

e. College Code:[g£1 f. Department Code: CPTSI

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) DYes X 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) DYes X No

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

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

This beginning level speaking and listening course is designed for the ESL learners whose verbal communication skills are not ready to start ESL level 1 speaking and listening course. This course helps the students understand basics of verbal communication standards in a variety of contexts and situations.

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

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____, _____, _____, _____, _____

~~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

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SCAPREQ

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLS	011	Effective Communication Skills for ESL Learners: Speaking and Listening Level 1

Course Description:

This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the high beginning to low intermediate level. The course will focus on spoken language functions, proper pronunciation, listening strategies, and overall conversation skills to improve oral communication skills in a variety of context and situations.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 2 Speaking and Listening course and be able to demonstrate intermediate listening discrimination and comprehension skills, intermediate note-taking skills, and intermediate pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Presentations and discussions At least two graded group discussions At least three presentations 3-5 minutes in length	20%
In-class quizzes & tests and performance	20%
Completed homework and other assignments	20%
Class and Conversation Partner participation	20%
Midterm and final exams	20%
	Total of 100%

Course Outline including Time Allocation:

- Learning intermediate listening discrimination, comprehension, and note taking skills (25 hours)
 - Listening to speech at a reduced speed
 - Understanding classmates
 - Understanding main ideas from simplified conversational and academic texts
 - Understanding details from simplified spoken texts
 - Reviewing consonant and vowel recognition
 - Taking basic notes from simplified spoken texts
 - Understanding syllable stress and intonation patterns

2. Learning intermediate pronunciation (15 hours)
 - Improving consonant and vowel production
 - Improving production of basic intonation patterns
 - Producing basic syllable patterns and stress
 - Introducing essential rhythm patterns

3. Increasing basic speaking skills (20 hours)
 - Reviewing self introduction
 - Reviewing basic greetings
 - Expressing likes and dislikes and agreement
 - Asking for information and making requests
 - Participating in Conversation Partners Program
 - Participating in classroom discussions
 - At least two graded group discussions
 - Improving simple presentations
 - Organizing content into logical patterns
 - Narrative
 - Descriptive
 - Compare and contrast
 - Delivering presentations
 - Three presentations (3-5 minutes in length)

CREATE NEW COURSE FORM F

Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 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 IESLSI b. Number 011 c. Enter Contact Hour er week in boxes. LECTure 2 LAB 11J INDEpendent Study- Check()
Practicum: Seminar:

d. Course Title: **Effective Communication Skills: Speaking and Listening Level 1** (Limit to 30 characters/spaces.)

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

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

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 CrediUNo Credit only (Pass/Fail)

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

n. Equivalent course: Prefix **C::J** Number **D** See instructions on Replacement courses.

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

This course is designed for the learners of English as a second language whose listening and speaking skills are in the high beginning to low intermediate level to improve overall oral proficiency skills.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: B|i

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the beginning level speaking and listening course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

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

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NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLS	012	Effective Communication Skills: Speaking and Listening Level 2

Course Description:

This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the low intermediate level in order to improve their overall communication skills. The course will focus on general conversation and discussion skills, extended listening strategies, and oral presentation skills to improve overall communication skills in a variety of college level academic contexts and situations.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 3 Speaking and Listening course and be able to demonstrate high intermediate listening discrimination and comprehension skills, high intermediate note-taking skills, and high intermediate pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Presentations and discussions	20%
At least three graded group discussions	
At least 5 presentations with at least two supported by visual aids	
In-class quizzes & tests and performance	20%
Completed homework and other assignments	20%
Class and Conversation Partner participation	20%
Midterm and final exams	20%
	Total of 100%

Course Outline including Time Allocation:

1. Learning high intermediate listening discrimination, comprehension, and note taking skills (25 hours)
 - Understanding instructor at a normal rate of speech with some repetition
 - Understanding main ideas from authentic conversational and spoken academic texts
 - Understanding some details from authentic conversational and spoken academic texts
 - Understanding emotion from authentic conversational texts
 - Reviewing consonant and vowel recognition
 - Taking notes on short academic lectures
 - Producing a simple outline from notes
 - Learning to discriminate reduced speech

2. Learning high intermediate pronunciation (10 hours)

- Improving consonant and vowel production
- Improving production of intonation patterns
- Producing syllable patterns and stress
- Producing essential rhythm patterns
- Learning to produce simple reductions in speech

3. Increasing intermediate speaking skills (25 hours)

- Reviewing definition of plagiarism and strategies to avoid it
- Reviewing the expression of likes, dislikes, and agreement
- Reviewing asking for information and making requests
- Learning to express interests
- Learning to ask for repetition and clarification
- Learning to make suggestions and predictions
- Learning to express and defend an opinion
- Learning to lead and participate in classroom discussions
 - At least three graded group discussions
- Learning to conduct surveys and interviews
- Participating in Conversation Partners Program
- Learning to create basic visual aids
- Integrating information from outside sources into presentations
- Improving presentation skills
- Organizing content into a variety of logical patterns
 - Narrative
 - Descriptive
 - Compare and contrast
 - Process Analysis
 - Cause and effect
- Delivering at least 5 presentations with at least two supported by visual aids
 - Three presentations (3-5 minutes in length)
 - Two presentations (7-10 minutes in length)

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): 01208/ **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

lfjLS/

b. Number

012

c. Enter Contact Hours per week in boxes.

LECTure[] LAB[] INDependent Study- Check()

Practicum:

Seminar:

d. Course Title: **Effective Communication Skills: Speaking and Listening Level 2** (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:[CPTS]

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

g. Type: **D** Variable X Fixed h. Minimum Credit Hours @ i. Maximum Credit Hours @

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

k. Levels: Check (x) X Undergraduate **D** Graduate **D** Professional

l. Grade Method: Check (x) **O**Normal Grading X **C**redi**U**No Credit only (Pass/Fail)

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

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

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

This course is designed for the learners of English as a second language whose listening and speaking skills are in the low intermediate to high intermediate level to improve their overall communication skills.

p. Term(s) Offered: Fall, Spring, Summed (See instructions for listing.) q. Max. Section Enrollment: **115**

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower level speaking and listening course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

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NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLS	013	Effective Communication Skills: Speaking and Listening Level 3

Course Description:

This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the high intermediate level in order to improve overall communication skills. The course will focus on general conversation and discussion skills, extended listening strategies, note-taking skills and oral presentation skills to improve overall communication skills in a variety of college level academic contexts and situations.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to begin academic courses at Ferris and be able to demonstrate low advanced listening discrimination and comprehension skills, low advanced note-taking skills, and low advanced pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Presentations and discussions	20%
At least four graded group discussions	
At least five presentations with at least two supported by Power Point	
In-class quizzes & tests and performance	20%
Completed homework and other assignments	20%
Class and Conversation Partner participation	20%
Midterm and final exams	20%
	Total of 100%

Course Outline including Time Allocation:

- I. Learning high intermediate listening discrimination, comprehension, and note taking skills (30 hours)
 - Understanding instructor at a normal rate of speech with some repetition
 - Understanding main ideas from authentic conversational and longer spoken academic texts
 - Understanding details from authentic conversational and longer spoken academic texts
 - Understanding emotion from a variety authentic conversational texts
 - Understanding speaker attitude, intent, and bias
 - Taking notes in a variety of styles on longer academic lectures
 - Producing a formal outline from notes
 - Improving discrimination of reduced speech

2. Learning high intermediate pronunciation (10 hours)
 - Improving consonant and vowel production

- Producing natural intonation patterns
- Producing natural syllable patterns and stress
- Producing natural rhythm patterns
- Producing reductions in speech

3. Increasing high intermediate speaking skills (20 hours)

- Reviewing the definition of plagiarism and strategies to avoid it
- Reviewing expression of interests
- Reviewing asking for repetition and clarification
- Reviewing making suggestions and predictions
- Reviewing expressing and defending an opinion
- Leading and participating in classroom discussions
 - At least 4 graded group discussions
- Learning to persuade and negotiate
- Participating in Conversation Partners Program
- Improving abilities in conducting surveys and interviews
- Creating effective visual aids including Power Point presentations
- Integrating information from a wide variety of sources into presentations
- Improving presentation skills
- Organizing content into a variety of logical patterns
 - Compare and contrast
 - Cause and effect
 - Process analysis
 - Argumentative
 - Research
- Delivering at least five presentations with at least two supported by Power Point
 - Three presentations (5-7 minutes in length)
 - Two presentations (7-10 minutes in length)

CREATE NEW COURSE

FORM F

Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 01208\ 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 Hour per week in boxes.
 LECTure LAB INDEpendent Study- Check()
 Practicum: Seminar:

d. Course Title: **Effective Communication Skills: Speaking and Listening Level 3** (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:\CPTS\
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 designed for the learners of English as a second language whose listening and speaking skills are in the high intermediate to low advanced level to improve overall communication skills.

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

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower level speaking and listening course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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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
ESLG	020	Effective Communication Skills: Key Grammar and Expressions for Beginners

Course Description:

This course is designed for ESL learners whose knowledge of English grammar is very limited and not yet ready to start ESL level 1 grammar course. This course helps the students gain essential grammar knowledge and apply the knowledge in both verbal and written communication in everyday and academic life.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 1 Grammar course and be able to demonstrate basic understanding of sentence rules, parts of speech, simple verb tenses, prepositions, pronouns, nouns, modifiers, and basic phrases and clauses through objective exercises and assessments as well as productive measures. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Sentence rules (2 hours)
 - End punctuation
 - Capitalization
 - Word order, SV and SVOs
2. Parts of speech (3 hours)
 - Noun

- Verb
 - Adjective
 - Adverb
3. Verbs (20 hours)
 - Regular and Irregular
 - Action and non-action verbs (including Be and Have)
 - Simple present (affirmative, negative, yes/no questions)
 - Simple past (affirmative, negative, yes/no questions)
 - Simple future using will (affirmative, negative, yes/no questions)
 4. Prepositions (10 hours)
 - Preposition of place
 - Prepositions of time
 5. Pronouns (5 hours)
 - Personal subject
 - Personal object
 6. Nouns (5 hours)
 - Count and non-count
 - Plural nouns
 - Concrete and abstract
 7. Modifiers (5 hours)
 - Adjectives
 - Adverbs
 8. Phrases and clauses (10 hours)
 - Prepositional phrases and SVPP order
 - Independent clauses

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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
fESLG1 020 LECture[] LAB [1] INDEpendent Study- Check
WIT
Practicum: [] Seminar: []

d. Course Title: **Effective Communication Skills: Key Grammar and Expressions for Beginners**
(Limit to 30 characters/spaces)

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

g. Type: **D** Variable X Fixed h. Minimum Credit Hours **QJ** i. Maximum Credit Hours []

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

k. Levels: Check (x) X Undergraduate **D** Graduate **D** Professional

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

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

n. Equivalent course: Prefix **C=J** Number **D** See instructions on Replacement courses.

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

This beginning level grammar course is designed for the ESL learners whose knowledge of English grammar is not ready to start ESL level 1 grammar course. This course helps students master basic rules of English sentences.

p. Term(s) Offered: **Fall, Spring, Summer** (See instructions for listing.) q. Max. Section Enrollment: **16**

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

____/____/____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) **C=J** 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
ESLG	021	Effective Communication Skills: Key Grammar and Expressions Level 1

Course Description:

This course is designed for the learners of English as a Second Language whose knowledge of English grammar is in the high beginning level. Students who enter this course are assumed to have basic knowledge of key verbs, concrete nouns and pronouns, basic word order, and basic sentence rules. Basic structures will be reviewed and key structures will be introduced to develop receptive and productive grammar proficiency from a high beginning level to a low intermediate level.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 2 Grammar course and be able to demonstrate a low intermediate understanding and production of sentence rules, parts of speech, verb tenses, prepositions, pronouns, nouns, modifiers, and phrase and clause combinations in both spoken and written texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Verbs (15 hours)
 - Regular and Irregular
 - Non-action
 - Simple present
 - Simple past
 - Simple future using will and be going to
 - Inverted word order There/Here + Be
 - Present progressive

- Past progressive
- Future progressive
- 2. Pronouns (5 hours)
 - Personal subject
 - Personal object
- 3. Prepositions (10 hours)
 - Prepositions of place
 - Preposition of time
 - Prepositions of direction
- 4. Modals (10 hours)
 - Expressing ability
 - Making requests and asking permission
- 5. Modifiers (10 hours)
 - Adjective word order
 - Adjectives and linking verbs
 - Placement of adverbs
 - Frequency adverbs
 - Comparatives and superlatives
- 6. Possession (5 hours)
 - Possessive nouns
 - Possessive pronouns
 - Questions with whose
- 7. Conjunctions (5 hours)
 - Coordinating conjunctions and compound sentences
 - Subordinating conjunctions of time and location

CREATE NEW COURSE FORM F

Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 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 |ESLG| b. Number 021 c. Enter Contact Hours per week in boxes.
LECTure[] LAB [I] INDEpendent Study- Check
(x)

Practicum: Seminar:

d. Course Title: Effective Communication Skills: Ke Grammar and Ex ressions Level 1 (Limit to 30 characters/spaces.)

e. College Code: IQ.EI f. Department Code |CPTSj

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 C:=J Number D See instructions on Replacement courses.

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

This course is designed for the learners of English as a second language whose knowledge of English grammar is at the high beginning level to improve their overall understanding of English structures and expressions.

p. Term(s) Offered: Fall, Spring, Summed (See instructions for listing.) q. Max. Section Enrollment: li\$

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the beginning grammar course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____, _____
_____, _____

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

D Basic Skill (BS) **D** General Education (GE) **D** Occupational Education (OC) **C**:**=****J** G.E. Codes

Office of the Registrar use ONLY

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SCAPREQ

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLG	022	Effective Communication Skills: Key Grammar and Expressions Level 2

Course Description:

This course is designed for the learners of English as a Second Language whose knowledge of English grammar is at the low intermediate level. Students who enter this course are assumed to have knowledge of key regular and irregular verbs basic verb tenses, count and non-count nouns, prepositions, pronouns, modifiers, and basic sentence rules. Key Level 1 structures will be reviewed and key Level 2 structures will be introduced to develop receptive and productive grammar proficiency from a low intermediate level to a high intermediate level.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the ESL Level 3 Grammar course and be able to demonstrate a high intermediate understanding and production of sentence rules, parts of speech, verb tenses and forms, prepositions, pronouns, nouns, modifiers, gerunds and infinitives, and phrase and clause combinations in both spoken and written conversational and academic texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

- Verbs (15 hours)
 - Present progressive
 - Past progressive
 - Future progressive
 - Present perfect

- Past perfect
- Future perfect
- 2. Modifiers (2 hours)
 - Adjectives and linking verbs
 - Frequency adverbs
- 3. Dependent clauses (5 hours)
 - Adjective
 - Noun
 - Adverb
- 4. Questions with Whose and Which (2 hours)
- 5. Prepositions (3 hours)
 - Prepositions of direction
 - Prepositions of manner
 - Other functions of prepositions
- 6. Participles (5 hours)
 - Past participles nouns
 - Past participles adjectives
 - Present participles as adjectives
- 7. Articles and Quantifiers (5 hours)
- 8. Indefinite pronouns (2 hours)
- 9. Phrasal Verbs (3 hours)
 - Transitive and intransitive
 - Separable and inseparable
 - Pronoun use with phrasal verbs
- 10. Modals (3 hours)
 - Expressing Ability
 - Making requests and asking permission
 - Advice and suggestions
 - **Necessity**
 - **Certainty**
- 11. Conjunctions (5 hours)
 - Coordinating conjunctions and compound sentences
 - Subordinating conjunctions of time and location
 - Subordinating conjunction of reason, condition, and contrast
 - **Conditionals**
- 12. Gerunds and Infinitives (10 hours)
 - Gerunds and infinitives as subject
 - Gerunds and infinitives as object
 - Gerunds after prepositions
 - Gerunds and infinitives after certain verbs

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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

fESIG
WIT

b. Number

022

c. Enter Contact Hour er week in boxes.

LEcture [1] LAB [1] INDEpendent Study- Check

Practicum

Seminar: []

d. Course Title: **Effective Communication Skills: Ke Grammar and Ex** pressions Level 2 (Limit to 30 characters/spaces.)

e. College Code: f. Department Code: CPTSI

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

g. Type: Variable Fixed h. Minimum Credit Hours QJ 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 C=J Number[] See instructions on Replacement courses.

o. **CATALOG DESCRIPTION**- Limit to 75 words- PLEASE BE CONCISE.

This course is designed for the learners of English as a second language whose knowledge of English grammar and expressions are in the intermediate level to improve their overall knowledge and application of English grammar so that their written and verbal communication skills become more effective and efficient.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: [15]

r. **Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the grammar level 1 course or placement into the course based on the Intensive English Program placement test.**

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____, _____, _____
_____, _____

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

Code

O Basic Skill (BS) **D** General Education (GE) **D** Occupational Education (OC) **C=J** G.E. Codes

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Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE SCADETL_SCARRES
SCAPREQ

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLG	023	Effective Communication Skills: Key Grammar and Expressions Level 3

Course Description:

This course is designed for the learners of English as a second language whose knowledge of English grammar is in the advanced level. Students who enter this course are assumed to have knowledge of a variety of verbs and verb tenses, modals, count and non-count nouns, prepositions, pronouns, modifiers, conjunctions, and sentence rules. Key Level 2 structures will be reviewed and key Level 3 structures will be introduced to develop receptive and productive grammar proficiency from a high intermediate level to a low advanced level.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to academic classes at Ferris and be able to demonstrate a low advanced understanding and production of sentence rules, parts of speech, verb tenses and forms, prepositions, pronouns, nouns, modifiers, gerunds and infinitives, and phrase and clause combinations in both spoken and written conversational and academic texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Dependent clauses (3 hours)
 - Adjective
 - Noun
 - Adverb
2. Questions with Whose and Which (2 hours)
3. Participles (3 hours)

- Past participles nouns
 - Past participles adjectives
 - Present participles as adjectives
4. Articles and Quantifiers (3 hours)
 5. Indefinite pronouns (2 hours)
 6. Phrasal Verbs (2 hours)
 - Transitive and intransitive
 - Separable and inseparable
 - Pronoun use with phrasal verbs
 7. Gerunds and Infinitives (8 hours)
 - Gerunds and infinitives as subject
 - Gerunds and infinitives as object
 - Gerunds after prepositions
 - Gerunds and infinitives after certain verbs
 8. Verbs (20 hours)
 - Present perfect
 - Past perfect
 - Future perfect
 - Present progressive perfect
 - Past progressive perfect
 - Future progressive perfect
 - Action and non action verbs
 - Passive verbs
 9. Modals (5 hours)
 - Advice and suggestions
 - Necessity and certainty
 - Possibility
 - Drawing conclusions with modals
 10. Clauses (7 hours)
 - Embedded
 - Restrictive and nonrestrictive
 - Subordinate
 11. Conjunctions (5 hours)
 - Subordinating conjunctions of reason, condition, and contrast
 - Conditionals
 - Subordinating conjunctions of opposition, choice, and manner

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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

ffiG|
(X)|

b. Number

023

c. Enter Contact Hour er week in boxes.

LEcture [1] LAB |1J INDEpendent Study- Check

Practicum:

Seminar:

d. Course Title: Effective Communication Skills: Ke Grammar and Ex ressions Level 3 (Limit to 30 characters/spaces.)

e. College Code:[g£) f. Department Code:l CPTSI

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

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

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 CreditUNo Credit only (Pass/Fail)

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

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

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

This course is designed for the learners of English as a second language whose knowledge of English grammar is in the high intermediate to low advanced level to improve their knowledge and application of English grammar and expressions so that they can communicate effectively and efficiently in both written and verbal communication.

p. Term(s) Offered:| Fall, Spring, Summer| (See instructions for listing.) q. Max. Section Enrollment: [[]]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the grammar level 2 course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____, _____, _____
_____, _____, _____

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) **C=J** GE. 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
ESLR	030	Literacy Skills: Integrated Reading for Beginners

Course Description:

This course is designed for ESL learners whose English vocabulary and reading skills are limited to the alphabet, simple common words or short phrases and is not yet sufficient to begin the ESL level 1 reading course. This course helps students develop essential vocabulary for both everyday situations and academic life, develop knowledge of phonics and spelling, and read English sentences with simple structures.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the Level 1 ESL reading course and be able to demonstrate high beginning to low intermediate reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Developing essential vocabulary for everyday and college life (25 hrs)
 - Basic phonetic awareness
 - Basic dictionary skills
 - Basic word structures
 - Learning basic vocabulary from the context
 - Reading numbers, common nouns, verbs, and pronouns

2. Increasing reading comprehension skills (35 hrs)

- Skimming titles and pictures for main ideas in short simplified texts
- Activating schemata
- Learning to predict
- Understanding main ideas in short simplified texts
- Scanning for specific information in short simplified texts
- Understanding some details in short simplified texts
- Increasing reading speed

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 01208/ 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

WIT

b. Number

030

c. Enter Contact Hours per week in boxes.

LECture [D LAB 11] INDEpendent Study- Check

Practicum: Seminar: CJ

d. Course Title /Literacy Skills: Integrated Reading for Beginners/ (limit to 30 characters/spaces.)

e. College Code: 0 f. Department Code: CPTS/

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 D See instructions on Replacement courses.

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

This beginning level reading course is designed for the ESL learners whose vocabulary and reading skills of English are not yet sufficient to begin the ESL level 1 reading course. This course helps students build essential vocabulary for everyday and college life, gain knowledge of phonics and spelling, explore English structure, and prepare to start reading academic materials.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 16

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

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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

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Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE SCADETL _SCARRES
SCAPREQ

FORME

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLR	031	Literacy Skills for ESL Learners: Integrated Reading Level1

Course Description:

This course is designed for the learners of English as a Second Language whose reading skills range from a high beginning to a low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, and exploring English structures. Development in these areas is essential to prepare students for participation in upper level reading courses for ESL learners and for eventually reading at the college level.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will be prepared to advance to the Level 2 ESL reading course and be able to demonstrate a low intermediate level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Developing college-level vocabulary (20 hrs)
 - Reviewing and extending basic phonetics
 - Reviewing and extending basic dictionary skills
 - Learning word structure clues (Prefixes, Suffixes, roots)
 - Understanding vocabulary from the context
 - Understanding common transitions
 - Learning simple idiomatic expressions and phrasal verbs
2. Increasing reading comprehension skills (35 hrs)
 - Skimming for main ideas in simplified texts
 - Predicting
 - Activating and building schema
 - Identifying topic and understanding main ideas in simplified texts

- Scanning for specific information in simplified texts
- Identifying and understanding supporting details in simplified texts
- Understanding point of view in simplified texts
- Understanding fact vs opinion in simplified texts

3. Developing critical thinking skills (5hrs)

- Paraphrasing and summarizing of simplified texts
- Learning to write simple outlines based on simplified texts
- Responding to simplified shorter texts

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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) 01208f 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 fESLR) b. Number 031 c. Enter Contact Hour,§J2er week in boxes.
LECTure LAB [] INDEpendent Study- Check (x)
Practicum Seminar: []

d. Course Title: **Literacy Skills for ESL Learners: Integrated Reading Level 1** (Limit to 30 characters/spaces.)

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

g. Type: Variable X Fixed h. Minimum Credit Hours@[] i. Maximum Credit Hours@[]

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

k. Levels: Check (x) X Undergraduate Graduate Professional

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

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

n. Equivalent course Prefix **CJ** Number **D** See instructions on Replacement courses.

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

This course is designed for the learners of English as a second language whose reading skills range from a high beginning to a low intermediate level to develop reading fluency and comprehension skills, expanding vocabulary and exploring English structures.

p. Term(s) Offered: Fall, Spring, Summed (See instructions for listing.) q. Max. Section Enrollment: [] []

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the Beginning Level reading course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

D Basic Skill (BS) D General Education (GE) D Occupational Education (OC) C==J 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
ESLR	032	Literacy Skills for ESL Learners: Integrated Reading Level 2

Course Description:

This course is designed for learners of English as a Second Language whose reading skills are at a low intermediate to intermediate level to increase knowledge of English structures and reading comprehension skills. The course will focus on vocabulary expansion as well as reading strategies to improve reading fluency and comprehension skills in a variety of college-level academic contexts.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to the Level 3 ESL reading course and be able to demonstrate a high intermediate level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Expanding college level vocabulary in a variety of academic field (10 hrs)
 - Extending dictionary skills: Understanding multiple meanings
 - Extending use of word structure clues: (Prefixes, Suffixes, roots)
 - Understanding vocabulary from the context
 - Identifying definitions, synonyms, and antonyms
 - Understanding transitions
 - Learning a variety of idiomatic expressions and phrasal verbs

2. Increasing Reading comprehension skills (25 hrs)
 - Skimming for main ideas in short academic texts
 - Activating and building schema
 - Predicting
 - Understanding main ideas in short academic texts

- Finding the topic and main ideas in a paragraph and in a whole passage in short academic texts
- Identifying supporting details in short academic texts
- Recognizing fact and opinions in a passage from a short academic text
- Understanding and making inferences from short academic texts
- Understanding patterns of organization : Narrative, compare and contrast, cause and effect, and descriptive texts

3. Developing critical thinking skills (10 hrs)

- Understanding the purpose of the author
- Paraphrasing and summarizing
- Outlining short academic texts
- Responding to shorter texts.

4. Extensive Reading (15 hrs)

CREATE NEW COURSE **FORM F**
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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 Hour per week in boxes.
IESLR/ 032 LECture[] LAB [] INDEpendent Study- Check (x)

Practicum: Seminar:

d. Course Title: **Literacy Skills for ESL Learners: Integrated Reading Level 2** (Limit to 30 characters/spaces.)

e. College Code: jgfl f. Department Code: CPTSI
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 (X) Credit/No Credit only (Pass/Fail)

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

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

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

This course is designed for the learners of English as a second language whose reading skills are at the low intermediate to high intermediate level to develop reading fluency and comprehension skills, expand vocabulary, and explore English structures.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 111

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. !Successful! & completion of the level 1 reading course! or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

D Basic Skill (BS) D General Education (GE) D Occupational Education (OC) C:=J G.E.

Codes

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NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLR	033	Literacy Skills for ESL Learners: Integrated Reading Level 3

Course Description:

This course is designed for the learners of English as a Second Language whose reading skills are at the high beginning to low advanced level to increase knowledge of English structures and reading comprehension skills. The course will focus on vocabulary expansion as well as reading and studying strategies to improve reading fluency, comprehension skills, and critical reading and thinking skills in a variety of college-level academic contexts.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to academic courses at Ferris and be able to demonstrate a low advanced level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve a 73% in the course to receive credit.

Course Assessment:

Homework assignments	20%
In-class exercises and assignments	20%
Tests and quizzes	30%
Class participation and performance	10%
Midterm and Final Exams	20%

Total of 100%

Course Outline including Time Allocation:

1. Expanding college-level vocabulary in a variety of academic field (Review and extend) (8 hrs)
 - Word structure clues: (Prefixes, Suffixes, roots)
 - Vocabulary from the context
 - Identifying definition, synonyms, antonyms
 - Understanding transitions
 - Idiomatic expressions and phrasal verbs

2. Increasing reading comprehension skills (Review and extend) (22 hrs)
 - Skimming for main ideas in longer academic texts
 - Activating and building schema
 - Predicting
 - Understanding main ideas in longer academic texts
 - Finding the topic, main idea in a paragraph and in a whole passage
 - Identifying supporting details in longer academic texts

- Recognizing facts and opinions in a passage
- Understanding and making inferences in longer academic texts
- Understanding the patterns of organizations: Narrative, compare and contrast, cause and effect, descriptive, and argumentative text.

3. Developing critical thinking skills (Review and Extend) (15 hrs)

- Understanding the purpose of the author
- Paraphrasing and summarizing
- Outlining
- Responding to the shorter texts.
- Critiquing
- Understanding arguments/biases

4. Extensive reading (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

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) 1201208[**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 **[ESLRj]** b. Number **033** c. Enter Contact Hour per week in boxes.
LECTure [2] LAB [1] INDEPENDENT Study- Check (x)
Practicum: 0 Seminar: []

d. Course Title: **Literacy Skills for ESL Learners: Integrated Reading Level 3** (Limit to 30 characters/spaces.)

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

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

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) () Normal Grading (X) Credit/No Credit only (Pass/Fail)

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

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

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

This course is designed for the learners of English as a second language whose reading skills are at a high intermediate to the low advanced level to enhance vocabulary and reading strategies to improve reading comprehension and critical reading/thinking skills.

p. Term(s) Offered: [Fall, Spring, Summer] (See instructions for listing.) q. Max. Section Enrollment: [15]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) **[Successful completion of the level 2 reading course]** or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

Office of the Registrar use ONLY

j Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ -

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLW	040	Literacy Skills: Integrated Writing for Beginners

Course Description:

This course is designed for ESL learners whose English writing skills are limited to the alphabet and simple common words and not yet sufficient to begin the ESL level 1 writing course. This course helps the students develop essential writing skills in everyday and academic life. Vocabulary and word form study will also be emphasized, and the writing process will be introduced.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to the ESL Level 1 writing course and demonstrate a high beginning level of writing in terms of content development, organization, mechanics, and language use. Student progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Graded written assignments <small>At least five graded cohesive texts</small>	20%
In-class writings, quizzes, and tests <small>At least two in-class writings</small>	20%
Completed homework and other assignments	20%
Class participation and performance	20%
Midterm and Final Exam	20%
	Total of 100%

Course Outline including Time Allocation:

- Basics of writing mechanics (15 hours)
 - Penmanship
 - Spelling
 - End sentence punctuation
 - Capitalization, beginning of sentence and proper nouns
- Understanding and producing basic sentence structure (10 hours)
 - Word order
 - Nouns as subjects and objects

- Subject and object pronouns
 - Recognizing fragments
3. Understanding and producing compound sentence structures (5 hours)
 - Compound sentences with appropriate punctuation

 4. Understanding and carrying out the writing process (20 hours)
 - Prewriting activities
 - Outlining
 - Drafting, revising, and editing
 - Introduce strategies to avoid plagiarism

 5. Introducing the paragraph (10 hours)
 - Write several cohesive sentences on the same topic chronologically, sequentially, and progressively
 - Write a main idea sentence or topic sentence

 6. Producing graded written assignments
 - At least five graded cohesive texts
 - At least two in-class writings

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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.
(X)J 040 LECTure [1] LAB [1] INDEPENDENT Study- Check

Practicum: [] Seminar: []

d. Course Title: Literacy Skills: Integrated Writing for Beginners (Limit to 30 characters/spaces.)

e. College Code: f. Department Code: CPTSI

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 **CJ** Number **D** See instructions on Replacement courses.

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

If this beginning level writing course is designed for ESL learners whose writing skills in English are not sufficient to begin the ESL level 1 writing course. This course teaches! students to write short coherent texts using simple sentence structures.!

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: [15]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

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

Basic Skill (BS) General Education (GE) Occupational Education (OC) **C=J** G.E. Codes

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Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE SCADETL _SCARRES
SCAPREQ

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLW	041	Literacy Skills for ESL Learners: Integrated Writing Level 1

Course Description:

This course is designed for the learners of English as a Second Language whose writing skills and knowledge of written expressions range from the high beginning to low intermediate level. Students in this course are assumed to have basic grammatical knowledge of sentence structure and to be able to produce multiple cohesive sentences on the same subject. The course will focus on using basic English structures, composing cohesive texts, and developing paragraphs through the writing process with emphasis on content development, organization, and effective language use.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to the level 2 writing course and demonstrate a low intermediate level of writing in terms of content development, organization, mechanics, and language use. Student progress in writing skills will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Graded written assignments At least three graded cohesive texts At least three graded paragraphs	20%
In-class writings, quizzes, and tests At least two timed writings in class	20%
Completed homework and other assignments	20%
Class participation and performance	20%
Midterm and Final Exam	20%
	Total of 100%

Course Outline including Time Allocation:

1. Understanding and producing basic sentence structure (Review and extend 5 hours)
 - Word order
 - Recognizing fragments
 - Prepositions

Understanding and producing compound sentence structures (Review and extend 5 hours)

 - Compound sentences with appropriate punctuation

2. Understanding and producing writing mechanics (5 hours)
 - Spelling
 - Punctuation with conjunctions and connectors

- Capitalization of proper nouns
3. Understanding sentence structure (5 hours)
 - Recognizing fragments and ways to fix them
 - Recognizing run-ons and ways to fix them
 - Complex sentences with independent and dependent clauses
 - Subordinate clauses of time and sequence
 4. Understanding and carrying out the writing process (10 hours)
 - Prewriting
 - Outlining
 - Draft, revise, edit
 - Strategies to avoid plagiarism
 5. Understanding and producing paragraph structure (10 hours)
 - Having a writing purpose
 - Topic sentence
 - Body with supporting details
 - Concluding sentence
 6. Understanding and producing connectors (5 hours)
 - Conjunctions
 - Transition words
 7. Organizing paragraphs in the following writing patterns (5 hours)
 - Narrative
 - Compare/contrast
 - Descriptive
 8. Producing graded written assignments (10 hours)
 - Write at least three graded cohesive texts
 - Write at least three graded paragraphs
 - Produce at least two timed writings in class

8. CREATE NEW COURSE FORM
 Course Data Entry Form

Create New Course
 Rev. 07/23/07

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): j201208l 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 IESLWj b. Number 041 c. Enter Contact Hour per week in boxes.
 LECTure iJ LAB gj INDEpendent Study- Check (x)
 Practicum: Seminar: C=J

d. Course Title: f-L.....it-er_a_c_y:S:ok-il-ls:_l-nt_e_g-ra_t_e_d_Writ.....in:::g=-L e-ve-1--11 (Limit to 30 characters/spaces.)

e. College Code:jg£1 f. Department Code:! CPTSI
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

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

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) Normal Grading X CrediUNo Credit only (Pass/Fail)

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

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

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

This course is designed for the learners of English as a second language whose writing skills are at the high beginning to low intermediate level to increase their overall writing skills.

p. Term(s) Offered: !Fall, Spring, Summer! (See instructions for listing.) q. Max. Section Enrollment: ||\$|

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the level 1 writing course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:
 Signature/Date:

Academic Affairs Approval

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To be completed by Academic Affairs Office: -Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) C=J 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
ESLW	042	Literacy Skills: Integrated Writing Level 2

Course Description:

This course is designed for the learners of English as a Second Language whose writing skills and knowledge of English grammar are at the low intermediate to high intermediate level. Students in this course are assumed to have knowledge of basic sentence structure, basic compound and complex structures, and basic writing mechanics. The course will focus on using a variety of English structures, composing cohesive paragraphs, and developing essays through the writing process with emphasis on content development, organization, and effective language use.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to the level 3 writing course and demonstrate a high intermediate level of writing in terms of content development, organization, source integration, mechanics, and language use. Student progress in writing skills will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Graded written assignments At least four graded paragraphs At least two graded essays	20%
In-class writings, quizzes, and tests Produce at least two timed writings in class	20%
Completed homework and other assignments	20%
Class participation and performance	20%
Midterm and Final Exam	20%
	Total of 100%

Course Outline including Time Allocation:

1. Writing mechanics (Review and extend 5 hours)
 - Punctuation with conjunctions and connectors
 - Capitalization of proper adjectives
- Sentence structure
 - Recognizing fragments and ways to fix them
 - Recognizing run-ons and ways to fix them
- Connectors
 - Conjunctions
 - Transition words

2. Understanding and carrying out the writing process (5 hours)
 - Prewriting activities
 - **Outlining**
 - Drafting, revising, and editing
3. Understanding and producing paragraph structure (5 hours)
 - Having a writing purpose
 - Topic sentence
 - Body with supporting details
 - Concluding sentence
4. Understanding and using connectors (5 hours)
 - Transition phrases
 - Prepositions as sentence introducers
 - Dependent clauses as transitions
 -
5. Understanding and producing essay structure (10 hours)
 - Thesis statements
 - Writing purpose
 - Introduction
 - Body with main ideas and supporting details
 - Conclusion
6. Learning the concepts of quoting, paraphrasing and summarizing (10 hours)
 - Paraphrasing sentences
 - Summarizing short paragraphs
 - Using in text citations
7. Introducing the library (5 hours)
 - How to look up sources
 - How to evaluate sources
 - What makes a good source
 - How to avoid plagiarism
8. Understanding and producing the following writing patterns (5 hours)
 - **Narrative**
 - **Descriptive**
 - **Compare/contrast**
 - Process analysis
 - Cause/effect
9. Producing graded written assignments (10 hours)
 - At least four graded paragraphs
 - At least two graded essays
 - At least two timed writings in class

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

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): 01208j 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 IESLWj b. Number 042 c. Enter Contact Hour per week in boxes. LECTure LAB 11 INDEPENDENT Study- Check (x)

d. Course Title: JL--cte_a_c_y::S:k7]ls--=In_t_e_g-ra--t-ed:::W:r=itn-g--L-eve-:1 21 (Limit to 30 characters/spaces.)
 Practicum: Seminar: C=J

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

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

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) Normal Grading X Credit/No Credit only (Pass/Fail)

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

n. Equivalent course: Prefix C=J Number[] See instructions on Replacement courses.

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

this course is designed for the learners of English as a second language whose writing skills and knowledge of written expressions are at the low intermediate to high intermediate level to increase their overall writing skills.

p. Term(s) Offered: !Fall, Spring, Summed (See instructions for listing.) q. Max. Section Enrollment: B]J

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower level writing course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

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

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Codes

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

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLW	043	Literacy Skills: Integrated Writing Level 3

Course Description:

This course is designed for learners of English as a Second Language whose writing skills and knowledge of written expressions are at the high intermediate to low advanced level. Students in this course are assumed to have knowledge of simple, compound, and complex sentence structures; writing mechanics; connectors; and basic paragraph structure. The course will focus on using a variety of English structures, composing cohesive paragraphs and essays, and improving research writing through the writing process with emphasis on content development, organization, source integration, and effective language use.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to academic courses at Ferris and be able to demonstrate low advanced writing skills in terms of content development, organization, source integration, mechanics, and language use. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Graded written assignments	20%
At least two graded paragraphs	
At least four graded essays	
- at least one argumentative with one or more sources	
- at least one 3-5 page research paper with 3 sources	
In-class writings, quizzes, and tests	20%
Produce at least two timed writings in class	
Completed homework and other assignments	20%
Class participation and performance	20%
Midterm and Final Exam	20%
	Total of 100%

Course Outline including Time Allocation:

1. Review and extend: (10 hours)

Paragraph structure

- Having a writing purpose
- Topic sentence
- Body with supporting details
- Concluding sentence

Connectors

- Transition phrases
- Prepositions as sentence introducers

- Dependent clauses as transitions

Essay structure

- Thesis statements
- Writing purpose
- Introduction
- Body with main ideas and supporting details
- Conclusion

2. Understanding and carrying out the writing process (5 hours)

- Prewriting activities
- Outlining
- Drafting, revising, and editing

3. Understanding and using essay structure (10 hours)

- Thesis statements
- Writing purpose
- Introduction
- Body with main ideas and supporting details
- Conclusion
- Writing a transition sentence

4. Learning to locate information from outside sources (5 hours)

- Introduction to the library
- Locating a variety of sources
- Evaluating sources
- Strategies to avoid plagiarism

5. Learning how to effectively incorporate sources into an essay (10 hours)

- Quoting
- Paraphrasing
- Summarizing
- In text citations
- Works Cited page

6. Organizing ideas into the following writing patterns (10 hours)

- Compare/Contrast
- Cause/Effect
- Process analysis
- Argumentative (at least 1 source)
- Summary/Critique
- Research (3 to 5 pages with 3 sources)

7. Producing graded written assignments (10 hours)

- At least two graded paragraphs
- At least four graded essays
 - At least one argumentative with one or more sources
 - At least one 3-5 page research paper with three sources
- At least two timed writings in class

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

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): 012081 **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

HLW

b. Number

043

c. Enter Contact Hours per week in boxes.

LECTure LAB [1] INDEpendent Study-Check (x)

Practicum:

Seminar:

CJ

d. Course Title: "L...it-er_a_c_y=S_k_il,,ls:-=fn_t_e_g-ra_t_e=d:-W=r=i-t=h-g-L-ev-e,1--,31 (Limit to 30 characters/spaces.)

e. College Code: **f.** Department Code: CPTSj

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 C=J Number[] See instructions on Replacement courses.

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

This course is designed for the learners of English as a second language whose writing skills and knowledge of written expressions are at the high intermediate to low advanced level to increase their overall writing skills.!

p. Term(s) Offered: !Fall, Spring, Summed (See instructions for listing.) **q.** Max. Section Enrollment: [15]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the level 2 writing course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:

Signature/Date:

Academic Affairs Approval

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) CJ G.E. Codes

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NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLB	099	Academic Lecture Experience

Course Description:

This ESL Bridge course is designed to provide essential academic experience for advanced ESL students (TOEFL ipt 475-500) by applying linguistic, academic, and cultural skills in an authentic classroom setting. This course will be taken in conjunction with an academic course at Ferris approved by education counselors and two Level 3 ESL courses approved by the IEP coordinator. In the Bridge course, students will learn about American culture in thematic units through academic lectures and readings. The students will then apply linguistic, academic, and cultural skills to a variety of activities and assignments including note taking, written assignments, discussion, presentations, and research.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will demonstrate a deeper understanding of American culture and the ability to apply linguistic, academic, and cultural skills to a content-based course. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course.

Course Assessment:

Homework assignments	20%
At least two graded written assignments	
In-class exercises and assignments	20%
Tests and quizzes	30%
Discussions and presentations	10%
At least two graded discussions	
At least two graded presentations	
Midterm and Final Exams	20%
Total of 100%	

Grading Scale:

A	95% and above	C	73-76%
A-	90-94%	C-	70-72%
B+	87-89%	D+	67-79%
B	83-86%	D	63-66%
B-	80-82%	O-	60-62%
C+	77-79%	F	below 59%

Course Outline including Time Allocation:

1. Lecture listening and note-taking skills (15 hours)
 - Attending lecture sessions
 - Lecture listening skills
 - Lecture note-taking skills
2. Reading Skills (10 hours)
 - Reading authentic texts related to course content
 - Completing reading comprehensions activities
 - Completing critical reading activities
 - Extensive reading related to course content
3. Writing skills (10 hours)
 - Writing summaries and responses related to lectures and readings
 - Writing research papers
4. Speaking skills (15 hours)
 - Participating in group discussions related to course content
 - Delivering presentations related to course content and research
5. Field experience (10 hours)
 - Participating in field experiences to gain deeper understanding of American culture
 - Reacting to field experience through class discussions and written assignments

CREATE NEW COURSE
Course Data Entry Form

FORMF

Create New Course
Rev. 07/23/07

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): 012081 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.

LBI

LECTure LAB INDEpendent Study- Check (x)

Practicum: **D** Seminar: **C=J**

d. Course Title: m--c-ad--e-m--ic-L=ec_t_u-re=Exp_e_r_ie_n_c.el (Limit to 30 characters/spaces.)

e. College Code:[g£1 f. Department Code:!**CPTSI**

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

g. Type: **D** Variable **X** Fixed h. Minimum Credit Hoursi. Maximum Credit Hours

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

k. Levels: Check (x) **D** Undergraduate **D** Graduate **D** Professional

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

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

n. Equivalent course: Prefix **C=J** Number **D** See instructions on Replacement courses.

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

This course is designed to provide essential academic experience for advanced ESL students by applying linguistic, academic, and cultural skills in an authentic classroom setting.

p. Term(s) Offered: !Fall, Spring, Summer! (See instructions for listing.) q. Max. Section Enrollment: **[ill]**

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)! Must have 475 or above on litp TOEFL or equivalent determined by the IEP Coordinator!

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

____, ____ - - - - - ! ! - - - - - _____
____, ____

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

Course Identification:

Prefix:	Number	Title
ESLP	091	English Conversation Experience

Course Description:

This practicum course is designed to provide supplemental conversation field experience to ESL students. Students will meet with native-speaking conversation partners and participate in on-campus and community activities and events to improve conversation skills, enhance understanding of university and American culture, and integrate into the campus community.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, the students will have established connections with Ferris community members, will have been exposed to a variety of campus and community activities, and will have improved conversation skills. To measure progress, students will react and respond to their experiences by participating in group discussions and producing written assignments. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Group discussions	20%
Written assignments	10%
Conversation Partner participation	70%
Total of 100%	

Course Outline including Time Allocation:

Field experience focusing on the following components

1. Attending activities (15 hours)

- On-campus activities
- Community activities

2. Participating in conversation (10 hours)

- Negotiating conversation while attending activities
- Participating in pair and group discussions
- Reacting to experiences in spoken settings

3. Written assignments (5 hours)

- Reacting to experiences in written assignments and/or electronic blogs

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

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): 012081 **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

IESLPI
(x) **D**

b. Number

m

c. Enter Contact Hours per week in boxes.

LECTureD LAB **D** INDEPENDENT Study-

Practicum 2 Seminar: **C=J**

d. Course Title: =E_n_g:::lis::h C-o-nv_e_r_s-at;-io-n--=Ex_p_e_r-i-e_n_c--el (Limit to 30 characters/spaces.)

e. College Code:[g£] f. Department Code:!**CPTS!**

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

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

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

k. Levels: Check (x) **X**D Undergraduate **D** Graduate **D** Professional

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

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

n. Equivalent course: Prefix **C:=J** Number **D** See instructions on Replacement courses.

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

This course is designed to provide supplemental conversation field experience to ESL students. Students will meet with native-speaking conversation partners and participate in on campus and community activities and events to improve conversation skills, enhance understanding of university and American culture, and integrate into the campus community.

p. Term(s) Offered: !Fall, Spring, Summer! (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Admission into the IEP Program

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____/____/____

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

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NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLP	092	Service Learning Experience for ESL Learners

Course Description:

This practicum course is designed to provide supplemental service learning experience to ESL students. Students will participate in service learning projects coordinated by the course instructor to improve receptive and productive English language skills, enhance understanding of university and American culture, and integrate into the campus community.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will have established connections with Ferris community members, will have been exposed to aspects of American and university culture connected to service learning projects, and will have improved receptive and productive English language skills. To measure progress, students will react and respond to their experiences by participating in discussions, delivering presentations, producing written assignments, and conducting research related to their projects. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Group discussions and presentations	20%
Written assignments	20%
Service learning participation	60%
Total of 100%	

Course Outline including Time Allocation:

Field experience focusing on the following components

1. Participating in projects (20 hours)

- Service learning projects in the Ferris/Big Rapids community coordinated by the instructor

2. Speaking assignments (15 hours)

- Negotiating conversation while attending activities
- Participating in pair and group discussions
- Reacting to experiences in presentations
- Conducting research to gain background knowledge

3. Written assignments (10 hours)

- Reacting to experiences in written assignments and/or electronic blogs
- Conducting research to gain background knowledge

CREATE NEW COURSE **FORM F**
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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

ESLP1
Txm

b. Number

921

c. Enter Contact Hours per week in boxes.

LECTureD LAB INDEPENDENT Study-

Practicum 3

Seminar:

d. Course Title: !E-n-g-li-h--C-o_n_v_e-r-s-a-t-i-o-n-E-x-p_e_r-i_e_n_c,e (Limit to 30 characters/spaces.)

e. College Code: **f. Department Code:** !CPTSI

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 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 practicum course is designed to provide supplemental service learning experience to ESL students. Students will participate in service learning projects coordinated by the course instructor to improve receptive and productive English language skills, enhance understanding of university and American culture, and integrate into the campus community.

p. Term(s) Offered: !Fall, Spring, Summe (See instructions for listing.) **q. Max. Section Enrollment:**
[ill]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) **Admission into the IEP Program and permission of program coordinator**

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

____/____/____

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

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SCAPREQ

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESLI	097	Independent Study for ESL Learners

Course Description:

This course is designed to allow ESL students to engage in English language learning in a more flexible environment from 1 to 12 credits. The program coordinator and/or instructor will coordinate with students to arrange the course content and schedule.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will fulfill course requirements established by the instructor and/or program coordinator. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Course assignments, participation, and assessments	80%
Midterm and final exams	20%
	Total of 100%

Course Outline Including Time Allocation:

To be arranged by program coordinator and/ or instructor

CREATE NEW COURSE FORM F
Course Data Entry Form

Create New Course
Rev. 07/23/07

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): 012081 **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 IESLII
 (x) X 1-12

b. Number 971

c. Enter Contact Hours per week in boxes.
 LECTureD LAB INDEPENDENT Study-
 Practicum Seminar: **C=J**

d. Course Title: **Independent Study for ESL Learners** (Limit to 30 characters/spaces.)

e. College Code:0 f. Department Code:|CPTS|
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

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

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

k. Levels: Check (x) XO Undergraduate Graduate Professional

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

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

n. Equivalent course: Prefix **C=J** Number See instructions on Replacement courses.

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

This course is designed to allow ESL students to engage in English language learning in a more flexible environment. The program coordinator and/or instructor will coordinate with students to arrange the course content and schedule.

p. Term(s) Offered: !Fall, Spring, Summer! (See instructions for listing.) q. Max. Section Enrollment: [\$

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Admission into the IEP Program and permission of program coordinator

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

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

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SCAPREQ

September 27, 2011

Academic Senators,

Information Technology Services has been asked to create a multi-year university wide technology plan to support the University growth. The version shared with you today should be considered a first draft and the initiatives are not in priority order. The next steps in this process is to gain feedback on the plan from campus leadership. Jerry Scoby the VP of Administration and Finance will be meeting with several VP's and the President and I will be meeting with multiple deans, other divisional campus leaders, and strategic committees on campus to gain feedback on the plan.

Our collective goal is to gather as much feedback as possible from campus leadership on the IT Plan. Do we have the right strategic areas of focus? What should the priorities be? And, what's missing from the plan? This will be challenging as we are asking you to do this without knowing the cost of any particular initiative.

I look forward to our discussions related to this plan.

John Urbanick, CTO
Ferris State University
231-591-2138

INFORMATION TECHNOLOGY SERVICES PLAN FOR 2011-14

9/27/2011

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DRAFT

Information Technology Services Plan

EXECUTIVE SUMMARY

The executive summary will be completed after campus leadership has been consulted and their feedback is incorporated in the strategic areas of focus.

INTRODUCTION

Information Technology Services (IT Services) has been asked to create a multi-year technology plan that will support the University growth in new technology initiatives, customer service expectations, prioritize investments, and set strategic directions. This is a change in the University planning strategy from annual planning/funding by unit. Therefore the top priority for Information Technology Services this year is to create a multi-year technology plan with a target completion date of October 1, 2011.

The plan will identify and prioritize IT initiatives for FY12-14 that meet the current and future needs of the University. The plan will highlight the strategic areas of focus for consideration. Each area focus will have multiple initiatives for campus leadership to review and consider as part of the process. The approved initiatives will include a brief description, financial estimates, funding sources, proposed priorities and human resources for consideration by the Presidents Council (PC).

The proposed strategic areas of focus are IT Governance and Planning, Student Success, Customer Service, IT Services Agility and/or Abilities, and Technology Infrastructure. Each of these areas will have multiple initiatives to be considered and/or prioritized as part of this plan. The first round of proposed initiatives will focus on critical technology systems, University wide efficiencies, customer service, and future technologies trends for the University.

An important part of the development of this plan is to outline a new, higher level of base funding for IT Services. The University has come to depend on significant technologies and supporting services from IT Services, but to this point has not committed base funding to these issues. During the past decade the University committed significant new dollars to implement technology initiatives, but most of these were limited to one time funds. As one time funds have been used, and temporary positions had to be base funded or eliminated after 2 or 3 years, the staffing resources in IT Services are 13 percent lower than in 2008, including 9.6 full time equivalent fewer positions than two years ago.

The proposed plan and initiatives will be initiated by the Vice President of Administration & Finance and IT Services. The initial processes will be iterative and the initial plan will be modified as senior leadership is consulted and their feedback is incorporated. Senior leadership will consist of divisional Vice Presidents, Associate Provosts, Deans, and Academic Leadership Council. The PC will be asked to consider the proposed Plan in October 2011, and to approve initiatives and resources as they deem appropriate for the University through June 2014.

The final Plan as approved by the PC will represent the strategic technology initiatives for FY12-14 for Ferris State University and will serve to guide the priorities for IT Services Department, IT resource allocations and IT operations in support of the University strategic needs.

STRATEGIC AREAS OF FOCUS

IT Governance and Planning

There continues to be a high level of customer expectations for secure, reliable, robust and effective technology services, and timely customer support. For new, replacement or emerging technologies there is a desire to move more quickly to reduce time to delivery. These expectations are during a time of reduced IT Services staffing and budgets. The current IT governance is handled through established committees and project management processes. IT Services has representatives on major committees to ensure communications and planning cohesion. The University planning process changes to a one year horizon for internally funded initiatives was challenging for an IT organization that provides critical business services that are better suited for multi-year planning. These combined factors have caused a gap in expectations, priorities, communications and IT Services abilities to meet all expectations.

Initiatives:

1. Define a IT governance and planning process that;
 - engages University leadership in setting strategic direction through this plan,
 - identifies University-wide initiatives and priorities, and
 - enables effective planning, budgeting, and resource management
2. Utilize established project management methodologies and best practices that;
 - clearly identifies scope, timelines, and budgets,
 - facilitates efficiency in delivering services,
 - improves customer satisfaction, and
 - improves quality and quantity of delivered projects
3. Technology infrastructure funding strategy that;
 - values the technology infrastructure as critical resources for conducting day to day business,
 - considers refresh of technology infrastructures,
 - considers annual maintenance cost for University-wide software, and
 - establishes an infrastructure technology fund
4. Implement reporting and communications processes for IT Services Plans that;
 - Establishes a schedule for reporting of semi-annually and annually updates,
 - Focuses on IT Services plans, projects, and initiatives,
 - Informs campus leadership on major university initiatives,
 - Is available for viewing anytime, and
 - Informs campus community and leadership on current and future university initiatives

Student Success

Our students, faculty and staff are increasingly utilizing network access for learning, teaching, and functioning in their daily education, work and personal lives. This trend is expected to continue with even higher demand for “anywhere, anytime, any device” access to University and personal information. IT Services is committed to facilitating student success by providing the learning tools, applications, technology resources, and digital access our students and faculty need to achieve desired learning outcomes.

Initiatives:

1. Implement student academic and self service mobile applications that;
 - implements third party student facing mobile applications,
 - supports mobile devices (laptops, smart phones, touch pads),
 - focuses on student academic learning and self service,
 - develops new Ferris specific applications over time, and
 - enhances the student experience by providing anytime, anywhere access to learning and self server resources
2. Continue pilot 24x7 support services from the Technology Assistance Center that;
 - supports a core technology service portfolio,
 - facilitates self help knowledge base functions,
 - provides data for future decision on 24x7 support needs,
 - follows the information technology service management framework,
 - has appropriately trained staff and students to provide the customer services, and
 - provides anytime support for students, faculty and staff by having a live person help resolve or escalate issues
3. Utilize student employees to assist in providing technology support in a way that;
 - provides real world experiences,
 - provides professional development opportunities to expand skills and prepare for career,
 - add skills that are applicable to course work and vice versa,
 - provides potential to improve internship opportunities,
 - increases student retention and in some cases, improves academic performance,
 - prepares students for the future, and
 - enhances their opportunities and competitiveness for employment
4. Investigate the use of social networking strategies that;
 - support a sense of community for students, faculty, and staff,
 - facilitates communications for recruiting/retention, and
 - supports fund raising efforts for student grants and scholarships
5. Investigate solutions for a University-wide ePortfolio system that;
 - Supports a wide range of curriculum criteria,
 - integrates with University eLearning Systems,
 - is efficient and cost effective for the University, and
 - provides students with an electronic portfolio to combine with their academic transcripts to meet government requirements and enhance their competitiveness for employment

Customer Service

As a support organization IT Services mission is to provide quality technology-based services and support in a customer-oriented, cost-effective manner that facilitates the University's mission and vision. IT Services provides a wide range of technology customer support services for the University. The services include but are not limited to first point of contact for technology incidents, requests and problems, desktop and classroom support, project management, implementation/support of department services, telephony, and technology repair services. IT Services prides itself on giving excellent customer services. We must continue to invest in this area by improving processes, investing in people, implementing best practices, and utilizing tools that improve customer service and satisfaction.

Initiatives:

1. Invest in Technology Assistance Center full time staffing that;
 - identifies areas of academic focus and provide training,
 - determines what level of customer satisfaction is acceptable,
 - reviews existing and historical staffing levels and present data,
 - reviews/revises the IT Services priority escalation parameters and staff appropriately, and
 - adds value for our customers by increase productivity and efficiencies
2. Establish a new IT Services Catalog that;
 - describes the service offerings, how to request services, costs, etc,
 - provides request fulfillment via workflow processes,
 - has potential for services based on role (ie student, faculty & staff), and
 - improves services and customer satisfaction by managing customer expectations
3. Implement a service management framework according to Information Technology Information Library (ITIL) best practices that;
 - assesses IT Services readiness and create a roadmap for implementation,
 - utilizes ITIL process for incident, request, problem, change, knowledge, management, etc,
 - educates and trains staff on ITIL service management,
 - selects a service desk tool that incorporates ITIL service management processes, and
 - improves customer satisfaction via improved processes, communications, responsiveness and user productivity
4. Create an IT Services educational campaign that:
 - clearly articulates TAC services and how customers can request them,
 - are repeatable resources available to all customers,
 - will build a framework for other areas in IT services, and
 - helps customers understand the IT support services available for them
5. Increase use of student employees to;
 - help fill gaps resulting from IT staff reductions,
 - support 24x7 pilot initiative,
 - support for the additive technology in classrooms, new buildings, multiple devices,
 - assist with IT Services training offerings, and
 - improve customer satisfaction by reducing response times for service

6. Develop an intranet strategy for the University community that;
 - evaluates content for internal or external uses,
 - creates a strategy and guidelines for placing of content
 - provides secure locations for intranet content, and
 - focuses the Ferris Website on being the marketing/communications tool for external audiences while providing an internal portal for employees/students to efficiently access resources

7. Create efficient and effective IT training services that;
 - utilizes existing free and purchased training resources,
 - builds an up-to-date training library on Ferris specific software applications, and
 - provides a variety of training delivery models (webinars, self service, group, one on one, etc)

DRAFT

Improve IT Services Agility and Ability

Over time the IT Services organization has developed a delivery strategy/preference of vendor provided applications solutions hosted by the IT department. This strategy seemed to be the most cost effective, predictable, and reliable method for providing services. The vendors are responsible for providing bug fixes, version upgrades and government compliance. The IT Services organization works with customers to administer the application, manage the patches, schedule changes and complete upgrades. This strategy has evolved largely due to continued downward pressures on unit budgets and staffing that we have all experienced over the last four to five years. In recent years IT Services has researched and recommended the use of external hosting for applications were appropriate. In many ways this strategic area will be the most difficult to define and develop for the University.

Initiatives:

1. Define the IT Services organizational desired characteristics and abilities by;
 - completing a gap analysis against the desired organizational characteristics,
 - provides training to IT Services staff in areas identified in gap analysis, and
 - improve responsiveness of IT Services by increasing skills and staffing to meet university needs
2. Develop an institutional position, policies and decision making model for hosting that;
 - researches external hosting options and models,
 - reviews risks and seeks input from Risk Management and General Counsel,
 - performs a data security risk analysis,
 - develops a recommendation based on risk, cost, impact on data center, benefits to the customer,
 - builds a standardized costing model for consistency,
 - assesses staffing resources needed in light of above recommendation,
 - redeploys staff to address other strategic areas of focus as needed, and
 - streamlines the process and provides the customer with objective information to make decisions
3. Consider Virtual Desktop Interface (VDI) Strategies for academic computer labs that;
 - reviews and reports on total number of computers in open and program specific labs,
 - identifies the common denominator of software loads on computers,
 - evaluates the economics of creating a virtual lab and pilots the concept, and
 - has potential for enhancing the “anytime, anywhere” access and reducing the replacement cost of computer hardware
4. Implement IT Services departmental efficiencies, plans, and projects
 - Implement the new IT Support Proposal for Satellite Campuses to improve customer services and satisfaction
 - Replace Novell Directory Services with Microsoft Active Directory to consolidate to one directory system
 - Implement Microsoft Systems Center to efficiently manage the 90+ Microsoft servers in the University server farm

Technology Infrastructure

IT Services is responsible for managing the University IT infrastructure. The expectations for the technology infrastructure are that it be robust, secure, and reliable while facilitating learning and administrative services. The IT network infrastructure which includes wired and wireless networks, telephony, security/bandwidth management system, servers, and disk storage are the foundation for which all business critical technology services and solutions require. The IT software infrastructure is comprised of business critical applications that students, faculty, and staff use for their day to day teaching, learning, and business activities. These combined IT infrastructures should be viewed, managed, and funded as a utility that is necessary for business operations.

Network Infrastructure Initiatives:

1. Plan and move the University network infrastructure from Masselink to Rankin Center that includes;
 - fire and life safety systems, University carding systems, cable television systems, building environmental systems, telephony systems, physical fiber optic and copper,
 - reduces 90 percent of residence hall phones,
 - stays within the approved budgets, and
 - supports the University master plan
2. Replace the University storage area network (SAN) that;
 - migrates data and services off older storage infrastructure,
 - utilizes new technologies tools and performance features,
 - provides storage on demand features for growth without interrupting services,
 - reduces overall maintenance costs, and
 - provides a foundation for future growth at lower costs without downtime
3. Migrate Banner Servers from Sun Solaris to Linux Intel platforms that;
 - mitigates risk by replacing eight years old servers with less expensive hardware,
 - improves efficiency by consolidating operating systems to Microsoft and Linux,
 - potential for high availability features with the new technology, and
 - improves customer satisfaction via performance of new technology
4. Revitalize the classroom renovation process that:
 - allows for proper planning and funding,
 - addresses college deployment inconsistency due to latest funding approach,
 - improves efficiency of staffing and financial resources,
 - normalizes the process and schedules, and
 - provides consistent classroom A/V environments for teaching and learning
5. Upgrade MyFSU portal servers and implement new software releases that;
 - mitigates risk by replacing four year old servers,
 - mitigates risk by upgrading to supported operating system versions,
 - introduces new portal software features, and
 - creates a new user interface look and feel with enhanced functionality

6. Enhance virtual server capacity that;
 - investigates a solutions for Ferris' private cloud models,
 - increases capacity of virtual servers to stay ahead of demand,
 - provides a robust virtual service that allows for new and converting of old servers,
 - reduces our IT carbon foot by minimizing physical servers were possible
 - reduces risk by utilizing failover features of technology, and
 - improves time to delivery for University application requests and minimize customer costs

7. Investigate a faculty smart phone pilot that;
 - includes multiple colleges,
 - identifies initial funding source(s) for the pilot,
 - evaluates the efficiencies and value,
 - identifies long term funding implications, and
 - makes recommendations for future deployment

8. Increase internet bandwidth capabilities to 10 Gbps
 - increases capacity to stay ahead of demand,
 - improves access for satellite campuses to Big Rapids resources,
 - increases capacity for off campus students to on campus resources, and
 - provides a foundation for growth of bandwidth intensive educational needs

9. IT network infrastructure ongoing upgrades that;
 - establishes schedule network infrastructure improvements,
 - prioritizes the technology spend on university-wide needs,
 - establishes a technology fund for transparency and accountability, and
 - provides students, faculty and staff with a secure, reliable and robust IT infrastructure

10. Continue PC replacement program for primary computers that;
 - promotes a new criteria for replacements based on needs versus minimum computer power,
 - continue to leverage the price of computers down due to a large volume purchase,
 - provides computers that are faster enhancing employee efficiencies,
 - reduces the labor of reloading employee workstations with new OS upgrades, and
 - improve reliability and efficiency for customers due to the new equipment and operating systems

Software Infrastructure Initiatives:

1. IT Services support for On-line Learning that;
 - aligns support staffing with the new University on-line learning plan,
 - provides project management for migration to Blackboard Learn 9.X,
 - migrates all courses to the new platform,
 - evaluates hosted environment and provides recommendations for future years,
 - integrates ancillary learning applications (building blocks) with approval of Ferris Connect Advisory Board (FAB), and
 - improves overall student and faculty experience with on-line learning applications
2. Implement student academic and self service mobile applications;
 - see Student Success, Initiative number one
3. Evaluate alternative email and calendaring system and implement new system that;
 - meets the defined criteria of the evaluation,
 - considers hosting and/or cloud computing environments,
 - supports the mobile devices at FSU,
 - provides sufficient and flexible storage for users, and
 - is an effective and efficient collaboration, communications, and calendaring tool
4. IT security auditing tool that;
 - will assist IT security staff on periodical or random desktop audits,
 - scans for protected data such as FERPA, PCI, and HIPAA, and
 - provides reports for users with recommended actions
5. Investigate solutions for a University-wide ePortfolio system;
 - see Student Success, Initiative number five

IT SERVICES ANNUAL PLANNING INITIATIVES

IT Services provides a very comprehensive list of plans annually as part of the University annual planning process. The planning process is important for our department as it gives us the opportunity to propose major initiatives, inform leadership of University needs, and provide directions for IT management and staff. The following are the FY12 IT Services plans submitted to the Vice President of Administration and Finance. These plans were documented prior to beginning this process, do not include all of the initiatives in this document, funding is estimated and they are in priority order. The plans will be updated once the strategic area of focus and initiatives are solidified.

IT Services FY12 Plans

Goal	IT Annual Planning	Specific Action Steps	Collaboration Needed	Impediments	Personnel/Funding Required (Itemize)	Timeline	Assessment/Results/Outcomes
1	Create IT Services Strategic Plan or Road Map for FY2012 - 2014	Create a multi year plan to identify and address university IT needs	All Divisions	Short time horizon for creating the plan, likely will require staffing and funding commitments, organizational change	Staffing TBD Strategic Objectives TBD Cost TBD	FY12	Establishment of objectives, documentation of plan, campus communications, budget allocations, work scheduled for FY2012 begins
2	IT Support proposal for Grand Rapids and other Satellite Campuses	Work with GR Leadership to develop a IT model, document proposal, set time line and implement	IT Services, Kendall, CPTS and College of Pharmacy	Timely acceptance from executive leadership, staff and customers, willingness to change	Additional staffing CPTS 1 FTE 1 Part time COP 1 FTE Kendall, CPTS, COP, A&F of 1 fee	FY12	Acceptance of the IT support proposal and execution of the particulars
3	Plan & Move University Infrastructure and Telecommunications Dept to Rankin CTR	Identify all services required to relocate	IT, Auxiliary enterprises, and A&F VP, Student Affairs	Time line and current progress	Detail budget has been completed	FY12 - FY13	Successful transition of services with minimal disruption and on budget
4	Replace Storage Area Network System	Evaluate current Storage Capacity and Configurations	IT Services, A&F VP, & PC	Current unit is 5 year old and near capacity, funding	Replacement OTC \$200,000 Internal funding \$170,000 (components, storage, installation, training) External funding A&F \$30,000 (storage drives) External Funding \$30,000 (3 year maintenance)	FY12	Evaluate market leaders, analysis review and competitive bids, purchase and implementation new service
5	Replace Novell Directory Services with Active Directory	Identify all services provided by Novell	IT, Students, Faculty, and Staff university wide	This is major initiative that will span multiple academic years and will require many	Software Contract Savings and Human Resource Efficiencies	FY12 - FY13	All services migrated from Novell to Active Directory
6	IT Support for Online Learning	Implement IT support in accordance with the On-line learning plan	IT Services, Acad Affairs	Staffing, Process, Training, Project time frame, funding	FCTL currently down 1 FTE Additional cost for external or internal hosting cost Cost for 24x7 Help Desk w/students \$95,000	FY12- FY13	All services migrated from current learning management system to replacement system
7	Implement Mobile/Hand Held Applications	Student Apps for Self Services and Online Learning	IT Services, Student Affairs & Acad Affairs	Staffing, Process, Training, Project time frame, and funding	Banner Self Service Lic fees TBD	FY12	Planning, marketing, and implementation and tracking of use.
8	Upgrade Banner Servers	Create a multi year plan to migrate Banner servers to Linux platform in a clustered environment	IT Services, A&F VP, & PC	Prioritizing this need over other University needs during difficult budget times, Banner servers are 8 years old	Mobile Learning Lic Fees TBD External Funding estimates \$48,121 year 1 \$80,000 year 2&3	FY12 - FY13	Annual migration of services to new platforms
9	Evaluate alternative email and calendaring service providers to replace Lotus Notes	Identify all services provided via Lotus Notes	IT, General Council, Divisional VP's	Resistance to change and potential e-discovery issue if externally hosted	Email systems license fees and hardware cost TBD	FY12	Selection of replacement and communications on future direction/timing, potential start of migration
10	MyFSU Server Upgrades	Select Replacement Hardware, upgrades operating systems and restore MyFSU	IT Services	Customer communications and buy in on design of new system	Professional Services \$TBD Rough equipment estimate \$50,000	FY12 - FY13	Successful implementation of new system in summer of 2013

IT Services FY12 Plans

Goal	IT Annual Planning	Specific Action Steps	Collaboration Needed	Impediments	Personnel Funding Required (Itemize)	Timeline	Assessment/Result/Outcomes
1.1	Implement IT Service Management Methodology	Identify existing services and new services needed	Internal IT	Resistance to change by staff	Internal Funding \$50,000 Efficiency as we anticipate further staff/budget reductions	FY1.2 - FY1.3	Successful implementation, improved efficiencies and customer satisfaction with services.
1.2	Academic Computer Lab Strategy Consider Student Laptop or Virtual Labs	Work with Deans and Provost on creating an Academic Computer Lab Strategy	ITA&FVP, Provost, Deans, etc	Consensus building on the strategy and different needs of each college, time frame, etc.	If FSU was to reduce the computer lab computers by 50% you can have a cost avoidance of \$1,000,000	FY1.2	Plan and recommend strategy for FY201.3 and beyond
1.3	IT auditing tool for data security	Select desktop auditing tool to review machines for FERPA, PII, and Social Security information	IT Services and all divisions awareness of auditing	Policy and authority concerns. customer resistance	TBO	FY1.2	Plan, address of policies, testing of auditing procedures, reports on findings
1.4	Upgrade FUTE Wireless Equipment	Provide wireless replacement solution and cost for Dean of	IT and Dean of Library	Library funding and re-organization	Internally funded by Library \$20,000	FY1.2	Obtain direct on from Dean and execute or drop initiatives
1.5	IT Marketing Campaign	Create multiple videos for training/marketing IT Services	IT Services	Ability to execute across IT units.	Estimates \$3,000 + per unit/functional area	FY1.2 - FY1.3	Launch of campaign
1.6	Enhance Virtual Server Platforms capacity	Implement platform alternatives	Internal IT	Prioritizing this against other projects internal to IT and funding them	Internal Funding \$85,000	FY1.2	Successful implementation and migration of applications
1.7	Develop an Intranet Strategy	Collaborate with UA&M to create a strategy and plan to create Intranet	Primary IT Services and UA&M, effects entire campus	Consensus on strategy and timelines starting, customer communications and buy in, etc	Consulting TBO Infrastructure Cost TBD Temporary Contracting TBD Ongoing Staff Support TBD	FY1.2 - FY1.3	Creation of Plan and begin work on project
1.8	Run Cell phone pilot with Faculty	Select a colleges that are interested in providing Faculty with Cell Phones	Deans, IT Services, Provost	Funding for pilot, university policy on mobile devices, tracking of value	Funding dependent on number of participants and length of pilot	FY1.2	Assessment of pilot value to students, faculty, implications on NGE budgets
1.9	Implement MS Systems Center	Implement MS System Center to gain efficiencies and maintenance of MS Server Operating Systems	IT Services	Time and Priorities	Funding TBD	FY1.2	Implementation of System Center and improved efficiencies in maintenance servers
9.9	Outdoor wireless	Discontinue current deployment and	IT Services & PC	determining the strategic locations and funding	Funding TBD based on locations	FY1.3	Replacement and/or decommission of equipment
9.9	Campus Printing Pilot	Work with Purchasing to review options and ROI	IT Purchasing, A&FVP	Showing what's in it for all customers, ROI	Estimate Savings of \$20,000 for first 200 printers	FY1.2	Full year of implementation on data, actual savings based on data, projected ROI for campus wide
9.9	Business Continuity for IT Services	Plan and present Business Continuity options for review and feedback from	IT Services, A&FVP, & PC	Time and Resources	Presentations only	FY1.2	Obtain direct on from PC on Business Continuity for IT services.
9.9	Policy in Support of devices supported per employee	Draft Policy for review	Provost & VP support	Resistance to change, balancing needs/wants for support and staff productivity	Cost Avoidance	FY1.2	New policy communicated and implemented across all divisions.
9.9	WebFOCUS Test Server	Select and implement hardware, install operating systems, and	IT Services	Time and Resources	Funding TBD	FY1.2	Implementation of test system

SUMMARY

A summary will be drafted after the university leadership has been given the opportunity to review and give their feedback on the plan.

The summary should include

- the process used for this plan,
- goals of this plan, and
- outcomes

Closure statement

DRAFT

APPENDIX A: IT SERVICES ANNUAL REPORT

Information Technology Services Top Initiatives/Accomplishments

Information Technology Services (IT services) mission is to provide quality technology-based services and support in a customer-oriented, cost-effective manner that facilitates the University's mission and vision. While there are many successes 2010-11 to choose from that significantly affected the campus in a positive way the following are the top accomplishments for the year.

Michigan College of Optometry Project

- IT Services was an important partner in supporting the project with IT planning, verification of IT infrastructure during implementation and successful move of faculty and staff into the new building.

Align IT Services with University Expectations

- IT Services completed a reorganization that took into considerations the staffing reductions, budget reductions, Key IT Priorities of University Leadership and the IT staff requests for better planning, communications, efficiencies, work load, etc. Some of the changes included reassigning one FTE to on-line learning support, moving technical staff to second shift, and extending service desk phone support to 24x7 pilot with student employees.

Key IT Priorities (Focus on On-line Learning)

- The number one topic from the Key IT Priorities meeting in August 2010 was on-line learning. The on-line learning topic was comprised of four major areas for IT Services to focus on.
- The first and most important item was to address reliability issues. This was completed prior to the start of fall semester by moving to the latest release.
- Secondly, there was a desire for additional help for faculty and students during evening hours. IT Services reallocated one FTE to hire another eLearning Systems Specialist to work second shift until 10:00pm.
- There was a strong desire to extend the evening and weekend phone support coverage. As part of the IT reorganization staff were moved to second shift to align support with classroom schedules until 10:00pm making them available phone support and dispatch on main campus. We are currently running a 24x7 service desk pilot staffed by student employees.
- IT Services organized a semester long pilot of Blackboard's next generation Learning Management System. A recommendation to move forward with the piloted system was approved by the Provost.

Overall Customer Satisfaction rating of 87%

- IT Services received a very favorable satisfaction rating from our customers based on 411 survey responses. Our staff deserves a lot of credit in keeping this rating high in light of the staff reductions and increases in technology to support. While this number is down 7% from the previous year we are still pleased with the results. Another high note from the IT survey was that 20% of our customers surveyed said that their service has improved this year.

IT Services Annual Planning Accomplishments

The University is very dependent on technology for teaching and learning, financial management, human resources management, student information systems and other day to day business needs. The systems range from enterprise wide to departmental systems, run at multiple sites across the Internet and must be secure. The importance of these technologies requires the IT Services planning process is to be deliberate, prioritized and mainly focuses on University needs.

IT Services submitted 24 primary items to be pursued in fiscal year 2011 as part of the annual planning cycle. Of the 24 primary items, five were submitted as multiple year plans. In addition, IT Services submitted another nine secondary items to be worked on given time and budget to accomplish. We are proud to report that 18 of the primary items were completed, or will be completed in the summer of 2011 due to academic building scheduling. IT Services also completed two of the secondary items.

In addition to our annual plans, we added five initiatives created from the August 2010 Key IT Priorities listening session with University leadership on information technology needs. This session was designed to gain feedback on important issues from leadership and help with setting priorities for the University technology needs. Each of the five initiatives was comprised of multiple action items.

A focus on On-line Learning – Items detailed completed

A focus on Mobile Apps – Some items completed, others schedule for start of Fall 2011 semester

A focus on Lotus Notes – Some items completed, others moved to next year

A focus on IT Support for Satellite Campuses – Items complete, IT Support Proposal approved

IT Service Desk later than 9:00 pm – Items detailed completed

University Strategic Plan

IT Services completed a number of projects and requests this year that support the University Strategic Plan. These accomplishments map directly to specific initiatives and/or fit under a main goal of the plan.

Goal 1: Become a demonstrable center of excellence in educational quality and student learning.

6. Develop and implement a plan for the Ferris State University on-line learning environment.

Completed items created in Key IT Priorities meeting

Upgrade Learning Management System (LMS)

Completed a pilot of next generation LMS

Worked with Ferris Connect Advisory Board and eLearning Management Team to submit recommendations on future of LMS at FSU

Completed Hosting Analysis Report for on-line learning

7. Develop and implement a plan for Ferris State University's multi-site presence.

Worked with College of Professional and Technological Studies, Kendall College of Art & Design and College of Pharmacy to create an IT Support Proposal for future mode of operations at satellite campuses.

Goal 4: Provide a state-of-the-art, sustainable and safe learning, living and working environment.

1. Finalize and implement a plan to renovate or replace student living space to be competitive with other campus environments.

Participated in the renovation of residential buildings by upgrading technology and wireless connectivity.

2. No specific initiative but important to document

Improvements to safety and security for our students, faculty, staff, and surrounding community. We doubled our server infrastructure for hosting security cameras and now have 105 cameras across campus (all immediately accessible by DPS) for improved security of the Rock, FLITE, DPS, South Campus Apartments, etc.

Goal 6: Foster innovation and improve processes to move the University forward.

1. No specific initiative but important to document

Instant, easy access to budget information: An "Available Budget" dashboard was created which allows instant, up-to-date financial data with the ability to drill down from University to Division to College to Department to FOAP level. Additional instant-access reports have been created for departments across campus for "Labor Distribution" which has flexible selection criteria, consolidates the data, and exports it to Excel for easier use for the user.

Additional academic and support services for students: installation of servers, applications, and programming for electronic degree audits (DegreeWorks), on-line grade change (Workflow), and on-line housing and dining selection (Adirondack).

A&F Strategic Plans & Major Initiatives

IT Services has supported multiple projects and initiatives from the Administration and Finance Strategic Plan and major initiatives. The majority of the initiatives during 2010-11 have been related to master planning and new facilities projects. Our role has been to partner with Physical Plant to provide technology planning and implementation of the major facilities projects.

The major initiatives that IT Services participated in are:

Planning for the relocation of the University infrastructure and moving the Telecommunications department to Rankin Center
Michigan College of Optometry
Planning in support of the College of Pharmacy in Grand Rapids
Razing of Pennock Hall
Planning in support of Federal Building for Kendall
Upgrading of technology as part of the residence hall projects
Emergency Preparedness support
East Campus Suites

Top 3 Initiatives for FY12

The following are the current top three initiatives for IT Services for fiscal year 2012. The initiatives are subject to change based on feedback from executive leadership, Administration & Finance planning retreat, IT management and the IT plan outcomes.

1. Create IT Services Strategic Plan or Road Map for FY2012 – 2014
2. Implement IT Support Proposal for Grand Rapids and other Satellite Campuses
3. Plan for and move University infrastructure and Telecommunications Department to Rankin Center

APPENDIX B: IT SERVICES STAFFING REDUCTIONS

The following chart is a snapshot of staffing reductions in IT Services overtime. The reductions over time are from a combination of attrition, the University incentive programs, state incentive programs and the elimination of temporary position greater than two years.

IT Staffing Overview

	<u>FY08</u>		<u>FY09</u>		<u>FY10</u>		<u>FY11</u>	
Full Time Continuing	60		60		57		62	
Part Time Continuing	1.6	2	2.4	3	2.4	3	0.8	1
Temporary Full Time	7		7		6		1	
Temporary Part Time	4.8	6	4.8	6	3.7	5	0	
Full Time Equivalent	73.4		74.2		69.1		63.8	
Reductions over three years							9.6	13%

Notes:

- 1 FT Continuing for desktop computer support paid by Housing
- 1 FT Temporary for FerrisConnect support paid by FerrisConnect
- .5 FTE for network support paid by Kendall/CPTS in FY10

Not counted above: 1 FT Continuing for clerical support at Timme CSS paid by Telecomm



APPENDIX C: APPROVED INITIATIVES DATA SHEETS

This section will be used to create individual data sheets for each approved initiative to identify goals, funding, resources, timelines, and manage expectations.