

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: IEE&EM **PROPOSED EFFECTIVE SEMESTER:** Fall 2015 **COLLEGE:** CEAS

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- x Deletion ☐ Transfer MFE
- ☐ Other (explain**)

Substantive Course Changes

- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
(attach current & proposed)
- ☐ General education (select one)
- Not Applicable
- ☐ Other (explain**)

Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate: Manufacturing Engineering (undergraduate - BSE)

Existing course prefix and #: **Proposed course prefix and #:** **Credit hours:**

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes


c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Lecture | 3. <input type="checkbox"/> Lecture/lab/discussion | 5. <input type="checkbox"/> Independent study |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> Supervision or practicum |

CIP Code (Registrar's use only):

Chair/Director  Date 7/17/2014

Chair, College Curriculum Committee _____ Date _____

Dean _____ Date: _____ Graduate Dean: _____ Date _____

Curriculum Manager: Return to dean ☐ Date _____ Forward to: _____ Date _____

Chair, COGE/ PEB / FS President _____ Date _____

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove Chair, GSC/USC _____ Date _____

* ☐ Approve ☐ Disapprove Provost _____ Date _____

1. Explain briefly and clearly the proposed improvement.

The undergraduate Manufacturing Engineering (MFE) program was designed to serve the needs of manufacturers in southwestern Michigan, and it is offered in cooperation with Muskegon Community College, Lake Michigan College, Lansing Community College, Kellogg Community College, and most recently Southwestern Michigan Community College. The target audience of the MFE program is full-time working adults who complete the pre-engineering and general university requirement of the program at one of the community college partners. The MFE students usually take up to 2 courses during the fall and spring semesters, and up to 1 course during the summer sessions. Despite the investment of \$40,000 by Extended University Program (EUP) to market the MFE program, the enrollment average was 11.4 students (over the past eight years) and degrees awarded averaged 1.8 (over the past 7 years).

Based on student enrollment, a decision to suspend admission to the MFE program was approved by the Vice President of Academic Affairs effective spring semester 2014. A teach-out plan has been developed for the 15 students currently active in the program.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The MFE program is not economically sustainable.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

None or little. Demand on courses offered by other departments for the MFE program is little, based on the number of active students enrolled in the program.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

A teach out plan has been developed to support the 15 students currently enrolled to complete the program in a timely manner.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There appears to be little demand for the undergraduate MFE program as it is currently constituted, based on enrollment history.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

By deleting the undergraduate MFE program, resources can re-directed to support other programs in the College.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach

additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not Applicable

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Not Applicable

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

There is little demand for the undergraduate MFE program as it is currently constituted, based on enrollment history.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable