			CEAS- 14-	CHP-053
REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS				
DEPARTMENT: CHP 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 Deletion Transfer Other (explain**)	Substant New o Pre o Deleti Cours Enroli Cours Prefix	tive Course Changes course r Co-requisites ion (required by others) se #, different level t hours Iment restriction se-level restriction (attach current & proposed) tral education (select one) Not Applicable r (explain**)	Misc. Course Chang Title Description (attach Deletion (not requ Course #, same I Variable credit Credit/no credit Cross-listing COGE reapprova Other (explain**)	current & proposed) uired by others) evel
** Other: Title of degree, curriculum, major, minor, concentration, or certificate: B.S. Chemical Engineering, B.S. in Paper Engineering, and B.S. In Graphic and Printing Science				
Existing course prefix and #: PAPR 2040, 2420, 2550, 3030, 3140, 3330, 3530, 3531, 4520, 4521, 4600, and 4860 Proposed course prefix and #: No Change Credit hours: No change				
Existing course title: Various Proposed course title: No Change Existing course prerequisite & co-requisite(s): No Change Proposed course prerequisite(s) No Change If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none." Proposed course co-requisite(s) No Change If there are multiple corequisites, they are always joined by "and." Proposed course prerequisite(s) that can also be taken concurrently: No cChange Is there a minimum grade for the prerequisites or corequisites? The CHEG, GPS, and PAPR prerequisites of these courses should have a minimum grade of C. Major/minor or classification restrictions: No Change 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. Lecture 3. Lecture/lab/discussion 5. Independent study 2. Lab or discussion 4. Seminar or studio 6. Supervision or practicum				
Chair/Director Agrician funck				Date 3/19/2015
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
* ☐ Approve ☐ Disapprove	G GSC/USC REVIEW: Chair, GSC/USC			Date
* Approve Disapprove	Provost			Date

1. Explain briefly and clearly the proposed improvement.

A minimum grade of C is required in the CHEG, GPS, and PAPR prefixed prerequisite courses for these courses (as mentioned in the title page—12 courses in all).

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

The 'C' requirement is in accordance with the long standing CEAS practice of C being the standard of providing the prerequisite knowledge needed for a subsequent course. Students in the department are allowed only 2 grades less than a C at the time of graduation. The standing practice is not to allow grades below a C to occur in prerequisites to avoid a succession of grades lower than a C leading to more repeats.

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.

No effect as this only codifies the long standing practice.

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

No effect as this only codifies the long standing practice

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.

No effect as this only codifies the long standing practice

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?

No effect as this only codifies the long standing practice

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.)

No effect as this only codifies the long standing practice

- 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. No Change
- 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. No effect as this only codifies the long standing practice
- 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. No effect.