REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: CHP   **PROPOSED EFFECTIVE SEMESTER:** Spring '18   **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
- X 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**)

*Replace a) PAPR 4400 with CHEG 4400 or GPS 4400, and b) replace PAPR 3330 with PAPR 3330 or CHEM 3770 in the 8 semester schedule of Paper Engineering
Title of degree, curriculum, major, minor, concentration, or certificate: BSE in Paper Engineering

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. [ ] Lecture   3. [ ] Lecture/lab/discussion   5. [ ] Independent study
   2. [ ] Lab or discussion   4. [ ] Seminar or [ ] studio   6. [ ] Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director	Date
Chair, College Curriculum Committee	Date 3/26/17
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

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.
   Replace a) PAPR 4400 with CHEG 4400 or GPS 4400, and b) replace PAPR 3330 with PAPR 3330 or CHEM 3770 in the 8 semester schedule of Paper Engineering

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)
   PAPR 4400 is offered only once a year in Fall and not in Spring. PAPR 3330 is offered infrequently depending on enrollment numbers. Over the last few years CHEM 3770 has been used successfully as n alternative. We are regularizing it. These changes do not change the required program credits.

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

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 change

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 change

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 change

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 in learning outcomes of the program.

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. Streamlining of course offerings, as a result of internal assessment.

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

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- ☐ Course #, different level
- ☐ Credit hours
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- ☐ Prefix ☐ Title and description
     (attach current & proposed)
- ☐ General education (select one)
     Not Applicable
- ☐ Other (explain**)

Misc. Course Changes
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- ☐ COGE reapproval
- ☐ Other (explain**)

*Replace PAPR 4840 with CHEG 4840 in Process Engineering Emphasis Electives of Paper Engineering

Title of degree, curriculum, major, minor, concentration, or certificate: **BSE in Paper Engineering**

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. ☐ Lecture
   2. ☐ Lab or discussion
   3. ☐ Lecture/lab/discussion
   4. ☐ Seminar or ☐ studio
   5. ☐ Independent study
   6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director _____   Date _____

Chair, College Curriculum Committee _____   Date 3/26/17

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.
   Replace PAPR 4840 with CHEG 4840 in Process Engineering Emphasis Electives of Paper Engineering

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)
   PAPR 4840 is no longer offered by the department. Hence we are replacing it with CHEG 4840, an equivalent course. This does not change the required elective or program credits.

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

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 change as the total number of required elective credits remains unchanged.

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 change

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.)
   Streamlining of course offerings by eliminating a 4 credit course with low enrollment. Better deployment of available resources.

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 in learning outcomes of the program.

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. Streamlining of course offerings, as a result of internal assessment.

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