

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**)

*Remove CHEG 3611 and CHEG 4611 from a) Pollution Prevention and Sustainability Emphasis Electives of Chemical Engineering, and b) Environmental Engineering and Sustainable Processes Emphasis Electives of Paper Engineering and keep/add CHEG 4440 Energy Management as a required course for both the sequences

Title of degree, curriculum, major, minor, concentration, or certificate: BSE in Chemical Engineering and 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 ☐ Yesc. Repeatable for credit: ☐ No ☐ Yesd. Mandatory credit/no credit: ☐ No ☐ Yes

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

1. ☐ Lecture3. ☐ Lecture/lab/discussion5. ☐ Independent study2. ☐ Lab or discussion4. ☐ Seminar or ☐ studio6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

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.
Remove CHEG 3611 and CHEG 4611 from a) Pollution Prevention and Sustainability Emphasis Electives of Chemical Engineering, and b) Environmental Engineering and Sustainable Processes Emphasis Electives of Paper Engineering and keep/add CHEG 4440 Energy Management as a required course for both the sequences
2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)
The two courses have never been offered and it is not planned to offer them in future. The department is considering an advanced environmental 5000 level course covering the subject material of both CHEG 3611 and 4611
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, since the total number of required elective credits remain unchanged.
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 replacing two courses with one course; also, the new course will be available to graduate students as well. Making good with the 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