Undergraduate Curriculum and Academic Policy Committee Minutes, January 12, 2012

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Approved combined minutes of November 16, 2011.

Course Inventory

Reviewed the following Semester courses: Due to time constraints, it was necessary for the committee to carry forward to its next meeting the review of the following Course Inventory.

(Note: Committee revisions are not reflected in the following documents. Individuals should login to the Course Inventory Workflow or visit the UCAPC Quarter to Semester Transition website to review revisions.)

Course Inventory Conversions and New Course Proposals
As agreed to by the college representatives, the committee made revisions to many of the courses.

Program Semester Conversion and New Programs

The committee reviewed the following Endorsement Certificate program from the COLA. Individuals should login to the Program Inventory Workflow or visit the UCAPC Quarter to Semester Transition website to review any revisions made to this program.

TESOL Endorsement Certificate

The committee reviewed the following program combined BS-MS proposal from the COSM. The committee noted necessary revisions. Individuals should login to the Program Inventory Workflow or visit the UCAPC Quarter to Semester Transition website to review any revisions made to this program.

Physics Combined BS-MS

The committee reviewed the following program Air Science Minor proposal from the Air Force ROTC. It was suggested that the name might be changed from "Science" to something else. The majority of the committee were in favor of approval of the proposal. Individuals should login to the Program Inventory Workflow or visit the UCAPC Quarter to Semester Transition website to review any revisions made to this program.

Air Science Minor

Provost's Office Letter of Support

The committee reviewed the following program BTAS program proposal from the LC. The committee noted necessary revisions and made recommendations for revisions. The RSCOB will review the Applied Business proposal. Individuals should login to the Program Inventory Workflow or visit the UCAPC Quarter to Semester Transition website to review any revisions made to these programs.

Technical and Applied Studies, BTAS: Graphic Design and Visual Media, Agriculture, and
Applied Business Concentrations

Due to time constraints, it was necessary for the committee to carry forward to its next meeting the review of the following Semester Admission Requirements.

  - COLA Admission Requirements
  - CONH Admission Requirements
  - CEHS Admission Requirements

Academic Policies

The committee reviewed the following Fresh Start Semester Policy with the incorporated revisions that followed from the November 16 meeting. Individuals should visit the UCAPC Quarter to Semester Transition website to review any additional revisions made to this policy.

  - Fresh Start Semester Policy and Application

Due to time constraints, it was necessary for the committee to carry forward to its next meeting the review of the following High School Preparation Policy.

  - High School Preparation Policy

Other Academic Matters

The chair announced that the Workflow Course Inventory Modification Process is operational. A subcommittee was formed to work with the 300 plus Course Inventories needing Course Description review and sitting in the Supplemental Course Inventory Workflow.

Winter meetings and deadlines for submission as well as Senate approvals as follows:

<table>
<thead>
<tr>
<th>UCAPC Meeting</th>
<th>UCAPC Submission Deadline (No Exceptions: receipt after forwards to the next meeting)</th>
<th>Faculty Senate Meeting New Business</th>
<th>Faculty Senate Meeting Old Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Qtr Tentatively: TBA</td>
<td>No later than: 12:00 noon Nine Working Days in Advance</td>
<td>January 9 or February 6 or March 5</td>
<td>February 6 or March 5 or April 2</td>
</tr>
</tbody>
</table>

| UCAPC HOME |

http://www.wright.edu/ucapc/0012/minutes/5minutes.htm[9/18/2015 9:34:41 AM]
### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

<table>
<thead>
<tr>
<th>FORM</th>
<th>COURSE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7874</td>
<td><strong>VERSION:</strong> CURR</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE:</strong> DAN304 - Intermediate Ballet for the Musical Theatre</td>
</tr>
<tr>
<td></td>
<td><strong>STUDENT REC TITLE:</strong> Intmd Ballet for Mus Thr</td>
</tr>
<tr>
<td></td>
<td><strong>EFFECTIVE:</strong> Winter 2012</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE DESC:</strong> Intermediate level of ballet is geared to the dance needs of students preparing for careers in musical theatre. Emphasis on strong technique which can be applied to theatre dance needs.</td>
</tr>
<tr>
<td></td>
<td><strong>COLLEGE:</strong> College of Liberal Arts</td>
</tr>
<tr>
<td></td>
<td><strong>CRED HR:</strong> 2</td>
</tr>
<tr>
<td></td>
<td><strong>VAR CRED RANGE:</strong> -</td>
</tr>
<tr>
<td></td>
<td><strong>GRADE SYS:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>LEVEL:</strong> Undergraduate</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE TYPE:</strong> Lecture/Lab Combination</td>
</tr>
<tr>
<td></td>
<td><strong>QTR EQUIV:</strong> DAN 304</td>
</tr>
<tr>
<td></td>
<td><strong>CREATOR:</strong> Joe Deer</td>
</tr>
<tr>
<td></td>
<td><strong>CREATED:</strong> 6/24/11</td>
</tr>
<tr>
<td></td>
<td><strong>IN-PROCESS:</strong> 11/18/11</td>
</tr>
</tbody>
</table>

| VERSION: REV | **COURSE:** DAN3040 - Ballet For The Musical Theatre Major III |
| **STUDENT REC TITLE:** Ballet For Musical Th 3 |
| **EFFECTIVE:** Fall 2012 |
| **COURSE DESC:** Group classes continuing to introduce Musical Theatre majors to fundamentals of Ballet technique. |
| **COLLEGE:** College of Liberal Arts |
| **CRED HR:** 2 |
| **VAR CRED RANGE:** 0 - 0 |
| **GRADE SYS:** S |
| **LEVEL:** Undergraduate |
| **COURSE TYPE:** Studio |
| **REP HRS:** 14 |
| **REP TIMES:** 7 |
| **RESTRICTION:** Departmental Approval and audition/placement test required. Must be enrolled in the following majors: musical theatre or acting. |
| **QTR EQUIV:** DAN 304 |
Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

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<thead>
<tr>
<th>FORM</th>
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<tbody>
<tr>
<td>8030</td>
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<tr>
<td></td>
<td>COURSE: DAN4040 - Musical Theatre Dance III</td>
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<tr>
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<td>STUDENT REC TITLE: Musical Theatre Dance 3</td>
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<tr>
<td></td>
<td>EFFECTIVE: Fall 2012</td>
</tr>
<tr>
<td></td>
<td>COURSE DESC: Advanced group classes applying Ballet, Jazz and Modern Dance techniques to Musical Theatre Dance.</td>
</tr>
<tr>
<td></td>
<td>COLLEGE: College of Liberal Arts</td>
</tr>
<tr>
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<td>CRED HR: 3</td>
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<td></td>
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<tr>
<td></td>
<td>LEVEL: Undergraduate</td>
</tr>
<tr>
<td></td>
<td>COURSE TYPE: Studio</td>
</tr>
<tr>
<td></td>
<td>REP HRS: 9</td>
</tr>
<tr>
<td></td>
<td>REP TIMES: 3</td>
</tr>
<tr>
<td></td>
<td>RESTRICTION: Admission by audition only.</td>
</tr>
<tr>
<td></td>
<td>SEM PREREQ: DAN 3320</td>
</tr>
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</table>
Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

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<tr>
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<tbody>
<tr>
<td>8031</td>
<td>VERSION: REV</td>
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<tr>
<td>STATUS: Process</td>
<td>COURSE: DAN4050 - Musical Theatre Dance IV</td>
</tr>
<tr>
<td>CREATOR: Joe Deer</td>
<td>STUDENT REC TITLE: Musical Theatre Dance 4</td>
</tr>
<tr>
<td>CREATED: 10/6/11</td>
<td>EFFECTIVE: Fall 2012</td>
</tr>
<tr>
<td>IN-PROCESS: 11/18/11</td>
<td>COURSE DESC: Advanced group classes applying Ballet, Jazz and Modern Dance techniques to Musical Theatre Dance, focusing on professional preparation.</td>
</tr>
<tr>
<td>Workflow</td>
<td>COLLEGE: College of Liberal Arts</td>
</tr>
<tr>
<td></td>
<td>CRED HR: 3</td>
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<td>VAR CRED RANGE: 0 - 0</td>
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<td></td>
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<td></td>
<td>COURSE TYPE: Studio</td>
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<td></td>
<td>REP HRS: 9</td>
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<tr>
<td></td>
<td>REP TIMES: 3</td>
</tr>
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<td></td>
<td>RESTRICTION: Admission by audition only.</td>
</tr>
<tr>
<td></td>
<td>SEM PREREQ: DAN 4040</td>
</tr>
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</table>
### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

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<td>8155</td>
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<tr>
<td>Status: Process</td>
<td><strong>COURSE</strong>: DEV0950 - Elementary Algebra</td>
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<tr>
<td>Creator: Lynn Ford</td>
<td><strong>STUDENT REC TITLE</strong>:</td>
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<tr>
<td>Created: 12/6/11</td>
<td><strong>EFFECTIVE</strong>: Fall 2012</td>
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<tr>
<td>In-process: 12/20/11</td>
<td><strong>COURSE DESC</strong>: Review basic algebra concepts and skills including operations involving signed numbers and fractions; polynomials; exponents; solving systems of equations; and applications.</td>
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<tr>
<td>WorkFlow</td>
<td><strong>COLLEGE</strong>: University College</td>
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<tr>
<td></td>
<td><strong>CRED HR</strong>: 3</td>
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<tr>
<td></td>
<td><strong>VAR CRED RANGE</strong>: 0 - 0</td>
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<td><strong>LEVEL</strong>: Undergraduate</td>
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<td></td>
<td><strong>COURSE TYPE</strong>: Lecture/Lab Combination</td>
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<tr>
<td></td>
<td><strong>REP TIMES</strong>: 0</td>
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<tr>
<td></td>
<td><strong>RESTRICTION</strong>: ACT Mathematics score of 14 or above; or SAT quantitative score of 350 or above; or WSU Math Placement Level 2.</td>
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<tr>
<td></td>
<td><strong>QTR PREREQ</strong>: DEV 083 or DEV 093</td>
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</tbody>
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Dec 29, 2011 4 12:00:22 PM
### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

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<td>7900</td>
<td><strong>VERSION:</strong> REV</td>
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<tr>
<td></td>
<td><strong>COURSE:</strong> GER3210, Writing in German</td>
</tr>
<tr>
<td></td>
<td><strong>STUDENT REC TITLE:</strong> Writing in German</td>
</tr>
<tr>
<td></td>
<td><strong>EFFECTIVE:</strong> Fall 2012</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE DESC:</strong> Oral and written composition in German. Writing techniques and grammar review. Taught in German. Integrated Writing course.</td>
</tr>
<tr>
<td>7900</td>
<td><strong>COLLEGE:</strong> College of Liberal Arts</td>
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<tr>
<td></td>
<td><strong>CRED HR:</strong> 3</td>
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<tr>
<td></td>
<td><strong>VAR CRED RANGE:</strong> 0 - 0</td>
</tr>
<tr>
<td></td>
<td><strong>EFFECTIVE:</strong> Fall 2012</td>
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<td></td>
<td><strong>GRADE SYS:</strong> S</td>
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<td></td>
<td><strong>LEVEL:</strong> Undergraduate</td>
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<td><strong>LEVEL:</strong> Undergraduate</td>
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<tr>
<td>7900</td>
<td><strong>REP HRS:</strong> 0</td>
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<td>7900</td>
<td><strong>REP TIMES:</strong> 0</td>
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<tr>
<td>7900</td>
<td><strong>ADD INFO:</strong> Taught in German.</td>
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<tr>
<td></td>
<td><strong>SEM PREREQ:</strong> GER 2020</td>
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<tr>
<td>7900</td>
<td><strong>XLIST:</strong> GER 5210</td>
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<tr>
<td></td>
<td><strong>QTR PREREQ:</strong> GER 203</td>
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<tr>
<td>7900</td>
<td><strong>QTR EQUIV:</strong> GER 321</td>
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### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

<table>
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<th>FORM</th>
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<tr>
<td>7903</td>
<td><strong>VERSION:</strong> REV</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE:</strong> GER3220 - Advanced Writing in German</td>
</tr>
<tr>
<td></td>
<td><strong>CREATOR:</strong> Elfe Dona</td>
</tr>
<tr>
<td></td>
<td><strong>CREATED:</strong> 7/6/11</td>
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<td><strong>IN-PROCESS:</strong> 11/22/11</td>
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<td><strong>Workflow</strong></td>
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<tr>
<td></td>
<td><strong>STUDENT REC TITLE:</strong> Adv. Writing in German</td>
</tr>
<tr>
<td></td>
<td><strong>EFFECTIVE:</strong> Fall 2012</td>
</tr>
<tr>
<td></td>
<td><strong>COURSE DESC:</strong> Writing techniques and grammar review; literary and/or film analysis incorporating targeted grammar, vocabulary, and stylistic devices. Integrated Writing course.</td>
</tr>
<tr>
<td></td>
<td><strong>COLLEGE:</strong> College of Liberal Arts</td>
</tr>
<tr>
<td></td>
<td><strong>CRED HR:</strong> 3</td>
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<td><strong>LEVEL:</strong> Undergraduate</td>
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<td><strong>REP HRS:</strong> 0</td>
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<td><strong>REP TIMES:</strong> 0</td>
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<td></td>
<td><strong>ADD INFO:</strong> Taught in German.</td>
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<td><strong>SEM PREREQ:</strong> GER 3210</td>
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<tr>
<td></td>
<td><strong>XLIST:</strong> GER 5220</td>
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<td><strong>QTR PREREQ:</strong> GER 321</td>
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<td><strong>QTR EQUIV:</strong> GER 322</td>
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**WorkFlow**
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<tbody>
<tr>
<td>7904</td>
<td>VERSION: CURR</td>
</tr>
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<td>COURSE: GER325 - Business German</td>
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<tr>
<td></td>
<td>STATUS: Process</td>
</tr>
<tr>
<td></td>
<td>STUDENT REC TITLE: Business German</td>
</tr>
<tr>
<td></td>
<td>CREATED: 7/6/11</td>
</tr>
<tr>
<td></td>
<td>EFFECTIVE: Spring 2010</td>
</tr>
<tr>
<td></td>
<td>COURSE DESC: An introduction to the language of business German with insight into Germany's place in the global economy.</td>
</tr>
<tr>
<td></td>
<td>COLLEGE: College of Liberal Arts</td>
</tr>
<tr>
<td></td>
<td>CRED HR: 4</td>
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<tr>
<td></td>
<td>GRADE SYS:</td>
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<tr>
<td></td>
<td>LEVEL: Undergraduate</td>
</tr>
<tr>
<td></td>
<td>COURSE TYPE: Lecture</td>
</tr>
<tr>
<td></td>
<td>QTR PREREQ: GER 203</td>
</tr>
<tr>
<td></td>
<td>QTR EQUIV: GER 325</td>
</tr>
</tbody>
</table>

| VERSION: CURR |
| COURSE: GER525 - Business German |
| STATUS: Process |
| STUDENT REC TITLE: Business German |
| CREATED: 7/6/11 |
| EFFECTIVE: Spring 2010 |
| COURSE DESC: An introduction to the language of business with insight into Germany's place in the global economy. |
| COLLEGE: College of Liberal Arts |
| CRED HR: 4 |
| GRADE SYS: |
| LEVEL: Graduate |
| COURSE TYPE: Lecture |
| RESTRICTION: Must be enrolled in one of the following Levels: Graduate |
| QTR PREREQ: GER 203 |
| QTR EQUIV: GER 325 |

| VERSION: REV |
| COURSE: GER3250 - Business German I |
| STATUS: Process |
| STUDENT REC TITLE: Business German I |
| CREATED: 7/6/11 |
| EFFECTIVE: Fall 2012 |
| COURSE DESC: An introduction to the language of business German I with insight into Germany's place in the global economy. Integrated Writing course. |
| COLLEGE: College of Liberal Arts |
| CRED HR: 3 |
| GRADE SYS: 5 |
| LEVEL: Undergraduate |
| WRT INT: Y |
| COURSE TYPE: Lecture |
| REP HRS: 0 |
| REP TIMES: 0 |
| ADD INFO: Taught in German. |
| SEM PREREQ: GER 2030 |
| XLIST: GER 5250 |
| QTR PREREQ: GER 203 |
| QTR EQUIV: GER 325 |
### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

<table>
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<tr>
<th>FORM</th>
<th>COURSE INFORMATION</th>
</tr>
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</table>
| 7905 | **VERSION:** CURR  
COURSE: GER326 - Business German  
STUDENT REC TITLE: Business German  
EFFECTIVE: Spring 2010  
COURSE DESC: Study of business and culture behind German. Development of communication skills and intercultural understanding. Use of German in international business.  
COLLEGE: College of Liberal Arts  
CRED HR: 4  
GRADE SYS:  
VAR CRED RANGE: -  
QTR PREREQ: GER 325  
QTR EQUIV: GER 326 | |
| WorkFlow | **VERSION:** REV  
COURSE: GER3260 - Business German II  
STUDENT REC TITLE: Business German II  
EFFECTIVE: Fall 2012  
COURSE DESC: Study of the business culture behind German. Development of communication skills and intercultural understanding. Use of German in international business. Integrated Writing course.  
COLLEGE: College of Liberal Arts  
CRED HR: 3  
GRADE SYS: 5  
VAR CRED RANGE: 0 - 0  
REP HRS: 0  
REP TIMES: 0  
ADD INFO: Taught in German  
SEM PREREQ: GER 3250  
XLIST: GER 5260  
QTR PREREQ: GER 325  
QTR EQUIV: GER 326 | |

#### Notes

- **CREATOR:** Elfe Dona
- **CREATED:** 7/6/11
- **IN-PROCESS:** 11/22/11
- **Status:** Process
- **Version:** CURR
- **Course:** GER326 - Business German
- **Effective:** Spring 2010
- **Student REC Title:** Business German
- **Desc:** Study of business and culture behind German. Development of communication skills and intercultural understanding. Use of German in international business.
- **College:** College of Liberal Arts
- **Creds:** 4
- **Grade Sys:**
- **Var Creds:**
- **Prerequisites:** GER 325
- **Equivalents:** GER 326

- **Version:** REV
- **Course:** GER3260 - Business German II
- **Effective:** Fall 2012
- **Student REC Title:** Business German II
- **Desc:** Study of the business culture behind German. Development of communication skills and intercultural understanding. Use of German in international business. Integrated Writing course.
- **College:** College of Liberal Arts
- **Creds:** 3
- **Grade Sys:** 5
- **Var Creds:** 0 - 0
- **Prerequisites:** GER 3250
- **Equivalents:** GER 326
- **Notes:** Taught in German
### Course Inventory Process Tracking - Detail

*** Click on the WorkFlow button below to go to the Work Flow application

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<td>8147</td>
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<tr>
<td></td>
<td>COURSE: MTH131 - Trigonometry</td>
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<td>STUDENT REC TITLE: Trigonometry</td>
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<td></td>
<td>EFFECTIVE: Winter 2012</td>
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<tr>
<td></td>
<td>COURSE DESC: Trigonometric and inverse trigonometric functions. Not for credit to students with credit for MTH 134.</td>
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<tr>
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<td>COLLEGE: College of Science &amp; Math</td>
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<td>LEVEL: Undergraduate</td>
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<td>COURSE TYPE: Lecture</td>
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<td></td>
<td>QTR PREREQ: MTH 130 or WSU Math Placement 05</td>
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<tr>
<td></td>
<td>QTR EQUIV: MTH 131</td>
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<table>
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<tbody>
<tr>
<td>COURSE: MTH1310 - Trigonometry</td>
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<tr>
<td>COURSE DESC: Trigonometric and inverse trigonometric functions. Not for credit to students with credit for MTH 1340.</td>
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<td>COURSE TYPE: Lecture</td>
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<td>REP HRS: 0</td>
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**Course Description:**

Covers history of Musical Theatre from its roots in early lyric theatre and popular variety entertainments to the birth of the modern Book Musical. Reading, viewing and discussion of significant examples from major periods while studying historical, artistic and social contexts for these works. Integrated Writing course.

**College:** College of Liberal Arts

**Grade System:** S

**Credit Hours:** 3

**Varying Credit Range:** 0 - 0

**Writing Int.:** Y

**QTR Equivalent:** TH 372

---

*** Click on the WorkFlow button below to go to the Work Flow application

---

Dec 29, 2011 10:00:22 PM
**Course Inventory Process Tracking - Detail**

*** Click on the WorkFlow button below to go to the Work Flow application

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### Course Inventory Process Tracking - Detail

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**Version:** CURR

**Course:** URS410 - Urban Empirical Research

**Student Rec Title:** Urban Empirical Research

**Effective:** Fall 2011

**Course Description:** Introduces students to research and data collection methods used to explore and explain urban issues. Preparation course for URS 411 and students interested in empirical research. Investigates what makes research useful, valid, and ethical. Requires evaluating and developing research designs.

**College:** College of Liberal Arts

**Credit Hours:** 4

**Var Credit Range:** -

**Grade System:**

**Level:** Undergraduate

**Course Type:** Lecture

**Restriction:** May not be enrolled as the following Classifications: Junior Sophomore Freshman
## Academic Program Quarter to Semester Conversion

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### Degree (A.A., B.S., B.F.A., etc.) & Title
Concentration, Track, Option, Specialization

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<td>ENG 481 Theory of ESL</td>
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<td>ENG 482 TESOL Grammar</td>
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<td>ENG 487 TESOL Assessment</td>
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<td>ENG 484 TESOL Practices &amp; Materials</td>
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<tr>
<td>ENG 488 ESL in the PreK-12 Classroom</td>
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<td>ENG 483 Sociolinguistics</td>
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**Total** | **32**

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<td>ENG 4750 TESOL Grammar</td>
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<td>ENG 4740 TESOL Practices &amp; Materials</td>
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<td>ENG 4770 ESL in the PreK-12 Classroom</td>
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<th>V. Electives</th>
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**Total** | **21**

### Notes:
I. Proposal for a 4+1 Curriculum Leading to a Combined BS/MS in Physics
Physics Department
College of Science and Mathematics
Recommended 20 May 2011 by the Physics Graduate Studies Committee
Approved by Physics Faculty 27 May 2011
Revised 23 Sept. 2011 at request of graduate school.
Revised Oct. 21 2011 at the request of COSM Undergraduate Studies and Graduate
Studies Committees

This proposal provides a curricular track for the completion of both a BS and MS in
Physics in 5 years, hereafter call the 4+1 Bachelors/ Masters curriculum. It
substitutes four 6000/7000 courses for electives in the BS curriculum which will count
toward requirements for both the BS and MS degrees in Physics. These courses
constitute between 12 and 13 semester credits depending on the courses substituted.

__________________________________________________________
Graduate School Dean’s approval of 13 credit hours of double counted courses

II. Curriculum
A. Admission
Any student in the Physics BS program may petition to enter the 5 Year Physics
Masters program during the semester prior to having completed more than 60, but less
than 30, semester credits of the model 4+1 curriculum with a 3.2 grade point average.
This must include PHY 2400, 2410, 2420 and having obtained a 3.3 average in required
physics and math courses taken to date.

The petition must be approved by the Physics Department Graduate Studies
Committee and the Physics Department Chair, and be forwarded to the Graduate School
for final approval and admission to the degree program. The graduate studies committee
and/or the chair may consult a petitioner’s former instructors regarding suitability if they
choose.

The admission to the program will normally be at the beginning of subsequent
semester after approval. An intending student must then seek advising each term to make
sure they are following the necessary curriculum to eventually complete the program.

B. Path to the degree(s)
The attached curriculum shows paths to the BS+MS degrees over 5 years listing all
required courses and the required number of electives. Note that two sequences are
necessary to accommodate the two degrees due to alternate year offerings of some
graduate courses. Specifically, this curriculum:
a) adds no courses, changes no courses, deletes no courses from the inventory;
b) includes all WSU Core requirements, which are to be completed in the first four
years of the model curriculum;
c) includes all required courses for the BS in Physics;
d) includes all required courses for the Physics Masters degree;
e) includes 3 elective courses (9 to 10 semester credits depending on choice of
courses).
f) uses 4 elective courses (12 semester credits) in the Physics- BS curriculum for required graduate courses.

Courses required for the MS Physics degree which can be double counted for both degrees are: PHY4730/6730, PHY4800/6800, PHY4810/6810, PHY4830/6830 (13 semester credits) in the primary year sequence and PHY4730/6730, PHY4830/6830, PHY7100, PHY7110 in the alternate year sequence.

Courses which are elective for both the bachelors and masters degrees, and which can be double counted for the both degrees include: PHY4270/6270, PHY4320/6320, PHY4430/6430, PHY4630/6630, PHY4610/6610, PHY4620/6620.

Each semester in the first four years of the model curriculum is 16 semester hours or less which is consistent with the normal undergraduate curriculum. Each semester in the fifth year of the model curriculum is 11 semester hours or less, consistent with normal graduate curriculum.

Curriculum summary:
WSU Core: as specified for the BS in Physics degree program
Physics Core: PHY 1000, PHY 1010, PHY 2420, PHY 3150, PHY 3220, PHY 3500, PHY 3510, PHY 3710, PHY 4500, PHY 4510
Physics Required Courses (BS): PHY 4600, PHY 4610, PHY 4830, PHY 4940 (6 credits)
Related Field Requirements: MTH 2320, MTH 2330, MTH 2530, MTH 3320, MTH 3330, CHM 1210, CHM 1220
Required Masters courses: PHY 4730/6730, PHY 4800/6800, PHY 4810/6810, PHY 4830/6830, PHY 7100, PHY 7110, PHY 8000, PHY 8990 (6 credits)

C. Continuance in the program
A 3.0 overall GPA and a 3.0 GPA in required physics courses is required to remain in the program while listed as an undergraduate. Otherwise, normal undergraduate rules regarding academic standing apply. Normal graduate school rules regarding academic standing apply after admission to graduate status.

Advising: Upon admission to the program, academic advising and permission to register is necessary each term. (This is due to the close sequencing of courses that is necessary to meet the 5 year timeline.)

Students are eligible for financial aid based upon their enrollment status. Because participating students remain undergraduates through the completion of the bachelor’s degree, they will be eligible for undergraduate financial aid through this period. Students will become eligible for graduate forms of financial aid — including Graduate Tuition Scholarships and GRAs/GTAs/GAs — when they become regularly-admitted graduate students after the completion of the bachelor’s degree.

D. Reversion to single degree
Reversion to the 4 year BS degree occurs if the student
(a) elects to withdraw during the 4th or 5th year;
(b) fails academic probation as described in section C; or
(c) does not enroll in the necessary graduate courses with in 2 years following completion of the Physics BS requirements.
In this case, PHY 6000 or PHY 7000 level courses may count as elective credits toward the BS degree but not toward the curricular requirements for the BS. If reversion occurs and the student subsequently is accepted into the Physics MS, any graduate credits applied to the Physics BS cannot count toward the 30 semester credits required for the Physics MS degree.

III. Transition Plan

The term by term advising upon entrance to the program constitutes the transition plan. As no courses are added or deleted from the inventory only students in the 5 Year Masters are affected. Transition to Semesters from the 2011-2012 to 2012-2013 academic year will be handled by the department’s semester transition process as with other graduate students.

IV. Curriculum Coordination

There are no requirements outside the existing Physics degrees. Therefore, no additional curriculum coordination is necessary.

V. Resource allocation

No additional university resources are required. No additional courses are required to be scheduled so no additional college/departmental resources are required.
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<td>PHY 4730/6730</td>
<td>Math Methods</td>
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<td>PHY 8000</td>
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| Total Undergrad Credits | 119 |
| Total Net Graduate Credits | 21 |

Double Counted Graduate Credits | 12 |
Total Graduate Credits | 33 |
Total Earned Credits for both degrees | 140 |
which is greater than 129+30-12 = 137 |
Date: 8 June, 2011
To: To Whom It May Concern
From: Capt Jill Durbin, Education Flight Commander, Department of Aerospace Studies
Subject: Request Addition of an Air Science Minor

Air Force ROTC students at Wright State University work hard to become leaders in the United States Air Force. Ultimately they receive a commission, but currently no formal academic recognition is given for the challenging coursework they have completed. We recommend that Wright State follow in the footsteps of Ohio State University and incorporate an Air Science Minor into our program. (See Ohio State University’s Air Science Minor outline attached. Please note that it is currently being revised as they are also moving from a quarter-based to a semester-based system)

- In the current quarter system, students complete 16 Aerospace Studies (AES) credit hours. Once Wright State switches over to semester hours, students will still complete 16 AES credit hours (given the criteria from the University System of Ohio Board of Regents, 750 minutes = 1 semester-based credit hour); however, due to critical world-wide mission requirements, all ROTC cadets are now also required to take 6 credit hours of any Foreign Language for a total of 22 semester-based credit hours to earn the Air Science minor. This figure does not include two, one-hour long Physical Training sessions each week, weekly Leadership Labs, and various other Professional Development Trainings (PDTs) and activities which the cadets do not get any academic recognition for, but are required to complete in order to become an officer.

- Students must complete the following courses to receive credit for the Air Science minor:
  (The below is semester-based for 2012 implementation)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES 1210 + Lab</td>
<td>Foundations of the United States Air Force-I</td>
<td>1 CH</td>
</tr>
<tr>
<td>AES 1220 + Lab</td>
<td>Foundations of the United States Air Force-II</td>
<td>1 CH</td>
</tr>
<tr>
<td>AES 2210 + Lab</td>
<td>Evolution of USAF Air &amp; Space Power-I</td>
<td>1 CH</td>
</tr>
<tr>
<td>AES 2220 + Lab</td>
<td>Evolution of USAF Air &amp; Space Power-II</td>
<td>1 CH</td>
</tr>
<tr>
<td>AES 3310 + Lab</td>
<td>USAF Leadership Studies-I</td>
<td>3 CH</td>
</tr>
<tr>
<td>AES 3320 + Lab</td>
<td>USAF Leadership Studies-II</td>
<td>3 CH</td>
</tr>
<tr>
<td>AES 4310 + Lab</td>
<td>National Security Affairs/Prep for Active Duty-I</td>
<td>3 CH</td>
</tr>
<tr>
<td>AES 4320 + Lab</td>
<td>National Security Affairs/Prep for Active Duty-II</td>
<td>3 CH</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Any Foreign Language Course</td>
<td>3 CH</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Any Foreign Language Course</td>
<td>3 CH</td>
</tr>
</tbody>
</table>

Total: 22 CH

The state of Ohio requirement for a minor in semester-based schools is 18 CH

AES courses begin with the basics of military life: saluting, drilling, rank & organization, then proceed on to Air Force structure and history, which lead to leadership & management studies, and culminate in world regional and National Security studies. Throughout the entire 4-year program students are taught and given the opportunity to put into practice how to be efficient, effective leaders, how to use leadership tools, and how to
work within a diverse and dynamic workforce & world. Additionally, these courses provide students with organizational leadership, problem solving, and time management tools and give them opportunities to put these tools into practice. To receive the minor of Air Science, students must achieve a grade of C- or higher in each course in the minor and an overall minimum 2.0 GPA.

- Typically there are approximately 250 students enrolled in Air Science courses. We feel that this Minor would attract approximately 25 or more additional students per year.

- The department would like to implement this minor in Fall 2012 in concert with the change-over from quarters to semesters.

- AES courses do not apply towards the student’s College Major; so as a result, current students receive no formal academic recognition for completion of this rigorous program. In light of the aforementioned facts, we recommend the university approve this Air Science Minor and provide students formal academic recognition.

Attached are: Ohio State University's Air Science Minor information, program form, and advertisement; a Wright State proposed Air Science minor program form and advertisement; and four of many available examples of other semester-based universities who also offer minor programs for ROTC coursework.

Should you have any questions or concerns, please contact Captain Jill Durbin at 775-2813 or jill.durbin@wright.edu.

JOSEPH G. BOUCHARD, JR., Lt Col, USAF
Chair, Department of Aerospace Studies

3 Attachments:
1. Ohio State University's Air Science minor program information
2. Wright State proposed Air Science minor program information
3. Examples of other universities who offer minors for ROTC coursework
Air Science Minor (AF Aerospace Stds)

A Minor in Air Science is for students who seek to improve and challenge themselves on a daily basis. Students will experience realistic, dynamic training designed to teach values and skills essential for leaders in every organization. Courses are “hands on,” with an emphasis on leadership application through practical experience. Students practice techniques while assigned to leadership roles within the Cadet Organizational Structure.

In addition, courses are designed to instill professional ethics and familiarize participants with principles of physical fitness and a healthy lifestyle. Ultimately, the program explores the dynamics of leading in a complex environment and prepares students to analyze, manage, and adapt to change. The end state of the program is for students to be adaptive leaders with the confidence in their ability to lead, make decisions, and motivate subordinates.

This minor is open to students enrolled in ROTC or by permission of department chair.

The Air Science Minor curriculum: 21 hours

- Air Science 201 The Evolution of USAF Air & Space Power to WWII (1)
- Air Science 202 The Evolution of USAF Air & Space Power, 1945 - 1989 (1)
- Air Science 203 The Evolution of USAF Air & Space Power, 1989 - present (1)
- Air Science 301 Air Force Leadership Authority & Responsibility (3)
- Air Science 302 Leadership & Accountability (3)
- Air Science 303 Officer Development & Professionalism (3)
- Air Science 401 National Security & the Strategy Making Process (3)
- Air Science 402 Regional Area Studies (3)
- Air Science 403 Preparation for Active Duty (3)

Restrictions and General Information:

1. Removal from the program will result for students who fail any minor course.
2. Students should declare their minor prior to accumulating 90 total credit hours.

Arts and Sciences minor program guidelines
The following guidelines govern this minor:

Required for graduation: No
Credit hours required: A minimum of 21
Transfer credit hours allowed: A maximum of 10
Overlap with the GEC: Permitted, unless specifically disallowed by an individual minor program.
Overlap with the major: Not allowed and
- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.
Overlap between minors: Each minor completed must contain 20 unique hours.

100-level course: For every five credit hours of 100-level course work on the minor, the minimum total required for the minor is increased by five.

Grades required:
- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required: The academic unit offering the minor (Department Chair)

Filing the minor program form: Students should declare their minor prior to accumulating 90 total credit hours.

Changing the minor: Once the minor program is filed in the college office, any changes must be approved by:
- The academic unit offering the minor

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
http://artsandsciences.osu.edu

KDH 8/20/09
Update 8/5/10 DH
OSU MINOR PROGRAM FORM

Air Science (042)

Student Name:

Student Social Security Number:

Major:

E-Mail Address:

Name of Undergraduate Minor: **AIR SCIENCE (042)**

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grade (If Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Science</td>
<td>201</td>
<td>Evolution of USAF Air Power to WWII</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>202</td>
<td>Evolution of USAF Air Power 1945-1989</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>203</td>
<td>Evolution USAF Air Power 1989-Present</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>301</td>
<td>AF Leadership Authority &amp; Responsibility</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>302</td>
<td>Leadership &amp; Accountability</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>303</td>
<td>Officer Development &amp; Professionalism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>401</td>
<td>National Security &amp; Strategy Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>402</td>
<td>Regional Area Studies</td>
<td>3</td>
<td></td>
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<tr>
<td>Air Science</td>
<td>403</td>
<td>Prep. For Active Duty</td>
<td>3</td>
<td>PLANNED</td>
</tr>
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</table>

Student Signature ___________________________ Date ____________

Print ___________________________

Advisor Signature Major Program ___________________________ Date ____________

Print ___________________________

Advisor Signature Minor Program ___________________________ Date ____________
AIR SCIENCE

minor (042)

A Minor in Air Science is for students who seek to improve and challenge themselves on a daily basis. Students will experience realistic, dynamic training designed to teach values and skills essential for leaders in every organization. Courses are "hands on," with an emphasis on leadership application through practical experience. Students practice techniques while assigned to leadership roles within the Cadet Organizational Structure. In addition, courses are designed to instill professional ethics and familiarize participants with principles of physical fitness and a healthy lifestyle. Ultimately, the program explores the dynamics of leading in a complex environment and prepares students to analyze, manage, and adapt to change. The end goal of the program is for students to be adaptive leaders with the confidence in their ability to lead, make decisions, and motivate subordinates.

For more information contact:
Department of Air Force Aerospace Studies
353 Converse Hall
2121 Tuttle Park Place
Columbus, OH 43210
(614) 292-5441
http://afasc.osu.edu/

The Air Science Minor consists of the following courses: 21 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>Air Science</td>
<td>201 The Evolution of USAF Air &amp; Space Power to WWII (1)</td>
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</tr>
<tr>
<td>Air Science</td>
<td>202 The Evolution of USAF Air &amp; Space Power, 1945 - 1989 (1)</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>203 The Evolution of USAF Air &amp; Space Power, 1989 - present  (1)</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>301 Air Force Leadership Authority &amp; Responsibility (3)</td>
<td></td>
</tr>
<tr>
<td>Air Science</td>
<td>302 Leadership &amp; Accountability (3)</td>
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<tr>
<td>Air Science</td>
<td>303 Officer Development &amp; Professionalism (3)</td>
<td></td>
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<tr>
<td>Air Science</td>
<td>401 National Security &amp; the Strategy Making Process (3)</td>
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<tr>
<td>Air Science</td>
<td>402 Regional Area Studies (3)</td>
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</tr>
<tr>
<td>Air Science</td>
<td>403 Preparation for Active Duty (3)</td>
<td></td>
</tr>
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</table>

Restrictions and General Information:
This minor is open to students enrolled in ROTC or by permission of department chair.
1. A minimum overall GPA for courses comprising the minor shall be 2.0
2. Removal from the program will result for students who fail any minor course.
3. A grade of C- or higher is required in each course of the minor.
4. Students should declare their minor prior to accumulating 90 total credit hours.
# AIR SCIENCE

## Air Science Minor

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grade</th>
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<td>Aerospace Studies</td>
<td>AES 1210</td>
<td>Foundations of the United States Air Force I</td>
<td>1</td>
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<td>Aerospace Studies</td>
<td>AES 1220</td>
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<td>0</td>
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Language Course: _____

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Language Course: _____

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Total credit hours completed: 22

(Print/sign/date)

Student Signature Date

(Print/sign/date)

Academic Advisor for Major Program Date

(Print/sign/date)

Academic Advisor for Minor Program Date
AIR SCIENCE

minor

A minor in Air Science is for students who seek to improve and challenge themselves on a daily basis. Students will experience realistic, dynamic training designed to teach values and skills essential for leaders in every organization. Courses are “hands on,” with an emphasis on leadership application through practical experience. Students practice techniques while assigned to leadership roles within the Cadet Organizational Structure. In addition, courses are designed to instill professional ethics and familiarize participants with principles of physical fitness and a healthy lifestyle. Ultimately, the program explores the dynamics of leading in a complex environment and prepares students to analyze, manage, and adapt to change. The end state of the program is for students to be adaptive leaders with confidence in their ability to lead, make decisions, and motivate subordinates.

This minor consists of 22 credit hours

AES 1210 Foundations of the U.S. Air Force I + Lab (1)
AES 1230 Foundations of the U.S. Air Force II + Lab (1)
AES 2210 Evolution of USAF Air & Space Power I + Lab (1)
AES 2230 Evolution of USAF Air & Space Power II + Lab (1)
AFS 3310 USAF Leadership Studies I + Lab (3)
AES 3330 USAF Leadership Studies II + Lab (3)
AES 4310 Preparation for Active Duty I + Lab (3)
AES 4330 Preparation for Active Duty II + Lab (3)

Additionally, 6 credits of Language courses are required (6)

Restrictions and General Information:
This minor is open to students enrolled in AFROTC
1. A minimum overall 2.0 GPA is required for the minor
2. A grade of C- or higher is required in each minor course

For more information on Air Force ROTC contact:
118 Millett Hall
3640 Col Glenn Hwy.
Dayton, OH 45435-0001
937-775-2730
afrotc@wright.edu or www.afrotc.com
Miami University

Aerospace Studies (19 semester hours)

For information contact the Department of Aerospace Studies, 50 Millett Hall (513-529-2031).

This minor is an interdisciplinary program open to all majors. It introduces students to the broad field of air and space service and provides specific information on the organization and operation of the United States Air Force.

Courses may not be taken on a credit/no-credit basis. A minimum 2.0 g.p.a. is required for all courses in the minor.

Program Requirements

Required sequence (10 semester hours):

AES 121 The Foundations of the United States Air Force (1)
AES 122 The Foundations of the United States Air Force (1)
AES 221 The Evolution of USAF Air and Space Power (1)
AES 222 The Evolution of USAF Air and Space Power (1)
AES 332 Air Force Leadership Studies (3)
AES 432 National Security Forces in Contemporary American Society (3)

Note: AES 240 (4) may be taken for AES 121, 222 with permission of instructor.

One of these:

AES 331 Air Force Leadership Studies (3)
NSC 401 Naval Leadership and Management (2)
MGT 301 Organizational Behavior and Theory (3)

At least one course in each of two different departments (min. six semester hours):

AES 431 National Security Forces in Contemporary American Society (3)
GEO 378 Political Geography (3)
HST 222 American Diplomacy (3)
HST 431 The U.S.-Vietnam War (3)
POL 221 Modern World Governments (4)
POL 271 World Politics (4)
POL 372 American Foreign Policy (3)
POL 374 Comparative Foreign Policy (3)
POL 382 International Law (3)
POL 387 Comparative Security Issues (3)
Pennsylvania State- semester based

Military Studies Minor (MLTRY) - ARCHIVE

CHAIR, MILITARY STUDIES INTERDISCIPLINARY COMMITTEE, in charge

This interdisciplinary minor is designed for all students with special interests in military and national security affairs. Military emphasis is provided in one of three areas—Aerospace Studies, Military Science, or Naval Science. American military forces have played an important role in our domestic and international history and will continue to have significant involvement in policy arenas relating to national security and international relations. Students elect one military service branch for their prescribed courses and select two additional courses from appropriate history and political science courses emphasizing national security policy. At least 6 credits must be taken at the 400 level.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

REQUIREMENTS FOR THE MINOR: 19-26 credits

PRESCRIBED COURSES (Choose one service branch--13-20 credits)

AIR FORCE (20 credits)
AIR 151(2), AIR 152(2), AIR 251(2), AIR 252(2), AIR 351(3), AIR 352(3), AIR 451(3), AIR 452(3) (Sem: 1-4)

ARMY (20 credits)
ARMY 101(2), ARMY 102(2), ARMY 203(2), ARMY 204(2), ARMY 301(3), ARMY 302(3), ARMY 401(3), ARMY 402(3) (Sem: 1-7)

ADDITIONAL COURSES (6 credits) Select 6 credits from the following courses:

Last Revised by the Department: Summer Session 1992

Blue Sheet Item #: 19-08-021

Review Date: 11/25/03 UCA Revision #2: 7/30/07
Kent State- Semester-based

Joint Military Studies Minor

Kent State University Catalog 2011 > Colleges and Programs > College of Business Administration > Minors > Joint Military Studies

College of Business Administration
Academic Advising Office
Room 107, Business Administration Building
Tel: 330-672-2872
Web: http://business.kent.edu

Leadership styles, organizational structure and behavior and a global perspective form the common ground between the military and business. The Military Studies minor enhances junior leader development and success in an increasingly competitive world. Please note it is not limited only to those students enrolled in one of the military’s pre-conditioning programs (Air Force or Army ROTC).

<table>
<thead>
<tr>
<th>MILITARY STUDIES MINOR REQUIREMENTS (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Choose 18 credit hours from the list of courses below with all of the following rules applied:

- At least 6 credit hours taken at the junior or senior (30000 or 40000) level
- At least 3 credit hours taken from HIST
- At least 4 credit hours from ASTU or MSCI (military branch different than one student is pursuing)
- At least a minimum grade of "C" must be earned in all courses

Aerospace Studies

<table>
<thead>
<tr>
<th>ASTU</th>
<th>10101</th>
<th>Foundations of U.S. Air Force I (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10102</td>
<td>Foundations of U.S. Air Force II (1)</td>
<td></td>
</tr>
<tr>
<td>20101</td>
<td>Air Power I (1)</td>
<td></td>
</tr>
<tr>
<td>20102</td>
<td>Air Power II (1)</td>
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<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>30101</td>
<td>Leadership Studies I</td>
<td>(3)</td>
</tr>
<tr>
<td>30102</td>
<td>Leadership Studies II</td>
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</tr>
<tr>
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<td>Defense Studies I</td>
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<tr>
<td>40102</td>
<td>Defense Studies</td>
<td>(3)</td>
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</table>

**Military Science**

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MSCI 10180</td>
<td>Introduction to Leadership I</td>
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<tr>
<td>10191</td>
<td>Leadership Seminar I</td>
<td>(1)</td>
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<tr>
<td>10185</td>
<td>Introduction to Leadership II</td>
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<td>20181</td>
<td>Leadership Assessment I</td>
<td>(2)</td>
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<td>20191</td>
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<td>30160</td>
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<tr>
<td>30170</td>
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<tr>
<td>40160</td>
<td>Military Management and Ethics</td>
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**Military History**

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<tr>
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<tr>
<td>31030</td>
<td>NATO: The Enduring Alliance</td>
<td>(3)</td>
</tr>
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<td>31118</td>
<td>Vietnam War</td>
<td>(3)</td>
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<tr>
<td>31052</td>
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<td>41017</td>
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<td>Modern Russia, 1917-Present</td>
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<tr>
<td>41051</td>
<td>Politics, Culture and Society of 20th Century Europe</td>
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<tr>
<td>41057</td>
<td>Eighteenth-Century America: 1714-1789</td>
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<td>41065</td>
<td>Sectional Conflict and Civil War</td>
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<td>41066</td>
<td>Reconstruction of the Later South</td>
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<td>41084</td>
<td>U.S. Foreign Relations from 1920</td>
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<td>41087</td>
<td>Progressive America: The United States, 1896-1919</td>
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<td>41129</td>
<td>The Holocaust: The Destruction of European Jewry, 1938-1945</td>
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<td>POL</td>
<td>40530 Politics of War</td>
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<td></td>
<td>40840 Comparative Foreign Policy</td>
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<td></td>
<td>40930 U.S. Foreign Policy</td>
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**TOTAL 18**

**Additional Notes:**
A minor in Joint Military Studies is open to any student. The Professor of Military Science and Professor of Aerospace Studies as appropriate grant access to junior and senior level courses for non-ROTC students who are pursuing a Joint Military Studies minor and who are not contracted ROTC students.

A minor in Joint Military Studies allows students who have completed specialized ROTC courses to receive credit for this training. Normally the ROTC courses are applied as electives within a degree program. A minor provides proof on a student's transcript that they have specialized in the area of Joint Military Studies.
Weber State- semester-based

Aerospace Studies (Air Force ROTC)

**MINOR**

- **Grade Requirements:** The cumulative grade-point average (GPA) for all courses used toward the minor must be 2.0 or greater, with no course grade lower than a C-.

- **Credit Hour Requirements:** A minimum of 16 hours credit hours in departmental classes, 12 of which must be upper division.

**Advisement**

All Aerospace Studies students are required to meet with a faculty advisor at least semi-annually for course and program advisement. Call (801) 581-6236 for more information or to schedule an appointment.

**Admission Requirements**

Enrollment in any of the upper division, directed studies, or leadership lab classes requires approval of the department. Contact (801) 581-6236 for more information.

**Course Requirements for Minor**

**Basic courses: (C- or better)**

- AERO 1010 Foundations of USAF I (1)
- AERO 1011 Foundations of USAF II (1)
- AERO 2010 Airpower History I (1)
- AERO 2011 Airpower History II (1)

**Upper division courses: (C- or better)**

- AERO 3010 Leadership Studies I (3)
- AERO 3011 Leadership Studies II (3)
- AERO 4010 National Security Affairs I (3)
- AERO 4011 National Security Affairs II (3)

*Note: Completion of 6-week Field Training (AERO 3000) or two or more years active duty as an enlisted member in the United States Air Force may result in exemption from the basic courses.*

Weber State University 2010-2011 Catalog
10 Questions for Proposing a Minor Answered for Minor in Air Science

The requirements for minor programs may vary considerably across departments or program units. In order to ensure consistency from program to program, those preparing and approving proposals for a new program should observe the following format and guidelines:

I. Title of Program and college or school and department responsible for administering the program. Addressed via the course inventory system template: Minor in Air Science, College of Other, Department of Aerospace Studies.

II. Objectives. Proposals should provide a clear statement of the objectives of the program. Objectives of the program are outlined in our proposal attached in the course inventory system “Air Force ROTC students at Wright State University work hard to become leaders in the United States Air Force. Ultimately, they receive a commission…throughout the entire 4-year program students are taught and given the opportunity to put into practice how to be efficient, effective leaders, how to use leadership tools, and how to work within a diverse and dynamic workforce & world.”

III. Description. Proposals should include an undergraduate catalog description. Catalog description and advertisement are included in the proposal. “A minor in Air Science is for students who seek to improve and challenge themselves on a daily basis. Students will experience realistic, dynamic training designed to teach values and skills essential for leaders in every organization. Courses are “hands on”, with emphasis on leadership application through practical experience. Students practice techniques while assigned to leadership roles within the Cadet Organizational Structure. In addition, courses are designed to instill professional ethics and familiarize participants with principles of physical fitness and a healthy lifestyle. Ultimately, the program explores the dynamics of leading in a complex environment and prepares students to analyze, manage, and adapt to change. The end state of the program is for students to be adaptive leaders with confidence in their ability to lead, make decisions, and motivate subordinates.”

IV. Admission Requirements. Proposals should clearly indicate requirements for admission to the program, including, for example, prior admission to a major, credit hours completed, GPA, prerequisites, and letter grade performance in specific classes. This information is included in the advertisement included in the proposal. “This minor is open to students enrolled in AFROTC. 1. A minimum overall 2.0 GPA is required for the minor. 2. A grade of C- or higher is required in each minor course.”

V. Program Requirements. Proposals should clearly specify the program of study, including course requirements and course electives. For each course, include the course designation, number, title, credit hours and catalog description. Generally, with the exception of practica, courses should not be graded P/U. Proposals should identify and explain other requirements such as comprehensive examinations or oral presentations and include the total credit hours required for the minor. These courses have existed for several years. They are listed on the course
inventory template and have current course descriptions listed in the Wright State Course Catalog.

When new courses or the modifications of existing courses are being proposed in conjunction with the program, the appropriate course inventory (Course Inventory Request Form) and course modification (Course Modification Request Form) requests and supporting documentation must accompany the proposal.

VI. Program Quality. Proposals should justify the level of difficulty of required courses in terms of program objectives and explain the balance between lower and upper division courses. A minor consisting entirely of introductory courses is unlikely to be approved. On the other hand, in some disciplines a minor consisting entirely of 300 or 400 level courses would be unreasonable. As depicted in the course inventory template and the proposal, AES courses cover 100, 200, 300 & 400 level courses all designed to increase responsibility and leadership put into practice. “AES courses begin with the basics of military life: saluting, drilling, rank & organization, (100 level courses), then proceed on to Air Force structure and history, (200 level courses), which lead to management studies, (300 level courses), and culminate in world regional and National Security studies (400 level courses). Once complete in these studies and upon receiving their degree, cadets are commissioned to active duty service as an Air Force officer.

VII. Student Performance. Proposals should indicate any requirements for maintaining the quality of student performance, including, for example, overall GPA or student performance in specific classes required for continuance in the program and for successful completion of the program. This is depicted in the course advertisement “This minor is open to students enrolled in AFROTC. 1. A minimum overall 2.0 GPA is required for the minor. 2. A grade of C- or higher is required in each minor course.

VIII. Curriculum Coordination. Before proposals are sent forward for approval, they should be reviewed by all departments and program units that may be affected by the proposed program because of similar courses or course content, because of shared student clientele, or because the program of study, including course prerequisites, requirements, or electives carries scheduling or faculty and other resource implications. Providing supporting letters or signed forms from potentially affected departments will facilitate the review. Not coordinated as impact will be negligible. These courses have been in place for several years and ROTC students are encouraged to and normally take language requirements as electives for their major already.

IX. Resource Coordination. Proposals should assess needs pertaining to computer and library resources. In addressing the impact of those needs, the Director of Computing & Telecommunications Services and the University Librarian should be consulted, respectively. The results of this review should be included in the program proposal. Not coordinated as there will be no impact. These courses have already been in place for several years.

X. Program Staffing. Before program proposals are sent forward to the University Undergraduate Curriculum and Academic Policy Committee, a systematic review of program needs related to faculty, staff, and costs should be conducted by the appropriate College or School. Faculty
responsible for teaching in the program should be listed along with their academic rank and full-
time or part-time status. Additional faculty, staff, and other resources required as part of the
program proposal should be listed. The results of this review should be included in the program
proposal. Faculty responsible for teaching this program are all active duty Air Force
officers and are not paid by Wright State University. These officers change out every two to
three years however, new officers replace them at each rotation. The current staff consists of:
Lt Col Joseph Bouchard
Capt Jill Durbin
Capt Stefanie Van Dyk
Capt Richard Graham
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<thead>
<tr>
<th>College</th>
<th>Other</th>
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<tr>
<td>Other</td>
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<tr>
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<td>Concentration, Track, Option, Specialization</td>
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<td>Minor Program Title</td>
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<tr>
<td>AES 1230 Foundations of United States Air Force II</td>
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</tr>
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<td>AES 1240 Initial Military Training Leadership Lab</td>
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<tr>
<td>AES 2210 Evolution of USAF Air &amp; Space Power I</td>
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<tr>
<td>AES 2220 Field Training Preparation Leadership Lab</td>
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<td>AES 2230 Evolution of USAF Air &amp; Space Power II</td>
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<td>AES 3330 USAF Leadership Studies II</td>
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<td>AES 3340 Intermediate Cadet Leadership Lab</td>
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<tr>
<td>AES 4310 Preparation for Active Duty I</td>
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<td>AES 4320 Senior Cadet Leadership Lab</td>
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<td>Plus any two language courses</td>
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<tr>
<td>Total</td>
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Notes: Language courses may be taken at any time during the degree plan.
DATE: January 30, 2012

TO: Dr. Thomas Sav
Chair, University Curriculum and Policies Committee

FROM: Dr. Thomas Sudkamp
Associate Provost for Undergraduate Studies and University College

SUBJECT: Minor in Air Force Studies

I strongly support the establishment of a minor in Air Force Studies associated with US Air Force Reserve Officer Training Corps at Wright State. The minor recognizes the commitment, effort, and academic achievement of students participating in the Air Force ROTC program. With the establishment of this program, Wright State will join the Ohio State University, the University of Cincinnati, Miami University, and Bowling Green State University as Ohio public universities with Air Force ROTC minors.

Cadets in the ROTC take a rigorous program that includes studies in leadership, military history and strategy, and physical training in addition to completing degree requirements of various bachelor’s degrees. Because of the world-wide scope of the Air Force, the minor also includes two semesters of foreign language courses.

There are currently 94 Wright State students in the Air Force ROTC program. It is anticipated that the minor will attract additional students to the program and Wright State. The Air Force ROTC also provides scholarships to attract students to Wright State and support their studies. This year, eighteen cadets have full tuition and fees to Wright State supported by the Air Force ROTC program.

All of the Aerospace Studies courses in the minor are offered by Air Force Officers on the Wright State faculty. The language courses in the minor are regularly offered by the Modern Languages Department. Consequently there will be no additional expenses or resource needs to establish and sustain the program.
In conclusion, the minor in Air Force Studies will offer the same academic recognition to Air Force ROTC cadets at Wright State as at our peer institutions across the state. It will provide a benefit in recruiting, but most importantly, it will recognize the efforts of Wright State students concurrently pursuing a bachelor’s degree and a commission as an officer in the United States Air Force.
Date: October 27, 2011

To: Tom Sav, Chair of UCAP

From: Bonnie Mathies, Dean
      Bob Hiskey, Associate Dean

Subject: Proposed new degree and related courses

Even though you told me this memo probably wasn't necessary, I want to send this to you about the new courses that we have recently submitted into workflow. I think it might be important to understand the context in which these courses are being submitted. We are developing a new bachelor degree and the details below explain in more clarity what is planned. Please share this information as you wish. I am hoping the new degree proposal will come to UCAP early Winter Quarter. The Lake Campus Curriculum committee will have someone at the next UCAP meeting to answer questions.

Kent State, University of Cincinnati, and Ohio University's regional campuses have all begun to offer a degree-completion opportunity in the form of a Bachelor of Technical and Applied Studies (BTAS). WSU Lake Campus is proposing to offer The Bachelor of Technical and Applied Studies (BTAS) as a completion degree offered through Wright State University, Lake Campus. It is intended for students who have already completed a two-year degree program from an accredited community college, regional campus, or technical college, and who wish to pursue a baccalaureate degree. The program(s) of study provide students with knowledge, skills, and dispositions necessary for advancement in their chosen careers, and integrates the technical skills developed within applied associate degree and Applied Technical Studies programs (AAB and ATS) with the professional skills intrinsic in a bachelor's degree program.

The BTAS program will allow students to earn a Wright State University bachelor's degree in technical and applied studies. It is a pathway for students who want to take the next step in their professional career by fulfilling the course requirements necessary to complete a bachelor's degree. It is a completion program for working adults who have wanted to come back or need the degree to pursue a promotion or a new position. It is a program of study that will utilize the knowledge and skills obtained in associate degree programs and will enhance and supplement those skills and knowledge. The BTAS degree will allow students to apply their prior technical education and experience with the supervisory, leadership and communication skills gained toward leadership positions in business, government, or other entities. The BTAS is not intended to complete with current established degrees on the Dayton campus.

There are several steps in the development of this degree with the first being the establishment and approval of the AB (Applied Business) prefix for proposed common courses within the degree. The next step is the approval of the AB common courses. These nine (9) courses will be required of all students who enroll in this degree program of study. Subsequent steps will be to approve six (6) new 300- and 400-level courses in the IT program as these will be required of students who plan to
take the graphics concentration. The proposed programs of study are included so you can see where these courses would fall. We have an aggressive schedule ahead of us as we would like to get this degree to the Board of Regents Spring Quarter if possible with possible approval so the BTAS degree could be available for our students Fall, 2012. Please contact me if you have any questions or concerns.
<table>
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<tr>
<th>WSU-Lake Campus</th>
<th>Bachelor of Technical and Applied Studies (BTAS)</th>
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</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>Graphic Design and Visual Media</td>
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</tbody>
</table>

**Core (General Education Elements)**
- **Element 1: Communication** (6 hours required)
  - ENG 1100 Academic Writing and Reading (3 semester hours)
  - ENG 2100 Research & Argument (3)
- **Element 2: Mathematics** (3 hours required)
  - MTH 1450 Math & the Modern World (3)
- **Element 3: Global Traditions** (6 hours required)
- **Element 4: Arts/Humanities** (3 hours required)
- **Element 5: Social Science** (6 hours required)
- **Element 6: Natural Sciences** (8 hours required)
- **Additional Core Courses** (6 hours required)

**Credit Hours**

<table>
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<tr>
<th>Common BTAS Degree Requirements</th>
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</thead>
<tbody>
<tr>
<td>AB 3000 Applied Business Technologies</td>
</tr>
<tr>
<td>AB 3010 Training and Presentations</td>
</tr>
<tr>
<td>AB 3020 Applied Business Leadership</td>
</tr>
<tr>
<td>AB 3030 Services Marketing</td>
</tr>
<tr>
<td>AB 3040 Applied Business Management</td>
</tr>
<tr>
<td>AB 4000 Applied Business Personnel Management</td>
</tr>
<tr>
<td>AB 4010 Applied Business Legal Issues</td>
</tr>
<tr>
<td>AB 4020 Project Evaluation</td>
</tr>
<tr>
<td>AB 4030 Applied Business Finance</td>
</tr>
</tbody>
</table>

**Concentration Requirements**
- IT 1300 Illustration (3)
- IT 1400 Layout & Typography (3)
- IT 1410 Digital Media (3)
- IT 2020 Photoshop II (3)
- IT 2210 Web Theory & Design II (3)
- IT 2300 E-Commerce (3)
- IT 2350 Brand Development (3)
- IT 2400 Portfolio Development (3)
- IT 2500 Promotional Design (3)
- IT 3100 Advanced Illustration (3)
- IT 3210 Principles of Package Design (3)
- IT 3400 Digital Multimedia Technology (3)
- IT 4310 History of Graphic Design (3)
- IT 4425 Senior Seminar

**Electives**
- IT 4479 Special Topics (1-3)

**TOTAL**

120
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<tr>
<td>Concentration</td>
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**Core (General Education Elements)**
- **Element 1: Communication** (6 hours required)
  - ENG 1100 Academic Writing and Reading (3 semester hours)
  - ENG 2100 Research & Argument (3)
- **Element 2: Mathematics** (3 hours required)
  - MTH 1450 Math & the Modern World (3)
- **Element 3: Global Traditions** (6 hours required)
- **Element 4: Arts/Humanities** (3 hours required)
- **Element 5: Social Science** (6 hours required)
- **Element 6: Natural Sciences** (8 hours required)

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<th>Additional Core Courses (6 hours required)</th>
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**Common BTAS Degree Requirements**
- AB 3000 Applied Business Technologies
- AB 3010 Training and Presentations
- AB 3020 Applied Business Leadership
- AB 3030 Services Marketing
- AB 3040 Applied Business Management
- AB 4000 Applied Business Personnel Management
- AB 4010 Applied Business Legal Issues
- AB 4020 Project Evaluation
- AB 4030 Applied Business Finance

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<td>FAS 2100 Farm Management (3)</td>
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<td>Bachelor of Technical and Applied Studies (BTAS)</td>
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<tr>
<td>Concentration</td>
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**Core (General Education Elements)**

Element 1: *Communication* (6 hours required)
- ENG 1100 Academic Writing and Reading (3 semester hours)
- ENG 2100 Research & Argument (3)

Element 2: *Mathematics* (3 hours required)
- MTH 1450 Math & the Modern World (3)

Element 3: *Global Traditions* (6 hours required)

Element 4: *Arts/Humanities* (3 hours required)

Element 5: *Social Science* (6 hours required)

Element 6: *Natural Sciences* (8 hours required)

**Additional Core Courses** (6 hours required)

<table>
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<th>Credit Hours</th>
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**Common BTAS Degree Requirements**

- AB 3000 Applied Business Technologies
- AB 3010 Training and Presentations
- AB 3020 Applied Business Leadership
- AB 3030 Services Marketing
- AB 3040 Applied Business Management
- AB 4000 Applied Business Personnel Management
- AB 4010 Applied Business Legal Issues
- AB 4020 Project Evaluation
- AB 4030 Applied Business Finance

<table>
<thead>
<tr>
<th>Credit Hours</th>
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**Concentration Requirements Select from the following:**

ACC 2040 (3), 2050 (3)
- IT 2300 E-Commerce (3)
- IT 2500 Promotional Design (3)
- IT 2350 Brand Development (3)
- MKT 2500 Principles of Marketing (3)
- TMG 2700 Production Management (3)
- TMG 2800 Small Business Management (3)
- MS 2040 Introduction to Business Statistics (3)
- MS 2050 Quantitative Business Modeling (3)
- EC 2040 Principles of Microeconomics (3)
- EC 2050 Principles of Macroeconomics (3)
- CSD 3210, 3220, 3230, 3240 Health Care Admin. series @ (3)
- FAS 2010 Agriculture Economics (3)
- FAS 2100 Farm Business Management (3)
- FAS 3310, 3320, 3320 Agriculture Business series @(3)

<table>
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<th>Credit Hours</th>
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**TOTAL** 120
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<td>Training and Presentations</td>
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<td>Applied Business Leadership</td>
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<td>FAS 3870 Agromonic Industry &amp; Business (3)</td>
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<td>FAS 3270 Agriculture Business Topics (1-4)</td>
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<td>FAS 2870 Agriculture Science Topics (1)</td>
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**Related Requirements**

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Lake Campus AG Grid
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<td>Advanced Illustration</td>
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**Comments**

Lake Campus IT Grid

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Four courses selected from:

**Electives**

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<tr>
<th>Productivity Introduction to Computers and Office</th>
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<th>Presentation Skills OR</th>
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<td>IT 2050 (3)</td>
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(6)

**Related Requirements**

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(Additional core selection)
Department: Applied Business

Course Number: AB 3000

Course Title for the Catalog: Applied Business Technologies

Course title for Student Record (24 letters): AB Technologies

Will there be title variations?: ☐ Yes ☒ No

Credit Hours: 3 Repeat Hours?: ☐ Yes ☒ No  # of Repeat Hours: ___

Grading System (Check one):

☒ ABCDFXI ☐ PU ☐ ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): none

Class Type (Check one):

☐ Lecture ☒ Lecture/Lab ☐ Lab
☐ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): This course introduces technologies relating to the business environment. The main focus of this course is on business and technical applications of software, operating systems, communication and networks, computer security and safety, ethics, privacy and other current topics.

Date Course Modified:
Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Explain why computer literacy is vital to success in today’s world.
2. Distinguish between system software and application software.
3. Differentiate among various styles of system units on desktop computers, notebook computers, and mobile devices.
4. Describe the different types of inputs devices such as touch screens, pen input, smart phones, etc.
5. Describe the various types of storage: flash memory storage, solid state drives, memory cards, USB drives and cloud storage.
6. Explain the purpose of several utility programs.
7. Describe these uses of computer communications: wireless, messaging services, wireless Internet access points, cybercafés, global positioning systems, collaboration, groupware, voice mail, and Web services.
8. Discuss the functions common to most database management systems.
9. Discuss techniques to prevent unauthorized computer access and use.
10. Identify risks and safeguards associated with wireless communication.

Skills
1. Understand how information technology aids decision making.
2. Identify the components of a typical microcomputer system.
3. Identify and describe the most widely used general microcomputer software applications, the difference between application software and system software and understand the role of operating system software.
4. Demonstrate knowledge of computer hardware and software, including “multimedia” and be familiar with the legal, ethical, and privacy issues relating to the use of hardware and software in a business environment.
5. Familiarity with computer networks and knowledge of the basic components of communications system to include e-mail, user interfaces, communications and the Internet.
6. Effectively use application software.

Dispositions
1. Appreciation of, sensitivity to the fact that technology is an integral part of society today. Technology is ever-changing and students need to be up-to-date with the latest technology to function in business.

Suggested List of Weekly Course Topics
1. Introduction to Computers
2. The Internet and World Wide Web
3. Application Software
4. The Components of the System Unit
5. Input and Output
6. Storage
7. Operating Systems and Utility Programs
8. Communications and Networks
9. Database Management
10. Computer Security and Safety, Ethics and Privacy
11. Information System Development and Programming Languages
12. Enterprise Computing
13. Project Presentations
14. Project Presentations
15. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional “out-of-class field trips.”

Evaluation of the Students:
- Readings, Quizzes/Exams, Participation: 50% of grade
- Team Project/Presentation: 30% of grade
- Final Exam: 20% of grade

Faculty Who Frequently Teach the Course:
- BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

- [ ] NONE OF THE CHOICES BELOW APPLY.
- [ ] This is a Writing Across the Curriculum (WAC) course.
- [ ] This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
- [ ] This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.
- [ ] This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not
require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)

☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
LAKE CAMPUS
MASTER COURSE SYLLABUS

Department: Applied Business

Course Number: AB 3010

Course Title for the Catalog: Training and Presentations

Course title for Student Record (24 letters): Training and Presentations

Will there be title variations?: ☐ Yes ☑ No

Credit Hours: 3 Repeat Hours?: ☐ Yes ☑ No # of Repeat Hours: 

Grading System (Check one):

☑ ABCDFXI ☐ PU ☐ ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): none

Class Type (Check one):

☑ Lecture ☐ Lecture/Lab ☐ Lab
☐ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): This course will emphasize the development of listening skills, public speaking skills, interviewing skills and training skills. This course explores communication skill and training and development as a research and training focus for students to apply toward their chosen field. Students will learn how to identify and assess communication competence and how to develop training programs and presentations to enhance communication competency.

Date Course Modified:
Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge

1. To understand training and development as part of the field of communication.
2. To understand ways to use training and development within organizations.
3. To understand how to complete a needs assessment within the organization.
4. To understand how to design and present proposals for training and development.
5. To understand which formats are most appropriate for specific training needs.
6. To understand how to use visual aids in training.
7. To understand how to use computers in training.
8. To understand how to relate training to job performance.
9. To understand the importance and complexity of evaluating training programs.
10. To understand training topics for the future.
11. To understand the steps for entry into communication training and development.
12. To understand ethics in communication training and development.

Skills

1. Training and Development as a Field of Communication
2. Developing a Necessary Background for Training
3. Considerations of Adult Learning
4. Needs Assessment
5. Preparing Assessments and Proposals
6. Designing Training Programs
7. Training Environments and Formats
8. Audio and Visual Aids in Training
9. Computers in Training
10. Evaluating Training and Development
11. Future Directions of Training and Development

Dispositions
1. Integrating the organizational and individual perspectives of training and presentations will enable students to understand how the match between personal communication skills and organizational training needs can lead to both individual satisfaction and well-being, and organizational learning and effectiveness.
Suggested List of Weekly Course Topics
1. Introduction to Employee Training and Development
2. Strategic Training
3. Needs Assessment
4. Learning: Theories and Program Design
5. Transfer of Training
6. Training Evaluation
7. Traditional Training Methods
8. E-Learning and Use of Technology in Training
9. Employee Development
10. Special Issues in Training and Employee Development
11. Part Four Careers and Career Management
12. Careers and Career Management
13. Special Challenges in Career Management
14. The Future of Training and Development
15. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional “out-of-class field trips.”

Evaluation of the Students:
- Readings, Quizzes/Exams, Participation: 50% of grade
- Team Project/Presentation: 30% of grade
- Final Exam: 20% of grade

Faculty Who Frequently Teach the Course:
BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☒ NONE OF THE CHOICES BELOW APPLY.
☐ This is a Writing Across the Curriculum (WAC) course.
☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

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This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: AB 3020

Course Title for the Catalog: Applied Business Leadership

Course title for Student Record (24 letters): AB Leadership

Will there be title variations?: □ Yes  □ No

Credit Hours: __3__  Repeat Hours?: □ Yes  □ No  # of Repeat Hours: __

Grading System (Check one):

□ ABCDFXI  □ PU  □ ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): none

Class Type (Check one):

□ Lecture  □ Lecture/Lab  □ Lab
□ Seminar  □ Internship  □ Independent Study

Catalog Description (34 words): A course to provide opportunities for students to gain knowledge, practice, and study in sustainable influence, direction, motivation, governance and "setting the pace" as they apply to business and organizational settings.

Date Course Modified:  
Date Course Created/Approved:  

Signatures on File: □ Dean  □ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Overview of leadership qualities, styles, concepts, and strategies.
2. Understanding of motivation theories and techniques.
3. Exposure to communication and team building concepts and strategies to effectively lead and manage others.
4. Application of decision making and conflict management skills.
5. Running effective meetings.

Skills
1. Ability to self-evaluate personal leadership strengths and weaknesses and seek methods to not only improve skills but maximize effectiveness.
2. Evaluate and apply appropriate leadership styles and techniques to address organizational or business needs.
3. Assess subordinate and team mate styles to accommodate and adjust styles to maximize leadership effectiveness.
4. Ability to effectively utilize various communication styles, motivational techniques, and approaches to lead others.
5. Ability to apply appropriate coaching and delegation skills to maximize team and unit productivity.

Dispositions

1. Appreciation of, sensitivity to, and comfort working with diverse audiences in a variety of leadership roles and situations.

Suggested List of Weekly Course Topics

1. Fundamentals
2. Leadership Traits
3. Communication Techniques
4. Personality Styles
5. Situational Leadership
6. Coaching
7. Delegation
8. Motivation
9. Team Building
10. Effective Meetings
11. Ethics
12. Current Issues
13. Techniques to Improve Leadership Skills
14. Project Presentations
15. Final Exam
Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional “out-of-class field trips.” Class sessions will focus on knowledge and understanding of techniques and concepts as they apply to various organizational settings. Students, working with colleagues, will prepare presentations on varied topics and issues.

Evaluation of the Students:
- Readings, Quizzes/Exams, Participation: 50% of grade
- Team Project/Presentation: 30% of grade
- Final Exam: 20% of grade

Faculty Who Frequently Teach the Course:
- BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics:  (Please check all that apply.)

- ☑ NONE OF THE CHOICES BELOW APPLY.
- ☐ This is a Writing Across the Curriculum (WAC) course.
- ☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
- ☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.
- ☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)
- ☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
LAKE CAMPUS
MASTER COURSE SYLLABUS

Department: Applied Business

Course Number: AB 3030

Course Title for the Catalog: Services Marketing

Course title for Student Record (24 letters): Services Marketing

Will there be title variations?: □ Yes □ No

Credit Hours: _3_ Repeat Hours?: □ Yes □ No # of Repeat Hours: ___

Grading System (Check one):

☑ ABCDFXI □ PU □ ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): none

Class Type (Check one):

☑ Lecture □ Lecture/Lab □ Lab
□ Seminar □ Internship □ Independent Study

Catalog Description (34 words): This course is designed for student who may be interested in service industries and will address the distinct needs and problems of service firms and help students gain an understanding of service marketing issues.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: □ Dean □ Lake Curriculum Chair
Course Objectives:

Knowledge
1. To appreciate the differences between services and physical goods and understand how these differences translate into strategic direction.
2. To learn how the measurement and analysis of customers’ expectations and perceptions of service quality are critical to the effective management and marketing of services.
3. To analyze the role of physical evidence in service delivery and how this evidence must be managed to create an effective service environment.
4. To appreciate that services are inherently people oriented and that the effective marketing and delivery of services are impossible without a good strategy for managing human resources.
5. To understand the ramifications of service failure and the benefits of service recovery strategies.
6. To understand the importance of keeping good current customers and finding good future customers.

Skills
1. Understand the unique challenges involved in marketing and managing services.
2. Identify differences between marketing in service versus manufacturing organizations and understand how “service” can be a competitive advantage in manufacturing organizations.
3. Identify and analyze the various components of the “services marketing mix” (three additional P’s) as well as key issues required in managing service quality.
4. Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.
5. Appreciate other key issues in service businesses, such as managing supply and demand, the overlap in marketing/operations/human resource systems, and relationship management.
6. Build upon important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through active learning activities.

Dispositions
1. Appreciation of, sensitivity to the fact that service marketing is the source of competitive advantage for companies that market tangible products.

Suggested List of Weekly Course Topics
1. Introduction to Services
2. Consumer Behavior in Services
3. Consumer Expectations of Service
4. Customer Perceptions of Service
6. Listening to Customers Through Research
7. Building Customer Relationships
7. Service Development and Design
8. Customer Defined Service Standards
9. Employees' Roles in Service Delivery
10. Customers' Roles in Service Delivery
11. Delivering Service through Technology and Intermediaries
12. Managing Demand and Capacity; Service Recovery
13. Integrated Service Marketing Communications; Pricing of Services
14. The Financial Impact of Service Quality
15. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional “out-of-class field trips.”

Evaluation of the Students:
Readings, Quizzes/Exams, Participation 50% of grade
Team Project/Presentation 30% of grade
Final Exam 20% of grade

Faculty Who Frequently Teach the Course:
BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:
Hoffman and Bateson, Cengage Learning.

Additional Typical Course Characteristics: (Please check all that apply.)

- [x] NONE OF THE CHOICES BELOW APPLY.
- [ ] This is a Writing Across the Curriculum (WAC) course.
- [ ] This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
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faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)

☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
LAKE CAMPUS
MASTER COURSE SYLLABUS

Department: Applied Business
Course Number: AB 3040
Course Title for the Catalog: Applied Business Management
Course title for Student Record (24 letters): AB Management
Will there be title variations?: ☐ Yes ☒ No
Credit Hours: _3_ Repeat Hours?: ☐ Yes ☒ No # of Repeat Hours: 
Grading System (Check one):
☒ ABCDFXI ☐ PU ☐ ABCDFX/PU
Prerequisite Course(s): none
Enrollment Restriction(s): none
Class Type (Check one):
☒ Lecture ☐ Lecture/Lab ☐ Lab
☐ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): A course to provide opportunities for students to gain knowledge, practice, and study in technical management. Focus on management fundamentals such as organizational structure, planning, control, change, etc. as they apply to business and organizational settings.

Date Course Modified: 
Date Course Created/Approved: 

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Overview of management theory and functions.
2. Understanding of management approaches and techniques as they apply to diverse business and organizational settings.
3. Exposure to current business and organizational issues as they apply to management.
4. Application of effective planning, controlling, and decision-making in an organizational or business setting.
5. Understanding of service and quality indicators.
6. Concepts and techniques to deal with challenging management situations.

Skills
1. Ability to apply business management functions and techniques to organizational and business settings.
2. Evaluate organizational culture, team mates, and goals to adjust personal management style and techniques to match situation.
3. Assess service and quality within an organization or business.
4. Effectively apply organizational planning skills to position for future success.
5. Ability to solve problems and deal with challenging situations in a management setting.

Dispositions

1. Appreciation of, sensitivity to, and comfort working with diverse audiences in a management setting.

Suggested List of Weekly Course Topics

1. Management Fundamentals
2. Functions of Management
3. Management Theory
4. Organizational Culture
5. Organizational Structure
6. Organizational Control
7. Organizational Planning
8. Organizational Change
9. Service and Quality Success
10. Dealing with Difficult Situations
11. Current Issues in Management
12. Techniques to Improve Management Skills
13. Entrepreneurism
14. Presentations
15. Final Exam
Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional "out-of-class field trips." Class sessions will focus on knowledge and understanding of the key functions of management and how to apply management techniques to organizational or business setting. Students, working with colleagues, will prepare presentations on management topics and issues.

Evaluation of the Students:
Readings, Quizzes/Exams, Participation 50% of grade
Team Project/Presentation 30% of grade
Final Exam 20% of grade

Faculty Who Frequently Teach the Course:
BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☒ None of the choices below apply.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)

☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department:  Applied Business
Course Number:  AB 4000
Course Title for the Catalog:  Applied Business Personnel Management
Course title for Student Record (24 letters):  AB Personnel Management
Will there be title variations?:  ☑Yes  ☑No
Credit Hours:  3  Repeat Hours?:  ☑Yes  ☑No  # of Repeat Hours:  
Grading System (Check one):

☑ABCDFXI  ☐PU  ☐ABCDFX/PU
Prerequisite Course(s): none
Enrollment Restriction(s): Junior standing
Class Type (Check one):

☑Lecture  ☑Lecture/Lab  ☐Lab
☐Seminar  ☐Internship  ☐Independent Study
Catalog Description (34 words):  A course to provide opportunities for students to gain knowledge, practice, and study in technical personnel management. Focus on fundamentals such as organizational analysis, regulations, employee selection, training, benefits, employee relations, etc. as they apply to business and organizational settings.

Date Course Modified:
Date Course Created/Approved:
Signatures on File:  ☑Dean  ☑Lake Curriculum Chair
Course Objectives:

Knowledge
2. Analyze organizational structure and performance in terms of employment needs.
3. Understanding of effective job analysis and planning techniques to position employees effectively within an organization.
4. Understanding of current equal employment opportunity, ADA, FMLA, and other legislation as it applies to Human Resource Management.
5. Concepts of effective selection, training, evaluation, dismissal techniques.
6. Understanding employee benefit plans, incentives, and compensation systems.
7. Appropriate employee corrective action plans.
8. Personal skills such as confidentiality and communication as they apply to success in Human Resource Management.

Skills
1. Ability to effectively and appropriately evaluate employment needs within an organization.
2. Effectively apply concepts of job analysis, employee hiring, selection, placement, and evaluation in an organizational or business setting.
3. Apply employee performance evaluation techniques in a professional and successful manner.
4. Ability to effectively deal with employee issues applying appropriate corrective action techniques.
5. Ability to understand current employee benefit, incentive, and pay structures in an organizational setting.
6. Knowledge of current regulation effecting Human Resource Management (EEO, ADA, FMLA, etc.)

Dispositions

1. Appreciation of, sensitivity to, and comfort working with diverse audiences in a Human Resource management role.

Suggested List of Weekly Course Topics

1. Personnel Management Fundamentals
2. Role of Human Resource Management
3. Hiring Process
4. On Boarding/Training
5. Performance Evaluation
6. Corrective Action
7. HR Legislation (EEO, ADA, FMLA)
8. Benefit Plans
9. Incentives/Motivation Techniques
10. Unions
11. HR Personal Skills (Organization, Communication, Confidentiality)
12. Dealing with Challenging HR Issues
14. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and occasional “out-of-class field trips.” Class sessions will focus on knowledge and understanding of effective human resource management techniques, concepts, and protocol as they apply to business and organizational settings.

Evaluation of the Students:
Readings, Quizzes/Exams, Participation 50% of grade
Team Project/Presentation 30% of grade
Final Exam 20% of grade

Faculty Who Frequently Teach the Course:
BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☑ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not
require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)

☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
LAKE CAMPUS
MASTER COURSE SYLLABUS

Department: Applied Business

Course Number: AB 4010

Course Title for the Catalog: Applied Business Legal Issues

Course title for Student Record (24 letters): AB Legal Issues

Will there be title variations?: ☐ Yes ☑ No

Credit Hours: 3 Repeat Hours?: ☐ Yes ☑ No # of Repeat Hours: __

Grading System (Check one):

☑ABCDFXI ☐PU ☐ABCDXY/PU

Prerequisite Course(s): none

Enrollment Restriction(s): Junior standing

Class Type (Check one):

☑Lecture ☐Lecture/Lab ☐Lab
☐Seminar ☐Internship ☐Independent Study

Catalog Description (34 words): A course to provide opportunities for students to gain knowledge, practice, and study in legal issues of applied business operations. Focus on fundamentals such as the legal system, regulations, tort law, negligence liability, contracts, insurance, and labor law, etc. as they apply to business and organizational settings.

Date Course Modified:
Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Overview of the basic legal issues effecting business operations in the United States.
2. Understand the legal system and processes in the United States legal system as they apply to business and organizational functions.
3. Understanding tort law, negligence, liability and how to minimize potential issues.
4. Understanding of current equal employment opportunity, ADA, FMLA, and other legal issues as they apply to business operations.
6. Understanding insurance concepts within business.
7. Contract Law and how to deal with breach of contract.
8. Cyber law and other current legal issues in business.

Skills
1. Ability to understand the legal system as it applies to business needs and issues.
2. Effectively apply concepts of tort law, negligence, and liability to limit potential issues as a business professional.
3. Understand contract law to effectively and legally administer contracts in a business setting.
4. Ability to effectively understand the limits and protections of intellectual property law.
5. Ability to understand and select insurance mechanisms within an organizational setting.
6. Knowledge of current regulation effecting Human Resource Management (EEO, ADA, FMLA, etc.)
7. Understanding of current legal issues in Business.

Dispositions

1. Ability to operate within a complex business or organizational system within ethical and legal parameters.

Suggested List of Weekly Course Topics

1. Business Law Fundamentals
2. Legal System
3. Tort Law
4. Negligence/Liability
5. Intellectual Property
6. Financial Law (Bankruptcy, etc.)
7. Contracts
8. Breach of Contract
9. Business Organization Law
10. Insurance
11. Labor Law
12. Cyber Crime
13. Current Business Legal Issues
14. Preventing Legal Problems
15. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and case analysis. Class sessions will focus on knowledge and understanding of legal issues as they related to effective business management techniques and protocol.

Evaluation of the Students:
Readings, Quizzes/Exams, Participation 50% of grade
Team Project/Presentation 30% of grade
Final Exam 20% of grade

Faculty Who Frequently Teach the Course:
Adjunct with law degree

Suggested Text(s) and/or Related References:
To be determined

Additional Typical Course Characteristics: (Please check all that apply.)

☒ NONE OF THE CHOICES BELOW APPLY.
☐ This is a Writing Across the Curriculum (WAC) course.
☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.
☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)
This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: AB 4020

Course Title for the Catalog: Project Evaluation

Course title for Student Record (24 letters): Project Evaluation

Will there be title variations?: ☐Yes ☒No

Credit Hours: __3____ Repeat Hours?: ☐Yes ☒No # of Repeat Hours: __________

Grading System (Check one):

☒ABCDFXI ☐PU ☐ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): Junior standing

Class Type (Check one):

☒Lecture ☐Lecture/Lab ☐Lab
☐Seminar ☐Internship ☐Independent Study

Catalog Description (34 words): A course to provide opportunities for students to gain knowledge, practice, and study in evaluation and needs assessment. Focus on fundamentals such as the logic model in evaluation, needs assessment techniques, instrument development, information analysis and decision making as they apply to business and organizational settings.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Overview of the basics of project/program evaluation.
2. Understand the importance of evaluation and needs assessment within organizational/business decision making.
3. Understand the concepts and framework within the logic model of organizational evaluation.
4. Understand various evaluation method techniques and strategies.
5. Concepts of quantitative and qualitative data analysis.
6. Components of a professional evaluation report.
7. Evaluation information as a tool for decision making.

Skills
1. Ability to understand program evaluation and the foundation of the Logic Model in organizational decision making.
2. Effectively apply various evaluation techniques (surveys, focus groups, on-line survey, etc) to evaluate a project, product, or service.
3. Understand appropriate instrument and question development.
4. Ability to compile and evaluate qualitative and quantitative data to make organizational decisions.
5. Ability to present data professionally in written and oral presentation formats.
6. Ability to make recommendations and strategic plans within an organization or business based on evaluation/needs assessment data.

Dispositions
1. Ability to apply evaluation as a decision making tool within a complex business or organizational system.

Suggested List of Weekly Course Topics
1. Evaluation & Needs Assessment
2. Ethics in Evaluation
3. Logic Model
4. Written Survey Methods
5. Observation & Case Study Methods
6. Focus Groups
7. Evaluating Existing Data
8. On-Line Evaluation Methods
9. Quantitative Data Analysis
10. Instrument Development Techniques
11. Qualitative Data Analysis
13. Decision Making & Strategic Planning
14. Project Presentations
15. Final Exam

Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and project development. Class sessions will focus on knowledge and understanding of evaluation issues as they related to effective management. Students will also apply evaluation techniques, presenting a relevant project at the conclusion of the course.

Evaluation of the Students:
- Readings, Quizzes/Exams, Participation: 50% of grade
- Team Project/Presentation: 30% of grade
- Final Exam: 20% of grade

Faculty Who Frequently Teach the Course:
- BTAS Faculty

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☐ NONE OF THE CHOICES BELOW APPLY.

☒ This is a Writing Across the Curriculum (WAC) course.

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☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)
This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
LAKE CAMPUS  
MASTER COURSE SYLLABUS

Department: Applied Business

Course Number: AB 4030

Course Title for the Catalog: Applied Business Finance

Course title for Student Record (24 letters): AB Finance

Will there be title variations?: ☐ Yes ☒ No

Credit Hours: 3 Repeat Hours?: ☐ Yes ☒ No  # of Repeat Hours: 

Grading System (Check one):

☒ ABCDFXI  ☐ PU  ☐ ABCDFX/PU

Prerequisite Course(s): none

Enrollment Restriction(s): Junior Standing

Class Type (Check one):

☒ Lecture ☐ Lecture/Lab ☐ Lab  
☐ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): A course to provide opportunities for students to gain knowledge, practice, and study in financial management. Focus on financial management concepts such as financial goal setting, financial statements, financial analysis, credit, insurance, and financial management tools.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Overview of financial management theory and principles.
2. Ability to understand and interpret financial statements and evaluate financial health or an organization or business.
3. Exposure to current business financial management tools.
4. Application of effective financial management principles in making decisions
5. Understanding of principles of credit, insurance, risk management.
6. Concepts and techniques to apply sound financial management practices in a business or organizational setting.

Skills
1. Ability to understand financial management terminology, standards, and guidelines.
2. Effectively analyze business financial statements to make management decisions.
3. Apply sound financial management techniques to analyze personal financial standing and planning.
4. Ability to measure financial risk and return, how the trade-off between risk and return operates, and how risk influences a firm’s investment decisions.
5. Effectively apply financial management principles in business or organizational settings.
6. Ability to analyze financial situations and challenges in an organization or business setting.

Dispositions
1. Appreciation of, sensitivity to, and comfort working with diverse audiences in a management setting.

Suggested List of Weekly Course Topics
1. Finance in Society
2. Personal Finance
3. Economic Principles
4. Financial Goal Setting/Guidelines
5. Financial Statements
6. Financial Statements
7. Financial Management Tools
8. Financial Management Tools
9. Short Term Financial Planning
10. Long Term Financial Planning
11. Credit
12. Insurance
13. International Finance
14. Presentations
15. Final Exam
Suggested Instructional Strategies:
This course will be presented through class lectures, invited presentations, and applied activities. Class sessions will focus on knowledge and understanding of the key functions of business finance and how to make sound business financial decisions.

Evaluation of the Students:
- Readings, Quizzes/Exams, Participation: 50% of grade
- Team Project/Presentation: 30% of grade
- Final Exam: 20% of grade

Faculty Who Frequently Teach the Course:
- BTAS Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☑ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

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☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department:  Applied Business

Course Number:  IT 3100

Course Title for the Catalog:  Advanced Illustration

Course title for Student Record (24 letters):  Advanced Illustration

Will there be title variations?:  □ Yes  ☒ No

Credit Hours:  3  Repeat Hours?:  □ Yes  ☒ No  # of Repeat Hours:  

Grading System (Check one):

☒ ABCDFXI  ☐ PU  ☐ ABCDFX/PU

Prerequisite Course(s):
IT 1300 and IT 2020

Enrollment Restriction(s):

Class Type (Check one):

□ Lecture  ☒ Lecture/Lab  ☐ Lab
☐ Seminar  □ Internship  ☐ Independent Study

Catalog Description (34 words):  A course for students to gain advanced knowledge and skills in Illustrator. Focus will be on using Illustrator for technical purposes such as creating logos and other files for the Web.

Date Course Modified:
Date Course Created/Approved:

Signatures on File:  □ Dean  □ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Understanding blending modes, opacity and transparency
2. Explore color in artwork and how to recolor artwork
3. Learn to use effects in designs
4. Understand how the appearance panel works with effects
5. Understand when to use styles
6. Explore graphs in *Illustrator*
7. Learn to create 3D Objects
8. Learn to map artwork to 3D Objects
9. Explore document preparation for prepress and printing
10. Learn to integrate *Illustrator* symbols with *Flash*
11. Learn to integrate *Illustrator* with *Photoshop* for Web use.

Skills
1. Apply blending modes and work with the color picker changing the opacity and blending modes of objects
2. Recolor artwork by editing color and reducing color in designs
3. Create and apply graphic styles
4. Define and create a graph and edit data in a graph
5. Create 3D objects and manipulate those objects by extruding and revolving them
6. Map artwork
7. Prepare documents for prepress and printing
8. Create symbols and use those instances in *Flash*
9. Exporting *Illustrator* graphics for the Web

Dispositions
1. Integrating *Illustrator* with other Adobe products for use on the Web and other computer applications.

Suggested List of Weekly Course Topics
1. Use the transparency panel and color picker
2. Recolor artwork
3. Apply effects to objects
4. Work with graphic styles
5. Creating and design graphs
6. Creating 3D objects
7. Extruding objects and revolving objects
8. Manipulate surface shading and lighting
9. Work with a perspective grid
10. Explore color theory and resolution issues
11. Work with spot colors, bleeds and crop marks
12. Creating and modifying symbols and placing instances of symbols
13. Understanding Web graphics
14. Creating slices, specifying slice type and slice options
15. Optimizing artwork for the Web and other devices
16. Create an image map
17. Exporting *Illustrator* graphics for the Web
18. Integrating *Photoshop* and *Illustrator*

**Suggested Instructional Strategies:**
This course will be presented through class lectures, projects and presentations. Use of online tutorials will also be used.

**Evaluation of the Students:**
- Discussions, Class Work, Participation: 50% of grade
- Projects/Presentations: 30% of grade
- Final Exam: 20% of grade

**Faculty Who Frequently Teach the Course:**

Graphic Design and Visual Media Faculty or Industry Professional Adjunct

**Suggested Text(s) and/or Related References:**
- *Adobe Illustrator Revealed,* Chris Botello, 2011 Delmar, Cengage Learning
- Additional Online Tutorials

**Additional Typical Course Characteristics:** (Please check all that apply.)

☑ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

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☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Course Modification
LAKE CAMPUS
MASTER COURSE SYLLABUS

Department: Applied Business

Course Number: IT 3210

Course Title for the Catalog: Principles of Package Design

Course title for Student Record (24 letters): Principles of Package Design

Will there be title variations?: □Yes □No

Credit Hours: _3_ Repeat Hours?: □Yes □No # of Repeat Hours: ___

Grading System (Check one):

☒ABCDFXI ☐PU ☐ABCDFX/PU

Prerequisite Course(s):

none

Enrollment Restriction(s):

none

Class Type (Check one):

☐Lecture ☒Lecture/Lab ☐Lab
☐Seminar ☐Internship ☐Independent Study

Catalog Description (34 words): The focus of this course will be on principles of package design. Information will cover the creative process to the complete coverage of step-by-step creation of package design including the pre-production and production issues.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: □ Dean □ Lake Curriculum Chair
Course Objectives:

Knowledge

1. Identify the principles of package design
2. Identify the applications of package design
3. Describe the step-by-step process of package design
4. Discuss ways to identify the target audience
5. Conceptualization and development of mock-ups
6. Develop a collection of useful package patterns
7. Explore the history of package design

Skills

1. Examine the complete process for completing package design
2. Develop a target audience for each design
3. Create effective mock-ups
4. Facilitate the process from pre-production to production

Dispositions

1. Brings concepts and principles to life through the practical application of the actual design process of package design.

Suggested List of Weekly Course Topics

1. Packaging defined
2. Understanding the tools and materials of package design
3. Communicating across multiple surfaces
4. Creating convincing mockups
5. Special processes including die-cutting, embossing, perforations, pop-ups and and special closures
6. Packaging templates
7. Point-of-purchase displays
8. Green design in package design
9. Choosing the format
10. Sketching and package design
11. Photographing 3D work

Suggested Instructional Strategies:
This course will be presented through class lectures, lab, presentations, and development of portfolio project.
Evaluation of the Students:

Classwork: 60% of grade
Projects/Presentations: 20% of grade
Final Project: 20% of grade

Faculty Who Frequently Teach the Course:

Graphics Design and Visual Media Faculty or Industry Professional Adjunct

Suggested Text(s) and/or Related References:

To be determined

Additional Typical Course Characteristics: (Please check all that apply.)

☑ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, and between students and resources.

☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)

☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: IT 3400

Course Title for the Catalog: Digital Multimedia Technology

Course title for Student Record (24 letters): Digital Multimedia Tech

Will there be title variations?: ☐ Yes ☒ No

Credit Hours: 3

Repeat Hours?: ☐ Yes ☒ No

# of Repeat Hours: ______

Grading System (Check one):

☒ ABCDFXI ☐ PU ☐ ABCDFX/PU

Prerequisite Course(s):

None

Enrollment Restriction(s):

Junior Standing

Class Type (Check one):

☐ Lecture ☒ Lecture/Lab ☐ Lab
☐ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): This course will utilize multimedia applications interfacing graphics and applied arts. Students will produce contemporary advertising and graphic design portfolio projects. Emphasis will be placed on using the latest multimedia tools.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. Learn how to apply vector and bitmapped graphics in multimedia applications
2. Explore options for creating and uploading video to the web
3. Explore the latest tools available for creating animation and sound
4. Discuss hypermedia and design principles
5. Exploring scripting and interactivity

Skills
1. Transform media data into digital form
2. Construct vector graphics created in a vector drawing program into 3-D models
3. Identify how bitmap graphics work with device resolution, image resolution and device sampling
4. Understand image compression of bitmap graphics
5. Represent color in digital images and reproducibly on output devices
6. Understand video standards and video compression
7. Transfer of animation to the digital realm
8. Learn to understand and write scripts to allow interactivity to occur

Dispositions
1. Learning techniques and using available resources for various media types, animation and video. Understanding issues that arise when media are combined.

Suggested List of Weekly Course Topics
1. Digital data: Compression and digitization
2. Digital representation of media
3. Transformations of vector graphics
4. Device resolution, image resolution and device sampling of bitmap graphics
5. Image compression
6. Color models
7. Channels and color correction
8. Video standards and compression
9. Video editing and post-production
10. Delivery of video
11. Capture image sequence and interpolation
12. Digitizing and processing sound
13. Scripting and interactivity

Suggested Instructional Strategies:
This course will be presented through class lecture, lab and development of portfolio projects.
Evaluation of the Students:
- Discussions, Classwork, Participation: 50% of grade
- Projects/Presentations: 30% of grade
- Final Project: 20% of grade

Faculty Who Frequently Teach the Course:
- Graphic Design and Visual Media Faculty or Industry Professional Adjunct

Suggested Text(s) and/or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

- ☑️ NONE OF THE CHOICES BELOW APPLY.
- ☐ This is a Writing Across the Curriculum (WAC) course.
- ☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.
- ☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, and between students and resources.
- ☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)
- ☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: IT 4310

Course Title for the Catalog: History of Graphic Design

Course title for Student Record (24 letters): History of Graphic Design

Will there be title variations?: □Yes □No

Credit Hours: ___3___ Repeat Hours?: □Yes □No # of Repeat Hours: ___

Grading System (Check one):

✓ABCDFXI □PU □ABCDFX/PU

Prerequisite Course(s):
ENG 2111

Enrollment Restriction(s):
Junior standing

Class Type (Check one):

✓Lecture □Lecture/Lab □Lab
□Seminar □Internship □Independent Study

Catalog Description (34 words): This course will provide a historical analysis of visual communication with emphasis on the development of the profession of graphic design and the relationship of commerce and technology to the history of graphic design.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: □ Dean □ Lake Curriculum Chair
Course Objectives:

Knowledge

1. Gain an understanding of the role that graphic communications play as part of material culture.
2. Gain experience investigating the historiography in the history of design.
3. Explore issues in design history.
4. Awareness of the historical, economic and professional contexts of graphic design.
5. Understand the influences (technology, capitalism, aesthetics) on visual communication and graphic design.
6. Understand the development of the profession of graphic design.

Skills

1. Identify cultural, technological and aesthetic influences on graphic design.
2. Define important terms, concepts and ideas and identify designers and their work.
3. Express ideas on various concepts.
4. Critique their own work and their colleagues’ work in peer review sessions.

Dispositions

1. Understanding the history of graphic design and how it has evolved today is important to understand its constantly changing nature. Today’s designers need to envision their work in terms of history.

Suggested List of Weekly Course Topics

1. The invention of writing
2. Alphabets
3. The Asian contribution
4. Illuminated manuscripts
5. Printing comes to Europe
6. Renaissance graphic design
7. Graphic design and the Industrial Revolution
8. The Arts and Crafts movement
9. Art Nouveau
10. The genesis of Twentieth Century design
11. The influence of Modern Art
12. Pictorial Modernism
13. The Bauhaus and the new typography
14. The Modern movement in America
15. The International Typographic style
16. The New York School
17. Corporate identity and visual systems
18. The conceptual image
19. Postmodern design
20. The Digital Revolution and beyond

Suggested Instructional Strategies:
This course will be presented through class lectures, field trips, discussion, activities and course readings.

Evaluation of the Students:
- Discussions, Classwork, Participation: 50% of grade
- Projects/Presentations: 30% of grade
- Final Project: 20% of grade

Faculty Who Frequently Teach the Course:
- Graphic Design and Visual Media Faculty or Industry Professional Adjunct

Suggested Text(s) and/ or Related References:

Additional Typical Course Characteristics: (Please check all that apply.)

☐ NONE OF THE CHOICES BELOW APPLY.
☐ This is a Writing Across the Curriculum (WAC) course.
☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face to face format.
☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.
☐ This is a web course that is delivered completely online (at least 80%). Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources. Participation does not require any attendance or participation in location-specific sites. (Check this also if some sections use this delivery mode)
☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants.
at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: IT 4425

Course Title for the Catalog: Senior Seminar

Course title for Student Record (24 letters): Senior Seminar

Will there be title variations?: ☐ Yes ☒ No

Credit Hours: 2 ☐ Repeat Hours?: ☐ Yes ☒ No # of Repeat Hours: 

Grading System (Check one):

☐ ABCDFXI ☐ PU ☒ ABCDFX/PU

Prerequisite Course(s):
None

Enrollment Restriction(s):
Senior Standing

Class Type (Check one):

☐ Lecture ☐ Lecture/Lab ☐ Lab
☒ Seminar ☐ Internship ☐ Independent Study

Catalog Description (34 words): In a small interactive class environment, BTAS students will work with each other to reflect on academic experiences for life in the graphic design field.

Date Course Modified:

Date Course Created/Approved:

Signatures on File: ☐ Dean ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
1. To become ready to assume a professional role in the workplace which utilizes learned knowledge in the major
2. To appreciate multiple perspectives on topics in the field of design
3. Continue to work on oral communication skills and finalize portfolio for presentations in professional endeavors

Skills
1. Generate questions and comments about the field of design based on student inquiries
2. Student centered fact-finding and discussion on topic pertaining to the design field
3. Generate a journal of experiences in class discussions and through the degree program
4. Describe in a written format experiences from the journal

Dispositions
Observation and participation in a group setting with discipline related topics using self-analysis.

Suggested List of Weekly Course Topics
Varied

Suggested Instructional Strategies:
This course will be presented through class discussion, presentations, and written reflection.

Evaluation of the Students:
- Discussions and Written Work: 40% of grade
- Class Attendance: 20% of grade
- Projects/Presentations: 20% of grade
- Final Project: 20% of grade

Faculty Who Frequently Teach the Course:
Graphics Design and Visual Media Faculty or Industry Professional Adjunct

Suggested Text(s) and/or Related References:
TBD
Additional Typical Course Characteristics: (Please check all that apply.)

☒ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

☐ This is a mixed-mode course. The class meets partially online (at least 50%) and facilitates access to course materials, web technology supports communication between faculty and students, among students, and between students and resources.

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☐ This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
Department: Applied Business

Course Number: IT 4479

Course Title for the Catalog: Special Topics

Course title for Student Record (24 letters): Special Topics:

Will there be title variations?: ☑Yes ☐No

Credit Hours: _1 - 3_  Repeat Hours?: ☑Yes ☐No  # of Repeat Hours: _3_

Grading System (Check one):

☐ABCDFXI  ☐PU  ☑ABCDFX/PU

Prerequisite Course(s):
None

Enrollment Restriction(s):
Junior Standing

Class Type (Check one):

☐Lecture  ☑Lecture/Lab  ☐Lab
☐Seminar  ☐Internship  ☐Independent Study

Catalog Description (34 words)  Focused study in an area of interest in Graphic Design and Visual Media

Date Course Modified:

Date Course Created/Approved:

Signatures on File: ☐ Dean  ☐ Lake Curriculum Chair
Course Objectives:

Knowledge
Course knowledge, dispositions, and performances will be determined by the instructor in relation to the proposed course content.

Suggested List of Weekly Course Topics
Topic will determine focus areas.

Suggested Instructional Strategies:
Varied presentations and delivery modes will be used. Examples could include one-time Workshops, filed experiences, guest lectures, series of related class sessions, etc.

Evaluation of the Students:
Evaluation will be pre-determined by topic and delivery mode. Examples include reflection papers, journals, projects, exhibits, presentations, portfolio material, skill demonstration, etc. The intent is to proved relevant, hands-on experiences that be documented or demonstrated.

Faculty Who Frequently Teach the Course:

Graphic Design Faculty or Other Business/Industry Professional Adjunct

Suggested Text(s) and/or Related References:
None

Additional Typical Course Characteristics: (Please check all that apply.)

☑ NONE OF THE CHOICES BELOW APPLY.

☐ This is a Writing Across the Curriculum (WAC) course.

☐ This course has a web presence. Information about the course, such as the syllabi, course outline, and course requirements, are available on the web. The class will still meet in a traditional face-to-face format.

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This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites. (Check this also if some sections use this delivery mode)
# College Admission Requirements

## College of Liberal Arts

<table>
<thead>
<tr>
<th>Quarter System</th>
<th>Semester System</th>
</tr>
</thead>
</table>

**Admission to BA or BS:**
- 2.0 GPA
- 24 credit hours, including ENG 101 and ENG 102 (with grade of C or better) plus 3 other GE courses from Area II, III, or IV
- acceptance into major

**Admission to BFA:**
- minimum of 24 credit hours
- specific requirements for some majors

**Admission to BM:**
- audition in major performance area

**Admission to BA or BS:**
- 2.0 GPA
- ENG 1100 (with grade of C or better) or ENG 1105 (with a grade of C or better) plus 2 other Wright State Core courses taught by COLA
- acceptance into major

**Admission to BFA:**
- ENG 1100 (with grade of C or better) or ENG 1105 (with a grade of C or better) plus 2 other Wright State Core courses taught by COLA
- specific requirements for some majors

**Admission to BM:**
- audition in major performance area
## College Admission Requirements

**College of Nursing & Health**

<table>
<thead>
<tr>
<th>Quarter System</th>
<th>Semester System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An earned cumulative GPA of at least 2.5 from all college work, and</td>
<td>1. An earned cumulative GPA of at least 2.75 from all college work, and</td>
</tr>
<tr>
<td>2. Completion of all prerequisite courses with a “C” or better and minimum 2.5 GPA</td>
<td>2. Completion of all prerequisite courses with a “C” or better and minimum 2.75 GPA</td>
</tr>
<tr>
<td>a. ENG 101, ENG 102</td>
<td>a. ENG 1100</td>
</tr>
<tr>
<td>b. PSY 105 PSY 110</td>
<td>b. PSY 1010</td>
</tr>
<tr>
<td>c. CHM 101*, CHM 102</td>
<td>c. CHM 1010*, CHM 1020</td>
</tr>
<tr>
<td>d. BIO 105*</td>
<td>d. BIO 1050 or 1070 or 1120 or 1150</td>
</tr>
<tr>
<td>e. ANT 310</td>
<td>e. SOC 2000</td>
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<tr>
<td>f. M&amp;I 220</td>
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<tr>
<td>g. SOC 200</td>
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<tr>
<td>h. STT 160</td>
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<tr>
<td>i. GE course</td>
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</tr>
<tr>
<td></td>
<td>* Waived for students who have completed one year of the high school equivalent.</td>
</tr>
<tr>
<td></td>
<td>3. In meeting the prerequisite or progression requirements:</td>
</tr>
<tr>
<td></td>
<td>a. Students may repeat any science course only once.</td>
</tr>
<tr>
<td></td>
<td>b. Only two science courses may be repeated.</td>
</tr>
<tr>
<td></td>
<td>c. All natural science courses must be current (taken within the last 10 years of acceptance to the program)</td>
</tr>
</tbody>
</table>

* Waived for students who have completed one year of the high school equivalent.
College Admission Requirements

College of Nursing & Health

RN-BSN program

<table>
<thead>
<tr>
<th>Quarter System</th>
<th>Semester System</th>
</tr>
</thead>
</table>
| 1. An earned cumulative GPA of at least 2.5 from all college work, and  
  2. Completion of all prerequisite courses with a “C” or better and minimum 2.5 GPA  
   a. ENG 101, ENG 102  
   b. PSY 105, PSY 110  
   c. CHM 101*  
   d. BIO 105*  
   e. ANT 310  
   f. M&I 220  
   g. SOC 200  
   * Waived for students who have completed one year of the high school equivalent.  
  3. Unencumbered RN license | 1. An earned cumulative GPA of at least 2.5 from all college work, and  
  2. Completion of all prerequisite courses with a “C” or better and minimum 2.5 GPA  
   a. ENG 1100, ENG 2100  
   b. PSY 1010  
   c. CHM 1010*  
   d. SOC 2000  
   e. M&I 2200  
   * Waived for students who have completed one year of the high school equivalent  
  3. Unencumbered RN license |
### Quarter System

1. An earned Bachelor’s degree with a cumulative grade point average of at least 3.0 from all college work, and
2. Completion of all prerequisite courses with a C or better and minimum 3.0 GPA
   - ENG 101 AND ENG 102
   - SOC 200
   - PSYCH 311 AND 341
   - BMB 250
   - STT 160
   - BIO 105*
   - CHEM 102
   - ANT 310 AND 311 AND 312
   - M&I 220
   - PHR 340
   * Waived for students who have completed one year of the high school equivalent.
3. In meeting the prerequisite or progression requirements:
   - All natural science courses must be current (taken within the last 10 years of acceptance to the program)
   - Pharmacology course must be current (taken within last 3 years of acceptance to the program)
   - Complete coursework for a State Tested Nursing Assistant by taking an accredited training program before start of BEACON classes.
   - Submit a written statement of 300 words or less with the BEACON application describing how you envision making a difference in the nursing profession for multi-cultural, underrepresented, disadvantaged, and/or rural healthcare consumers.
   - Include two professional letters of reference from current or previous employers or faculty.
   - Students must maintain a WSU undergraduate GPA of 3.0 or better.

### Semester System

1. An earned Bachelor’s degree with a cumulative grade point average of at least 3.0 from all college work, and
2. Completion of all prerequisite courses with a C or better and minimum 3.0 GPA
   - ENG 1100 AND 2100
   - SOC 2000 OR CST 2410
   - PSY 3410
   - BMB 2500
   - STT 1600
   - BIO 1050 OR 1070 OR 1120 OR 1150*
   - CHM 1020
   - ANT 2100 AND 2120
   - M&I 2200
   * Waived for students who have completed one year of the high school equivalent.
3. In meeting the prerequisite or progression requirements:
   - All natural science courses must be current (taken within the last 10 years of acceptance to the program)
   - Pharmacology course must be current (taken within last 3 years of acceptance to the program)
   - Complete coursework for a State Tested Nursing Assistant by taking an accredited training program before start of BEACON classes.
   - Submit a written statement of 300 words or less with the BEACON application describing how you envision making a difference in the nursing profession for multi-cultural, underrepresented, disadvantaged, and/or rural healthcare consumers.
   - Include two professional letters of reference from current or previous employers or faculty.
   - Students must maintain a WSU undergraduate GPA of 3.0 or better.
# COLLEGE ADMISSION REQUIREMENTS

## COLLEGE OF EDUCATION AND HUMAN SERVICES

### Undergraduate Programs

<table>
<thead>
<tr>
<th>Quarter System</th>
<th>Semester System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department of Leadership Studies in Education and Organizations</strong></td>
<td><strong>Department of Leadership Studies in Education and Organizations</strong></td>
</tr>
</tbody>
</table>

**Organizational Leadership**
- Either one of the following options:
  1. Completion of Associates Degree from an accredited college/university
  2. Completion of:
     - 90+ quarter credit hours
     - Minimum GPA of 2.0
     - Two courses in the following areas: ACC, EC, MKT, FIN, STT (100 or 200 level in two different areas.
   - Submit Change of Major application to current college (Option 2 only)

**Career Tech Education Licensure**
- Only candidates that are employed by an Ohio Career Technical school are eligible for consideration of admission to this CTE Route B program.

**Career Tech Education BSED**
- Program application
- Praxis I exam (minimum of 172 for each part: reading, writing and math)
  - Waived with SAT composite score of 1000 or better or with ACT composite score of 22 or better
- Employed by an Ohio Career Technical school
- Completion of Career Tech Education Licensure program
- Cumulative minimum GPA of 2.5
- Writing sample
- 2 recommendation forms
- Interview

- Either one of the following options:
  1. Completion of Associates Degree from an accredited college/university
  2. Completion of:
     - 60+ semester credit hours
     - Minimum GPA of 2.0
     - Two courses in the following areas: ACC, EC, MKT, FIN, STT (1000 or 2000 level in two different areas.
   - Submit Change of Major application to current college (Option 2 only)

- Only candidates that are employed by an Ohio Career Technical school are eligible for consideration of admission to this CTE Route B program.

- Program application
- Praxis I exam (minimum of 172 for each part: reading, writing and math)
  - Waived with SAT composite score of 1000 or better or with ACT composite score of 22 or better
- Employed by an Ohio Career Technical school
- Completion of Career Tech Education Licensure program
- Cumulative minimum GPA of 2.5
- Writing sample
- 2 recommendation forms
- Interview
## COLLEGE ADMISSION REQUIREMENTS
### COLLEGE OF EDUCATION AND HUMAN SERVICES

#### Undergraduate Programs

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Department of Human Services</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rehabilitation Services</strong></td>
<td><strong>Minimum of 18 semester credit hours of college coursework</strong></td>
</tr>
<tr>
<td>▪ Minimum of 24 quarter credit hours of college coursework</td>
<td>▪ Cumulative minimum GPA of 2.35</td>
</tr>
<tr>
<td>▪ Cumulative minimum GPA of 2.35</td>
<td>▪ Submit Change of Major application to current college (not required for University College advisees)</td>
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<tr>
<td>▪ Submit Change of Major application to current college (not required for University College advisees)</td>
<td></td>
</tr>
<tr>
<td><strong>Sign Language Interpreter</strong></td>
<td><strong>Minimum of 18 semester credit hours of college coursework</strong></td>
</tr>
<tr>
<td>▪ Associate degree in Sign Language Interpreting or the equivalent</td>
<td>▪ Cumulative minimum GPA of 2.35</td>
</tr>
<tr>
<td>▪ Cumulative minimum GPA of 2.35</td>
<td>▪ Base line proficiency of American Sign Language as determined by the SLI faculty of the Dept of Human Services</td>
</tr>
<tr>
<td>▪ Base line proficiency of American Sign Language as determined by the SLI faculty of the Dept of Human Services</td>
<td>▪ Successful completion of the Degrees of Reading Power Language Test</td>
</tr>
<tr>
<td>▪ Successful completion of the Degrees of Reading Power Language Test</td>
<td>▪ Program application</td>
</tr>
<tr>
<td>▪ Program application</td>
<td>▪ Interview</td>
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<tr>
<td>▪ Interview</td>
<td></td>
</tr>
</tbody>
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## COLLEGE ADMISSION REQUIREMENTS

### COLLEGE OF EDUCATION AND HUMAN SERVICES

**Undergraduate Programs**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Department of Teacher Education</strong></td>
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</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td><strong>Middle Childhood Education</strong></td>
</tr>
<tr>
<td>- Program application</td>
<td>- Program application</td>
</tr>
<tr>
<td>- Praxis I exam (minimum of 172 for each part: reading, writing and math)</td>
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<tr>
<td>- Waived with SAT composite score of 1000 or better or with ACT composite score of 22 or better</td>
<td>- Waived with SAT composite score of 1000 or better or with ACT composite score of 22 or better</td>
</tr>
<tr>
<td>- 45 quarter credit hours of college coursework</td>
<td>- 30 semester credit hours of college coursework</td>
</tr>
<tr>
<td>- Cumulative minimum GPA of 2.5</td>
<td>- Cumulative minimum GPA of 2.5</td>
</tr>
<tr>
<td>- Writing sample</td>
<td>- Writing sample</td>
</tr>
<tr>
<td>- 2 recommendation forms</td>
<td>- 2 recommendation forms</td>
</tr>
<tr>
<td>- Interview</td>
<td>- Interview</td>
</tr>
<tr>
<td>- Minimum of 45 quarter credit hours of college coursework</td>
<td>- Minimum of 30 semester credit hours of college coursework</td>
</tr>
<tr>
<td>- Cumulative minimum GPA of 2.5</td>
<td>- Cumulative minimum GPA of 2.5</td>
</tr>
<tr>
<td>- Submit Middle Childhood Intent/Good Moral Character to current college</td>
<td>- Submit Middle Childhood Intent/Good Moral Character to current college</td>
</tr>
<tr>
<td>- Candidates not in university College can initiate this process via a Change of Major Application</td>
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</tr>
</tbody>
</table>
# COLLEGE ADMISSION REQUIREMENTS

## COLLEGE OF EDUCATION AND HUMAN SERVICES

### Undergraduate Programs

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<tbody>
<tr>
<td><strong>Department of Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Athletic Training</strong></td>
<td><strong>Athletic Training</strong></td>
</tr>
<tr>
<td>- Cumulative minimum GPA of 2.5</td>
<td>- Cumulative minimum GPA of 2.5</td>
</tr>
<tr>
<td>- Typed statement of life experiences candidate brings to the ATR program</td>
<td>- Typed statement of life experiences candidate brings to the ATR program</td>
</tr>
<tr>
<td>- Medical History Form</td>
<td>- Medical History Form</td>
</tr>
<tr>
<td>- Technical Standards Form</td>
<td>- Technical Standards Form</td>
</tr>
<tr>
<td>- Unofficial High School &amp; College Transcripts</td>
<td>- Unofficial High School &amp; College Transcripts</td>
</tr>
<tr>
<td>- WSU letter of acceptance</td>
<td>- WSU letter of acceptance</td>
</tr>
<tr>
<td>- Submit Change of Major application to current college (not required for University College advisees)</td>
<td>- Submit Change of Major application to current college (not required for University College advisees)</td>
</tr>
<tr>
<td>- 3 recommendation forms</td>
<td>- 3 recommendation forms</td>
</tr>
<tr>
<td>- Interview</td>
<td>- Interview</td>
</tr>
</tbody>
</table>

| **Health & Physical Education** | **Health & Physical Education** |
| - Program application | - Program application |
| - Praxis I exam (minimum of 172 for each part: reading, writing and math) | - Praxis I exam (minimum of 172 for each part: reading, writing and math) |
| | - Waived with SAT composite score of 1000 or better or with ACT composite score of 22 or better |
| | - 45 quarter credit hours of college coursework |
| | - Cumulative minimum GPA of 2.5 |
| | - Writing sample |
| | - 2 recommendation forms |
| | - Interview |

<table>
<thead>
<tr>
<th><strong>Semester System</strong></th>
<th><strong>Semester System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- 30 semester credit hours of college coursework</td>
<td></td>
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<tr>
<td>- Cumulative minimum GPA of 2.5</td>
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<td>- Writing sample</td>
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<tr>
<td>- 2 recommendation forms</td>
<td></td>
</tr>
<tr>
<td>- Interview</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate Fresh Start Policy

RECALCULATION OF CUMULATIVE GRADE POINT AVERAGE (GPA) AND CREDIT HOURS EARNED.

A. An undergraduate student who re-enrolls in the university after an absence of three or more years may request the university, through the dean or director of his/her enrollment unit, recalculate the cumulative grade point average and hours earned during the period of previous enrollment. The Fresh Start Rule application must be submitted no later than the end of the student's first re-enrolled term and applies only to courses taken at Wright State University prior to that re-enrollment.

1. If the application is approved, all courses taken prior to the Fresh Start Rule remain on the permanent record; however, only those courses with grades of A, B, C, or P are counted toward credit hours earned. No other grades are counted for credit as hours toward graduation.

2. If the application is approved, the student resumes an academic program with no cumulative grade point average (0.00) for the period to which the Fresh Start Rule applies. This period is defined as all Wright State course work prior to the application of the Fresh Start Rule (course work prior to the first term of enrollment post-Fresh Start). For the purposes of scholastic action and advising, however, the student initially is assigned to the same scholastic standing as when he/she last attended the university. Thereafter, the student is subject to the conditions of probation and dismissal that govern all students.

B. After the Fresh Start Rule has been applied to the academic record, a student must earn at Wright State a minimum of forty-five quarter or thirty semester credit hours before graduation with a bachelor’s degree, or a minimum of twenty-four quarter or twenty-four semester credit hours before graduation with an associate’s degree.

C. All courses ever taken at the university will be used in the calculation of the cumulative point-hour ratio required for the purpose of determining graduation with Latin honors.

D. A student’s five cumulative grade replacements include those prior and subsequent to application of the Fresh Start Rule.

Courses re-taken following application of the Fresh Start Rule where the original grade was A, B, or C are not eligible to be repeated with grade replacement. If a student chooses to retake such course, the course’s hours earned will not be counted in total hours and the grade will not be counted in the cumulative GPA.

Courses re-taken following application of the Fresh Start Rule where the original grade was D, F, or X are counted towards a student’s cumulative total of five grade replacements. In such cases, the hours earned will be counted in total hours and the grade will be counted in the cumulative GPA.

E. A student is eligible for only one Fresh Start.

F. Students who have earned a baccalaureate degree from any institution are not eligible for the Fresh Start Rule. Students who have earned an associate’s degree from Wright State may apply the Fresh Start Rule only to course work earned after the conferral of that degree. Students who have earned an associate’s degree from another institution may apply the Fresh Start Rule to Wright State course work earned prior to earning that degree.
STUDENT APPLICATION UNDERSTANDING AND AUTHORIZATION REQUIREMENT

PLEASE ATTEST TO THE FOLLOWING BY MEANS OF YOUR SIGNATURE:

G. I have read the text of the Fresh Start Rule and understand its applicability to my situation.
H. I understand that I will lose credit for ALL WSU courses taken prior to my three-year absence from the university in which I earned a grade below a “C” or did not receive a grade of “P”.
I. I understand that this action once invoked may NOT be revoked.
J. My last quarter/semester and year of enrollment PRIOR to my three-year absence was Semester/Quarter____________, Year____________
K. My first quarter/semester and year of enrollment following my three-year absence was Semester/Quarter_____________, Year____________

Student's signature___________________ Date________________

Approved Undergraduate Curriculum and Academic Policy Committee __January 12, 2012__
Approved Faculty Senate _____XXXX______
Students planning to receive financial aid are strongly encouraged to consult with a financial aid advisor to determine the potential impact the Fresh Start Rule may have on financial aid eligibility before applying for a Fresh Start.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>University ID (UID)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Daytime Phone</th>
<th>Evening Phone</th>
<th>Major</th>
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<tbody>
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<td></td>
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</tbody>
</table>

I. RECALCULATION OF CUMULATIVE GRADE POINT AVERAGE (GPA) AND CREDIT HOURS EARNED.

A. An undergraduate student who re-enrolls in the university after an absence of three or more years may request the university, through the dean or director of his/her enrollment unit, recalculate the cumulative grade point average and hours earned during the period of previous enrollment. The Fresh Start Rule application must be submitted no later than the end of the student’s first re-enrolled term and applies only to courses taken at Wright State University prior to that re-enrollment.

1. If the application is approved, all courses taken prior to the Fresh Start Rule remain on the permanent record; however, only those courses with grades of A, B, C, or P are counted toward credit hours earned. No other grades are counted for credit as hours toward graduation.

2. If the application is approved, the student resumes an academic program with no cumulative grade point average (0.00) for the period to which the Fresh Start Rule applies. This period is defined as all Wright State course work prior to the application of the Fresh Start Rule (course work prior to the first term of enrollment post-Fresh Start). For the purposes of scholastic action and advising, however, the student initially is assigned to the same scholastic standing as when he/she last attended the university. Thereafter, the student is subject to the conditions of probation and dismissal that govern all students.

B. After the Fresh Start Rule has been applied to the academic record, a student must earn at Wright State a minimum of forty-five quarter or thirty semester credit hours before graduation with a bachelor’s degree, or a minimum of twenty-four quarter or twenty-four semester credit hours before graduation with an associate’s degree.

C. All courses ever taken at the university will be used in the calculation of the cumulative point-hour ratio required for the purpose of determining graduation with Latin honors.

D. A student’s five cumulative grade replacements include those prior and subsequent to application of the Fresh Start Rule.

Courses re-taken following application of the Fresh Start Rule where the original grade was A, B, or C are not eligible to be repeated with grade replacement. If a student chooses to retake such course, the course’s hours earned will not be counted in total hours and the grade will not be counted in the cumulative GPA.

Courses re-taken following application of the Fresh Start Rule where the original grade was D, F, or X are counted towards a student’s cumulative total of five grade replacements. In such cases, the hours earned will be counted in total hours and the grade will be counted in the cumulative GPA.

E. A student is eligible for only one Fresh Start.

F. Students who have earned a baccalaureate degree from any institution are not eligible for the Fresh Start Rule. Students who have earned an associate’s degree from Wright State may apply the Fresh Start Rule only to course work earned after the conferral of that degree. Students who have earned an associate’s degree from another institution may apply the Fresh Start Rule to Wright State course work earned prior to earning that degree.
II. PLEASE ATTEST TO THE FOLLOWING BY MEANS OF YOUR SIGNATURE:
A. I have read the text of the Fresh Start Rule and understand its applicability to my situation.
B. I understand that I will lose credit for ALL WSU courses taken prior to my three-year absence from the university in which I earned a grade below a “C” or did not receive a grade of “P”.
C. I understand that this action once invoked may NOT be revoked.
D. My last quarter/semester and year of enrollment PRIOR to my three-year absence was

\[\text{SEM/QTR} \quad \text{YEAR}\]
(circle one)

E. My first quarter/semester and year of enrollment following my three-year absence was

\[\text{SEM/QTR} \quad \text{YEAR}\]
(circle one)

_____________________________________________________ ______________________
Student’s signature         Date

Approved Undergraduate Curriculum and Academic Policy Committee __January 12, 2012__
Approved Faculty Senate _____XXXX______
High School Preparation Policy

Wright State University has adopted a college preparatory curriculum policy. The university requires applicants to have a high school record that meets the recommendations of the Advisory Commission on Articulation between Secondary Education and Ohio Colleges. Students who do not meet the high school course requirements may be admitted to the university with conditions and will be required to remove deficiencies before they can graduate from Wright State University. Students should remove high school deficiencies by the completion of 60 semester hours at Wright State University.

The following table summarizes the college preparatory course requirements and indicates how deficiencies may be removed.

<table>
<thead>
<tr>
<th>Subject Area Requirement</th>
<th>Removal of Deficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – four units</td>
<td>Successfully complete ENG 1100 or ENG 1110*</td>
</tr>
<tr>
<td>Mathematics – three units (including Algebra I and II)**</td>
<td>Successfully complete MTH 1260</td>
</tr>
<tr>
<td>Social Studies – three units (including two units in history)</td>
<td>Successfully complete one Core course in History and an additional Core course in Social Sciences</td>
</tr>
<tr>
<td>Science – three units</td>
<td>Successfully complete the Core requirement in Natural Science</td>
</tr>
<tr>
<td>Foreign Language – two units (in the same foreign or classical language through Level II) **</td>
<td>Successfully complete courses through the 1020 level or demonstrate proficiency by examination</td>
</tr>
<tr>
<td>Arts – one unit</td>
<td>Successfully complete one Core course in Arts/Humanities</td>
</tr>
</tbody>
</table>

*Initial enrollment in English will be determined by placement test score or ACT English test score of 23 or above, and initial enrollment in Mathematics courses will be determined by placement testing.

**Algebra I and Foreign Language I may be taken before high school.