

**FACULTY SENATE AGENDA // DECEMBER 3, 2019  
2:30 PM – 4:30 PM // OLSCAMP 101**

**CALL TO ORDER  
ROLL CALL**

**CHAIR REMARKS** // Jenn Stucker, 2019 – 20 Faculty Senate Chair

- **FACULTY SENATE AWARDS // DUE FEBRUARY 10:** *Community Involvement, Leadership as a Chair/School Director, Unit Recognition, Lifetime Achievement, Faculty Mentor, and Distinguished Service*
- RESOLUTION CRITERION GUIDE
- ATN UPDATE

**COMMUNICATIONS**

- Dr. Rodney Rogers, President
- Dr. Joe Whitehead, Provost and SVPAA
- Robin Herschkowitz, GSS President
- Marcus Goolsby, USG President

**PRESENTATIONS**

- STACKABLE CERTIFICATES  
*Brett Visgar, ODHE Associate Vice Chancellor for Institutional Collaboration*
- BGSU VOTES  
*Paul Valdez, Associate Director, Center for Public Impact*

**OLD BUSINESS (none)**

**NEW BUSINESS**

**1 // CURRICULUM // Vote taken**

- Major changes: HISTORY
- Major changes: WORLD MUSIC
- Major changes: FLIGHT TECHNOLOGY + OPERATIONS
- Major changes: FLIGHT TECHNOLOGY + OPERATIONS / COOP REQUIREMENTS

**2 // CURRICULUM // Informational // NO Vote taken**

- Minor changes: AVIATION MANAGEMENT + OPERATIONS
- New Minor: AMERICAN SIGN LANGUAGE

**REPORTS FROM COMMITTEES**

**SENATE STANDING COMMITTEES**

- Committee on Academic Affairs (CAA)
- Committee on Professional Affairs (CPA)
- Adjunct Faculty Committee (AFC)
- Fiscal Affairs Advisory Committee (FAAC)

- Committee on Committees (Com/Com)
- Committee on Amendments + Bylaws (A+B)

#### UNIVERSITY COMMITTEES

#### AD-HOC COMMITTEES, WORK GROUPS

- Student Evaluation of Teaching (SET)
- Classroom Enrollment Capacity

#### BGSU FACULTY ASSOCIATION

#### **ISSUES AND CONCERNS / SUGGESTIONS FOR FUTURE AGENDA ITEMS**

*Faculty Senate Holiday Reception at University House  
Monday, December 9, 2019 // 6:30pm – 8:30pm  
Attire is Business Casual*

#### **ADJOURNMENT**

*NOTE: Senate meetings are open to the public. Supplemental materials supporting proposed action item(s) may be sent to Senators only. Senators arriving after roll call are asked to report to the secretary at the end of the meeting. Please use a microphone and state your name when addressing the body. Senators are expected to stay through adjournment.*

**NEXT MEETING: FEBRUARY 4, 2019 // 2:30pm – 4:30pm // Olscamp 101**

Submit on blue paper

**COURSE / CURRICULUM MO 1920-022**  
**COLLEGE**

**\*\*COURSE CHANGE**

**PROGRAM CHANGE**

- Create new course
- Eliminate course
- Modify existing course (mark all that apply):
  - Title  Description  Prerequisite
  - Course content
  - Course number (old course number to be deleted)
  - Credit Hours  Term offered
  - Contact Hours
  - Method of instruction (see table on reverse)
  - Web-centric
  - Web-based (definitions on reverse)

- Program Name: **HIST**
- Minor change to program requirements/checksheet
  - Change program name
  - \*Create new program and new program code (check one):
    - degree  major  minor
    - specialization  certificate
  - \*Major change to program requirements/checksheet
  - \*Program to be available 100% online
  - \*Add, delete, modify program matriculation requirements
  - \*Suspend admission to and/or eliminate a program

Requested Course change effective date: \_\_\_\_\_  
 (Semester/Year)

Requested Program effective date: **Fall/2019**  
 (Semester/Year)

Implemented by Registrar, effective:

Implemented by Registrar, effective:

\*\*reviewed by Undergraduate Council if it has broad impact

\*reviewed by Undergraduate Council

**CATALOG DESCRIPTION** for a new or modified course, OR **BRIEF OVERVIEW** of program change (limit 675 characters):  
 (If this is a new course or if the "Method of instruction" box is checked above):

A deep revision of the History major to improve acquisition of both historical knowledge and historical thinking skills, as well as their transfer to a professional world. The new curriculum moves away from traditional emphasis on encyclopedic coverage and facilitating a more cohesive, cohort-centered educational experience for non-transfer and transfer students. It creates a sequence of 1- to 2-credit hour requirements tracking cohorts from the first to the fourth year, moves most region-period classes to a "content core," and creates a series categories of courses, of which students need to explore three, and specialize in one.

Maximum Class Size \_\_\_\_\_ Grading method:  A/F  S/U only  A/B/C/NC (No Credit)  S/NC (No Credit)  
 Method(s) of Instruction \_\_\_\_\_ and contact hours \_\_\_\_\_

See page two for Methods of Instruction definitions and approved combinations

What other colleges or departments/programs may be affected by this proposal? **EDHD; AYA-ISS; other programs will see changes in course numbers.**

\*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3722769 Position: Curriculum comm.	A. Challu, N. Jackson, R. Mancuso, M. Brooks, C. Stark	<i>A. Challu</i>	3/20/19
<b>ADEQUATE LIBRARY MATERIALS ARE AVAILABLE</b> (For NEW COURSE or NEW PROGRAM only):				
2	Dean, University Libraries			
<b>APPROVED:</b>				
3	Chair or School/Program Director	Amilcar Challu	<i>A. Challu</i>	
4	Chair, College/School Curriculum Committee		<i>[Signature]</i>	3/27/19
5	Dean of College	Theodore F. Rippey	<i>[Signature]</i>	4/11/19
6	Secretary, UGC (major changes only)	Sarah Meussling	<i>[Signature]</i>	5.15.19
<b>ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).</b>			<b>Materials sent to CAA on:</b>	
7	Provost/VPAA	John M. Fischer		
<b>REVIEWED AND IMPLEMENTED BY:</b>				
8	Registrar			

AS1819-150 Database Date Rec'd \_\_\_\_\_ Sent to VPAA \_\_\_\_\_

## PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal.* Please use the outline headings shown below to prepare your document; omit any that do not apply.

### A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

The History Department is redesigning its major based on the following goals:

Students will progress through a curriculum based on a continuous and intentional acquisition of historical thinking and skills through a rational sequencing of courses, the designation of relevant specializations, and the development of a cohort-oriented learning experience;

Students will transfer historical thinking and skills to different academic and non-academic spheres, preparing students for careers in professions requiring a strong emphasis in research, analysis, and communication.

We achieve these goals by restructuring the curriculum in three major groups of classes:

The History Professional Core (6 credit hours), featuring a first-in-the-major course (3 credit hours) and a follow-up sequence of 1-credit hour courses. This sequence is our experiential learning requirement. The professional core is also the integrative learning backbone of our major: it lays out a map<sup>of the</sup> major in the first class, gradually introduces opportunities to practice relevant skills (writing, research, public engagement) tied to content knowledge, and focuses on the transfer of historical thinking to post-college life and careers.

The Content Core (9 credit hours), containing coverage of periods-regions (such as the modern world, medieval Europe, or the history of Canada).

Five thematic specializations (18 credit hours) that refine student knowledge and skills through the contextualized learning of different methodologies. Students specialize in one theme (9 credit hours) and select electives from two-to-three other themes. The themes are:

- Local and public history (course numbers end in 2);
- Social and cultural history (course numbers end in 3);
- War and diplomacy (course numbers end in 4);
- Political and economic history (course numbers end in 5);
- Transnational history (course numbers end in 7);

We redefined our learning outcomes to intentionally match desired competencies with assessments that measure their attainment. Each course in the History Professional Core

features measurable growth in one or more of the program learning outcomes. The Professional Core also focuses on integrative learning (historical writing in academic and non-academic setting, experiential learning, etc.) by giving students the space to delve into a focused skillset in each course in small classroom settings.

The redesign consistently maps course numbers with specific cores and themes, providing students and advisers with information on how different classes contribute to progress in the major. We also divide our Topics classes into major themes to provide more scheduling flexibility and to eliminate confusion about how topics count toward degree requirements. Existing courses will be renumbered (with occasional description changes) to match the themes, and courses not recently offered will be removed from the catalogue.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
  - 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).

**HIST-4800**  
**HIST-3790**

3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).

**The History Professional Core is a set of new courses required in the major; course numbers end in "1":**

**HIST-1001, The Historian's Craft (3 credit hours)**  
**HIST-2001, Historical Writing (1 credit hour)**  
**HIST-3001, The Historian and the Public (1 credit hour)**  
**HIST-4001, The Practice of History (1 credit hour)**

**Other courses will be added as electives within the themes. Among these, we will add topics classes within each theme (4802 to 4807) and they will be automatically recognized in the degree audit as part of the checksheet. We seek to increase the visibility of the topics classes in this way.**

**Please see Appendix A3 for the full list of courses.**

4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.

**The revised major will change the sequence of courses.**

**SEQUENCE FOR STUDENTS ENTERING THE MAJOR AS FRESHMAN OR SOPHOMORE**

See the attached file for the four-year plan for students entering the program as freshmen. The learner requirements in the first two years are meant to make this adaptable to students entering the HIST major in their second-to-fourth semesters. The only element of strong sequencing enforced with pre-requisites is that 2001 requires 1001, and 4001 requires 2001.

#### **SEQUENCE FOR STUDENTS ENTERING THE MAJOR IN THEIR JUNIOR YEAR, OR APPLYING TRANSFER CREDITS**

We assume that most transfer students, including CCP students, will have their 1000-level courses from the content core.

Some students may be able to transfer in an equivalent to our 2000-level ("diversity") courses; we do not expect the majority to have met this requirement.

A few students will transfer in 3000-level or 4000-level courses, likely into one of the newly created topics classes, hence facilitating the accounting of their credits in the degree.

Students adding the history major may substitute requirements if they document that they developed competencies equivalent to HIST1001, HIST2001 and HIST3001; a process of certification of competencies will be developed in the implementation phase.

We will not recognize an equivalent to HIST4001, as this course satisfies the mandated experiential learning component of the major.

Students may be able to take 3001 concurrently with either 2001 or 4001; that is, students adding the major in their junior year are not expected to delay their graduation.

5. Will this change result in modification of student learning outcomes?  yes  no  
If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

The following are the program-level learning outcomes (PLO) that are assessed in the Professional Development Core (1001, 2001, 3001 and 4001). The PLOs are intentionally broad and need a specific context for their interpretation; that context is provided both in our introductory course, HIST1001 "The Historian's Craft," and also in course-specific learning outcomes, which are detailed under the headlines of the PLO. An enclosed document, "Grid of Learning Outcomes of the History Major," connects program-level learning outcomes, assessment and courses with benchmark and milestone years.

#### **PLO #1: EVALUATE CORE ASSUMPTIONS ABOUT HISTORICAL THINKING AND THE DISCIPLINE OF HISTORY**

Assessed in HIST 1001, 2001, 3001, 4001; adapted as course-specific LOs:

- In 1001: Identify core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.
- In all 2000s: Demonstrate respect for diverse people and cultures.
- In 2001: Explain core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.
- In all 3000s: Distinguish between major approaches in the discipline.
- In 3001: Evaluate core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.
- In 4001 and all 4000s: Assess the validity of arguments in the context of historical thinking.
- In all courses: Interpret historical experiences of diverse peoples and cultures.

**PLO #2: APPLY HISTORICAL SKILLS AND KNOWLEDGE TO A VARIETY OF CAREER OPTIONS**

Assessed in 3001; adapted in the following course-specific LO:

- In 1001 and 3001: Identify multiple career opportunities for trained historians.
- In 3001: Apply skills and knowledge to intended fields of professional growth.

**PLO #3: PRODUCE SCHOLARSHIP INTEGRATING ETHICAL AND CIVIC VALUES, AS WELL AS PROFESSIONAL STANDARDS**

Assessed in HIST 2001, 3001, and 4001; adapted as course-specific LOs:

- In all courses: Attribute sources correctly using disciplinary conventions.
- In 2001, 4001 and all 4000s: Employ the citation and style guidelines of the discipline.
- In 3001: Analyze the civic responsibility of the public work of historians.
- In 4001: Create scholarly work that reflects the ethical and professional values of the discipline.

**PLO #4: ANALYZE HISTORICAL EVENTS AND PROCESSES**

Assessed in HIST 1001, 2001, and 4001; adapted as course-specific LOs:

- In all courses: Distinguish between primary and secondary sources.
- In all courses: Critically analyze primary and secondary sources.
- In 1001, 2001, all 3000s and 4000s: Locate primary and secondary sources in libraries, online, archives, and other formats.
- In 2001, all 3000s and 4000s: Develop compelling research questions based on relevant, credible evidence.
- In 2001, and all 4000s: Execute systematic research plans using rigorous historical methodology.
- In all 3000s and 4000s: Analyze complex historical problems, while recognizing change, continuity, context, causation, and contingency.

**PLO #5: COMPOSE HISTORICAL NARRATIVES INTEGRATING VARIED MODES OF EXPRESSION**

Assessed in HIST 2001 and 4001; adapted as course-specific LOs:

- In all courses: Convey complex ideas via oral and written communication.
- In all 3000s and 4000s: Formulate and sustain complex arguments using credible evidence.
- In all 3000s and 4000s: Assess the validity of arguments in both historical and current contexts.
- In 2001, and all 4000s: Create original, significant works of historical scholarship that integrates major approaches in the discipline.

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

B. RATIONALE [Required for all proposals]:

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.

***CURRENT STATE OF THE HISTORY CURRICULUM***

*The History Department's existing curriculum faces a number of issues. The current curriculum is designed around a "coverage" model, in which a wide array of regions and periods are presented to the student in encyclopedic fashion. The division in three areas (US, Europe and "Other"), moreover, does not reflect current disciplinary understandings or even our faculty strengths. For a university like BGSU, which lacks History faculty*

**specializing in all major areas, the coverage model does not align well with the goal of a signature experience.**

**In addition, the coverage model is poorly equipped to assure integrative learning, which ultimately allows students to transfer skills learned in the classroom to competencies applicable beyond college. Despite the fact that our curriculum features classes in different levels, there are no meaningful distinctions between courses, nor do there exist explicit opportunities to build knowledge from one class to another. We have noticed deficiencies among some undergraduates taking our two required research classes: some students lack awareness of historiography, methods, or even fundamental writing skills.**

**With the expansion of precollegiate programs such as College Credit Plus, and more frequent transfers from two-year institutions, history programs like ours face an additional challenge: how to deliver a signature program that builds core skills when key courses in our curriculum are taken in academic settings that often do not share our learning outcomes. Our general education classes once served as the entry point to our curriculum; this is no longer the case, as many students have already earned history credits elsewhere. They sometimes leap into our upper-division courses ill-equipped to succeed. A staggered building of content knowledge and historical skills – along with classes that enhance metacognitive awareness of the learning process – are needed to create new ways to acclimate students to the professional study of history.**

#### **OPPORTUNITIES TO GROW**

**Our curriculum revision helps capitalize opportunities for growth:**

- **The field of public history has been growing at a healthy pace, comparable to the average in the labor market. Employment in curation and interpretation in museums and cultural heritage organizations is a common aspiration for many of our students.**
- **History students participating in department-sponsored focus groups have expressed the desire for more opportunities to learn as a cohort; this curriculum revamp is implemented in parallel with the creation of the History Village learning community.**
- **Faculty engagement in experiential learning, collaborative research, historical simulations, and supervised internships allows us to build a student experience centered on the scaffolding of skills and the transfer of knowledge and skills outside of the classroom. The organization of the curriculum around integrative learning intentionally answers to the concerns from students about "what to do with a history degree."**
- **Faculty specialties transcending the traditional disciplinary categorizations by regions and periods allow us to move beyond the coverage model and to develop student proficiency in different approaches to history.**
- **Student demand continues to be robust. History is a popular option to meet University general education requirements, with large sections of BGP courses that are often filled to capacity. Over the last ten years the number of history students has remained relatively constant, and in recent years we have seen a rise in the number of first-year history students. History is also a popular specialization in the Integrated Social Studies major.**
- **While the CCP program has some challenges, it also brings to the major a cohort of more prepared students ready to take more challenging courses. Many CCP teachers in the region earned MA degrees and graduate certificates with us as part of the FALCON grant, and in general they are enthusiastic alums who encourage their CCP students to choose BGSU.**



## **CONCEPTUAL FOUNDATIONS**

*The conceptual pillars of this proposal are as follows:*

- 1. Historical thinking as the terminal product of what we expect in undergraduates;*
- 2. The transfer of skills and thinking from the college classroom to future endeavors;*
- 3. Learning as a social experience via the creation of cohort-based courses.*

*The first pillar addresses the core competencies of a history graduate. We expect our graduates to develop historical thinking, and then to transfer that historical thinking to a variety of professional and civil contexts beyond college. Historical thinking is a concept exemplified by Sam Wineburg's *Historical Thinking and Other Unnatural Acts* (2001) and Thomas Andrews and Flannery Burke's "What Does It Mean to Think Historically" (*Perspectives on History*, Jan. 2007). By historical thinking, we mean a focus on change as driven by complex causal interactions involving contingencies and structural forces. Understanding such complexity requires a deep exploration of human agency, subjectivities, and context. Historical thinking understands accounts of processes and events as interpretations built atop historiographical traditions, rather than as chronicles of undisputed facts.*

*Acquiring historical thinking is akin to acquiring threshold concepts, as discussed in Glynis Cousin's "An Introduction to Threshold Concepts" (*Planet*, Dec. 2006), and B. Higgs and J. Cronin's "Threshold Concepts: Informing the Curriculum" (*Emerging Issues in Higher Education*, vol. 3, 2013). Acquiring threshold concepts incorporates the entire repertoire of intellectual and practical functions, enabling the individual to "do more things" and then "become" what they choose to become. Students who "pass the threshold" of foundational knowledge acquire expanded discursive abilities and vocabulary, greater integration, and a self-sense of transformation.*

*The curriculum creates opportunities to acquire historical thinking in two ways. The History Professional Core is a sequence of staggered 1- and 3-credit hour courses that are deliberately designed to develop and assess the acquisition of core tenets of historical thinking. The themes then play a key role in training students in different methodological approaches. The themes are groups of courses that balance traditional areas of interest and strength, such as military and diplomatic history, with emerging areas such as public and transnational history. Students take courses in three themes, and specialize in one of them with three or four courses (including two 4000-level research-oriented seminars). We have high expectations that the theme in local and public history, in particular, will help prepare students for careers in museums and cultural heritage organizations, which appeal to many of our students. And as this is a growing interest in the field and among students, we hope to see growth in the number of majors from these classes as well. The second pillar is the transfer to other spheres of skills learned in classes. Anderson, Reder, and Simon's "Situated Learning and Education" (*Educational Researcher*, May 1996) indicates students may perform well in some context, but when they switch to a different context (independent research paper, the seminar format, or a non-college environment) there is a cognitive barrier preventing the application of previous knowledge. By reinforcing skills via writing-intensive courses at the 2000-level and 4000-level, while creating mechanisms to create explicit linkages between writing-in-class and writing-for-the-public (in HIST2001 and HIST4001), we will create opportunities to enhance student communication skills in a purposeful and reflective way. Similarly, HIST-1001, HIST-3001, and internships create clear linkages between academic and professional*

*environments, contributing to the metacognitive awareness that is a key property of integrative learning. While many History majors are already strong writers, we expect that having writing-intensive courses at the lower- and upper-division levels will better prepare them to transfer these skills to other courses and disciplines.*

*The third pillar is learning the discipline as a community. Developing cohorts will create a community atmosphere for our majors, which will lead to greater persistence, retention, integrative learning and success. Our situated learning approach recognizes the importance of the social dimension of learning environments. Thus, the new curriculum will provide opportunities to develop a stronger cohort experience, especially as students move through the Professional Core together and conclude their major in 4000-level courses specifically designed for majors and minors. Providing opportunities for students to learn in curricular and co-curricular settings will reinforce skills and knowledge and help them to feel engaged with their cohort and the department. This revision will also enhance collaborative interactions among students, their communities (on- and off-campus), and their academic interests and potential careers. For example, organized field trips to historic sites, museums, and libraries provide opportunities for research, learning, and networking related to potential employment avenues.*

*Classes will be organized around meaningful and deliberate distinctions between levels. In agreement with the findings in *Organizing Instruction and Study to Improve Student Learning* (Pashler et al, 2007), the new history curriculum focuses our majors' earliest courses on content, with implicit explanation of historical methodologies. The Content Core addresses these needs and improves on our present coverage by demanding, in 2000-level courses, that students study the history of a minority social group or non-Western world region. In 3000-level settings, courses add new content while allowing students to practice historical research and writing methodologies. By their final year, 4000-level students work in a small classroom setting (20 students) and demonstrate their content knowledge and skills through assignments focused on historical reasoning, historical empathy, archival research, and advanced writing.*

2. Student implications (describe the basis for each estimate)
  - 2.1 Prospective demand for a new degree/major/minor (level of student interest).

**This is not a new degree. We anticipate an increased demand due to the innovative nature of the modification.**
  - 2.2 Effect on required hours in degree/major/minor.

**There will be no change in required hours.**
  - 2.3 Number of students affected and in what way.

**For some time there will be significant changes for majors who signed up to the major before these changes become effective. The transition will require clear communication to the existing majors, as well as the development of processes to process substitutions in an efficient and consistent way. In particular, these are the issues that we identify:**

    - Current majors are required to take HIST4800, but this class will no longer be offered. Instead, students will take the new 4000-level courses, the outcomes of which are comparable to HIST4800.
    - HIST3790 will continue to be offered at least once a year, as it satisfies requirements in AYA-ISS.
  - 2.4 Effect on elective hours of majors/minors.

**There will not be a significant change in elective hours for majors.**

- 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?  
N/A
- 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?  
N/A
- 2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?  
N/A

C. IMPLICATIONS FOR EXISTING PROGRAMS *[For all proposals]:*

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs

- 1.1 in the department/school?

**The History minor permits a greater number of choices in electives, and we do not expect changes to negatively affect the ability of students to complete the minor. All students in the minor will take at least one 4000-level course, increasing the diversity of students in our classes.**

**The modification of learning outcomes in 4000-level courses will have an impact in stacked graduate sections (5000-level). However, we currently rely less on stacked courses and generally schedule only one or two of them per semester; 5000-level classes will be offered as standalone, and not stacked classes. We also expect that improved performance by our undergraduates, as well as the accelerated program pathways, will translate into students who are better prepared to enter our graduate program.**

- 1.2 in the college?

**We will coordinate changes in class numbering of cross-listed classes in ACS and ETHN.**

- 1.3 in other university departments/colleges?

**AYA-ISS and EDHD will be affected. They were contacted and are supportive of the initiative. We will continue offering HIST3790 as a historiography class as part of the Public History theme. We will request a change in the AYA-ISS checksheet to incorporate the requirement of at least one 4000-level requirement in the history minor, which will help meet the revised guidelines of accredited programs to immerse Education students in the disciplinary conventions of the social sciences. Specific implementation will be discussed through the constant dialogue in between our units.**

- 1.4 at other universities?

**The use of more topics classes should enable us to provide more attractive pathways for transfer students.**

2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*

- **Nancy Patterson (Education, AYA-ISS) stated her endorsement in an email. Patterson email also signals the continued collaboration of our programs.**
- **Rebecca Green (Africana Studies), Beatrice Guenther (International Studies), Akiko Jones (Asian Studies), Phillip Peek (Classics), Susana Peña (Ethnic Studies and ACS), and Marc Simon (Peace and Conflict) were contacted as we have some integration in their programs or we share cross-listed classes. All replies that were received by March 20 were included; additional replies will be incorporated to the file as they are received. None of our**

correspondents has indicated a concern, but need time to understand all changes needed to be implemented in their checksheet.

- **Jessica Turos (Assessment office) has been actively involved in this proposal and provided feedback in multiple stages. Her letter of support is included in this application package.**

3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?

**See point C.1.3. We expect that the reform will enhance the standing of the AYA-ISS and MCE accredited programs.**

4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?

**We believe a revamped curriculum will increase demand for our program. We currently have an average of 15 first-year students who have declared history majors. The new History Village initiative, running in its pilot year, has already received 11 applications of non-majors, some of whom may declare our major. We anticipate an increased demand in applicants, as we will be better equipped to be a more attractive option for new students who compare us to other schools in Ohio.**

**The revision allows faculty to create a more varied set of courses, be more responsive to changes in student interests, and thus improve our recruitment efforts.**

**In addition, the focus on methodologies (via the specializations) and the transfer of historical thinking practices to non-academic contexts will improve our retention efforts and the recruitment among students seeking a broad liberal arts education and careers in cultural institutions, law, government and business.**

**The skills-based History Professional Core courses will improve student attainment of learning outcomes, better preparing them for capstone experiences. This will translate into improved persistence and retention, both within the major and for the University, as the intentional design of the curriculum will lead to greater student success.**

#### D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*

Are faculty and staff with expertise available now?  yes  no

If not, how will they be identified/recruited? **Although the expertise is available in History, there are possibilities of leveraging faculty expertise in other units. For example, we discussed with the chair of English the possibility of using a writing-in-context ENG course as an alternative to HIST2001. These possibilities will be explored more fully as we roll out the program.**

2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **We designed the new curriculum around our existing faculty. The existing coverage model (US, Europe, "Other") not only fails to align with current conventions in the discipline, but it is also inadequate to offer enough classes for our requirements. However, we are also thinking about the future, and many of the new courses are broad enough in themes that a wider variety of potential faculty members might teach them.**

**The number of credit hours in the major will remain the same, but there will be a different distribution. HIST3790 will be offered once per year, primarily for education students, and**

**HIST4800 will not be offered anymore. The annual offering of HIST1001 offsets the elimination of one section of HIST3790; HIST2001, HIST3001, and HIST4001 will offset the elimination of two sections of HIST4800.**

3. *For all proposals:* How will this change affect faculty work load? **There is no expected impact on faculty workload. The main issue will be how to account for the teaching of the one credit hour classes (2001, 3001 and 4001). Faculty are in agreement that this can be approached in several ways: a) a rotation of duties; b) staggered workload units between several semesters in the academic year; or c) attaching some of these classes to certain administrative roles. For example, the undergraduate advisor might teach 2001 and 4001, while the internships coordinator might teach 3001, given that internship supervision is part of the workload for that role. We are not expecting that the overall number of courses will increase as a result of the curriculum revamp. If the number of sections increase, this will be a positive outcome of greater enrollment.**

#### E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.  
**We do not expect a change in our need for classroom space, but there may be a different allocation of classrooms from current usage. For example, we expect that classrooms holding 40-60 students will be used for the new 2000-level courses. Since 4000-level and History Profession Sequence courses will primarily serve cohorts of about 20-25 students, we expect more use of our conference room (Williams 141) or active-learning small classrooms.**
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.  
**The first in the major course, HIST1001 will require funding of activities (e.g. field trips) that can be covered with our current departmental budget.**
3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?  
**N/A**

#### F. TIMETABLE FOR IMPLEMENTATION *[For all proposals]*

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).  
**We intend to have the new curriculum ready to launch in the fall 2020 semester. Faculty members began course design efforts in fall 2017, and we expect to have all curriculum modification processes initiated by the end of the spring 2019 semester.**

#### G. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.  
**This curriculum revamp has been in the making for three years and building up on initiatives and deliberations of the Undergraduate Curriculum Committee for a longer period of time. We have implemented already some components. In fall 2018 we piloted The Historian's Craft as HIST1910 with great success. The nineteen students in the course were retained in BGSU, and 18 in the**

major. The revamp also coincides with the launching of a learning community called The History Village, which will initiate activities as a non-residential community in 2019-20; we hope to transform it to residential status in the future. This initiative will provide us with an additional avenue to attract majors, while increasing connections between members of each major cohort. We expect the learning community to enhance recruitment, retention, and degree completion in the major.

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Course NO.	Title	Required? Category in audit	New or EZ change
1001	The Historian's Craft	Required History Prof Core	New
1250	Early America	Content Core	EZ, number
1260	Modern America	Content Core	EZ, number
1510	World Civilizations	Content Core	No change
1520	Modern World	Content Core	No change
1800	History of Asia	Content Core	No change
2001	Historical Writing	Required History Prof Core	New
2210	North American Indigenous Peoples	Content Core	Refresh
2220	Women in North American History	Content Core	EZ, number
2250	Reacting to the Past	Content Core	New
3001	The Historian and the Public	Required History Prof Core	New
3014	American Military History	War & Diplomacy	EZ, number
3034	World War II	War & Diplomacy	EZ, Number
3062	History of Ohio	Local History	EZ, number and online
3103	Preindependence Latin America	Social and Cultural	EZ, Number
3115	Development and Democracy in Latin America	Political and Economic	EZ, title
3137	Caribbean and Spanish Main	Transnational	EZ, number
3142	History of Canada	Local History	Refresh
3153	Slavery and the Slave Trade in the Atlantic World	Social and Cultural	EZ, number/title
3173	African Cultures and Societies (cross-listed with ETHN)	Social and Cultural	EZ, number
3213	American Colonial History, 1492-1763	Social and Cultural	EZ, number
3223	American Revolutionary Era, 1763-1789	Social and Cultural	EZ, number
3255	Early National U.S., 1789-1848	Political and Economic	EZ, number
3264	Civil War	War & Diplomacy	Refresh

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3285	<b>America Becomes Modern, 1877-1917</b>	Political and Economic	EZ, number
3334	<b>The Vietnam War</b>	War & Diplomacy	EZ, number
3344	<b>The Wars After 9/11: Afghanistan, Iraq and Beyond</b>	War & Diplomacy	New
3365	<b>Drugs and Alcohol in American History</b>	Political and Economic	EZ, number
3385	<b>American Environmental History (cross-listed w/ ACS)</b>	Political and Economic	EZ, number
3417	<b>Ancient Greece</b>	Transnational	EZ, number
3423	<b>The Bible as History: The Old Testament</b>	Social and Cultural	EZ, number
3433	<b>The Bible as History: The New Testament</b>	Social and Cultural	EZ, number
3445	<b>Ancient Rome</b>	Political and Economic	EZ, number
3447	<b>The Making of Europe</b>	Transnational	EZ, number
3463	<b>Early Modern Europe, 1450-1750</b>	Social and Cultural	EZ, number
3477	<b>20th Century Europe</b>	Transnational	EZ, number
3484	<b>Nazi Germany</b>	War & Diplomacy	EZ, number
3567	<b>Genocide and Holocaust</b>	Transnational	EZ, number
3607	<b>Representative Personalities of 20th Century</b>	Transnational	EZ, number
3675	<b>Modern China</b>	Political and Economic	EZ, number
3683	<b>Premodern Japan</b>	Social and Cultural	EZ, number
3695	<b>Modern Japan</b>	Political and Economic	EZ, number
3797	<b>Historiography</b>	Transnational	EZ, number
3892	<b>Internship</b>	Experiential (Int.) Local History	EZ, number
4001	<b>Professional Practices in History</b>	Required Experiential (Res.) History Prof Core	New
4027	<b>Colonial Africa (cross-listed with ETHN)</b>	Transnational	EZ, number
4037	<b>Contemporary Africa (cross-listed with ETHN)</b>	Transnational	EZ, number
4044	<b>Africa and World Politics (cross-listed with ETHN)</b>	War & Diplomacy	EZ, number
4214	<b>United States and the World, 1775-1945</b>	War & Diplomacy	EZ, number



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4224	<b>United States and the World, The Cold War Era</b>	War & Diplomacy	EZ, number
4302	<b>American Collective Memory</b>	Local History	New
4413	<b>Roman Social and Cultural History [topics]</b>	Social and Cultural	New
4444	<b>War and Diplomacy in Europe, 1914-Present</b>	War & Diplomacy	EZ, number
4555	<b>Europe Since 1945</b>	Political and Economic	EZ, number
4463	<b>The French Revolution</b>	Social and Cultural	New
4802	<b>Seminar in Local and Public History [topics]</b>	Local History	New
4803	<b>Seminar in Social and Cultural History [topics]</b>	Social and Cultural	New
4804	<b>Seminar in War &amp; Diplomacy History [topics]</b>	War & Diplomacy	New
4805	<b>Seminar in Political and Economic History [topics]</b>	Political and Economic	New
4807	<b>Seminar in Transnational History [topics]</b>	Transnational	New

AL

Arts and Sciences New Program Four Year Plan: B.A. in HISTORY (HIST-BA)

Course Prefix	Course Number	Course Title	Credit Hours	Attribute*	Course Prefix	Course Number	Course Title	Credit Hours	Attribute*
Semester 1									
HIST	1001	The Historian's Craft	3	Major	Semester 2				
Semester 1 Cr Hrs 3									
Semester 2 Cr Hrs 3									
Semester 3									
HIST	2xxx	Diversity course in content cc	3	Major, BGP?	Semester 4				
HIST	2001	Historical Writing	1	Major	Semester 4 Cr Hrs 3				
Semester 3 Cr Hrs 4									
Semester 5									
HIST	3xx2	Course in theme	3	Major	Semester 6				
HIST	3xx3	Course in theme	3	Major	Semester 6 Cr Hrs 6				
HIST	3001	The Historian and the Public	1	Major	Semester 8				
Semester 5 Cr Hrs 7									
Semester 6 Cr Hrs 6									
Semester 7									
HIST	4xx2	Seminar in theme of speciali	3	Major	Semester 8				
HIST	4001	The Professional Practice of I	1	Major	Semester 8 Cr Hrs 3				
Semester 7 Cr Hrs 4									
Semester 8 Cr Hrs 3									
TOTAL CR HRS									33

\* Attribute = major, minor, BGP, IP, CDUS, MDC, etc.

Arts and Sciences Curriculum Map Part I: Course Grid  
 Program:      HISTORY     

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<i>Program Outcomes</i>	<i>Benchmark Year 1</i>	<i>Milestones Year 2</i>	<i>Year 3</i>	<i>Capstone Year 4</i>
(1) Evaluate core assumptions about historical thinking and the discipline of history	Courses that emphasize this outcome at this level. HIST 1001* (A, E)	Courses that emphasize this outcome at this level. HIST 2001* (A) 2000-level courses	Courses that emphasize this outcome at this level. HIST 3001* (A, E) 3000-level courses	Courses that emphasize this outcome at this level. HIST 4001* (A, E) 4000-level courses
(2) Apply historical skills and knowledge to a variety of career options	Courses that emphasize this outcome at this level. HIST 1001* (A, E)	Courses that emphasize this outcome at this level.	Courses that emphasize this outcome at this level. HIST 3001* (A, E) HIST 3892 (E)	Courses that emphasize this outcome at this level. HIST 4892 (E)
(3) Produce scholarship integrating ethical and civic values, as well as professional standards	Courses that emphasize this outcome at this level.	Courses that emphasize this outcome at this level. HIST 2001* (A)	Courses that emphasize this outcome at this level. HIST 3001* (A, E)	Courses that emphasize this outcome at this level. HIST 4001* (A, E) 4000-level courses
(4) Analyze historical events and processes	Courses that emphasize this outcome at this level. HIST 1001* (A, E)	Courses that emphasize this outcome at this level. HIST 2001* (A)	Courses that emphasize this outcome at this level. 3000-level courses	Courses that emphasize this outcome at this level. HIST 4001* (A, E) 4000-level courses
(5) Compose historical narratives integrating varied modes of expression	Courses that emphasize this outcome at this level. HIST 1001* (E)	Courses that emphasize this outcome at this level. HIST 2001* (A) 2000-level courses	Courses that emphasize this outcome at this level. 3000-level courses	Courses that emphasize this outcome at this level. HIST 4001* (A, E) 4000-level courses

\* Required course.  
 (E) Course incorporates experiential learning.  
 (A) Assessment evidence collected in this course.

Arts and Sciences Curriculum Map Part II: Specific outcomes, activities and assessment by benchmark year  
 Program:        **HISTORY**       

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Program Outcomes	Benchmark Year 1	Milestones Year 2	Year 3	Capstone Year 4
<p><b>Outcome 1:</b> <b>Evaluate core assumptions about historical thinking and the discipline of history</b></p>	<p>Identify core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.  Interpret historical experiences of diverse peoples and cultures.  <b>Assessment:</b> at least one short essay in the final exam.</p>	<p>Explain core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.  Interpret historical experiences of diverse peoples and cultures.  Demonstrate respect for diverse people and cultures.  <b>Assessment:</b> At least one minor writing project (such as an essay that explores historical issues related to culture and/or diversity)</p>	<p>Evaluate core concepts of historical thinking, such as agency, causality, context, contingency, long and short durations, and subjectivity.  Interpret historical experiences of diverse peoples and cultures.  Distinguish between major approaches in the discipline.  <b>Assessment:</b> At least one written project (or equivalent) evaluated by its clear thesis statement and use of primary and secondary sources.</p>	<p>Assess the validity of arguments in the context of historical thinking.  Interpret historical experiences of diverse peoples and cultures.  <b>Assessment:</b> Section in final paper (or equivalent scholarly work) that evaluates arguments.</p>

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<b>Program Outcomes</b>	<b>Benchmark Year 1</b>	<b>Milestones Year 2</b>	<b>Year 3</b>	<b>Capstone Year 4</b>
<b>Outcome 2: Apply historical skills and knowledge to a variety of career options</b>	Identify multiple career opportunities for trained historians.  <b>Assessment:</b> Written assignments such as reflection papers or discussion forums		Identify multiple career opportunities for trained historians.  Apply historical knowledge and skills to intended fields of professional growth.  <b>Assessment:</b> Internship portfolio that showcases completed internship projects; includes reflection paper on skills learned and career goals; also includes updated resume and sample cover letters for selected professional positions. May include personal statement for graduate school application.	

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Program Outcomes	Benchmark Year 1	Milestones Year 2	Year 3	Capstone Year 4
<p>Outcome 3: Produce scholarship integrating ethical and civic values, as well as professional standards</p>	<p>Attribute sources correctly using disciplinary conventions. <b>Assessment:</b> Students are introduced to this outcome, but they are not assessed.</p>	<p>Attribute sources correctly using disciplinary conventions. Employ the citation and style guidelines of the discipline <b>Assessment:</b> Students will produce a well-formatted bibliography (such as an annotated bibliography) in the writing assignment, demonstrating basic command of the Chicago Manual of Style.</p>	<p>Attribute sources correctly using disciplinary conventions. Analyze the civic responsibility of the public work of historians. <b>Assessment:</b> Final examination essay or reflection paper on the public work of the historian. Students will produce a scholarly work with well-formatted bibliography (such as an annotated bibliography or an equivalent work).</p>	<p>Attribute sources correctly using disciplinary conventions. Employ the citation and style guidelines of the discipline. Create scholarly work that reflects the ethical and professional values of the discipline. <b>Assessment:</b> One final, 15-page paper (or equivalent scholarly work) that evaluates all outcomes and uses the Chicago Manual of Style. The project should work through a revision process based on faculty feedback.</p>

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<b>Outcome 4: Analyze historical events and processes</b>	Distinguish between primary and secondary sources.	Distinguish between primary and secondary sources.	Distinguish between primary and secondary sources.	Distinguish between primary and secondary sources.
	<p>Locate primary and secondary sources in libraries, online, archives, and other formats.</p> <p>Critically analyze primary and secondary sources.</p> <p><b>Assessment:</b> Students will analyze single documents (or other types of primary documents) based on discrete sources provided by the instructor.</p> <p>Students will demonstrate source analysis skills such as discerning authorship and intended audience, placement in a historical context, and developing historical empathy.</p> <p>Additional in-depth</p>	<p>Locate primary and secondary sources in libraries, online, archives, and other formats.</p> <p>Critically analyze primary and secondary sources.</p> <p>Develop compelling research questions based on relevant, credible evidence.</p> <p>Execute systematic research plans using rigorous historical methodology.</p> <p><b>Assessment:</b> Written project prospectus with proposed research questions and preliminary bibliography.</p> <p>Students will distinguish, locate and evaluate sources from a provided</p>	<p>Locate primary and secondary sources in libraries, online, archives, and other formats.</p> <p>Critically analyze primary and secondary sources.</p> <p>Develop compelling research questions based on relevant, credible evidence.</p> <p>Execute systematic research plans using rigorous historical methodology.</p> <p>Analyze complex historical problems, while recognizing change, continuity, context, causation, and contingency.</p>	<p>Locate primary and secondary sources in libraries, online, archives, and other formats.</p> <p>Critically analyze primary and secondary sources.</p> <p>Develop compelling research questions based on relevant, credible evidence.</p> <p>Execute systematic research plans using rigorous historical methodology.</p> <p>Analyze complex historical problems, while recognizing change, continuity, context, causation, and contingency.</p>

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<b>Program Outcomes</b>	<b>Benchmark Year 1</b>	<b>Milestones Year 2</b>	<b>Year 3</b>	<b>Capstone Year 4</b>
	source analysis is encouraged, but this is not required in outcomes assessment.	set (e.g. travel narratives, slave narratives, and course textbook.)	<b>Assessment:</b> In 3000-level courses students write papers (or equivalent) with clear thesis statement, and analysis based on a published anthology of sources, a database, or a well-described collection of archival sources; however, there is no program assessment of this outcome in HIST3001.	<b>Assessment:</b> One final, 15-page paper (or equivalent scholarly work) that evaluates all outcomes. The project should work through a revision process based on faculty feedback.  Students will locate and evaluate a collection of sources based on mentored research.



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<b>Program Outcomes</b>	<b>Benchmark Year 1</b>	<b>Milestones Year 2</b>	<b>Year 3</b>	<b>Capstone Year 4</b>
<b>Outcome 5:</b> <b>Compose historical narratives integrating varied modes of expression</b>	Convey complex ideas via oral and written communication.  <b>Assessment:</b> Students work on the building blocks of narrative (e.g. paragraphs, timelines, etc.). They are not assessed for this outcome at this level.	Convey complex ideas via oral and written communication.  Create original, significant works of historical scholarship.  <b>Assessment:</b> Students construct short narrative based on a selection of primary sources. Students apply basic content knowledge through the development of one historical character (hypothetical, fictional or real) who is the basis for a short narrative.	Convey complex ideas via oral and written communication.  Formulate and sustain complex arguments using credible evidence.  Assess the validity of arguments in both historical and current contexts.  <b>Assessment:</b> Students are introduced to applied modes of expression (such as grant writing, cover letter, site evaluation) as part of the internship portfolio of 3001; however, students are not assessed in this level.	Convey complex ideas via oral and written communication.  Formulate and sustain complex arguments using credible evidence.  Create original, significant works of historical scholarship.  <b>Assessment:</b> 15-page paper or equivalent academic work.

**BG Perspective (BGP) Requirements**

**Must complete at least 1 course in each of the following:**

English Composition and Oral Communication	
Course	Credits
_____	_____
Quantitative Literacy	
_____	_____

**Must Complete at least 2 courses in each of the following:**

Humanities and the Arts	
_____	_____
_____	_____
Natural Sciences	
_____	_____
_____	_____
Social and Behavioral Sciences	
_____	_____
_____	_____

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

_____	_____
_____	_____
_____	_____

**University Requirements** Designated courses in Humanities and the Arts and the Social and Behavioral Sciences domains may be used to fulfill both the BGP requirement and one of the following university requirements:

Cultural Diversity in the US	_____
International Perspective	_____

**Composition Requirement:**

_____ GSW 1120 Academic Writing	_____
---------------------------------	-------

Total BGP Credits: Must be at least 36 \_\_\_\_\_

**Arts & Sciences Requirements**

**Foreign Language** (\_\_\_\_\_ yrs of HS \_\_\_\_\_)

_____	1010	_____
_____	1020	_____
_____	2010	_____
_____	2020/2120	_____

**Lab Science**

_____	_____	_____
-------	-------	-------

**Multidisciplinary Component** Select from approved offerings, in consultation with an advisor and a faculty mentor. Four courses total, each with a different subject prefix. At least two courses at 3000/4000 level. Courses applied to the Arts & Sciences MDC may not be used to fulfill other Arts and Sciences degree requirements, nor may they be used to fulfill major, minor, BGP or other program requirements.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Major Requirements (33 Hrs.)**

15 hours from the following:

Hrs	Grade	
9	_____	Choose Three: HIST 1510, 1520, 1800, 2050, 2060
_____	_____	_____
3	_____	HIST 3790
3	_____	HIST 4800

**Plus 18 hours at the 3000-4000 level. At least 3 hours at the 4000-level from each of the following categories is required:**

**I. U.S. History**

_____	_____	HIST 3010, 3030, 3060, 3140
_____	_____	HIST 3190, 3260, 3360, 3370
_____	_____	HIST 3380 (or ACS 3380), 4210,
_____	_____	HIST 4220, 4250, 4260, 4280, 4290,
_____	_____	HIST 4300, 4320, 4380, 4390

**II. European History**

_____	_____	HIST 3270, 3600, 3670,
_____	_____	HIST 3770, 4150, 4410, 4420, 4440, 4460,
_____	_____	HIST 4540, 4550, 4560, 4580, 4590,
_____	_____	HIST 4710

**III. Other Areas:**

_____	_____	HIST 3040, 3050, 3090, 3100, 3150,
		3170 (or ETHN 3170)
_____	_____	HIST 4010, 4110, 4130, 4140,
_____	_____	HIST 4020 or ETHN 4020, HIST 4030 or
_____	_____	ETHN 4030, HIST 4040 or ETHN 4040,
		HIST 4070, 4080, 4090, 4780

Note: HIST 2910, 3910, 4000, 4890, 4950 and 4960 count in the area appropriate to the course topic. See History advisor.

**Minor Requirements (usually 21 hours)**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Electives and Non-Credit Courses**

_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_  
Name (Print First & Last Name)

\_\_\_\_\_  
BGSU ID#

\_\_\_\_\_  
Phone (Cell or Local Number)

**For Graduation You Will Need:**

1. 122 credit hours minimum.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

2. Minimum GPA 2.00.

**Current GPA** \_\_\_\_\_

3. At least 30 credit hours of BGSU course work.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

4. 40 credit hours at the 3000/4000 level.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

5. Completion of all degree requirements, including the BG Perspective Core.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

6. A major, and if required, a minor, specialization or emphasis.

**Declared with the College Office**  **Yes**  **No**

Any substitution or waiver of courses required for your major or minor program must originate in the department/school offering the major or minor and must be approved by the College Office.

To ensure a timely graduation, see a **College Advisor** during the semester prior to your intended graduation.

Remember to complete an **Application for Graduation** by the end of the second week of classes during the fall semester or spring regular session, or by the end of the first week of the summer semester. For the specific dates, check your DARS. You may log onto MyBGSU to complete the online application. After the deadlines, you will need to complete an application in person in the College Office.

**BG Perspective (BGP) Requirements**

**Must complete at least 1 course in each of the following:**

English Composition and Oral Communication	
Course	Credits
_____	_____
Quantitative Literacy	
_____	_____

**Must Complete at least 2 courses in each of the following:**

Humanities and the Arts	
_____	_____
_____	_____
Natural Sciences - at least one Lab Science required	
_____	_____
_____	_____
Social and Behavioral Sciences	
_____	_____
_____	_____

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

_____	_____
_____	_____
_____	_____

**University Requirements** Designated courses in Humanities and the Arts and the Social and Behavioral Sciences domains may be used to fulfill both the BGP requirement and one of the following university requirements:

Cultural Diversity in the US	_____
International Perspective	_____

**Composition Requirement:**

WRIT 1120 Research Writing	_____
Total BGP Credits: Must be at least 36	_____

**Arts & Sciences Requirements**

**Foreign Language** (\_\_\_\_ yrs of HS \_\_\_\_\_)

_____	1010	_____
_____	1020	_____
_____	2010	_____
_____	2020/2120	_____

**Lab Science**

_____	_____
-------	-------

**Multidisciplinary Component** Select from approved offerings, in consultation with an advisor and a faculty mentor. Four courses total, each with a different subject prefix. At least two courses at 3000/4000 level. Courses applied to the Arts & Sciences MDC may not be used to fulfill other Arts and Sciences degree requirements, nor may they be used to fulfill major, minor, BGP or other program requirements.

_____	_____
_____	_____
_____	_____
_____	_____

**Major Requirements (33 Hrs.)**

**I. History Professional Core (6 Hrs.)**

3	HIST 1001 The Historian's Craft
1	HIST 2001 Historical Writing
1	HIST 3001 The Historian and the Public
1	HIST 4001 Professional Practices in History

**II. History Content Core (9 Hrs)**

Choose **two** of the following courses.

3	HIST 1250 <b>OR</b> HIST 1260 <b>OR</b> HIST 1510 <b>OR</b>
3	HIST 1520

Choose **one** of the following courses

3	HIST 1800 <b>OR</b> HIST 2210 <b>OR</b> HIST 2220 <b>OR</b>
	HIST 2250

**III. History Themes (18 Hrs.)**

Choose **six** of the following courses distributed in three themes. You must take three courses in one of the themes; a minimum of two 4000-level courses is required.

**A. Local, Regional, and Public**

HIST 3062, HIST 3142, HIST 3892, HIST 4302, HIST 4802

**B. Social and Cultural**

HIST 3103, HIST 3153, HIST/ETHN 3173, HIST 3213, HIST 3223, HIST 3423, HIST 3433, HIST 3463, HIST 3683, HIST 4413, HIST 4463, HIST 4803

**C. Military and Diplomatic**

HIST 3014, HIST 3034, HIST 3264, HIST 3334, HIST 3344 HIST 3484, HIST/ETHN 4044, HIST 4214, HIST 4224, HIST 4444, HIST 4804

**D. Political and Economic**

HIST 3115, HIST 3255, HIST 3285, HIST 3365, HIST/ACS 3385, HIST 3445, HIST 3675, HIST 3695, HIST 4555, HIST 4805

**E. Transnational**

HIST 3137, HIST 3417, HIST 3447, HIST 3477, HIST 3567, HIST 3607, HIST 3797, HIST/ETHN 4027, HIST/ETHN 4037, HIST 4807

**Note:** HIST 1910, 2910, 3910, and 4000 count in the area appropriate to the course topic. See History advisor.

**Minor Requirements (usually 21 hours)**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Electives and Non-Credit Courses**

_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
Name (Print First & Last Name)

\_\_\_\_\_  
BGSU ID#

\_\_\_\_\_  
Phone (Cell or Local Number)

**For Graduation You Will Need:**

1. 122 credit hours minimum.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

2. Minimum GPA 2.00.

**Current GPA** \_\_\_\_\_

3. At least 30 credit hours of BGSU course work.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

4. 40 credit hours at the 3000/4000 level.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

5. Completion of all degree requirements, including the BG Perspective Core.

**In Progress/Completed** \_\_\_\_\_ **Needed** \_\_\_\_\_

6. A major, and if required, a minor, specialization or emphasis.

**Declared with the College Office**  Yes  No

Any substitution or waiver of courses required for your major or minor program must originate in the department/school offering the major or minor and must be approved by the College Office.

To ensure a timely graduation, see a **College Advisor** during the semester prior to your intended graduation.

Remember to complete an **Application for Graduation** by the end of the second week of classes during the fall semester or spring regular session, or by the end of the first week of the summer semester. For the specific dates, check your DARS. You may log onto MyBGSU to complete the online application. After the deadlines, you will need to complete an application in person in the College Office.

New catalog description (Fall 2020):

*History training sharpens skills such as critical thinking, logical argumentation, archival research, data analysis, oral communication, and written communication. These skills are invaluable for a meaningful and productive life beyond college. The study of history also integrates different modes of thinking: students examine complex issues that shape societies and institutions (the social sciences), as well as the ways individuals and groups understand their experience through culture and ideas (the humanities). Students learn to study the past from many approaches and to relate their findings in formats geared toward a variety of audiences. Graduates pursue a wide range of careers in fields such as business, education, government, diplomacy, law, non-profit organizations, and cultural heritage institutions.*

*Students start with our signature course for history majors, followed by three introductory courses that emphasize the breadth and diversity of the human experience. Next, students take electives in five themes that include several world regions and periods (ancient to present): local and public history, social and cultural history, war and diplomacy, political and economic history, and transnational history. In the final year students concentrate on a specific theme and develop a sophisticated research project in the senior seminar. As they progress, students receive skills-based training specific to the discipline of history, and they learn how to apply these skills to professional contexts through internships and other experiential learning opportunities.*

### **Learning Outcomes**

- *Evaluate core assumptions about historical thinking and the discipline of history*
- *Apply historical skills and knowledge to a variety of career options*
- *Produce historical scholarship integrating ethical and civic values, as well as professional standards*
- *Analyze historical events and processes*
- *Compose historical narratives integrating varied modes of expression*

**Major, Bachelor of Arts (33 hours) - minor required** -<[link to course requirements](#)>

### **Minor (21 hours)**

- *Up to ten hours chosen from any 1000- or 2000-level courses.*
- *All other hours from any 3000-level or 4000-level HIST courses, with at least three hours at the 4000-level.*

*(Note: these requirements in the Minor reflect changes that we are introducing in a separate program change form for the minor.)*

## HIST Program Modification

Current catalog description  
(effective until Spring 2020):

### **College of Arts and Sciences**

#### **128 Williams Hall, 419-372-2030**

Like other liberal arts disciplines, history sharpens your ability to think critically, argue logically, conduct research, analyze data, and communicate clearly, both orally and in writing. History is also unique.

Because it is both one of the humanities and a social science, it addresses the study of individuals and the broader society, teaching you to evaluate people and issues in their proper context—invaluable skills for any career.

The history department offers a flexible major that prepares students for a variety of careers in business, cultural organizations, education, government, law, and other areas. In three introductory courses (chosen from world civilization, U.S. history, and Asian civilizations), history majors understand the historical development of their own and other societies, and work with evidence from a variety of sources. They complete six upper-division courses from a wide variety of regions, periods and themes and learn to analyze issues in historical context and critique different interpretations of the past. In the capstone courses, history majors write sophisticated research projects on preferred themes. Students are encouraged to pursue internships in museums, archives and other organizations to apply their skills in a professional context. Our major provides a solid foundation in the skills and knowledge that are the hallmark of a history professional.

### **Learning Outcomes**

Upon completion of the baccalaureate degree, students in history are expected to:

- Understand the historical development of their own and other cultures;
- Understand how to think about the past historically by identifying and critiquing historical interpretations and analyzing issues in historical context;
- Be able to select and use evidence from a variety of sources, including primary sources;
- Communicate clearly and persuasively, both orally and in writing;
- Recognize and develop connections between historical issues and life outside the classroom;
- Think critically and argue effectively;
- Examine current issues from a historical perspective.

**Major, Bachelor of Arts (33 hours) - minor required - Spring 2019 course requirements**

### **Minor (21 hours)**

- Up to nine hours chosen from: HIST 1510, 1520, 1800, 1910, 2050, 2060, 2910
- All other hours from any 3000-level or 4000-level HIST courses, with at least three hours at the 4000-level.

April 17, 2019


To whom it may concern:

This letter offers the full support of the social studies education program in the School of Teaching and Learning, including the Adolescence to Young Adult Integrated Social Studies (AYA ISS) program and social studies elements of the the Middle Childhood Education (MCE) program for the bluesheet changes being proposed by the Department of History. Relevant faculty in the School of Teaching and Learning have been in regular communication with Dr. Amilcar Challu about the proposed changes and confirm that these changes will not have any negative impacts on either program. On the contrary, we are convinced that the changes are needed and will improve the quality of both programs. Dr. Challu is a member of our Social Studies Advisory Board that meets twice per year and has also participated in numerous additional conversations about the students we both serve.

One of the key reasons for our strong support is that Dr. Challu and his faculty have been very attentive to fast-approaching new national requirements for social studies teacher licensure. We have examined AYA ISS student performance data together and have discovered common concerns and commitments across both programs, particularly as concerns the inquiry process and data representations. With these proposed changes, the Department of History has managed to embed numerous linkages across the history curriculum that address these imperatives.

I commend Dr. Challu and the Department of History for the quality and foresight of these proposed revisions and again offer full support. I am happy to answer any further questions.

Sincerely,



Nancy C. Patterson  
Social Studies Content Area Coordinator  
College of Education and Human Development  
School of Teaching and Learning  
Bowling Green State University  
509 Education  
Bowling Green, OH 43403  
419/372-9379  
[ncpatte@bgsu.edu](mailto:ncpatte@bgsu.edu)



**Subject:** RE: History Curriculum Revamp - request for endorsement  
**Date:** Monday, March 18, 2019 at 1:05:01 PM Eastern Daylight Time  
**From:** Marc V Simon  
**To:** Amilcar E Challu

Dear Amilcar,

Peace and Conflict Studies approves of your curriculum revision and supports the changes in the History class numberings. We will make appropriate changes to our checksheet. This should have no detrimental impact on the PACS minor.

Thank you for consulting us.

Marc Simon

Dr. Marc V. Simon  
Associate Professor and Undergraduate Advisor, Political Science  
Coordinator, Peace and Conflict Studies  
Williams Hall 123  
Bowling Green State University  
Bowling Green OH 43403  
419-372-7386

**From:** Amilcar E Challu <achallu@bgsu.edu>  
**Sent:** Wednesday, March 6, 2019 5:03 PM  
**To:** Akiko K Jones <jakiko@bgsu.edu>; Beatrice Martina Guenther <bguenth@bgsu.edu>; Marc V Simon <msimon@bgsu.edu>; Dr Rebecca L Skinner Green <rlgreen@bgsu.edu>  
**Subject:** History Curriculum Revamp - request for endorsement

Dear Akiko, Beatrice, Marc and Rebecca,

You may have been in the loop about our program curriculum modification for some time, but I never followed up with a request for an endorsement as we submit the review to the A&S Curriculum, Teaching and Learning Committee. It's a massive change with lots of moving parts. We need to have your input on it and hopefully your endorsement that all classes that serve your students are still represented in this curriculum. The change, however, will entail the renumbering of some classes and that will require an editorial change in your audit forms. That is an "EZ" change and I believe that Chris Bloomfield can provide the new draft at a later stage.

The impact of this curriculum revamp in your programs should be null. If anything, it is seeking to make history more applicable outside of the discipline, while internalizing the main values that organize our work as historians. But if you see something in the materials that causes concern to you, please let me know and we'll work on it. But because some classes are moving from the 4000- to the 3000-level, this may have consequences for your program that we do not anticipate.

What I ask is that you check the file "A3-List of Courses" that I am attaching here. Your programs should be listed under column H, Impact. If we have other classes that are in your checksheets, please let me know. An omission is not intentional. The changes that affect your programs are:

- Asian Studies: the Japanese and Chinese courses: HIST3673 (was 4070), HIST3683 (was 4080) and HIST3693 (was 4090). At this point we are not modifying HIST1800 as we are waiting on our ongoing discussions with the VPAA and the BGP committee on its BGP status.
- Africana Studies: HIST4130, Caribbean, is becoming 3137 (level change). Other changes are just minor renumbering: HIST 4020, 4030 and 4040 to 4027, 4037, 4044, respectively;

- International Studies: The registrar did not flag any courses as affecting your checksheet. But there may be broader requirements that are not pegged to specific courses.
- Peace and Conflict: It's surprising how many classes we have in your program. HIST 4560, Genocide and Holocaust, is changing level and becoming HIST3567. Then we have minor renumbering in 3034 (was 3030), 3334 (was 3370), 3484 (was 3670).

For your information, in case you are interested about the change, I'm attaching the documents that we intend to submit for the review of the A&S committee. You will be reviewing this in the A&S CTLC if you are part of that committee, but just in case you're interested I'm attaching the key parts. "HIST Program Cover" and "HIST program-change" are the entry points. "A3-List of courses" shows, for each course, which ones we're modifying and how. You may want to check our new catalog page (file A12), checksheet (file A11), assessment and learning outcomes (file A5). I believe that all this aligns well with what you expect of these history courses. If you'd like more information on specific courses, I'm happy to send that information over.

And let me finalize with what we aspire and some timing issues:

- 1) What we're looking for is a brief endorsement, by 3/20, from your programs supporting the revision and willingness to modify the checksheets to change the numbering system. Editorial changes in course numbers are trivial, but changing the level of the class may have implications for your programs that we do not anticipate. Having your endorsement makes it sure we are ready to move forward.
- 2) In the longer term, we can talk about better ways to integrate this new curriculum into your curriculum. For example, our Transnational, and War & Diplomacy themes may be well suited to play a particular role in your programs. We can discuss this at a later stage at your convenience.

I'm available to meet and discuss this any further.

Thanks,  
Amilcar

Amilcar E. Challú, Chair and Associate Professor  
Department of History, Bowling Green State University

Office: Williams Hall 132  
Phone: 419-372-2769  
Email: [achallu@bgsu.edu](mailto:achallu@bgsu.edu)

**Subject:** Re: History Curriculum Revamp - request for endorsement  
**Date:** Thursday, March 7, 2019 at 11:56:15 AM Eastern Standard Time  
**From:** Beatrice Martina Guenther  
**To:** Amilcar E Challu

Dear Amilcar,

Thank you very much for sharing the documents associated with your thorough and well-thought out curricular revisions. It was interesting to read how you have restructured the interdependent courses.

You are right that International Studies is not directly affected by these revisions, since HIST 1510 and 1520 are not being changed; these are the only two History courses that are included as choices for the core courses for the major. As you know, we also have a Focus Area requirement; it allows our students to select three courses (9 credits) that are applied to the major. They need to write up a rationale describing/defining the focus area and explaining how the courses, often from various disciplines, provide insight into the designated Focus Area.

For this requirement, the students would be able to choose one or more of the reworked HIST classes. I especially look forward to learning more about the Transnational History courses, since I can imagine that these would be of particular interest to our majors.

Thank you for giving me advance notice about these changes and all the best as you implement them.

Best wishes,  
Beatrice

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*Beatrice Guenther, PhD  
International Studies Program, Director  
Undergraduate Advisor (INST & Peace Corps Prep Program)  
World Languages & Cultures/French,  
Graduate Coordinator/French,  
Check out the new Peace Corps Prep Program's website:*

*<https://www.bgsu.edu/arts-and-sciences/international-studies/international-studies-peace-corps-prep.html>*

*Office: Shatzel 131  
Bowling Green State University*

**From:** Amilcar Challu <achallu@bgsu.edu>  
**Date:** Wednesday, March 6, 2019 at 5:02 PM  
**To:** Akiko K Jones <jakiko@bgsu.edu>, Bea <bguenth@bgsu.edu>, Marc V Simon <msimon@bgsu.edu>, Dr Rebecca L Skinner Green <rlgreen@bgsu.edu>  
**Subject:** History Curriculum Revamp - request for endorsement

Dear Akiko, Beatrice, Marc and Rebecca,

You may have been in the loop about our program curriculum modification for some time, but I never followed up with a request for an endorsement as we submit the review to the A&S Curriculum, Teaching and Learning Committee. It's a massive change with lots of moving parts. We need to have your input on it and

hopefully your endorsement that all classes that serve your students are still represented in this curriculum. The change, however, will entail the renumbering of some classes and that will require an editorial change in your audit forms. That is an "EZ" change and I believe that Chris Bloomfield can provide the new draft at a later stage.

The impact of this curriculum revamp in your programs should be null. If anything, it is seeking to make history more applicable outside of the discipline, while internalizing the main values that organize our work as historians. But if you see something in the materials that causes concern to you, please let me know and we'll work on it. But because some classes are moving from the 4000- to the 3000-level, this may have consequences for your program that we do not anticipate.

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- International Studies: The registrar did not flag any courses as affecting your checksheet. But there may be broader requirements that are not pegged to specific courses.
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For your information, in case you are interested about the change, I'm attaching the documents that we intend to submit for the review of the A&S committee. You will be reviewing this in the A&S CTLC if you are part of that committee, but just in case you're interested I'm attaching the key parts. "HIST Program Cover" and "HIST program-change" are the entry points. "A3-List of courses" shows, for each course, which ones we're modifying and how. You may want to check our new catalog page (file A12), checksheet (file A11), assessment and learning outcomes (file A5). I believe that all this aligns well with what you expect of these history courses. If you'd like more information on specific courses, I'm happy to send that information over.

And let me finalize with what we aspire and some timing issues:

1. What we're looking for is a brief endorsement, by 3/20, from your programs supporting the revision and willingness to modify the checksheets to change the numbering system. Editorial changes in course numbers are trivial, but changing the level of the class may have implications for your programs that we do not anticipate. Having your endorsement makes it sure we are ready to move forward.
2. In the longer term, we can talk about better ways to integrate this new curriculum into your curriculum. For example, our Transnational, and War & Diplomacy themes may be well suited to play a particular role in your programs. We can discuss this at a later stage at your convenience.

I'm available to meet and discuss this any further.

Thanks,  
Amílcar

Amílcar E. Challú, Chair and Associate Professor  
Department of History, Bowling Green State University

**Subject:** Re: Curriculum - Canadian Studies

**Date:** Wednesday, March 20, 2019 at 8:54:19 AM Eastern Daylight Time

**From:** Rebecca Jill Mancuso

**To:** Amilcar E Challu

Dear Amilcar,

I wanted to let you know that as adviser/coordinator of the Canadian Studies minor program, I approve of your curriculum revision and support the changes in the History class numberings. I have checked with Angela Pezzi and Ted Rippey who assure me that changing the History of Canada class, HIST 4140, to a 3000-level class will not impact the minor. This should have no detrimental impact on our program.

Thank you,  
RM

Rebecca Mancuso, PhD  
Associate Professor, History  
Bowling Green State University

Contact:  
419-372-7424  
[rmancus@bgsu.edu](mailto:rmancus@bgsu.edu)  
US +1 4193727424 Call

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**From:** Amilcar E Challu

**Sent:** Wednesday, March 6, 2019 2:04 AM

**To:** Casey Marie Stark; Nicole Maelyn Jackson; Rebecca Jill Mancuso; Michael E. Brooks

**Subject:** Curriculum - All forms in one zipfile

Hi revampers,

Here's the zip with all the forms. I'll get Bill Whitesmith to work with me in revising some issues with the forms (homogenization, add pre-reqs, add cover forms for new courses, make sure online classes have all the added attributes, etc).

Next steps:

- Tomorrow: To discuss the proposal in general and get a vote; give faculty this zipfile.
- With the proposal in general, we present in the A&S CTLC in the March 13 meeting
- Rest of March: faculty send feedback. It'd be ideal if one or more of you volunteer to collect and incorporate this feedback.
- Rest of March: We have some courses that we must add; some we can leave them for a later stage. See list below.
- Amilcar seeks all endorsements and requests to have them in writing
- We turn in all the other forms and endorsements in time for a second reading of the A&S CTLC in mid April.

We have some classes that I'd like to add within a couple of weeks:

- Ancient Rome (or other/s), Af Am and Native Am classes – I contacted you separately. I feel we need to have these in the first round.
- The 391x topics classes (Topics in Social and Cultural, for example). This I can do myself using Kara's reformation sample syllabus as an example; but I can also use other examples (Casey's Women in the

Classical World for instance.)

- We need to create the new internship at the 4000-level, which is going to be more demanding in terms of the final product. I propose postponing this one, but I defer to Becky.

Casey pointed out that we need to think about the online strategy of all this. In fact, several existing and/or new courses need to be added as online options. Kara agreed to help with this in the fall.


Best,  
Amílcar

Amílcar E. Challú, Chair and Associate Professor  
Department of History, Bowling Green State University

Office: Williams Hall 132  
Phone: 419-372-2769  
Email: achallu@bgsu.edu

## MEMORANDUM

TO: Dr. Amilcar Challu  
Chair, History Department

FROM: Akiko Kawano Jones   
Director, Asian Studies Program

RE: History Curriculum Revamp

Date: March 19, 2019

I would like to endorse your curriculum modification. It appears that the Majors of History would benefit a lot. It looks that the proposal includes significant and innovative strategies for the students and that the courses are more applicable to non-history major students, too.

The Japanese and Chinese courses of HIST 3673, HIST 3683, and HIST 3693 are Asian Studies core courses. They are stated as "Advanced Social Sciences" in our check-sheet, and moving from the 4000 to the 3000-level courses will not make significant differences and that all these courses serve Asian Studies majors.

On behalf of Asian Studies Program Committee, I would like to give my endorsement for your revamping the History curriculum.

**Subject:** RE: Curriculum: confirming sequence of ancient hist

**Date:** Wednesday, March 20, 2019 at 6:20:44 PM Eastern Daylight Time

**From:** Philip S Peek

**To:** Amilcar E Challu

**CC:** James McNally Pfundstein, Nicholas Dee, Casey Marie Stark

Dear Amilcar,

It is with pleasure that I endorse the changes you and your colleagues have made to History's curriculum. It is inspiring to read through all you have accomplished. Whatever changes you make that directly impact Classics and its course offerings we take as positive and will work with you collaboratively so that our offerings and yours complement, or build upon, each other.

Yours,

Phil



## **Sarah Meussling**

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**Subject:** FW: Note of Support

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**From:** Mark A Seals  
**Sent:** Wednesday, May 8, 2019 6:35 AM  
**To:** Amilcar E Challu  
**Cc:** Nancy Carol Patterson  
**Subject:** Note of Support

Hi Colleagues,

I fully support the changes the Department of History is requesting. If you have any questions please feel free to contact me at any time.

Dr. Seals

Dr. Mark Seals  
Director: School of Teaching and Learning  
Bowling Green State University  
Bowling Green, OH 43403  
Office: 529 Education Building  
Phone: 419-372-7622  
Fax: 419-372-9486  
Email: [mseals@bgsu.edu](mailto:mseals@bgsu.edu)

Submit on blue paper

**COURSE / CURRICULUM MODIFICATION**

COLLEGE Musical Arts

**\*\*COURSE CHANGE**

- Create new course
- Eliminate course
- Modify existing course (mark all that apply):
  - Title  Description  Prerequisite
  - Course content
  - Course number (old course number to be deleted)
  - Credit Hours  Term offered
  - Contact Hours
  - Method of instruction (see table on reverse)
  - Web-centric
  - Web-based (definitions on reverse)

Requested Course change effective date: \_\_\_\_\_  
 (Semester/Year)

Implemented by Registrar, effective:

\*\*reviewed by Undergraduate Council if it has broad impact

**PROGRAM CHANGE**

- Program Name: BM in World Music
- Minor change to program requirements/checksheet
  - Change program name
  - \*Create new program and new program code (check one):
    - degree  major  minor
    - specialization  certificate
  - \*Major change to program requirements/checksheet
  - \*Program to be available 100% online
  - \*Add, delete, modify program matriculation requirements
  - \*Suspend admission to and/or eliminate a program

Requested Program effective date: Fall 2019 (Semester/Year)

Implemented by Registrar, effective:

\*reviewed by Undergraduate Council

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of program change (limit 675 characters):

These changes bring the world music major in line with current course offerings and degree requirements. The primary adjustment removes MUCT3950 (Workshop on Current Topic) and MUCT4700 (Readings and Research) from the required courses and replaces them with a new course MUCT3600 (Proseminar in World Music). Other changes include moving MUSP4010 from a required course to a potential elective, adding required world music ensembles to reflect our expanded offerings, reorganizing categories, and adjusting elective credit requirements to account for the above changes.

(If this is a new course or if the "Method of instruction" box is checked above):

Maximum Class Size \_\_\_\_\_ Grading method:  A/F  S/U only  A/B/C/NC (No Credit)  S/NC (No Credit)

Method(s) of Instruction \_\_\_\_\_ and contact hours \_\_\_\_\_

\*See page two for Methods of Instruction definitions and approved combinations

What other colleges or departments/programs may be affected by this proposal? N/A

\*\*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3728852 Position: Instructor	Christopher Witaliski		2/15/19
<b>ADEQUATE LIBRARY MATERIALS ARE AVAILABLE (For NEW COURSE or NEW PROGRAM only):</b>				
2	Dean, University Libraries	Sara Bushong		
<b>APPROVED:</b>				
3	Chair or School/Program Director	Nora Engbreisen		2/14/19
4	Chair, College/School Curriculum Committee	Sidra Lawrence		2/19/19
5	Dean of College	William Mathis		4/2/19
6	Secretary, UGC (major changes only)	Sarah Mousafing		6-15-19
<b>ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).</b>			Materials sent to CAA on:	
7	Provost/VPAA	John M. Fischer		
<b>REVIEWED AND IMPLEMENTED BY:</b>				
8	Registrar	Christopher Cox		

## PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal.* Please use the outline headings shown below to prepare your document; omit any that do not apply.

### A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

These changes bring the world music major in line with current course offerings and degree requirements. The primary adjustment removes MUCT3950 (Workshop on Current Topic) and MUCT4700 (Readings and Research) from the required courses and replaces them with a new course: MUCT3600 (Proseminar in World Music). Other changes include moving MUSP4010 from a required course to a potential elective, adding required world music ensembles to reflect our expanded offerings, reorganizing categories, and adjusting elective credit amounts to account for the above changes.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
  - 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).  
**removed: MUCT3950, MUCT4700; changed from required to elective: MUSP4010**
  3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).  
**MUCT2360 (was an elective, now required and repeatable for elective credit), MUCT3600 (Proseminar in World Music), MUCT4260E (Rotating world music ensemble added to listing of world music ensemble options)**
  4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.  
**There will be no substantial change to the sequence of courses. These changes bring the program requirements in line with recent practice based on current offerings.**
  5. Will this change result in modification of student learning outcomes?  yes  no

If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

B. RATIONALE *[Required for all proposals]:*

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.  
***Some current required courses are both not descriptive of the material that is covered and not regularly offered. These changes bring the program in line with recent common substitutions while better reflecting new ensemble opportunities.***
2. Student implications (describe the basis for each estimate)
  - 2.1 Prospective demand for a new degree/major/minor (level of student interest).  
**N/A**
  - 2.2 Effect on required hours in degree/major/minor.  
**This change moves the total required credits from the current 121-133 to 121-128. Within that range, the performance component has two additional credit hours for world music ensembles.**
  - 2.3 Number of students affected and in what way.  
**1 graduate per year, at current levels**
  - 2.4 Effect on elective hours of majors/minors.  
**The changes allow for more flexibility for electives within world music and ethnomusicology. Previously, students had 4-6 credit hours of world music electives whereas this change will allow for 9 credit hours. Additional electives (drawn from related fields of study) changes from 6-9 to 6. The listing of elective options has also been updated to remove courses that are no longer offered and add new relevant offerings .**
  - 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?
  - 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?
  - 2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?

C. IMPLICATIONS FOR EXISTING PROGRAMS *[For all proposals]:*

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs
  - 1.1 in the department/school?  
**The courses marked for removal have recently been used as independent study courses. As such, eliminating them from this program will have no effect on the courses or other students from within or outside of the department.**
  - 1.2 in the college?  
**None**
  - 1.3 in other university departments/colleges?  
**A minor update to include more recent course offerings as potential electives from across the university may cause a small increase in those classes.**

1.4 at other universities?

**None**

2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*

**None**

3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?

**By resolving issues within the program structure, these changes may assist within the processes of accreditation.**

4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?

**These changes clarify the offerings and expectations for potential students, potentially improving recruitment outcomes. They similarly highlight offerings and demonstrate the program's prioritization of world music ensemble participation.**

#### D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*

Are faculty and staff with expertise available now?  yes  no

If not, how will they be identified/recruited?

2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **Because the students are already required to take small class or independent study courses (MUCT3950 and MUCT4700), replacing those credits with a proseminar should have little effect on staffing, if any. Any necessary shift would likely come from an increased consistency of a single course receiving sufficient enrollment to run regularly. In this case, the department will adjust by using adjunct instructors for some MUCT1250 courses as needed. The expansion of world music ensemble opportunities brings the program in line with current offerings as we begin the rotating world music ensemble in spring 2019.**

3. *For all proposals:* How will this change affect faculty work load? **No change**

#### E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.

**None**

2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.

**None**

3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?

**None**

F. TIMETABLE FOR IMPLEMENTATION *[For all proposals]*

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).

**MUCT4260E (Rotating world music ensemble) has been approved and will begin to run in spring 2019. Other changes are planned for the Fall 2019 semester.**

G. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.

# World Music

Bowling Green State University (<https://www.bgsu.edu>) / Archived Catalog (</archived-catalog.html>) / Spring 2019 (</archived-catalog/spring-2019.html>) / Colleges and Programs (</archived-catalog/spring-2019/colleges-and-programs.html>) / College of Musical Arts (</archived-catalog/spring-2019/colleges-and-programs/college-of-musical-arts.html>) / World Music

## College of Musical Arts

1031 Moore Musical Arts Center, 419-372-2181

### Admission as a World Music Major

Music students who have developed a strong interest in world music and have demonstrated a high standard of academic achievement may apply to the chair of the musicology/composition/theory department for acceptance as a major in world music. It is possible to add world music to an existing major for a double major. Application for admission to the world music major is made prior to the end of the sophomore year.

Applicants should submit a 2-page statement of purpose to the department chair, indicating why they are interested in the degree, and how they plan to use it. Applicants are also encouraged to meet with all ethnomusicology faculty prior to submitting the statement. The ethnomusicology faculty will review the applications and the candidates' qualifications. For acceptance as a major, a student must have achieved a 3.0 average in each of the following groups of courses: music theory and history (MUCT 1510, 1520, 2510, 2610), world music or jazz (MUCT 2360, MUCT 2370, <sup>or</sup> ~~oe~~ M USP 2190), and aural skills (MUCT 1410, 1420, 2410). Students with an average of 2.5 to 2.9 may be accepted as majors on probationary status. Students accepted on this status must achieve a 3.0 average in major area courses within two semesters, summer excluded. Failure to do so will result in discontinuation as a world music major.

### MUCT Small Ensembles

The department offers small ensembles as a training ground for performance practice and a showcase for music of different genres. Participation in a variety of MUCT small ensembles by world music majors is strongly encouraged.

### Degree Requirements

<sup>128</sup>  
World Music [122 - ~~138~~ hours] - **Spring 2019 course requirements** (</content/dam/BGSU/catalog/Spring-2019/musical-arts/Music-World.pdf>)

The bachelor of music degree with a major in world music requires <sup>128</sup>122-~~138~~ hours. All world music degree candidates are subject to **general requirements listed under Academic Policies** (</archived-catalog/spring-2016/academic-policies/baccalaureate-degree-programs.html>) in this catalog, as well as **general**

requirements listed under Bachelor of Music degree (</archived-catalog/spring-2019/colleges-and-programs/college-of-musical-arts/general-requirements-for-the-bm-degree.html>), none of which are superseded by individual degree requirements.

### **Completion Requirement**

Candidates for the bachelor's degree with a major in world music are required to submit scholarly papers that demonstrate an understanding of historical and cultural issues and basic research techniques. This is accomplished through MUCT 4200, Introduction to Ethnomusicology.



**BG PERSPECTIVE (BGP) REQUIREMENTS:**

Course Credits  
**Must complete at least 1 course in each of the following:**  
 English Composition and Oral Communication

**Quantitative Literacy**

**Must complete at least 2 courses in each of the following:**

**Humanities and the Arts**

**Natural Sciences**

**Social and Behavioral Sciences**

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_  
 International Perspective \_\_\_\_\_

Composition Requirement:  
 \_\_\_ GSW 1120 Academic Writing\* \_\_\_\_\_

Total BGP Credits: Must be at least 36

\*GSW 1110, GSW 1120, SOC 2310, and MUCT 2610 may count for BGP credit

• Some students may be required to enroll in MUCT 1130 or MUCT 1150 pending results of Freshman Placement examination.

• Up to 4 credits of class piano may be waived by exam. Class Piano proficiency exams I and II are required. Experienced pianists may be eligible for accelerated courses in class piano.

• World Music electives may include MUCT 4030, 4040, 4100, 4200, 4310, MUSP 4010

**TOTAL CREDIT HOURS 122-138 Hrs.**

**REQUIRED MUSIC CORE COURSES (28-29 Hrs.)**

_____	MUCT 1510: Theory I	2
_____	MUCT 1520: Theory II	2
_____	MUCT 2510: Theory III	2
_____	MUCT 2520: Theory IV	2
_____	MUCT 1410: Aural Skills I	2
_____	MUCT 1420: Aural Skills II	2
_____	MUCT 2410: Aural Skills III	2
_____	MUCT 2420: Aural Skills IV	2
_____	MUCT 2610: Music History I*	3
_____	MUCT 2620: Music History II	2
_____	MUCT 3610: Music History III	2
_____	MUCT 2360: Area Studies in World Music	3
_____	MUSP 2190: Jazz <b>OR</b> MUCT 2370	2-3

**WORLD MUSIC AND ETHNOMUSICOLOGY (22-26 Hrs.)**

_____	MUSP 4010: History and Lit of Jazz	2
_____	MUCT 4200: Intro to Ethnomusicology	2
_____	MUCT 4310: Aesthetics of Black Music	3
_____	MUCT 4700: Reading and Research	2-4
_____	MUCT 3950: Workshop on Current Topic	6
_____	SOC 2310: Cultural Anthropology*	3
_____	Electives World Music Electives	4-8

**OTHER MUSIC COURSES (6-7 Hrs.)**

_____	MUCT 4070: Performance Practice <b>OR</b>	2
_____	MUCT 4080: Chamber Literature <b>OR</b>	2
_____	MUCT 4090: Symphonic Literature <b>OR</b>	2
_____	MUCT 4120: Opera Literature <b>OR</b>	2
_____	MUSP 3130: Jazz Arranging & An. <b>OR</b>	3
_____	POPC 2800: Intro to Popular Music <b>OR</b>	3
_____	POPC 3800: Contexts of Popular Music	3

**MUSIC PERFORMANCE, PIANO, PROFICIENCY (17-23 Hrs.)**

_____	MUSP 3050: Conducting I	2
_____	MUED (1500 and/or 1510) <b>OR</b> 1540	1-2
_____	MUED 2500 <b>OR</b> 2510: Class Piano	2
_____	Afro Caribbean Ensemble <b>OR</b> Gamelan	4-8
_____	Large Ensemble electives	2-4
_____	Major Instrument/Voice	4
_____	Electives	2-3

**FOREIGN LANGUAGE (6-8 Hrs.)**

_____	Two courses in the same language	<del>6</del>
_____	Two courses in a second language	<del>6</del>

**OTHER**

\_\_\_\_\_ MUS 99: Recital Attendance 0  
 (Students must successfully complete 6 semesters of MUS 99)

**ADDITIONAL ELECTIVES (6-9 Hrs.)**

Any combination of classes taken from the following: ETHN 2010, 2200, 3000, 3800, 4800, HIST 1800, 3140, 3820, POPC 1600, 1700, 2100, 2200, 2600, 3200, 3210, 4240, 4260, WS 2000, 3010

• world music ensembles include 1510, 1540, 2200E, 4200E, 4220E, 4260E not already counted toward the World Music Ensembles requirement, major instrument/voice, or other ensembles  
 • Music performance electives may include MUCT 4210E, 4220E, 4260E, 4270E, 4280E, 4290E, 4300E, 4310E, 4320E, 4330E, 4340E, 4350E, 4360E, 4370E, 4380E, 4390E, 4400E, 4410E, 4420E, 4430E, 4440E, 4450E, 4460E, 4470E, 4480E, 4490E, 4500E, 4510E, 4520E, 4530E, 4540E, 4550E, 4560E, 4570E, 4580E, 4590E, 4600E, 4610E, 4620E, 4630E, 4640E, 4650E, 4660E, 4670E, 4680E, 4690E, 4700E, 4710E, 4720E, 4730E, 4740E, 4750E, 4760E, 4770E, 4780E, 4790E, 4800E, 4810E, 4820E, 4830E, 4840E, 4850E, 4860E, 4870E, 4880E, 4890E, 4900E, 4910E, 4920E, 4930E, 4940E, 4950E, 4960E, 4970E, 4980E, 4990E, 5000E

• = delete  
 ☐ = add/change

it's notes to this box

change to read: World Music electives may include MUCT 1020, 4030, 4040, 4070, 4080, 4090, 4100, 4120; MUSP 3130, 4010; POPC 2800, 3800; ETHN 3800

add here (World Music & Ethnology)  
 — MUCT 2360 Area Studies in World Music  
 — MUCT 3900 Program in World Music  
 — World Music Ensembles

delete -  
 (courses moved to "world music electives")

(add)

**BG PERSPECTIVE (BGP) REQUIREMENTS:**

Course \_\_\_\_\_ Credits \_\_\_\_\_

**Must complete at least 1 course in each of the following:**

English Composition and Oral Communication  
\_\_\_\_\_

Quantitative Literacy  
\_\_\_\_\_

**Must complete at least 2 courses in each of the following:**

Humanities and the Arts  
\_\_\_\_\_  
\_\_\_\_\_

Natural Sciences - at least one Lab Science required  
\_\_\_\_\_  
\_\_\_\_\_

Social and Behavioral Sciences  
\_\_\_\_\_  
\_\_\_\_\_

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_

International Perspective \_\_\_\_\_

Composition Requirement:

\_\_\_\_ WRIT 1120 Research Writing\* \_\_\_\_\_

Total BGP Credits: Must be at least 36

**REQUIRED MUSIC CORE COURSES (28-29 Hrs.)**

_____	MUCT 1510: Theory I	2
_____	MUCT 1520: Theory II	2
_____	MUCT 2510: Theory III	2
_____	MUCT 2520: Theory IV	2
_____	MUCT 1410: Aural Skills I	2
_____	MUCT 1420: Aural Skills II	2
_____	MUCT 2410: Aural Skills III	2
_____	MUCT 2420: Aural Skills IV	2
_____	MUCT 2610: Music History I*	3
_____	MUCT 2620: Music History II	2
_____	MUCT 3610: Music History III	2
_____	MUCT 2360: Area Studies in World Music	3
_____	MUSP 2190: Jazz <b>OR</b> MUCT 2370	2-3

**WORLD MUSIC AND ETHNOMUSICOLOGY (32-34 Hrs.)**

_____	MUCT 2360: Area Studies in World Music (repeated)	3
_____	MUCT 3600: Proseminar in World Music	6
_____	MUCT 4200: Intro to Ethnomusicology	2
_____	MUCT 4310: Aesthetics of Black Music	3
_____	SOC 2310: Cultural Anthropology*	3
_____	World Music Ensembles	6-8
_____	World Music Electives	9

**MUSIC PERFORMANCE, PIANO, PROFICIENCY (13-17 Hrs.)**

_____	MUSP 3050: Conducting I	2
_____	MUED [1500 and/or 1510] <b>OR</b> 1540	1-2
_____	MUED 2500 <b>OR</b> 2510: Class Piano	2
_____	Large Ensemble electives	2-4
_____	Major Instrument/Voice	4
_____	Electives	2-3

**FOREIGN LANGUAGE (12 Hrs.)**

_____	Two courses in the same language	6
_____	Two courses in a second language	6

**OTHER**

_____	MUS 99: Recital Attendance	0
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(Students must successfully complete 6 semesters of MUS 99)

**ADDITIONAL ELECTIVES (6 Hrs.)**

Any combination of classes taken from the following: ETHN 2010, 2200, 3000, 3800, 4800, HIST 1800, 3140, POPC 1600, 1700, 2200, 2600, 3200, 3210, 4240, 4260, WS 2000, 3010

\*WRIT 1110, WRIT1120, SOC 2310, and MUCT 2610 may count for BGP credit

- Some students may be required to enroll in MUCT 1130 or MUCT 1150 pending results of Freshman Placement examination.
- Up to 4 credits of class piano may be waived by exam. Class Piano proficiency exams I and II are required. Experienced pianists may be eligible for accelerated courses in class piano.
- World Music Ensembles include MUCT 4210E, 4220E, 4260E
- Music performance electives may include MUCT 1020, 4030, 4040, 4070, 4080, 4090, 4100, 4120, MUSP 3130, 4010, POPC 2800, 3800, or additional semesters of MUCT 2360 or 3600
- World Music electives may include MUCT 1020, 4030, 4040, 4070, 4080, 4090, 4100, 4120; MUSP 3130, 4010; POPC 2800, 3800; ETHN 3800

**Re: Course status: POPC4260**

Christopher James Witulski

Tue 10/16/2018 12:39 PM

To: Kristen D Rudisill &lt;rudisik@bgsu.edu&gt;; Rebekah J Patterson &lt;rpatter@bgsu.edu&gt;

Thank you so much. I appreciate the time and the update. We'll leave it as is (and yes, we have the other two courses already represented on our check sheet).

Chris

---

**From:** Kristen D Rudisill**Sent:** Tuesday, October 16, 2018 12:04:50 PM**To:** Christopher James Witulski; Rebekah J Patterson**Subject:** Re: Course status: POPC4260

Hi Chris,

I looked into this, and you are right, we haven't offered POPC 4260 in a while. We are planning to offer it next fall, however, and get it back into rotation, so please leave it on your check sheet. This is the Popular Entertainments class that deals with experiences, fandom, and other audience-focused topics. Other courses that are probably already on your radar are our music specific class (POPC 2800 and POPC 3800). Thanks so much, Kristen

---

**From:** Christopher James Witulski**Sent:** Thursday, October 11, 2018 9:12:42 AM**To:** Kristen D Rudisill; Rebekah J Patterson**Subject:** Fw: Course status: POPC4260

Good morning,

I wanted to check in and see if there was any new information about POPC4260. We are updating our check sheet for the ethnomusicology major and it appears that this class, which is listed as an elective for our program, has not run in a while. Is it something that will remain somewhat regular or are there other similar courses that have come to take its place?

Thanks,

Chris

---

**From:** Department of Popular Culture**Sent:** Tuesday, September 18, 2018 11:09 AM**To:** Christopher James Witulski**Cc:** Rebekah J Patterson**Subject:** RE: Course status: POPC4260

Dear Chris,

I sent your message to the Chair of Popular Culture, Dr. Kristen Rudisill [rudisik@bgsu.edu](mailto:rudisik@bgsu.edu), for a response.

Please feel free to follow up with her if you don't hear back soon.

Beka

**Rebekah Patterson**  
**School of Cultural and Critical Studies**  
**ACS and POPC Graduate Program Secretary**  
**Bowling Green State University**  
**101 East Hall**  
[rpatter@bgsu.edu](mailto:rpatter@bgsu.edu)  
Phone: 419-372-8886  
Fax: 419-372-7537

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**From:** Christopher James Witulski  
**Sent:** Friday, September 14, 2018 9:32 PM  
**To:** Department of Popular Culture <[popc@bgsu.edu](mailto:popc@bgsu.edu)>  
**Subject:** Course status: POPC4260

Good evening,

I am writing to ask about the status of one of your courses: POPC 4260 (Popular Entertainments). We are updating our degree program check sheet for the bachelor of music degree in world music (in the College of Musical Arts) and I see that this course is marked as having "not been scheduled." Does it still run regularly and, if not, would there be any unintended concerns with us removing from our approved electives listing?

Also, we have POPC 1600, 1700, 2200, 2600, 2800, 3200, 3210, 3800, 4240, and 4260 as electives. Are there other new courses in your department that you would suggest for world music majors?

Thank you,  
Chris

**Christopher Witulski** | Instructor of Ethnomusicology  
**BGSU** | *College of Musical Arts*  
[cwituls@bgsu.edu](mailto:cwituls@bgsu.edu) | (419) 372-8852  
2142 Moore Musical Arts Center | Bowling Green, OH 43403

**Re: Course status: WS3010**

Christopher James Witulski

Thu 10/11/2018 9:25 AM

To: Sandra L Faulkner <sandraf@bgsu.edu>

Thanks,

I added ETHN3800 to the paperwork. We actually already had POPC3800 on there! Again, I appreciate your help.

Chris

---

**From:** Sandra L Faulkner

**Sent:** Thursday, October 11, 2018 9:17:20 AM

**To:** Christopher James Witulski

**Subject:** Re: Course status: WS3010

Hello!

Black Noise: African American Music from Slavery to Hip Hop (ETHN 3800), and POPC 3800 (Contexts of Popular Music) may be good.

SF

---

**From:** Christopher James Witulski <[cwituls@bgsu.edu](mailto:cwituls@bgsu.edu)>

**Date:** Thursday, October 11, 2018 at 9:06 AM

**To:** Sandra L Faulkner <[sandraf@bgsu.edu](mailto:sandraf@bgsu.edu)>

**Subject:** Re: Course status: WS3010

I appreciate your taking the time to look into it. I'll take this to the rest of the department and see if they have an opinion about leaving it as an elective or removing it from the listing.

If there are other new courses that would fit well as electives within an ethnomusicology program, please don't hesitate to let me know. We're updating the course list and open to other options.

Thanks,

Chris

---

**From:** Sandra L Faulkner

**Sent:** Thursday, October 11, 2018 8:51:00 AM

**To:** Christopher James Witulski

**Subject:** Re: Course status: WS3010

Hello!

I apologize for not responding sooner.

I did some research, and according to the CCS Enrollment History doc, WS 3010 (Women, Art, and Culture) was last offered Spring 2012.

We could conceivably offer this class again, but it is unlikely that we will begin offering it every year.

Cheers,

Sandra

Dr. Sandra L. Faulkner

(she/her/hers)

Professor of Communication

[/https://bgsu.academia.edu/SandraFaulkner](https://bgsu.academia.edu/SandraFaulkner)

**BGSU** | Bowling Green State University/

Director and Graduate Coordinator, **Women's, Gender, & Sexuality Studies Program**

<http://www.bgsu.edu/arts-and-sciences/cultural-and-critical-studies/womens-gender-and-sexuality-studies.html>

236 Shatzel Hall/Bowling Green, OH 43403

phone: 419-372-1998; [sandraf@bgsu.edu](mailto:sandraf@bgsu.edu)

Author: *Real Women Run: Running as Feminist*

*Embodiment* <http://innovativeethnographies.net/realwomenrun>

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**From:** Christopher James Witulski <[cwituls@bgsu.edu](mailto:cwituls@bgsu.edu)>

**Date:** Friday, September 14, 2018 at 9:33 PM

**To:** Sandra L Faulkner <[sandraf@bgsu.edu](mailto:sandraf@bgsu.edu)>

**Subject:** Course status: WS3010

Good evening,

I am writing to ask about the status of one of your courses: WS 3010 (Women, Art, and Culture). We are updating our degree program check sheet for the bachelor of music degree in world music (in the College of Musical Arts) and I see that this course is marked as having "not been scheduled." Does it still run regularly and, if not, would there be any unintended concerns with us removing from our approved electives listing?

Also, we have WS 2000 as an elective. Are there other new courses in your department that you would suggest for world music majors?

Thank you,  
Chris

**Christopher Witulski** | Instructor of Ethnomusicology

**BGSU** | College of Musical Arts

[cwituls@bgsu.edu](mailto:cwituls@bgsu.edu) | (419) 372-8852

2142 Moore Musical Arts Center | Bowling Green, OH 43403

Submit on blue paper

**COURSE / CURRICULUM MODIFICATION REQUEST**  
**COLLEGE Technology**

**\*\*COURSE CHANGE**

- Create new course
- Eliminate course
- Modify existing course (mark all that apply):
  - Title  Description  Prerequisite
  - Course content
  - Course number (old course number to be deleted)
  - Credit Hours  Term offered
  - Contact Hours
  - Method of instruction (see table on reverse)
  - Web-centric
  - Web-based (definitions on reverse)

Requested Course change effective date: \_\_\_\_\_  
 (Semester/Year)

Implemented by Registrar, effective:

\*\*reviewed by Undergraduate Council if it has broad impact

**PROGRAM CHANGE**

- Program Name: AMO
- Minor change to program requirements/checksheet
  - Change program name
  - \*Create new program and new program code (check one):
    - degree  major  minor
    - specialization  certificate
  - \*Major change to program requirements/checksheet
  - \*Program to be available 100% online
  - \*Add, delete, modify program matriculation requirements
  - \*Suspend admission to and/or eliminate a program

Requested Program effective date: ASAP (Semester/Year)

Implemented by Registrar, effective:

\*reviewed by Undergraduate Council

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of program change (limit 675 characters):  
 (If this is a new course or if the "Method of instruction" box is checked above):

Changes to Aviation Management and Operations checksheet. 1. Remove AERT 2240 ATC/NAS from the AMO checksheet. 2. Change the total credit hour requirement for Technical Electives from 6 credit hours to variable 3 - 6 credit hours. 3. Move AERT 2150 from Professional Core to Specialization. 4. Move AERT 4680 from Professional Core to Specialization. 5. Add AERT 2050 to Core. 6. Add AERT 3520 CRM to Core. 7. Add COMM 2030 Small Group Communication or COMM 2070 Intepersonal Communication to Other Req. Courses. 8. Adjust all Credit Hours 9. Remove TECH 4950.

Maximum Class Size \_\_\_\_\_ Grading method:  A/F  S/U only  A/B/C/NC (No Credit)  S/NC (No Credit)  
 Method(s) of Instruction: \_\_\_\_\_ and contact hours \_\_\_\_\_

*See page two for Methods of Instruction definitions and approved combinations*

What other colleges or departments/programs may be affected by this proposal? COMM

\*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3720345 Position: Program Coordinator	Carlton Braun		2/19/19
<b>ADEQUATE LIBRARY MATERIALS ARE AVAILABLE</b> (For NEW COURSE or NEW PROGRAM only):				
2	Dean, University Libraries	Sara Bushong		
<b>APPROVED:</b>				
3	Chair or School/Program Director	Dr. MD Sarder		3/20/19
4	Chair, College/School Curriculum Committee	Dr. Andreas Luescher		4/13/19
5	Dean of College	Dr. Jennie Gallimore		4-11-2019
6	Secretary, UGC (major changes only)	Sarah Meussling		5.15.19
<b>ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).</b>			<b>Materials sent to CAA on:</b>	
7	Provost/VPAA	John M. Fischer		
<b>REVIEWED AND IMPLEMENTED BY:</b>				
8	Registrar	Chris Cox		

## PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal.* Please use the outline headings shown below to prepare your document; omit any that do not apply.

### A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

Eight changes originally proposed individually combined into long form.

1. Proposal to remove AERT 2240 ATC/NAS from the AMO checksheet.
2. Change the total credit hour requirement for Technical Electives from 6 credit hours to variable 3 - 6 credit hours.
3. Move AERT 2150 from Professional Core to AV Management & Operations Specialization.
4. Move AERT 4680 from Professional Core to AV Management & Operations Specialization.
5. Add AERT 2050 to the Professional Core
6. Add AERT 3520 to the Professional Core
7. Add COMM 2030 Small Group Communication or COMM 2070 Intepersonal Comunication as additional COMM choices (Other Required Courses on check sheet) that students can choose from.
8. Adjust all Credit Hours
9. Remove TECH 4950

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
  - 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).

**AERT 2240 ATC/NAS**  
**TECH 4950**



3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).  
**In place of COMM 2010 Com Theory or 2100 Intl Com add:**  
**COMM 2010 Com Theory or COMM 2030 Small Group, COMM 2070 Interpersonal Com or 2100 Intl Com.**  
**Add AERT 2050 Aviation Maintenance Management**  
**Add AERT 3520 Crew Resource Management**
  
4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.  
**These changes are specific to Aviation Management and Operations (AMO) specialization. There is no change to the sequence of courses for this specialization. AERT 2040 will be replaced by AERT 2050 (in package as new course blue sheet).**
  
5. Will this change result in modification of student learning outcomes?  yes  no  
 If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.  
**N/A**
  
6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

**B. RATIONALE [Required for all proposals]:**

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.
  - 1. This course does not serve the needs of management students since they do not have flight labs in their specialization. In addition, this change will free up seats for the increasing number of flight majors (FTO students) in AERT 2240. With the increase in FTO enrollments, AERT 2240 class sections have been at capacity. If a AMO student wants to take this class, they can under Supplemental Focus. Check sheet showing this change is included in the AMO program changes package.**
  - 2. With the program changes in the Aviation Management and Operations (AMO) specialization, final accrued credit hours can be as high as 125 credit hours. With this change, students will have the option to maintain a total credit hour load of 122 credit hours. Changing the required Tech Electives to 3 - 6 credit hours provides more flexibility for the student to achieve this.**
  - 3. Professional Core courses are the courses that are shared between AMO and FTO. AERT 2150 Aviation Ground Operations is a AMO requirement only. Moving this course cleans-up the check sheet.**
  - 4. Professional Core courses are the courses that are shared between AMO and FTO. AERT 4680 Business Aviation is a AMO Capstone. Moving this course cleans-up the check sheet.**
  - 5. Add AERT 2050 Aviation Maintenance Management (Blue Sheet) to Professional Core.**
  - 6. Add AERT 3520 Crew Resource Management (Blue Sheet) to Professional Core**
  - 7. Add COMM 2030 Small Group Communication or COMM 2070 Intepersonal Communication as additional COMM choices. These courses will allow the student to tailor the COMM course to their program.**
  - 8. Adjust all credit hour totals.**
  - 9. TECH 4950 is no longer a active course.**
  
2. Student implications (describe the basis for each estimate)

- 2.1 Prospective demand for a new degree/major/minor (level of student interest).  
**As more management specific content is added to the AMO specialization, differentiating this program from FTO, student interest in this degree specialization should increase.**
- 2.2 Effect on required hours in degree/major/minor.  
**No Changes**
- 2.3 Number of students affected and in what way.  
**New enrolling students in the AMO specialization, 5-15.**
- 2.4 Effect on elective hours of majors/minors.  
**A reduction of 3 credit hours in the TECH Elective. For aviation management students, there should be no negative student implications.**
- 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?  
**N/A**
- 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?  
**N/A**
- 2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?  
**N/A**

C. IMPLICATIONS FOR EXISTING PROGRAMS *[For all proposals]:*

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs
  - 1.1 in the department/school?  
**None**
  - 1.2 in the college?  
**None**
  - 1.3 in other university departments/colleges?  
**The additional selection of COMM courses will allow the Communications department flexibility in staffing communications classes.**
  - 1.4 at other universities?  
**None**
2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*  
**The COMM proposal was discussed in a face-to-face meeting held on 11/28/2018 with Joshua Atkinson of the communications department. Meeting notes attached.**
3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?  
**No negative effects are expected with AABI accreditation, cleaning up the check sheets and adding management specific content will aid in the accreditation process.**
4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?  
**No effect**

D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*  
Are faculty and staff with expertise available now?  yes  no  
If not, how will they be identified/recruited?
2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **No effect**
3. *For all proposals:* How will this change affect faculty work load? **No effect**

E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.  
**No effect**
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.  
**No effect**
3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?  
**No additional resources needed.**

F. TIMETABLE FOR IMPLEMENTATION [*For all proposals*]

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).  
**N/A**

G. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.  
**Modified current AMO check sheet and additional documentation attached.**

OLD

**BG PERSPECTIVE (BGP) REQUIREMENTS:**

Course Credits  
**Must complete at least 1 course in each of the following:**  
English Composition and Oral Communication

Quantitative Literacy

**Must complete at least 2 courses in each of the following:**

Humanities and the Arts

Natural Sciences

Social and Behavioral Sciences

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_  
International Perspective \_\_\_\_\_  
Composition Requirement:  
\_\_\_\_ GSW 1120 Academic Writing \_\_\_\_\_

Total BGP Credits: Must be at least 36

**Courses Required for Major**

**Cooperative Education** 8-12 Hrs  
\_\_\_\_ TECH 2890 4  
\_\_\_\_ TECH 3890 or TECH 4950 4  
\_\_\_\_ TECH 4890 (optional)\*\*\* 4

**Professional Core** 21 27 Hrs  
\_\_\_\_ AERT 2000 Introduction to Aviation 3  
\_\_\_\_ **AERT 2150 Aviation Ground Operations** 3  
\_\_\_\_ **AERT 2240 ATC and NAS** 3  
\_\_\_\_ AERT 3000 Air Transportation 3  
\_\_\_\_ AERT 3490 Aviation Law 3  
\_\_\_\_ AERT 3520 Aviation Safety CRM 3  
\_\_\_\_ AERT 3540 Aviation Management 3  
\_\_\_\_ AERT 4600 Safety Mgmt Systems 3  
\_\_\_\_ AERT 4680 Business Aviation MOVE 3  
AERT 2050 Avia. Maint. Mgmt 3

**AV Management & Operations Specialization**

42 36 Hrs

\_\_\_\_ ACCT 2000 or 2210 Accounting Concepts 3  
\_\_\_\_ CONS 2350 Intro to Construction 3  
\_\_\_\_ CONS 2390 Construction Document Reading 3  
\_\_\_\_ ECON 2000\*\* or 2020\*\* Economics 3  
\_\_\_\_ MGMT 3050 Prin of Organization & Management 3  
\_\_\_\_ MGMT 3610 Human Resources Management 3  
\_\_\_\_ MKT 3000 Marketing (Prereq ECON 2000) 3  
\_\_\_\_ QS 3550 Foundation of QS## 3  
\_\_\_\_ AERT 3480 Airport Operations 3  
\_\_\_\_ AERT 3820 Airport Operational Plans 3  
\_\_\_\_ AERT 4350 Airport Administration 3  
\_\_\_\_ AERT 4560 Airport Planning and Design 3

**Other Required Courses**

**University** 22 Hrs  
\_\_\_\_ BA 2030 Business Comm or 3  
\_\_\_\_ ESHP 2040 Intro to Entrepreneurship 3  
\_\_\_\_ MATH 1220\*\* 3  
\_\_\_\_ COMM 1020\*\* Speech Comm 3  
\_\_\_\_ COMM 2010 Com Theory or 2100 Intl Com ADD 3  
\_\_\_\_ MIS 2000 Mgmt Info Sys or CS 1000 3  
\_\_\_\_ SOC 1010\*\* Principles of Sociology 3  
\_\_\_\_ PSYC 1010\*\* General Psychology 4

**Upon Advisement - Supplemental Focus**

6 Hrs

\_\_\_\_ AERT 2000-4990 1-3  
\_\_\_\_ AERO 3120, 4110, 4120 3-6  
\_\_\_\_ ACCT 2000-3990 or ACT 2000-3990 3-6  
\_\_\_\_ BA 3000-3990 1-6  
\_\_\_\_ ENVH 3000-4900 3-6  
\_\_\_\_ FIN 2000-3990 3-6  
\_\_\_\_ GEOG 1250\*\* \_\_\_\_\_, 3030 \_\_\_\_\_ 3-6  
\_\_\_\_ COMM 2000-4990 3-6  
\_\_\_\_ LEGS 3000-4990 3-6  
\_\_\_\_ MKT 3000-4990 3-6  
\_\_\_\_ MGMT 3000-4990 3-6  
\_\_\_\_ MSL 3020, 4010, 4020 3  
\_\_\_\_ PSYC 3110, \_\_\_\_\_, 3500, \_\_\_\_\_ 3-6  
\_\_\_\_ TLEP 2000-4990 3-6

**Technical Electives (by advisement)**

3 6 Hrs

\_\_\_\_ ELECTIVE @ 3  
\_\_\_\_ ELECTIVE @ 3

**Total Minimum Program Hours**

122 121 Hrs

Important information on the back.

For TECH Electives, chose at least two courses 3000 level and above:  
@ AERT 2000-4990; ARCH 2360, 2710, 3360, 3370; CONS 3000-4990; ECT 1910-4990; ENGT 2000-4990;  
QS 3000-4990; TECH 3020, 4000, 4300, 4310, 4330; TECH 4800, 4890; TE 2520

Matriculation courses are in **BOLD** Print.

#See the Undergraduate Catalog for eligible courses at [www.bgsu.edu/catalog.html](http://www.bgsu.edu/catalog.html)

## QS courses are offered on-line only.

\*\* These courses may be also used to meet the BG Perspective courses requirement, but hours are only used once.

\*\*\* A third co-op, TECH 4890, can be taken to fulfill a Technical Elective requirement.

\*\*\*\* Communications courses – Choice of COMM 2010 Comm Theory, COMM 2030 Small Group Comm, COMM 2070 Interpersonal Comm, or COMM 2100 Intl Comm.

**NOTES:**

- All Aviation courses must be completed with a C or higher.
- Supplemental focus courses and technology electives are in addition to those specifically listed on the sheet.
- When students use courses to fulfill more than one requirement the total minimum program hours of 122 may not be met.

## College of Technology, Architecture and Applied Engineering

### General Information for all students in the College

In addition to completing all requirements on the checksheet, students are responsible for:

#### Matriculation

Full admittance to a major in a College of Technology, Architecture and Applied Engineering program will become effective when a student has:

1. Attained an overall BGSU grade point average of at least 2.25 for all courses taken prior to applying for matriculation and a 2.5 in courses in the major;
2. Completed a cooperative education experience—TECH 2890 (Aviation Studies, Architecture, LDT and QS majors are exempt from this requirement);
3. Completed with a grade of "C" or better in all bold courses, as specified on program checksheets;
4. Applied for matriculation. Applications are available from the Undergraduate Student Services Office.

The steps listed above must be completed before students will be permitted to register for 3000- and 4000-level courses in the College of Technology, Architecture and Applied Engineering.

#### Co-op

All students in the College are required to complete <sup>10</sup> 3 co-ops, depending on your major. THIS IS A COURSE. It carries credit and is graded. It is full time (40 hrs/week) for the entire semester or part-time (20 hrs/week) for two consecutive semesters, paid and must be directly related to your major. All students MUST complete the Co-op Orientation available in Canvas.

#### Email

Official University email accounts are required for all BGSU students. Official BGSU email addresses are in the form: BGSUusername@bgsu.edu. At the time of admission or initial registration, all students will receive a bgsu.edu email account. Students may anticipate that official University correspondence will be sent to this email account and they should access BGSU email on a regular and timely basis. All correspondence from Undergraduate Student Services will be sent to your BGSU email.

#### Checksheet

The checksheet should be used in conjunction with the degree audit and advising to track progress toward degree completion.

## AMO New Checksheet Proposal 2019

### BG PERSPECTIVE (BGP) Requirements:

Course \_\_\_\_\_ Credits \_\_\_\_\_  
**Must complete at least 1 course in each of the following:**  
 English Composition and Oral Communication \_\_\_\_\_

Quantitative Literacy \_\_\_\_\_

**Must complete at least 2 courses in each of the following:**  
 Humanities and the Arts \_\_\_\_\_

Natural Sciences \_\_\_\_\_

Social and Behavioral Sciences \_\_\_\_\_

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

### UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_

International Perspective \_\_\_\_\_

Composition Requirement:  
 \_\_\_\_\_ GSW 1120 Academic Writing \_\_\_\_\_

Total BGP Credits: Must be at least 36 (with lab science)

Courses Required for Major

### Cooperative Education 8-12 Hrs

\_\_\_\_\_ TECH 2890 4

\_\_\_\_\_ TECH 3890 or TECH 4950 (Remove) 4

\_\_\_\_\_ TECH 4890 (optional)\*\*\* 4

### Professional Core 21 Hrs

\_\_\_\_\_ AERT 2000 Introduction to Aviation 3

\_\_\_\_\_ AERT 2050 Aviation Maintenance Mgmt (add) 3

\_\_\_\_\_ AERT 3000 Air Transportation 3

\_\_\_\_\_ AERT 3490 Aviation Law 3

\_\_\_\_\_ AERT 3520 Crew Resource Management (add) 3

\_\_\_\_\_ AERT 3540 Aviation Management 3

\_\_\_\_\_ AERT 4600 Safety Management Systems 3

\_\_\_\_\_ AERT 2240 ATC and NAS (Remove) 3

### AV Management & Operations Specialization 42 Hrs

\_\_\_\_\_ ACCT 2000 or 2210 Accounting Concepts 3

### AERT 2150 Aviation Ground Operations 3

\_\_\_\_\_ CONS 2350 Intro to Construction 3

\_\_\_\_\_ CONS 2390 Construction Document Reading 3

\_\_\_\_\_ ECON 2000\*\* or 2020\*\* Economics 3

\_\_\_\_\_ MGMT 3050 Prin of Organization & Mgmt 3

\_\_\_\_\_ MGMT 3610 Human Resources Management 3

\_\_\_\_\_ MKT 3000 Marketing (Prereq ECON 2000) 3

\_\_\_\_\_ QS 3550 Foundation of QS## 3

\_\_\_\_\_ AERT 3480 Airport Operations 3

\_\_\_\_\_ AERT 3820 Airport Operational Plans 3

\_\_\_\_\_ AERT 4350 Airport Administration 3

\_\_\_\_\_ AERT 4560 Airport Planning and Design 3

\_\_\_\_\_ AERT 4680 Business Aviation 3

### Other Required Courses

\_\_\_\_\_ **University (remove)** 22 Hrs

\_\_\_\_\_ BA 2030 Business Comm or 3

\_\_\_\_\_ ESHP 2040 Intro to Entrepreneurship 3

\_\_\_\_\_ MATH 1220\*\* 3

\_\_\_\_\_ COMM 1020\*\* Speech Comm 3

\_\_\_\_\_ COMM 2010, 2030, 2070 or 2100 Intl Com\*\*\*\* 3

\_\_\_\_\_ IS 2000 Mgmt Info Sys or CS 1000 3

\_\_\_\_\_ SOC 1010\*\* Principles of Sociology 3

\_\_\_\_\_ PSYC 1010\*\* General Psychology 4

### Upon Advisement - Supplemental Focus 6 Hrs

\_\_\_\_\_ AERT 2000-4990 1-3

\_\_\_\_\_ AERO 3120, 4110, 4120 3-6

\_\_\_\_\_ ACCT 2000-3990 or ACT 2000-3990 3-6

\_\_\_\_\_ BA 3000-3990 1-6

\_\_\_\_\_ ~~ENVH 3000-4900~~ 3-6

\_\_\_\_\_ FIN 2000-3990 3-6

\_\_\_\_\_ GEOG 1250\*\* \_\_\_\_\_, 3030 \_\_\_\_\_ 3-6

\_\_\_\_\_ COMM 2000-4990 3-6

\_\_\_\_\_ LEGS 3000-4990 3-6

\_\_\_\_\_ MKT 3000-4990 3-6

\_\_\_\_\_ MGMT 3000-4990 3-6

\_\_\_\_\_ MSL 3020, 4010, 4020 3

\_\_\_\_\_ PSYC 3110, \_\_\_\_\_, 3500, \_\_\_\_\_ 3-6

\_\_\_\_\_ THEM 2000-4990 3-6

### Technical Electives (by advisement) 3-6 Hrs

\_\_\_\_\_ ELECTIVE @ 3

\_\_\_\_\_ ELECTIVE @ 3

### Total Minimum Program Hours 122 Hrs

B.S. in Aviation - Aviation Management and Operations  
 Important information on the back

### Items in Yellow – Blue Sheet changes

ENVH 3000-4900 REMOVED from Supp Focus

TLEP changed to THEM, MIS changed to IS

For TECH Electives, chose at least two courses 3000 level and above:

@ AERT 2000-4990; ARCH 2360, 2710, 3360, 3370; CONS 3000-4990; ECT 1910-4990; ENGT 2000-4990;

## AMO New Checksheet Proposal 2019

QS 3000-4990; TECH 3020, 4000, 4300, 4310, 4330; TECH 4800, 4890; TE 2520

Matriculation courses are in **BOLD** Print.

#See the Undergraduate Catalog for eligible courses at [www.bgsu.edu/catalog.html](http://www.bgsu.edu/catalog.html)

## QS courses are offered on-line only.

\*\* These courses may be also used to meet the BG Perspective courses requirement, but hours are only used once.

\*\*\* A third co-op, TECH 4890, can be taken to fulfill a Technical Elective requirement.

\*\*\*\* Communications courses – Choice of COMM 2010 Comm Theory, COMM 2030 Small Group Comm, COMM 2070 Interpersonal Comm, or COMM 2100 Intl Comm.

### NOTES:

- All Aviation courses must be completed with a C or higher.
- Supplemental focus courses and technology electives are in addition to those specifically listed on the sheet.
- When students use courses to fulfill more than one requirement the total minimum program hours of 122 may not be met.

## College of Technology, Architecture and Applied Engineering General Information for all students in the College

In addition to completing all requirements on the checksheet, students are responsible for:

### Matriculation

Full admittance to a major in a College of Technology, Architecture and Applied Engineering program will become effective when a student has:

1. Attained an overall BGSU grade point average of at least 2.25 for all courses taken prior to applying for matriculation and a 2.5 in courses in the major;
2. Completed a cooperative education experience—TECH 2890 (Aviation Studies, Architecture, LDT and QS majors are exempt from this requirement);
3. Completed with a grade of “C” or better in all bold courses, as specified on program checksheets;
4. Applied for matriculation. Applications are available from the Undergraduate Student Services Office.

The steps listed above must be completed before students will be permitted to register for 3000- and 4000-level courses in the College of Technology, Architecture and Applied Engineering.

### Co-op

All students in the College are required to complete 2 or 3 co-ops, depending on your major. THIS IS A COURSE. It carries credit and is graded. It is full time (40 hrs/week) for the entire semester or part-time (20 hrs/week) for two consecutive semesters, paid and must be directly related to your major. All students MUST complete the Co-op Orientation available in Canvas.

### Email

Official University email accounts are required for all BGSU students. Official BGSU email addresses are in the form: BGSUusername@bgsu.edu. At the time of admission or initial registration, all students will receive a bgsu.edu email account. Students may anticipate that official University correspondence will be sent to this email account and they should access BGSU email on a regular and timely basis. All correspondence from Undergraduate Student Services will be sent to your BGSU email.

### Checksheet

The checksheet should be used in conjunction with the degree audit and advising to track progress toward degree completion.

Submit on blue paper

**COURSE / CURRICULUM MODIFICATION REQUEST**  
**COLLEGE Technology**

**\*\*COURSE CHANGE**

- Create new course
- Eliminate course
- Modify existing course (mark all that apply):
  - Title  Description  Prerequisite
  - Course content
  - Course number (old course number to be deleted)
  - Credit Hours  Term offered
  - Contact Hours
  - Method of instruction (see table on reverse)
  - Web-centric
  - Web-based (definitions on reverse)

Requested Course change effective date: \_\_\_\_\_  
 (Semester/Year)

Implemented by Registrar, effective:

\*\*reviewed by Undergraduate Council if it has broad impact

**PROGRAM CHANGE**

- Program Name: FTO**
- Minor change to program requirements/checksheet
  - Change program name
  - \*Create new program and new program code (check one):
    - degree  major  minor
    - specialization  certificate
  - \*Major change to program requirements/checksheet
  - \*Program to be available 100% online
  - \*Add, delete, modify program matriculation requirements
  - \*Suspend admission to and/or eliminate a program

Requested Program effective date: **ASAP** (Semester/Year)

Implemented by Registrar, effective:

\*reviewed by Undergraduate Council

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of program change (limit 675 characters):  
 (If this is a new course or if the "Method of instruction" box is checked above):

Changes to Flight Tech and Ops Checksheet. 1. Remove TECH 4950, 4890 from Co-op and make 3890 Optional (on separate bluesheet). 2. Move AERT 2200 from the Professional Core to Specialization. 3. Move AERT 2240 from the Professional Core to Specialization. 4. Move AERT 4680 from Professional Core to Specialization. 5. Add COMM 2030 Small Group Communication or COMM 2070 Interpersonal Communication as additional choices in Other Required courses. 6. Add AERT 2050 to the Professional Core (bluesheet). 7. Change AERT 3520 to Crew Resource Mgmt (bluesheet). 8. Adjust TECH ELECT credit hours on Check Sheet to Variable 3-6. 9. Adjust all other credit hours.

Maximum Class Size \_\_\_\_\_ Grading method:  A/F  S/U only  A/B/C/NC (No Credit)  S/NC (No Credit)  
 Method(s) of Instruction: \_\_\_\_\_ and contact hours \_\_\_\_\_

*See page two for Methods of Instruction definitions and approved combinations*

What other colleges or departments/programs may be affected by this proposal? **COMM**

\*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3720345 Position: Program Coordinator	Carlton Braun		2/19/19
<b>ADEQUATE LIBRARY MATERIALS ARE AVAILABLE (For NEW COURSE or NEW PROGRAM only):</b>				
2	Dean, University Libraries	Sara Bushong		
<b>APPROVED:</b>				
3	Chair or School/Program Director	Dr. MD Sarder		3/20/19
4	Chair, College/School Curriculum Committee	Dr. Andreas Luescher		4/3/19
5	Dean of College	Dr. Jennie Gallimore		4-11-19
6	Secretary, UGC (major changes only)	Sarah Meussling		5.15.19
<b>ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).</b>			<b>Materials sent to CAA on:</b>	
7	Provost/VPAA	John M. Fischer		
<b>REVIEWED AND IMPLEMENTED BY:</b>				
8	Registrar	Chris Cox		



## PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal. Please use the outline headings shown below to prepare your document; omit any that do not apply.*

### A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

Changes originally proposed individually combined into long form.

Nine changes to Flight Tech and Ops Checksheet.

1. Remove TECH 4950 and 4890 from Co-op and make 3890 optional. Co-op reduction is on separate blue sheet.
2. Move AERT 2200 from the Professional Core to Flight Tech and Operations Specialization.
3. Move AERT 2240 from the Professional Core to Specialization.
4. Move AERT 4680 from Professional Core to Specialization.
5. Add COMM 2030 Small Group Communication or COMM 2070 Intepersonal Communication as additional choices in Other Required courses.
6. Add AERT 2050 to the Professional Core (bluesheet).
7. Change AERT 3520 to Crew Resource Mgmt (bluesheet).
8. Adjust TECH ELECT credit hours on Check Sheet to Variable 3-6.
9. Adjust all other credit hour totals.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
- 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).  
**None**
3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).  
**In place of COMM 2010 Com Theory or 2100 Intl Com add:**

COMM 2010 Com Theory or COMM 2030 Small Group, COMM 2070 Interpersonal Com or 2100 Intl Com.

AERT 2050 - Aviation Maintenance Management (course change submitted).

AERT 3520 - Crew Resource Management (course change submitted).

4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.

**There are no changes to the sequence of courses.**

5. Will this change result in modification of student learning outcomes?  yes  no  
If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

**N/A**

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

**B. RATIONALE [Required for all proposals]:**

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.
  1. **Remove TECH 4950 and 4890 from Co-op and make 3890 optional. This change listed in bluesheet.**
  2. **Professional Core courses are the courses that are shared between AMO and FTO. This move cleans up the check sheet**
  3. **Professional Core courses are the courses that are shared between AMO and FTO. This move cleans up the check sheet**
  4. **Professional Core courses are the courses that are shared between AMO and FTO. AERT 4680 Business Aviation is <sup>AM</sup>AMO/FTO Capstone. With the future arrival of a CRJ simulator, a new FTO capstone course will be proposed to replace this capstone. Moving this course cleans-up the check sheet**
  5. **After discussions with the Communications Department, it was agreed that COMM 2030 and COMM 2070 would be a better fit than COMM 2010 which focuses on communications theory and is better suited for communications majors. This change will also give the student greater flexibility in scheduling Aviation labs around required university courses**
  6. **AERT 2050 Aviation Maintenance Management - A new course developed to strengthen the aviation operational curriculum within the two aviation specializations (AMO, FTO). (Blue Sheet submitted)**
  7. **Change AERT 3520 Aviation Safety to Crew Resource Management on check sheet to reflect course change bluesheet. (Blue Sheet Submitted)**
  8. **Adjust TECH ELECTIVES credit hours on FTO check sheet. With the program changes in the Flight Technology and Operations (FTO) specialization, final accrued credit hours can be as high as 126 credit hours. With this change, students will have the option to maintain a total credit hour load of 123 credit hours. Changing the required Tech Electives to 3 - 6 credit hours provides more flexibility for the student.**
  9. **Adjust all other credit hour totals on FTO check sheet.**
2. Student implications (describe the basis for each estimate)
  - 2.1 Prospective demand for a new degree/major/minor (level of student interest).

**No Implications**
  - 2.2 Effect on required hours in degree/major/minor.

**No Changes**

2.3 Number of students affected and in what way.

**New enrolling students in the FTO specialization, 100-220.**

2.4 Effect on elective hours of majors/minors.

**None**

2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?

**N/A**

2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?

**N/A**

2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?

**N/A**

**C. IMPLICATIONS FOR EXISTING PROGRAMS [For all proposals]:**

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs

1.1 in the department/school?

**None**

1.2 in the college?

**None**

1.3 in other university departments/colleges?

**The additional selection of COMM courses will allow the Communications department flexibility in staffing communications classes. Co-op reduction discussed in Undergraduate Curriculum Committee meeting (3/13/19).**

1.4 at other universities?

**None**

2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*

**The COMM proposal was discussed in a face-to-face meeting held on 11/28/2018 with Joshua Atkinson of the communications department. Meeting notes attached.**

3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?

**No negative effects are expected with AABI accreditation, cleaning up the check sheets will aid in the accreditation process. Adding AERT 2050 will strengthen the aviation specific content in the specialization which is viewed favorably by the Aviation Industry Advisory board and the Aviation Accreditation Board International (AABI).**

4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?

**No effect**

**D. STAFFING IMPLICATIONS/QUALIFICATIONS**

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*  
Are faculty and staff with expertise available now?  yes  no  
If not, how will they be identified/recruited?
2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **No effect**
3. *For all proposals:* How will this change affect faculty work load? **No effect**

E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.  
**No effect**
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.  
**No effect**
3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?  
**No additional resources needed.**

F. TIMETABLE FOR IMPLEMENTATION [*For all proposals*]

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).  
**N/A**

G. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.  
**Modified current FTO check sheet and additional documentation attached.**

OLD

**BG PERSPECTIVE (BGP) REQUIREMENTS:**

Course Credits  
**Must complete at least 1 course in each of the following:**  
 English Composition and Oral Communication

Quantitative Literacy

**Must complete at least 2 courses in each of the following:**

Humanities and the Arts

Natural Sciences

Social and Behavioral Sciences

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_  
 International Perspective \_\_\_\_\_  
 Composition Requirement:  
 \_\_\_\_\_ GSW 1120 Academic Writing \_\_\_\_\_

Total BGP Credits: Must be at least 36

**Courses Required for Major**

**Cooperative Education** 8-12 Hrs  
 \_\_\_\_\_ TECH 2890 4  
 \_\_\_\_\_ TECH 3890 or TECH 4950 (optional) 4  
 \_\_\_\_\_ TECH 4890 (optional)\*\*\* 4

**Professional Core** 28 Hrs  
 \_\_\_\_\_ AERT 2000 Introduction to Aviation 3  
 \_\_\_\_\_ AERT 2200 Private Pilot Ground 4 MOVE  
 \_\_\_\_\_ AERT 2240 ATC and NAS 3 MOVE  
 \_\_\_\_\_ AERT 3000 Air Transportation 3  
 \_\_\_\_\_ AERT 3490 Aviation Law 3  
 \_\_\_\_\_ AERT 3520 Aviation Safety CRM 3  
 \_\_\_\_\_ AERT 3540 Aviation Management 3  
 \_\_\_\_\_ AERT 4600 Safety Mgmt Systems 3  
 \_\_\_\_\_ AERT 4680 Business Aviation MOVE 3  
 AERT 2050 Aviation Maint Mgmt 3

**Flight Technology and Operations Specialization** 36 Hrs

\_\_\_\_\_ AERT 2220 Private Pilot Flight Instruction I 2  
 \_\_\_\_\_ AERT 2230 Private Pilot Flight Instruction II 2  
 \_\_\_\_\_ AERT 2800 Instrument Ground School 3  
 \_\_\_\_\_ AERT 2810 Basic Instrument Flight Instruction 3  
 \_\_\_\_\_ AERT 2820 Advanced Instrument Flight Instruction 3  
 \_\_\_\_\_ AERT 3200 Commercial Ground School 3  
 \_\_\_\_\_ AERT 3240 Basic Commercial Flight Instruction 3  
 \_\_\_\_\_ AERT 3250 Advanced Commercial Flight Inst. 2  
 \_\_\_\_\_ AERT 3060 Multiengine Ground School 1  
 \_\_\_\_\_ AERT 4040 Adv Aerodynamics & Aircraft Performance 3  
 \_\_\_\_\_ AERT 4050 Advanced Aircraft Systems 3  
 \_\_\_\_\_ GEOG 2130 Meteorology 3  
 \_\_\_\_\_ PHYS 2010 College Physics\*\* 5

**Other Required Courses**

**University** 22 Hrs  
 \_\_\_\_\_ BA 2030 Business Comm or 3  
 \_\_\_\_\_ ESHP 2040 Intro to Entrepreneurship 3  
 \_\_\_\_\_ MATH 1220\*\* 3  
 \_\_\_\_\_ COMM 1020\*\* Speech Comm 3  
 \_\_\_\_\_ COMM 2010 Com Theory or 2100 Intl Com ADD 3  
 \_\_\_\_\_ MIS 2000 Mgmt Info Sys or CS 1000 3  
 \_\_\_\_\_ SOC 1010\*\* Principles of Sociology 3  
 \_\_\_\_\_ PSYC 1010\*\* General Psychology 4

**Upon Advisement - Supplemental Focus** 6 Hrs

\_\_\_\_\_ AERT 2000-4990 1-3  
 \_\_\_\_\_ AERO 3120, 4110, 4120 3-6  
 \_\_\_\_\_ ACCT 2000-3990 or ACT 2000-3990 3-6  
 \_\_\_\_\_ BA 3000-3990 1-6  
 \_\_\_\_\_ ENVH 3000-4900 3-6  
 \_\_\_\_\_ FIN 2000-3990 3-6  
 \_\_\_\_\_ GEOG 1250\*\* \_\_\_\_\_, 3030 \_\_\_\_\_ 3-6  
 \_\_\_\_\_ COMM 2000-4990 3-6  
 \_\_\_\_\_ LEGS 3000-4990 3-6  
 \_\_\_\_\_ MKT 3000-4990 3-6  
 \_\_\_\_\_ MGMT 3000-4990 3-6  
 \_\_\_\_\_ MSL 3020, 4010, 4020 3  
 \_\_\_\_\_ PSYC 3110, \_\_\_\_\_, 3500, \_\_\_\_\_ 3-6  
 \_\_\_\_\_ TLEP 2000-4990 3-6

**Technical Electives (by advisement)** 6 Hrs  
 \_\_\_\_\_ ELECTIVE @ 3  
 \_\_\_\_\_ ELECTIVE @ 3

**Total Minimum Program Hours** 123 --122 Hrs

Important information on the back.

For TECH Electives, chose at least two courses 3000 level and above:  
@ AERT 2000-4990; ARCH 2360, 2710, 3360, 3370; CONS 3000-4990; ECT 1910-4990; ENGT 2000-4990;  
QS 3000-4990; TECH 3020, 4000, 4300, 4310, 4330; TECH 4800, 4890; TE 2520

Matriculation courses are in **BOLD** Print.

#See the Undergraduate Catalog for eligible courses at [www.bgsu.edu/catalog.html](http://www.bgsu.edu/catalog.html)

## QS courses are offered on-line only.

\*\* These courses may be also used to meet the BG Perspective courses requirement, but hours are only used once.

\*\*\* A third co-op, TECH 4890, can be taken to fulfill a Technical Elective requirement.

*ADD COMM NOTE*

#### NOTES:

- All Aviation courses must be completed with a C or higher.
- Supplemental focus courses and technology electives are in addition to those specifically listed on the sheet.
- When students use courses to fulfill more than one requirement the total minimum program hours of 122 may not be met.

### College of Technology, Architecture and Applied Engineering General Information for all students in the College

In addition to completing all requirements on the checksheet, students are responsible for:

#### Matriculation

Full admittance to a major in a College of Technology, Architecture and Applied Engineering program will become effective when a student has:

1. Attained an overall BGSU grade point average of at least 2.25 for all courses taken prior to applying for matriculation and a 2.5 in courses in the major;
2. Completed a cooperative education experience—TECH 2890 (Aviation Studies, Architecture, LDT and QS majors are exempt from this requirement);
3. Completed with a grade of "C" or better in all bold courses, as specified on program checksheets;
4. Applied for matriculation. Applications are available from the Undergraduate Student Services Office.

The steps listed above must be completed before students will be permitted to register for 3000- and 4000-level courses in the College of Technology, Architecture and Applied Engineering.

#### Co-op

*1 to 3 Co-ops*

All students in the College are required to complete 2 or 3 co-ops, depending on your major. **THIS IS A COURSE.** It carries credit and is graded. It is full time (40 hrs/week) for the entire semester or part-time (20 hrs/week) for two consecutive semesters, paid and must be directly related to your major. All students **MUST** complete the Co-op Orientation available in Canvas.

#### Email

Official University email accounts are required for all BGSU students. Official BGSU email addresses are in the form: BGSUusername@bgsu.edu. At the time of admission or initial registration, all students will receive a bgsu.edu email account. Students may anticipate that official University correspondence will be sent to this email account and they should access BGSU email on a regular and timely basis. All correspondence from Undergraduate Student Services will be sent to your BGSU email.

#### Checksheet

The checksheet should be used in conjunction with the degree audit and advising to track progress toward degree completion.

## FTO New Checksheet Proposal

### BG PERSPECTIVE (BGP) Requirements:

Course \_\_\_\_\_ Credits \_\_\_\_\_  
 Must complete at least 1 course in each of the following:  
 English Composition and Oral Communication

Quantitative Literacy \_\_\_\_\_

Must complete at least 2 courses in each of the following:  
 Humanities and the Arts

Natural Sciences \_\_\_\_\_

Social and Behavioral Sciences \_\_\_\_\_

Complete total required BGP credit hours by selecting  
 courses from any of the above categories:

### UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts,  
 and the Social and Behavioral Sciences domains may be  
 used to fulfill both a BGP requirement and one of the  
 following university requirements:

Cultural Diversity in the U.S. \_\_\_\_\_

International Perspective \_\_\_\_\_

Composition Requirement:

\_\_\_\_ GSW 1120 Academic Writing \_\_\_\_\_

**Total BGP Credits: Must be at least 36**

### Courses Required for Major Cooperative Education

**4-8 Hrs**

\_\_\_\_ TECH 2890 \_\_\_\_\_ 4

\_\_\_\_ TECH 3890 (optional)\*\*\* (change) 4

### Professional Core

**21 Hrs**

\_\_\_\_ AERT 2000 Introduction to Aviation \_\_\_\_\_ 3

\_\_\_\_ AERT 2050 Aviation Maintenance. Mgmt.(add) 3

\_\_\_\_ AERT 3000 Air Transportation \_\_\_\_\_ 3

\_\_\_\_ AERT 3490 Aviation Law \_\_\_\_\_ 3

\_\_\_\_ AERT 3520 Crew Resource Management (add) 3

\_\_\_\_ AERT 3540 Aviation Management \_\_\_\_\_ 3

\_\_\_\_ AERT 4600 Safety Management Systems \_\_\_\_\_ 3

\_\_\_\_ AERT 4680 Business Aviation (move to spec) 3

### Flight Technology & Operations Specialization **46 hrs**

\_\_\_\_ AERT 2200 Private Pilot Ground (moved) 4

\_\_\_\_ AERT 2220 Private Pilot Flight Instruction I \_\_\_\_\_ 2

\_\_\_\_ AERT 2230 Private Pilot Flight Instruction II \_\_\_\_\_ 2

\_\_\_\_ AERT 2240 ATC and NAS (moved from core) 3

\_\_\_\_ AERT 2800 Instrument Ground School \_\_\_\_\_ 3

\_\_\_\_ AERT 2810 Basic Instrument Flight Instruction \_\_\_\_\_ 3

\_\_\_\_ AERT 2820 Adv. Instrument Flight Instruction \_\_\_\_\_ 3

\_\_\_\_ AERT 3200 Commercial Ground School \_\_\_\_\_ 3

\_\_\_\_ AERT 3240 Basic Commercial Flight Instruction \_\_\_\_\_ 3

\_\_\_\_ AERT 3250 Advanced Commercial Flight Inst. \_\_\_\_\_ 2

\_\_\_\_ AERT 3060 Multiengine Ground School \_\_\_\_\_ 1

\_\_\_\_ AERT 4040 Adv Aero & Aircraft Performance \_\_\_\_\_ 3

\_\_\_\_ AERT 4050 Advanced Aircraft Systems \_\_\_\_\_ 3

\_\_\_\_ GEOG 2130 Meteorology \_\_\_\_\_ 3

\_\_\_\_ PHYS 2010 College Physics\*\* \_\_\_\_\_ 5

\_\_\_\_ AERT 4680 Business Aviation (Capstone)add 3

### Other Required Courses

\_\_\_\_ University (remove) \_\_\_\_\_ **22 Hrs**

\_\_\_\_ BA 2030 Business Comm or \_\_\_\_\_ 3

\_\_\_\_ ESHP 2040 Intro to Entrepreneurship \_\_\_\_\_ 3

\_\_\_\_ MATH 1220\*\* \_\_\_\_\_ 3

\_\_\_\_ COMM 1020\*\* Speech Comm \_\_\_\_\_ 3

\_\_\_\_ COMM 2010, COMM 2030, 2070, or 2100\*\*\*\* 3

\_\_\_\_ IS 2000 Mgmt Info Sys or CS 1000 \_\_\_\_\_ 3

\_\_\_\_ SOC 1010\*\* Principles of Sociology \_\_\_\_\_ 3

\_\_\_\_ PSYC 1010\*\* General Psychology \_\_\_\_\_ 4

### Upon Advisement - Supplemental Focus

**6 Hrs**

\_\_\_\_ AERT 2000-4990 \_\_\_\_\_ 1-3

\_\_\_\_ AERO 3120, 4110, 4120 \_\_\_\_\_ 3-6

\_\_\_\_ ACCT 2000-3990 or ACT 2000-3990 \_\_\_\_\_ 3-6

\_\_\_\_ BA 3000-3990 \_\_\_\_\_ 1-6

\_\_\_\_ ENVH 3000-4900 \_\_\_\_\_ 3-6

\_\_\_\_ FIN 2000-3990 \_\_\_\_\_ 3-6

\_\_\_\_ GEOG 1250\*\* \_\_\_\_\_, 3030 \_\_\_\_\_ 3-6

\_\_\_\_ COMM 2000-4990 \_\_\_\_\_ 3-6

\_\_\_\_ LEGS 3000-4990 \_\_\_\_\_ 3-6

\_\_\_\_ MKT 3000-4990 \_\_\_\_\_ 3-6

\_\_\_\_ MGMT 3000-4990 \_\_\_\_\_ 3-6

\_\_\_\_ MSL 3020, 4010,4020 \_\_\_\_\_ 3

\_\_\_\_ PSYC 3110, \_\_\_\_\_, 3500, \_\_\_\_\_ 3-6

\_\_\_\_ THEM 2000-4990 \_\_\_\_\_ 3-6

### Technical Electives (by advisement)

**3-6 Hrs**

\_\_\_\_ ELECTIVE @ \_\_\_\_\_ 3

\_\_\_\_ ELECTIVE @ \_\_\_\_\_ 3

### Total Minimum Program Hours

**123 Hrs**

### Items in Yellow – Blue Sheet changes

ENVH 3000-4900 REMOVED from Supp Focus

TLEP changed to THEM, MIS changed to IS

For TECH Electives, chose at least two courses 3000 level  
 and above:

## FTO New Checksheet Proposal

@ AERT 2000-4990; ARCH 2360, 2710, 3360, 3370; CONS 3000-4990; ECT 1910-4990; ENGT 2000-4990; QS 3000-4990; TECH 3020, 4000, 4300, 4310, 4330; TECH 4800, 4890; TE 2520, **TECH 3890**

Matriculation courses are in **BOLD** Print.

#See the Undergraduate Catalog for eligible courses at [www.bgsu.edu/catalog.html](http://www.bgsu.edu/catalog.html)

## QS courses are offered on-line only.

\*\* These courses may be also used to meet the BG Perspective courses requirement, but hours are only used once.

\*\*\* A **second** co-op, **TECH 3890**, can be taken to fulfill a Technical Elective requirement.

\*\*\*\* **Communications courses – Choice of COMM 2010 Comm Theory, COMM 2030 Small Group Comm, COMM 2070 Interpersonal Comm, or COMM 2100 Intl Comm.**

### NOTES:

- All Aviation courses must be completed with a C or higher.
- Supplemental focus courses and technology electives are in addition to those specifically listed on the sheet.
- When students use courses to fulfill more than one requirement the total minimum program hours of 122 may not be met.

## College of Technology, Architecture and Applied Engineering General Information for all students in the College

In addition to completing all requirements on the checksheet, students are responsible for:

### Matriculation

Full admittance to a major in a College of Technology, Architecture and Applied Engineering program will become effective when a student has:

1. Attained an overall BGSU grade point average of at least 2.25 for all courses taken prior to applying for matriculation and a 2.5 in courses in the major;
2. Completed a cooperative education experience— **TECH 2890** (Aviation Studies, Architecture, LDT and QS majors are exempt from this requirement);
3. Completed with a grade of “C” or better in all bold courses , as specified on program checksheets;
4. Applied for matriculation. Applications are available from the Undergraduate Student Services Office.

The steps listed above must be completed before students will be permitted to register for 3000- and 4000-level courses in the College of Technology, Architecture and Applied Engineering.

### Co-op

All students in the College are required to complete **1 or 2 co-ops**, depending on your major. **THIS IS A COURSE.** It carries credit and is graded. It is full time (40 hrs/week) for the entire semester or part-time (20 hrs/week) for two consecutive semesters, paid and must be directly related to your major. All students **MUST** complete the Co-op Orientation available in Canvas.

### Email

Official University email accounts are required for all BGSU students. Official BGSU email addresses are in the form: **BGSUusername@bgsu.edu**. At the time of admission or initial registration, all students will receive a **bgsu.edu** email account. Students may anticipate that official University correspondence will be sent to this email account and they should access BGSU email on a regular and timely basis. All correspondence from Undergraduate Student Services will be sent to your BGSU email.

### Checksheet

The checksheet should be used in conjunction with the degree audit and advising to track progress toward degree completion.



Submit on blue paper

**COURSE / CURRICULUM MODIFICATION REQUEST**

COLLEGE Technology

**\*\*COURSE CHANGE**

- Create new course
- Eliminate course
- Modify existing course (mark all that apply):
  - Title  Description  Prerequisite
  - Course content
  - Course number (old course number to be deleted)
  - Credit Hours  Terms offered
  - Contact Hours
  - Method of instruction (see table on reverse)
  - Web-centric
  - Web-based (definitions on reverse)

Requested Course change effective date: \_\_\_\_\_ (Semester/Year)

Implemented by Registrar, effective:

\*\*reviewed by Undergraduate Council if it has broad impact

**PROGRAM CHANGE**

- Program Name: FTO
- Minor change to program requirements/checksheet
  - Change program name
  - \*Create new program and new program code (check one):
    - degree  major  minor
    - specialization  certificate
  - \*Major change to program requirements/checksheet
  - \*Program to be available 100% online
  - \*Add, delete, modify program matriculation requirements
  - \*Suspend admission to and/or eliminate a program

Requested Program effective date: Fall 19/Sp 20  
 (Semester/Year)

Implemented by Registrar, effective:

\*reviewed by Undergraduate Council

**CATALOG DESCRIPTION for a new or modified course. OR BRIEF OVERVIEW of program change (limit 675 characters):**

This proposal is to reduce to one Co-op requirement (TECH 2890) in the Flight Technology and Operations (FTO) specialization. The TECH 4890 and 4950 will be removed and TECH 3890 will be kept as an optional, to be used if needed by students. This change will allow BGSU to better serve the needs of the growing student population within the Flight specialization. Justification for this proposal is included in the Program Change Request Form - Section G - OTHER INFORMATION.

(If this is a new course or if the "Method of instruction" box is checked above):

Maximum Class Size \_\_\_\_\_ Grading method:  A/F  S/U only  A/B/C/NC (No Credit)  S/NC (No Credit)

Method(s) of Instruction \_\_\_\_\_ and contact hours \_\_\_\_\_

\*See page two for Methods of Instruction definitions and approved combinations

What other colleges or departments/programs may be affected by this proposal? \_\_\_\_\_

\*\*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3720345 Position: Program Coordinator	Carlton Braun		2/19/19
<b>ADEQUATE LIBRARY MATERIALS ARE AVAILABLE (For NEW COURSE or NEW PROGRAM only):</b>				
2	Dean, University Libraries	Sara Bushong		
<b>APPROVED:</b>				
3	Chair of School/Program Director	Dr. MD Sander		3/20/19
4	Chair, College/School Curriculum Committee	Andrene Luescher		4/3/19
5	Dean of College	Dr. Jeanne Gollinscoe		4-11-2019
6	Secretary, UGC (major changes only)	Sarah Menzies		5-15-19
<b>ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).</b>			<b>Materials sent to CAA on:</b>	
7	Provost/VPAA	John M. Fischer		
<b>REVIEWED AND IMPLEMENTED BY:</b>				
8	Registrar	Christopher Cox		

## PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal. Please use the outline headings shown below to prepare your document; omit any that do not apply.*

### A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

This proposal is to reduce to one (1) Co-op requirement (TECH 2890) in the Flight Technology and Operations (FTO) specialization. The TECH 4890 will be ~~eliminated~~ <sup>removed</sup> and TECH 3890 will be kept as an elective, if needed or wanted by students. Justification for this proposal is included in RATIONALE, Section B and G - OTHER INFORMATION.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
- 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).  
**TECH 4890.**
3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).  
**AERT 2050 Aviation Maintenance Management**
4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.  
**With the new courses added, there will be no change to the FTO specialization 123 credit/hour requirement.**

5. Will this change result in modification of student learning outcomes?  yes  no  
If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

**No change**

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

B. RATIONALE [Required for all proposals]:

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.

***The Aviation program here at BGSU is in a unique situation. Most aviation flight training program do not require a co-op and only one has an internship. There is no co-op requirement for collegiate aviation programs as stated by the Aviation Accreditation Board International (AABI). (List of Universities, See note 1.)***

***As the Flight Technology and Operations (FTO) student population expands, student servicing issues involving flight labs are becoming critical. Flight training for student pilots requires the availability of good weather which can be lacking in the closing months of the fall semester as well as most of the spring semester. With the growing student enrollment in flight training, we need to convert our FTO specialization into a 12-month program and have more students fly during the summer months.***

***Due to the limited number of local co-op's, having students leave the BG area to perform co-op's during the summer months is counterproductive to the needs of the program and for students graduating within a four-year time period. Continuity of training is a key safety aspect to running a successful flight training program. Having students leave to perform a co-op during the summer months is detrimental to continuity of training.***

***In addition, due to industry insurance requirements, students performing aviation co-ops cannot be involved in actual flight operations and are often assigned to less experiential learning roles such as handling baggage, mowing grass at airports and banner towing operations.***

***Additional rationale in section G 1.***

2. Student implications (describe the basis for each estimate)
  - 2.1 Prospective demand for a new degree/major/minor (level of student interest).  
**Not Applicable**
  - 2.2 Effect on required hours in degree/major/minor.  
**With the modification to the Tech Elective requirement, there will be a 4 credit hour reduction in total hours.**
  - 2.3 Number of students affected and in what way.  
**100 - 150**
  - 2.4 Effect on elective hours of majors/minors.  
**None**
  - 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?  
**Not Applicable**
  - 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?  
**Not Applicable**
  - 2.7 Is this a degree program whose normal time to degree is something other than four calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?  
**No change in the four year program.**

C. IMPLICATIONS FOR EXISTING PROGRAMS *[For all proposals]:*

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs
  - 1.1 in the department/school?  
**No Changes**
  - 1.2 in the college?  
**No Changes**
  - 1.3 in other university departments/colleges?  
**No Changes**
  - 1.4 at other universities?  
**No Changes**
2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*  
**Not Applicable**
3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?  
**This reduction will affect Co-op accreditation with ACCI but eventually the TECH 2890 could be turned into a internship.**
4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?  
**This change will make the FTO specialization more flexible to meet the current and future needs for recruitment, retention and diversity.**

D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*  
Are faculty and staff with expertise available now?  yes  no  
If not, how will they be identified/recruited?
2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **Not Applicable**
3. *For all proposals:* How will this change affect faculty work load? **The reduction would assist in maintaining quality co-op's by accommodating faculty supervision.**

E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.  
**No Changes**
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.  
**None**

3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:* Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?

**None**

**F. TIMETABLE FOR IMPLEMENTATION [For all proposals]**

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).

**Hopeful implementation of this program change by Fall 19/Spring 20.**

**G. OTHER INFORMATION**

1. Provide other information that may be helpful in the review process, as appropriate.

**Additional Rationale for this proposal.**

**Sheer Numbers – We are looking at incredible student growth in the AVS program. Fall 2017 new student enrollment was 90+ students with another 20+ in Spring 2018. Fall 2018 FTO enrollment exceeded 110 students with more coming in the Spring 2019 semester. This is in addition to the incredible number of students already in the 4 year degree for Aviation Studies. Fall 2019 enrollment will break existing records with BGFC marketing predicting another large number of incoming students.**

**Quality of Aviation Co-ops – The co-op for flight students does not serve the experiential learning requirement that faculty would have desired. Regional airlines are hiring all of our graduates (100% job placement) with no regard for co-op experience. Aviation (Flight) students face a particular problem that is not evident in other program co-ops. Aviation businesses have insurance and regulatory requirements that prohibit low time students from serving in any flight operation related activity. Substandard co-ops are accepted as a replacement and this diminishes the experiential learning intent of the co-op program.**

**Percentage of Non-Traditional Students - We have many non-traditional students enrolled in the FTO specialization. Due to the substantial flight lab costs with our program, many of our non-traditional, VA, and active Military students cannot leave their current jobs to perform the second co-op academic requirement. They would typically find that TECH 2890 might be covered by military basic training or previous job experience, but also need TECH 3890 under the current checksheet.**

**Flight Course Management – With the large numbers of students enrolled in the Flight specialization (FTO), the only way to keep these students on schedule to finish their degree is opening up the best weather months (summer) for flying. Many students end up with flight course incompletes due to the nature of the weather here in NW Ohio. Therefore, students need to remain on campus over summer sessions to maintain the continuity of training/learning and complete flight labs. Having students leave town over the summer to complete a co-op is detrimental to this process.**

**Note 1.**

**University Aviation Programs and Co-op Requirements:**

**Western Michigan University - None**

**Embry-Riddle Aeronautical University - None**

**University of North Dakota - None**

**The Ohio State University - None**

**Purdue University - None**

**Kent State University - None**

**Eastern Michigan University - None**

**Eastern Kentucky University - None**

**Auburn University - None**

**Minnesota State University - None**

**Oklahoma State University - None**

**Middle Tennessee State University - None**

**Louisiana Tech University - None**

**Florida Institute of Technology - None**

**Ohio University - Requires one Aviation Internship**