**Proposal Title:** (Experimental Study Away course) HUMN 390: Humanities of Germany/Austria

**Initiating Unit or Individual:** Robert Quist  
**Contact Person’s Name:** Robert Quist  
**e-mail:** Robert.Quist@ferris.edu  
**phone:** 231-591-2071

- ☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- ☐ Group I - B – New minors or concentrations
- ☐ Group II - A – Minor curriculum clean-up and course changes
- ☒ Group II - B – New Course
- ☐ Group III - Certificates
- ☐ Group IV – Off-Campus Programs

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<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<tr>
<td>Program or Academic Unit Faculty</td>
<td>Robert Quist</td>
<td>1/11/11</td>
<td>Support</td>
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<td>Department Faculty</td>
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<td>Department Head</td>
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<td>College Curriculum Committee</td>
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<td>Academic Affairs</td>
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<td>Not Support</td>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

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**To be completed by Academic Affairs**

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<tr>
<th>President (Date Approved)</th>
<th>Board of Trustees (Date Approved)</th>
<th>President's Council (Date Approved)</th>
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**PROVOST**

JAN 2 2011
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

HUMN 390: Humanities of Germany/Austria examines the artistic monuments and culture of selected cities in Germany and Austria. Berlin, Munich, and Austria comprise the areas of concentration. These three cities contain a rich variety of architecture, museums, concert halls, and cultural venues. Both local and international works and points of interest provide the students an unparalleled opportunity to be exposed to life-changing experiences.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix   Number   Title
HUMN     390     Humanities of Germany/Austria

b. Courses to be Deleted From FSU Catalog:
Prefix   Number   Title

c. Existing Course(s) to be Modified:
Prefix   Number   Title

d. Addition of existing FSU courses to program
Prefix   Number   Title

e. Removal of existing FSU courses from program
Prefix   Number   Title
3. Summary of All Consultations

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<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
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<tbody>
<tr>
<td>Form C</td>
<td>December 2, 2010</td>
<td>FLITE</td>
<td>Paul Kammerdiner</td>
</tr>
</tbody>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes __________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
N/A
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: (Experimental Study Away course)
    HUMN 390: Humanities of Germany/Austria

Projected number of students per year affected by proposed change: 30

Initiator(s): Robert Quist

Proposal Contact: Robert Quist@ferris.edu Date Sent: 11/30/10

Department: Humanities Campus Address: 119 JOH.
(Please print)

Liaison Librarian Signature: ___________________________ Date: __________

Dean of FLITE Signature: ___________________________ Date Returned: ________

Based upon our review on ___________ (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $__________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: HUMN
Number: 390
Title: Humanities of Germany/Austria

Course Description:
Humanities of Germany/Austria examines the artistic monuments and culture of selected cities in Germany and Austria. Berlin, Munich, and Austria comprise the areas of concentration. These three cities contain a rich variety of architecture, museums, concert halls, and cultural venues. Both local and international works and points of interest provide the students an unparalleled opportunity to be exposed to life-changing experiences.

Course Outcomes and Assessment Plan:
Outcomes:
In Berlin the student will...
study the monuments at the Pergamon Museum and the other museums at “Museum Island” including the Altes Nationalgalerie.
study the monuments contained in the Kunstgewerbemuseum.
study the monuments contained in the Neue Nationalgalerie with a concentration on the German Expressionist works.
examine the sites at Kreuzberg including Checkpoint Charlie Museum and the Jewish Museum.
examine the Berlin Wall Documentation Center.

In Munich the student will...
study the art in the Kustareal network of museums with a special concentration on German Romantic paintings contained in the Neue Pinakothek.
study the Neuschwanstein Castle, NeoRomanesque, and 19th-Century German Nationalism.
study the German Gothic style of Ulm Cathedral.
examine the holocaust by visiting the concentration camp memorial at Dachau.

In Vienna the student will...
Study the architecture of the Belvedere palace and its holdings of Austrian paintings, including works by Gustav Klimpt.
Study the monuments in the Kunsthistorisches Museum and the architectural monument on the Ringstrasse, including the famous Baroque church, St. Charles Borromeo.
Attend an opera at the Vienna State Opera.
Assessment:
The student will . . .
keep a daily journal of events and places.
write three 750-word essays on selected topics.

Course Outline including Time Allocation:
Day 1: Leave from Detroit to Berlin
Day 2: Berlin:
   (Civic Acclimation) Lecture about culture and customs, money
   Pergamon Museum in the afternoon
Day 3:
   All Day Bus Tour including: Study of East and West Berlin Architecture and Culture including
   Check Point Charlie, Hitler’s Bunker, Berlin Wall, museum, Brandenberg Gate
   Night: Beer Garden
Day 4: Berlin Museum Complex
   Night: Clubs/Tourism
Day 5: Travel from Berlin to Munich
Day 6: Day trip to Dachau
Day 7: Munich Museum Complex
Day 8: Ulm Cathedrhal
Day 9: Neuschwanstein Castle (Disney Castle)
Day 10: Travel to Vienna
Day 11: Day: Bus Sightseeing Tour – Grayline Tours, Night: Opera House/Show
Day 12: Kunst Museum, Day/Night Ferris Wheel, The Ring Tour
Day 13: Free Day
Day 14: Flight Vienna to Detroit
CREATE NEW COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201105  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: HUMN
b. Number: 390

Term: Lecture 6  Lab 0  INDependent Study - Check (x) □ Practicum: □  Seminar: □

d. Course Title: Humanities of Germany/Austria  (Limit to 30 characters/spaces.)
e. College Code: AS  f. Department Code: HUM
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
g. Type: □ Variable  x□ Fixed  h. Minimum Credit Hours 6  i. Maximum Credit Hours 6

j. May Be Repeated for Added Credit: Check (x) □ Yes  x□ No

k. Levels: Check (x) Undergraduate □ Graduate □ Professional

l. Grade Method: Check (x) □ Normal Grading  □ Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) □ Yes  x□ No

n. Equivalent course: Prefix □  Number □  See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Study away course to Germany and Austria examining the arts and culture of these countries.
p. Term(s) Offered: Summer  (See instructions for listing.)  q. Max. Section Enrollment: 30

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. □

UCC Chair Signature/Date: __________________________  Academic Affairs Approval Signature/Date: __________________________

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: _____ Date Completed: ____ Entered: SCACRSE □ SCADETL □ SCARRES □ SCAPREQ □
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** HUMN  **Course Number:** 390  
**Course Title:** Humanities of Germany/Austria  **G. E. Codes Requested:** C, G

<table>
<thead>
<tr>
<th>G.E. Codes:</th>
<th>G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding</th>
</tr>
</thead>
</table>

**Initiator:** Robert Quist  **Date Sent:** December 2, 2010

**Proposal Contact:** Robert Quist  **Email:** Robert_Qquist@Ferris.edu

**Department:** Humanities  **Campus Address:** JOH 119

Please Print

**University General Education Committee:**

**Chair:**  **Date Returned:**

Based upon University General Education Committee review on _____(date), we

☐ Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

**Comments:**

______
General Education Course Criteria Form

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator.

Some of the outcome areas state that a course “should meet” rather than “must meet” the given criteria. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page(s) must be included with curriculum proposal forms A, E, F and G and then sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation.

Please contact the General Education Coordinator for any questions about this process.

Form approved by University General Education Committee, December 2008
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

   Humanities 390 meets this criterion because we visit museums, speak German with natives, and study the culture.

2. offer established methodologies for understanding components of cultures;

   In this course, students will learn how to understand artistic monuments by labeling and analyzing them.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

   Students will gain appreciation by viewing first hand specific monuments and listening to guides.

4. possibly provide participation in the various arts;

5. help students see the connection between the elements of cultures and themselves;

   Students will see similarities and difference between theirs and Germanic cultures. By this comparison, they will gain a deeper appreciation for both cultures.

6. help students explore new ways to perceive, think, experience, and value;

   Students will be interacting with people of other cultures. As such, they will appreciate other points of view and values.

7. help students gain a better understanding of a culture from an analysis of specific events or works;

   The various activities such as museums and historical sites will give a greater understanding to the students.

8. be compatible with the designation of other universities;

   This course compares to other study-away or cultural enrichment courses offered in other universities.

9. provide knowledge and appreciation of the components of a culture;

   As students interact with the various monuments, they will gain a knowledge of the German/Austrian cultures.
10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

The discussion of monuments will also entail the investigation on how these were made. They will also show how they mirror the values and points of view of the Germanic people.

11. be taught by faculty with the appropriate credentials.

Both Dr. Sanderson and I have been to Germany and Austria before. Last year I went on a study abroad to Greece, I and know the protocol and important safety precautions. I also speak German.
Global Consciousness Course Criteria

Courses designated as Global Consciousness courses must meet the following criteria:

1. at least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History;

   Geography: This course addresses both the physical and cultural geography of Germany and Austria. Students see and live in rural and urban areas of Germany and Austria. They will see the impact that the geography has on the visual and even musical arts.

   Economics: As the students will be changing money in these countries. They will also learn about the German economical system.

   Language: Students will learn some key phrases and words in German. Those students who are learning German will communicate with native German speakers.

   Culture: Students will visit museums and architectural sites. They will also study important monuments, attend cultural events, and interact with native Germans and Austrians.

   History: Students will visit important historical sites including a concentration camp and the Berlin Wall site.

2. the course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

   Students will be interacting with native Germans and Austrians in order to understand their values, characters, and points of view. They will also visit important modern centers in order to see how they are responding to their post-Nazi, WWII situation.
Race/Ethnicity and/or Gender Course Criteria

Courses designated as Race/Ethnicity/Gender courses must meet the following criteria:

1. the course must approach the subject of race/ethnicity and/or gender from an identifiable theoretical framework;

2. the course must address race/ethnicity and/or gender issues appropriate to the course discipline. Courses can narrowly address a single category (race, or ethnicity, or gender), or any combination of two categories (race and gender, or race and ethnicity, or gender or ethnicity), or all three categories combined. No matter how the course is configured, at least 75% of the course content must be based on issues clearly identified as race/ethnicity and/or gender;

3. the course materials must demonstrate clear evidence that the significant focus of the course is concerned with race/ethnicity and/or gender. Such evidence will be included in: 1. the course description, 2. the title(s) or chapter heading of reading assignments, 3. the lecture topics specified in each course syllabus, 4. the graded assignment and examination materials in each course section.
**Scientific Understanding Course Criteria**

Courses designated as Scientific Understanding courses **should** meet the following criteria:

1. be open to students from all programs;

2. explain the historical perspective of scientific ideas;

3. utilize the scientific method for understanding the physical universe;

4. present content deemed most important in traditional scientific disciplines;

5. promote scientific awareness by developing the use of inquiry and observation;

6. encourage thoughtful analysis that allows students to develop operative knowledge so that they may assess social, medical, and environmental issues, and make informed decisions;

7. be taught by faculty with qualifications and background in the subject matter that meet the standards for university level instruction in that discipline;

8. be recognizable as general education in the natural sciences at other institutions.
Social Awareness Course Criteria

Courses designated as Social Awareness courses should meet the following criteria:

1. have as their core subject matter human development and behavior, group interactions, or established social Institutions;

2. offer theories for the understanding of the subject matter;

3. offer an established methodology for approaching the subject matter;

4. be identifiable as general education in social awareness or its closest equivalent at other institutions;

5. be taught by faculty with qualifications and background (such as graduate training and teaching experience) in the subject matter that meet the standards for university level instruction in that discipline.
Writing Intensive Course Criteria

(Note: Also see the page that follows about procedures for obtaining WIC approval)

Courses designated as Writing Intensive Courses must meet the following criteria:

1. Students will write a minimum of 4 edited papers of 3-5 typewritten pages or the equivalent. These assignments, consisting of several different kinds of writing, will constitute a significant portion (1/3 to 1/2) of the final grade for the course; the grade or score on each assignment will reflect effective and correct written expression as well as knowledge of content. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, creative writing, and many other forms of course-related assignments. Informal journal writing is another useful means of developing students' critical thinking skills.

2. Students should receive instruction in the following areas: 1. the role of writing in professional/academic settings; 2. strategies for determining the appropriate document type and style; 3. effective writing for different audiences; and 4. organization of papers for various purposes.

3. Students will be allowed to evaluate and revise their own writing and receive help in achieving proofreading standards.

4. Students will be required to organize, draft, and revise their work prior to submitting the final edited assignment for evaluation.
WRITING INTENSIVE COURSES

A Writing Intensive Course (WIC) is a non-freshman level (200 or above) course that demands a substantial amount of writing, fulfills the criteria listed below, and partially satisfies the communication competence category of the General Education Requirements. The prerequisite of any WIC will be English 211 or 250. A department will decide as a whole which courses it wishes to propose as WIC. (Individual sections can not be designated as WIC).

Procedures for obtaining approval for a Writing Intensive Course:

1. According to general education guidelines, a department interested in obtaining a WIC designation must submit a proposal to the WIC committee, through the General Education Coordinator, for approval.

2. The proposal will be submitted at least a year before the course will be offered in order to provide adequate time for consultation between the proposing department and the WIC committee, time for the WIC committee to consider the course, and time to meet university publication deadlines.

3. The proposal for a WIC designation must consist of the following:
   a. complete description of the course plan and a course syllabus;
   b. supporting material including
      1) description of potential pedagogical methods to be employed,
      2) possible textbooks and materials,
      3) the name(s) of faculty member(s) who will teach the course, and
      4) the name of one faculty member who will agree to answer questions about the proposal.

4. Once a course has received WIC approval, the WIC committee will contact the sponsoring department, the dean's office of the College of Arts and Sciences, and the Records Office in order to ensure the inclusion of the course in WIC listings in university publications.

5. If there are any substantive changes to the content of methodology/approach of a WIC, the sponsoring department will contact the WIC committee.

Writing in courses across the curriculum can help students:
- develop critical thinking skills
- decrease writing anxiety
- view writing as an important life and learning skill
- improve retention and understanding of course material
- connect with course material
- become familiar with writing conventions of particular career fields

Writing Intensive Courses (WIC) at Ferris are non-freshman-level courses that include a substantial amount of writing. These courses partially satisfy the communication competence general education requirement.
January 19, 2011

TO: Don Flickinger, Associate Provost of Academic Affairs
Meral Topcu, Chair, College Curriculum Committee

FR: Reinhold Hill, Interim Dean

RE: COMM 390: Cross-Cultural Communication Studies in Germany & Austria

Enclosed for your information is the proposal for COMM 390: Cross-Cultural Communication Studies in Germany & Austria which I have approved to be offered Summer 2011 by the Humanities Department.

Thank you.

Cc: Grant Snider
Carrie Franklund