

Application for a New Course v10.7

Course ID (<i>Subject and Number</i>)	PCM 601
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Hassan Ghani
2	Course Instructor	TBD
3	Course Title	Histopathology and Molecular Biology of Cancer
4	Course Abbreviation for Banner if title is more than 30 characters	Cancer Histopathology Biology
5	College	College of Graduate and Professional Studies
6	Department or School	School of Health and Human Services
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard __ Credit/No Credit (undergrad only)
16	Maximum Enrollment	None
17	Catalog Description (50 words or less)	This course introduces fundamental cancer theory and image analysis techniques in cancer histopathology. Students will explore topics in slide preparation and changes in tumorion cell morphology as it relates to image interpretation. An introduction to the application of digital image processing techniques for feature extraction and disease classification is provided.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	__ No __ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__ No ☒ Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	__ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	__ No ☒ Yes If yes: all, even, or odd years? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 1, 2021
24	Is this course required for a degree/s?	__ No ☒ Yes

		If yes, attach a revised degree plan(s) reflecting the placement of the new course. In council on same day
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	None

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
This course will be required as part of the new Graduate Program in Precision Medicine (also up for CGPS Council Approval on 6/21/21).
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets:
The skills to identify and classify tumor cells is becoming increasingly important in precision medicine as advances in genomics and immunohistochemistry are redefining histopathology. Cancer image analysis requires visual examination of cellular shapes, morphology, staining and tissue distribution to determine the presence of cancer and its malignancy level. This ability to evaluate and distinguish malignant disease from normal tissue also remains an essential skill critical for optimal tumor sample preparation prior to molecular/genetic evaluation.

III. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills.
This is the first course that students in the Master's of Science in Precision Medicine, as well as the Graduate Certificate in Precision Medicine Administration. The intended audience are students who wish to earn a degree or certificate in either of these programs.
 - State the overarching course goal(s) in performance terms.

The overarching goal of this course is to provide fundamental cancer theory and introduce image analysis techniques used in cancer histopathology, provide background information about slide preparation and discuss changes in tumor cell morphology as it relates to image interpretation, and introduce the application of digital image processing techniques used for feature extraction and disease classification.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	SLO #4.1: Students will demonstrate an understanding of healthcare systems and organizations.	Discussion and assignments
2	SLO #4.2: Students will demonstrate an understanding of the various roles of healthcare personnel and how they contribute to a well functioning healthcare organization.	Discussion and assignments
3	SLO #4.3: Students will demonstrate an understanding of the patient's perspective.	Discussion and assignments
4	SLO #4.4: Students will demonstrate an organ-based understanding of cancer morphology and how it relates to normal histology.	Discussion and assignments

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Week 1:

Cancer Diagnosis (9 min): <https://www.youtube.com/watch?v=-nI1KRhQsgw>

The role of imaging (short article): <https://www.cancer.org/treatment/understanding-your-diagnosis/tests/imaging-radiology-tests-for-cancer.html>

From Biopsy to Diagnosis (5 min): <https://www.youtube.com/watch?v=bat0uVxNUJ4>

H&E Tissue Staining (article): https://en.wikipedia.org/wiki/H%26E_stain

IHC Tissue Staining (4 min): <https://www.youtube.com/watch?v=c-z22DZNjCO>

Importance of IHC (7 min): <https://www.youtube.com/watch?v=o61WCZ4Z96I>

Pathology Reports (article): https://librepathology.org/wiki/Pathology_reports

Week 2:

Histology - Normal Tissue (ppt)

Histology - Organ Systems (ppt)

Week 3:

Basic Definitions in Pathology (ppt)

Skin (ppt)

Lung (ppt)

Week 4:

Breast (ppt)

Small Intestine & Colon (ppt)

Thyroid (ppt)

Week 5:

Esophagus and Stomach (ppt)

Liver and Gallbladder (ppt)

Pancreas (ppt)

Week 6:

Genitourinary Tract (ppt)

Prostate (ppt)

Female Genital Tract (ppt)

Week 7:

Soft Tissue (ppt)

Central Nervous System (ppt)

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.

6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

PCM 601: Histopathology and Molecular Biology of Cancer

Mission Statements:

University Mission Statement: The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement: The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement: The mission of the Master of Science in Precision Medicine is to provide students with both theory and skills in applying the latest molecular diagnostic techniques and analytics procedures to assist in the planning and implementation of precise treatment protocols for patients confronting serious illness, as well as a foundation for effective laboratory management.

Course Description: This course introduces fundamental cancer theory and image analysis techniques in cancer histopathology. Students will explore topics in slide preparation and changes in tumor cell morphology as it relates to image interpretation. An introduction to the application of digital image processing techniques for feature extraction and disease classification is provided.

Program and Student Learning Outcomes

Program Goals/Outcomes	Student Learning Outcomes
PO #4: Knowledge of the Healthcare Environment: Graduates will demonstrate an understanding of the healthcare system and the environment in which healthcare leaders function.	SLO #4.1: Students will demonstrate an understanding of healthcare systems and organizations. SLO #4.2: Students will demonstrate an understanding of the various roles of healthcare personnel and how they contribute to a well functioning healthcare organization. SLO #4.3: Students will demonstrate an understanding of the patient's perspective. SLO #4.4: Students will demonstrate an organ-based understanding of cancer morphology and how it relates to normal histology.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Summarize the role of different healthcare specialists in the diagnosis and treatment of a cancer patient. Draw a flowchart of the biopsy-to-microscope process Describe the difference between diagnostic markers and therapeutic markers.	Discussion & Assignments	4.1, 4.2, 4.3
2	Diagram the basics of a brightfield microscope Explain the biochemistry of chemical stains (such as H&E) vs. immunohistochemistry (IHC), and the role of each in the diagnostic process Identify the different tissue components of major organs	Discussion & Assignments	4.1, 4.2, 4.3
3	Distinguish the broad histologic groupings used to describe cancer Relate lung adenocarcinoma, squamous cell carcinoma, and small cell carcinoma to their cell of origin	Discussion & Assignments	4.1, 4.2, 4.3

	Relate melanoma, squamous cell carcinoma, and basal cell carcinoma to their cells of origin Segment non-neoplastic vs. neoplastic lung and skin tissue		
4	Relate breast ductal and lobular carcinoma to their cells of origin Distinguish invasive from in-situ disease Summarize the progression of colon adenoma to adenocarcinoma Segment non-neoplastic vs. neoplastic breast and colon tissue	Discussion & Assignments	4.1, 4.2, 4.3
5	Diagram the histologically distinct parts of the esophagus and stomach Distinguish squamous cell carcinoma, lymphoma, signet ring cell carcinoma, hepatocellular carcinoma, and cholangiocarcinoma. Segment non-neoplastic vs. neoplastic gastroesophageal and hepatobiliary tissue	Discussion & Assignments	4.1, 4.2, 4.3

6	Distinguish benign gynecologic neoplasia from malignant tumors Relate normal cell types to their neoplastic counterparts for renal, uterine, cervical, prostate, and thyroid tumors Segment non-neoplastic vs. neoplastic uro-genital tissue	Discussion & Assignments	4.1, 4.2, 4.3
7	Relate sarcomas and nervous system tumors to their cells of origin Distinguish various kinds of sarcomas from each other Segment neoplastic vs. non-neoplastic CNS and soft-tissue	Discussion & Assignments	4.1, 4.2, 4.3

Course Materials:

Week	Materials
1	Cancer Diagnosis (9 min): https://www.youtube.com/watch?v=-nI1KRhQsgw The role of imaging (short article): https://www.cancer.org/treatment/understanding-your-diagnosis/tests/imaging-radiology-tests-for-cancer.html From Biopsy to Diagnosis (5 min): https://www.youtube.com/watch?v=bat0uVxNUJ4 H&E Tissue Staining (article): https://en.wikipedia.org/wiki/H%26E_stain IHC Tissue Staining (4 min): https://www.youtube.com/watch?v=c-z22DZNjC0 Importance of IHC (7 min): https://www.youtube.com/watch?v=o61WCZ4Z96I Pathology Reports (article): https://librepathology.org/wiki/Pathology_reports
2	Histology - Normal Tissue (ppt) Histology - Organ Systems (ppt)
3	Basic Definitions in Pathology (ppt) Skin (ppt) Lung (ppt)
4	Breast (ppt) Small Intestine & Colon (ppt)
5	Esophagus and Stomach (ppt)

	Liver and Gallbladder (ppt)
6	Genitourinary Tract (ppt) Prostate (ppt) Female Genital Tract (ppt)
7	Soft Tissue (ppt) Central Nervous System (ppt)

Course Requirements

Week 1:

Discussion Question

Title: When diagnosing cancer, why is it important to get a tissue diagnosis and not just a radiological diagnosis?

Post: Description

Response: (student's response)

Activity

Interacting with the Tissue Dictionary of the Human Protein Atlas.

Week 2:

Discussion Question

Which organs do not develop cancer? (rewrite to be more explicit in what I'm asking the students to do).

Activity (Assignment)

Quiz on telling apart organs based on histology.

Week 3

Discussion Question

Compare the natural (i.e. untreated) course of basal vs. squamous cell carcinoma.
Cancer in the lung - primary vs. metastatic.

Activity (Assignment)

Telling basal from squamous cell carcinoma on H&E.

Telling apart adenocarcinoma from squamous cell carcinoma on H&E.

Week 4

Discussion Question

How does loss of e-cadherin relate to the morphological difference of lobular vs. ductal carcinoma?

Activity (Assignment)

Telling apart carcinoma and non-carcinoma, such as GIST.

Papillary Thyroid Carcinoma and nuclear grooves.

Week 5

Discussion Question

Why does GERD give rise to adenocarcinoma when the upper esophagus gives rise to squamous cell carcinoma?

Why is the liver such a popular site for metastatic disease?

Activity (Assignment)

Recognizing the growth pattern of metastatic vs. primary cancer.

Week 6

Discussion Question

What is a CAP Synoptic report and are they required to be filled out?

What is the SEER Database?

Activity (Assignment)

Using immunohistochemistry (IHC) to tell apart cancers that look alike on H&E.

Week 7

Discussion Question

Why don't brain cancers metastasize to other parts of the body?

Activity (Assignment)

Meningioma vs. Glioblastoma Multiforme (GBM) vs. Metastasis.

Telling apart sarcoma from carcinoma.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow The Publication Manual of the American Psychological Association, 7th Edition. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper

contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office webpage, where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students,

and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found here

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJ s6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's policy.

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined below.

- 90-100 points A
- 70-79.9 points C
- 59 points and lower F

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: June 14, 2021
TO: Dr. Scott Self
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Course Application - PCM 601 - Histopathology and Molecular Biology of Cancer

Thank you for the opportunity to review the application for the proposed course. The Brown Library can provide a provisional endorsement of the new course with the agreement that the Library will have the opportunity to review and comment on the course as part of instructional design process.

MEMORANDUM

TO: Academic Council
College of Graduate and Professional Studies

FROM: Nannette W. Glenn, Ph.D., Dean

DATE: June 15, 2021

RE: Required Institutional Support
Certificate in Laboratory Precision Medicine

I have examined the items detailed in the application as required institutional support for the creation, implementation, and maintenance of the new certificate, Certificate in Laboratory Precision Medicine. I hereby acknowledge the obligations of this initiative and commit to providing the institutional support, as set forth.

Nannette W. Glenn, Ph.D.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: PCM 601

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Signature

Date

Dean(s)

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date