

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___ - ___

4. COURSE TITLE _____ -

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall ___ Spring ___ Summer ___ Term _____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall ___ Spring ___ Summer ___ Term _____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES ___ NO ___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES ___ NO ___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES ___ NO ___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES ___ NO ___

19. CROSS-LISTED COURSE:

YES ___ WITH _____ NO ___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES ___ Amount \$ _____ NO ___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ____ General Education Learning Goal 1: Ethical Reasoning
- ____ General Education Learning Goal 2: Global Learning
- ____ General Education Learning Goal 3: Information Literacy
- ____ General Education Learning Goal 4: Written Communication
- ____ General Education Learning Goal 5: Oral Communication
- ____ General Education Learning Goal 6: Critical Thinking
- ____ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Brad Deken Digitally signed by Brad Deken
Date: 2020.03.27 15:18:21
-0500

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

AV450- Aviation Capstone

Class Syllabus

(1) Course Number: AV450

(2) Course Title: Aviation Capstone

(3) Catalog Description:

Capstone with students completing a major group research project in aviation and presenting their findings.

(4) Prerequisites: AV310

(5) Co-requisites:

(6) Credit Hours: 3

(7) Semester: Fall 2021

(8) Class Meeting Time(s), location and format: MWF 8:8:50 AM in PB201, Face to face

(9) Instructor: John Q. Pilot

(10) Instructor Contact Information: jqpilot@semo.edu

(11) Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. Brad Deken.

(12) Course Learning Outcomes:

1. Students will demonstrate knowledge of takeoff, go-around, climb, cruise, range, endurance, landing, and all other necessary performance factors and how it impacts flight operations and the decision-making process.
2. Students will be able to write an airline resume and complete an airline application.
3. Students will be able to understand the process and constructs of a professional pilot interview.

(13) Course-specific Required Materials:

CRJ Manuals

Kern, Tony *Redefining Airmanship*, Pygmy Books, LLC, Colorado Springs, CO, 1997

Other readings may be assigned. In addition, students are encouraged to keep up with current events by reading periodicals in the library such as:

- Aviation Week and Space Technology
- Professional Pilot
- Aviation Safety
- Airline Pilot
- AOPA

Students are also encouraged to use various databases in the library, the Internet, and web sites for additional information.

(14) Course Content:

Week	Topic
1	Course Introduction and Airmanship
2	Current Issues in Aviation
3	Professionalism in Aviation
4	Airline Environment
5	Takeoffs
6	Landings/Descent
7	Mid-Term Review and Exam
8	Abnormal Situations
9	Ethics and Professionalism
10	Automation in Flight
11	Resume Reviews and Interview Readiness
12-14	Group Project In-Class Work
14-15	Project Presentations
16	Final Exam

(15) Grading Scale and Policies:

Assignment	Percentage
Resume	10
Redefining Airmanship (8)	15
Professionalism Paper	15
Group Project	20
Midterm Exam	15
Final Exam	15
Participation	10
Total	100

Grading Scale (undergraduate):

- A= 90-100%
- B= 80-89%
- C=70-79%
- D=60-69%
- F=59% or below

Late assignments are not accepted unless prior WRITTEN arrangements (email is preferred) have been made. If an emergency arises beyond your control resulting in a late assignment, your assignment may be received at the discretion of the instructor with a 25 percent (25%) point penalty. Any changes in the grading policy will be issued to the class in writing.

Attendance will be tracked during human factors student presentations (See course schedule below).

(16) Final Exam Schedule: Monday 8:00 AM PB201

(17) Additional Course Information:

Course is designed to develop students' technical understanding of information and knowledge required of Air Transport Pilots and serves as a culmination of the aviation program. This course synthesizes previous learning experiences, both in the academic classroom and aircraft simulator/flight labs. Students will participate in a group research project and their capstone experience will culminate with a presentation of their findings in a research paper and presentation to representatives of department faculty and their peers.

Course Goals

1. Students will be able to understand calculations for critical takeoff and landing airspeeds.
2. Students will be able to describe and discuss current aviation issues and the implications of these issues.
3. Students will be able to explain the various aspects of the professional pilot career, including a working knowledge of how professionalism and ethics will play a key role in their success throughout training, probationary status, and throughout their aviation career.
4. Students will be able to communicate the significance of safety practices as a core tenet of all aviation operations through oral, written and practical examination.
5. Students will be able to articulate their career path and goals and demonstrate their progress toward achieving those goals.
6. Students will be able to demonstrate their critical thinking and problem-solving skills as they apply to a wide array of aviation considerations.
7. Students will develop leadership skills through group projects.

AABI General Outcomes

1. An ability to apply knowledge of mathematics, science, and applied sciences
2. An ability to analyze and interpret data.
3. An ability to function on multi-disciplinary teams
4. An understanding of professional and ethical responsibility
5. A recognition of the need for, and ability to engage in, life-long learning
6. A knowledge of contemporary issues
7. An ability to use the techniques, skills, and modern technology necessary for professional practice
8. An understanding of the national and international aviation environment
9. An ability to apply pertinent knowledge in identifying and solving problems

AABI Core Outcomes

1. Knowledge of aircraft design, performance, operating characteristics, and maintenance
2. Knowledge of national aviation law and regulations
3. Knowledge of airports, airspace, and air traffic control
4. Knowledge of aviation safety and human factors
5. Knowledge of attributes of an aviation professional, career planning, and certification

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/faculty/senate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of ‘blended’ to be added.