

Academic Senate
Agenda for the Meeting of
December 6, 2016
UCB 202A
10:00 - 11:50 am Session

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. Nov. 1, 2016 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Dr. Fadayomi
 - B. General Education – Dr. Franklund
 - C. Student Government – Josh Olszewski
6. Old Business
 - A. Graduate Scholarship Policy – Dr. Nystrom
 - B. AA Transfer Policy – Dr. Nystrom
7. New Business
 - A. New Programs/Degrees
 1. RN to BSN Curriculum with WSCC – Dr. Fadayomi
 2. Associates Degree in Information Security and Intelligence – Dr. Fadayomi
 - B. University Curriculum Manual Update – Dr. Fadayomi
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
9. Open Forum

**Minutes
Ferris State University
Academic Senate Meeting**

November 2, 2016- 10:00 a.m.

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Brecken, Briggs, Bright, Conley, Cronk, Dinardo, Drake, Epps, Fadayomi, Foulk, Gray, Hancock, Hanna, Ing, Isler, Lewis, Marion, Rumpf, Shimko, Stone, Thapa, Todd, VanLent, Wancour, Zimmer, Zyla

Members absent with cause: Jenerou, Piercey

Members absent: Maike, Mattis

Ex Officio and Guests: Adeyanju, Damari, Durst, Franklund, Cliff; Garrison, Nicol, Reifert, Schult, Teahen, Franklund, Carrie; Dawson, Lipar, Haneline, Hawkins, Topcu

1.	President Thapa called the meeting to order at 10:01 a.m.
2.	Approval of Minutes. Senator Bacon moved to approve the minutes. Senator Alspach seconded. The motion passed.
3.	Open Forum. Senator Alspach reminded faculty that during the registration process all online courses are closed for priority registration for off-campus students. Athletes, who may need these courses because of their schedules, can only be placed in them at the approval of the faculty. She noted this is sometimes necessary because of our limited facilities for practice.
4.	Officer Reports President Thapa thanked President Eisler for his support of the Academic Senate. Vice-President Bacon reported that Senator Gary Todd has been appointed as the new Academic Program Review Chair and that the Health Promotions Task Force was being formed. They will formalize the broadening of the committee structure to include non-faculty. Secretary Isler reported that the charter amendment to increase the number of non-tenure track faculty has increased from 2-3 and will be presented to the Board of Trustees at their December meeting.
5.	Committee Reports UCC Chair Kemi Fadayomi demonstrated the new combined Forms E/F and the new outcomes update form (which is automatically forwarded to the Dean's office. Senator Gray noted that the simplified forms are an improvement but would like a line added in, which gives the proposer a chance to explain why the change needed to occur. A question was raised about the fast track form and whether or not all signatures need to occur in order or concurrently. Chair Fadayomi said that they must all be completed before being submitted to the UCC. The new forms will be operational in January 2017. Senator Gray asked about attached checksheets? Chair Fadayomi said these now are part of the MyDegree process and must be submitted there. Senator Balanda asked who signed where the line was for Program/Dept Faculty. Chair Fadayomi said this was a condensed form and the longer form can be used. Senator Hanna pointed out that for ABET accreditation, faculty support is required and the vote tallies need to be taken and cannot be changed by a single individual. He suggested using the same signatures as the Form A. General Education coordinator Cliff Franklund stated he is working on the updates to the general education website to reflect recent changes Student Government representative presented the Student Government report. He noted the president has stepped down and they are working on the recruitment of members. The Community Outreach Committee is planning a Sweet Cases event in the University Center on November 5 th (this event provides suitcases and some clothes for their moves.) He also discussed the upcoming Leadership Dinner. Senator Hanna asked who

	<p>defined leadership- and Mr. Law noted all RSO presidents were appointed with one guest. He also noted the change in allowing RSO membership into the assembly which has been simplified.</p>
6a	<p>Conversations with Senate- Robbie Teahen, NSSE. Associate Provost Robbie Teahen presented the results of the National Survey on Student Engagement. Because of cost and the results in previous years, they are not doing the Faculty Survey this year. She made a note that those who are not specifically enrolled in a baccalaureate program (such as TIP students), are excluded from the survey. Our snapshot shows a slightly higher response in our freshman but some slight declines in our senior data. Senator Stone noted that the numerical analysis question/research may relate in part to the removal of the campus license for SPSS. Senator Hanna asked how the Great Lakes data set corresponds with our specific type of college? Teahen noted because of our varied programs it is hard to compare us to a completely equivalent school. Vice-President commented it is hard to value research when 290/490 classes are not compensated. Senator Wancour noted that much of her students work in Dental Hygiene is lab based and therefore there is less take-home work. Senator Brecken commented on off-campus programs.</p> <p>General Education coordinator Cliff Franklund presented on some extractions out of the NSSE data. He noted that multiple logistical regressions can show that advising is the greatest factor relating to student retention. Vice-President Bacon noted that this is in spite of the increase of professional advisors. Due to technical difficulties, President Thapa ended the presentation in order to complete the agenda on time.</p>
7a	<p>Program Closure of Pre-Law Chair Fadayomi moved to close the pre-law program. President Thapa seconded. Fadayomi noted that this was at the request of the program. Motion passed 96% to 4%.</p>
7a	<p>Program Closure of Quality Engineering Technology Chair Fadayomi moved to close the program. Senator Drake Seconded. Senator Bacon asked for some clarification as to when this program was closed? Senator Todd noted it had been recommended for closure several years ago by APR but they allowed students to finish out their degree. Senator Drake said there were no students currently in the program. Motion passed 85% to 15%.</p>
7b	<p>Graduation Scholarship Policy Senator Ing moved to approve the graduate scholarship policy. Secretary Isler seconded. Senator Stone asked what happened if a department had a different policy. Was it meant to convey a message on standardization? Senator Ing said the purpose was to set a standard that faculty in graduate programs must do scholarly work but not dictate a model. Vice-President Bacon moved to postpone and refer to the Academic Standards and Policy Committee, seconded by Alspach. Motion to postpone passed.</p>
7c	<p>Transfer Policy for Pass/Fail Courses Senator Bacon moved to approve this policy. Senator Balanda seconded. Academic Standards and Policy chair Jim Nystrom said that the committee unanimously supported this policy. Senator Alspach raised concern in that no-credit/no-fail are not judged on the same levels a pass-fail course. It could be d minus level work and the student transferring would be required to get the credit for it. She was concerned about the language and the standards. Senator Berghoef also raised concerns and suggested that the registrar be consulted. Senator Epps said using pass/fail was the official stance of the university. Berghoef made a motion to postpone the question, seconded by Vice-President Bacon. The motion to postpone passed.</p>
8.	<p>Announcements President Eisler and Provost Blake were not present to report.</p>
9.	<p>Open Forum. Senator Balanda raised concerns with the shutting down of Dr. Franklund's presentation in order to have a shorter meeting. President Thapa responded it was his job to end the meetings no later than 11:45 a.m.</p> <p>Secretary Isler reminded the senators of the APR night meeting on November 28th.</p> <p>Senator Todd encouraged any faculty who were free on Saturday to come watch the robotics competition.</p> <p>Senator Alspach discussed the successful Foundation Gala.</p>

10.	The meeting was adjourned at 11:37 a.m.

The Senate Academic Policy and Standards (APS) committee met with a representative of the UGPC (Dr. Liza Ing) at our last meeting, and suggested changes to the Policy which the UGPC agreed to implement. All requested changes from the APS committee, including the removal of "Digital Measures" as the required record keeping tool, have been incorporated into the attached document.

The APS committee unanimously approved this updated document. The Policy provides a good foundation heading into HLC accreditation for a Graduate Scholarship Policy at Ferris State University. This Policy, as now written, not only provides a needed base for a "definition of scholarship" at Ferris State University, but is also allows, for example, enough flexibility for each college to implement the recommendations into their own processes for promotion and merit consideration (as it concerns graduate faculty).

Comments and/or questions are welcomed.

dr. jf (jim) nystrom

APS Committee Chair

Graduate Faculty Scholarship Policy

Context

Historically, Ferris State University has been viewed as an undergraduate university. In its current Carnegie Classification, its “basic” description is “Masters Colleges and Universities – Medium Programs.” In recent years, an increasing number of graduate programs have been added, and the expectations for these programs have been inconsistently defined. Given its current structure, faculty load is determined at the level of Colleges. However, there are some common expectations for Ferris graduate faculty that transcend college boundaries. Greater clarity in the expectations of graduate faculty has been provided by the Higher Learning Commission (HLC), whose standards Ferris must meet. The purpose of this document is to reinforce the scholarship expectations of graduate faculty at Ferris, including those specified by HLC, and describe the Ferris approach to graduate faculty qualifications.

Policy

Graduate faculty should engage in scholarship appropriate to their disciplines and consistent with criteria established for graduate faculty by key entities, including the Higher Learning Commission, specialized accreditors, and/or professional societies.

At Ferris, scholarship may take many forms and will be that most relevant for the discipline or the individual faculty member’s interests. In general, the University embraces the Boyer model of scholarship that incorporates Discovery, Integration, Application, and Teaching. With the university’s career-oriented mission and focus on teaching and learning, scholarship may often incorporate analyses of practices in the professions, contributions to the field, and assessment of learning, as examples. Given the HLC’s inclusion of “achievement,” this scholarly engagement may include achievements appropriate to the field, such as holding a high-level position such as a presidency for leadership faculty or contributions to professional associations of other faculty. Ferris scholarship, however imagined or defined, will conform to graduate standards that provide for the sharing of these achievements or contributions (through presentations, original research, publications, inquiry projects, professional development sessions, etc.) and requires documentation.

References:

1. For descriptions of the Boyer Model:

<https://depts.washington.edu/g630/Spring/Boyer.pdf> for descriptions of Boyer’s forms of scholarship.

The APS committee met last week and we suggest that Academic Affairs make a small change to this policy letter and then re-submit it to our committee. As with other FSU policies, where is mentions Pass/Fail, we would like to see a reference to Credit/No credit also (which is in line with Senator Alspach's comment at the last senate meeting). We suggest the first line should now read:

"This policy applies to a student who has taken a Pass/Fail course (or a Credit/No credit course) at another ..."

Comments and/or questions welcomed.

Regards,

jim

ACADEMIC AFFAIRS TRANSFER POLICY FOR PASS/FAIL COURSES

This policy applies to a student who has taken a Pass/Fail course at another institution and wishes to have that course evaluated for transfer credit at Ferris State University. The following guidelines will apply in evaluation of the course for transfer credit.

- If a student receives a failing grade (grade of "Fail" or "F") for a Pass/Fail course, no credit will be awarded for that course at FSU.
- If a student receives a passing grade (grade of "Pass" or "P") for a Pass/Fail course that garners 0 credit, the course will be used exclusively for placement purposes.
- If a student receives a passing grade (grade of "Pass" or "P") for a Pass/Fail course that garners credit, one of the following conditions is to be applied:
 1. If the transfer course has a direct FSU equivalency, the student will receive credit for the FSU course.
 2. If the course does not have a direct FSU equivalency but aligns with a general education competency, the student will receive credit toward that competency equal to the number of credits for the course.
 3. If the course has neither a direct FSU equivalency nor alignment with a general education competency, the student will receive general credit equal to the number of credits for the course and at a level (100, 200, 300, 400) specified by the department that carries out the evaluation.

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Associates Degree in Information Security and Intelligence

Initiating Individual: Gerald Emerick **Initiating Department or Unit:** AFIS / COB

Contact Person's Name:Gerald Emerick **Email:** geraldemerick@ferris.edu **Phone:** 616-591-3148

Group I-A – New Degree, major, concentration, minor, or redirection of a current offering


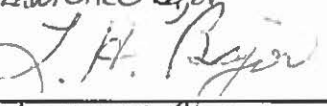
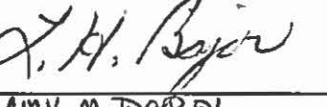
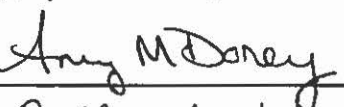
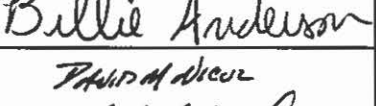
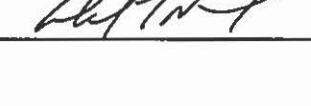
Group I-B – Deletion of a degree, major, concentration, or minor

Group II-A – New Course, modification of a course, deletion of a course

Group II-B – Minor Curriculum Clean-up

Group III – Certificate (College Credit Non-credit New Certificate)

Group IV – Other site location (College Credit Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Gerald Emerick 	9/24/2016	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	Lawrence Bjor 	10/24/16	<input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Support with Concerns <input checked="" type="checkbox"/> Not Support <input checked="" type="checkbox"/> Abstain
Department/School Administrator	Lawrence Bjor 	10/24/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
College Curriculum Committee/Faculty	AMY M DOREY 	11/2/2016	<input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
UCC Representative	Billie Anderson 	11/16/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support
Dean	PAUL M. ALLEN 	11/16/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs

Date of Implementation: [Click here to enter text.](#)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
 Ferris State University has a thriving Information Security and Intelligence (ISI) program. Several students in the ISI program receive federal TIP (Tuition Incentive Program) funding in their financial aid package. In order to qualify for TIP funding, these students must be placed into an Associate Degree program. This proposal seeks to create an ISI Associate Degree program. There are no course or curriculum changes for this degree.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree Major Minor Concentration Certificate Course
- New Modification Deletion

Name of Degree, Major, etc.: **Associate in Applied Science - Information Security and Intelligence**

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
--------	--------	-------

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
--------	--------	-------

C. Existing Courses to be Modified

Prefix	Number	Title
--------	--------	-------

D. Addition of existing FSU courses to program

Please note: these are classes currently required for the Bachelor's Degree in Information Security and Intelligence. The curriculum has not changed.

Prefix	Number	Title
ISIN	200	Secure Digital Technologies
ISIN	308	Principles of Info Security
ISIN	300	Link and Visual Analysis
ISIN	306	Security Informatics
HSCJ	310	Digital Forensics and Analysis
ISIN	325	Database Security
ISIN	312	Applications of Information Security
STQM	260	Introduction to Statistics
STQM	270	Introduction to Data Mining
HSCJ	315	Advanced Digital Forensics
ISIN	335	Pen Testing & Cloud Security
ISIN	430	Pen Testing & Mobile Security
PROJ	320	Project Management Fundamentals
HSCJ	317	Fraud Examination
ISIN	429	Legal-Ethical Issue Infor Sec
ISIN	380	Current Issues in ISIN
ISIN	301	Data-Intelligence Comp Theory
COMM	105	Interpersonal Communication
OR COMM	121	Fundamentals-Public Speaking
ENGL	150	English 1
ENGL	250	English 2
MATH or	114	Quantitative Reason for Pro 2
MATH	115	Intermediate Algebra
STQM	342	Data Mining Tools
STQM	380	Data Mining Processes
STQM	322	Inferential Statistics
Natural Sciences Competency/Lab or Non Lab		3 to 4 credits
Culture Competency		6 Credits
Self and Society Competency		3 Credits

E. Removal of existing FSU courses from program

Prefix	Number	Title
No courses are being removed.		

4. Summary of All Consultations

Form Sent (B or C)	C	Date Sent	Responding Department	Date Received & By Whom
C		10/24/2016	FLITE Library Liaison - David Scott	
FIN		10/24/2016	Director of Financial Aid (DFA) – Nancy Wencil	10/24/2016 – Darlene Waring

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

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

6. Is a PCAF required? Yes No (Please see attached email from Kirk Weller)

Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program check sheets affected by this proposal (Check all that apply to this proposal)

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

8. List all check sheets affected by this proposal:

No check sheets will be affected by this proposal. A new check sheet will be created for the Associate Degree.

College	Department	Program
---------	------------	---------

FLITE SERVICES CONSULTATION FORM

Form C
Effective Fall 2015

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the Initiator. FLITE must respond within 10 business days of receipt of this form to ensure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Associate Degree in Information Security and Intelligence

Projected number of students per year affected by proposed change: 65

Initiator(s): <u>Gerald Emerick</u>	
Proposal Contact: <u>Gerald Emerick</u>	Date Sent: <u>10/24/2016</u>
Department: <u>AFIS</u>	Campus Address: <u>IRC 212L</u>

Liaison Librarian Signature: <u>David A. Scott</u>	Date Received: <u>11-4-16</u>
Dean of FLITE Signature: <u>[Signature]</u>	Date Returned: <u>11/7/16</u>

Based upon our review on (date) 11-4-16 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, or other FLITE programs. Use additional pages if necessary.

Student Name: _____

Student CWID: _____

ADMISSION REQUIREMENTS

New Students

- Minimum 3.0 high school GPA
- Minimum ACT composite score of 22 and ACT Math score of 22 or SAT minimum math score of 520.

Transfer Students

- Combined college or university GPA of 3.0 (on a 4.0 scale) from all institutions attended. GPA is based on completion of 24 credit hours or more.
- Completion of the transfer equivalency for FSU's MATH 115 with a grade of "C" or higher or have either a minimum ACT Math score of 22 or minimum SAT Math score of 520.

- Additional requirements: All students applying for admission to the ISI program will have to submit a 750 to 1,000 word essay that addresses the following: Who they are and why they desire admission to the ISI program, description of a personal quality, talent, accomplishment, contribution, or experience, and a description of someone that influenced them and why.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS				
	Required	Course Title (Prerequisites shown in parenthesis)	Cr	Gr
COMMUNICATION COMPETENCY – 9 Credits Required				
COMM	105 or 121	Interpersonal Communication Fundamentals of Public Speaking (None)	3	
ENGL	150	English 1 (ENGL 074 or 14 ACT or 370 SAT)	3	
ENGL	250	English 2 (C- in ENGL 150)	3	

QUANTITATIVE LITERACY COMPETENCY – 3 or 4 Credits Required				
MATH	114	Quantitative Reasoning for Professionals 2 (C- or higher in MATH 109 or 110 or MATH ACT 19 or SAT 460 and ENGL 074 or ENGL ACT 14 or VERBAL SAT 370); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	4	
OR				
MATH	115	Intermediate Algebra (C- or higher in MATH 109 or 110 or MATH ACT 19 or SAT 460); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	3	

NATURAL SCIENCES COMPETENCY – 3 to 4 Credits Required				
		Natural Sciences Competency Elective (lab or non-lab)	3 or 4	

CULTURE COMPETENCY – 6 Credits Required				
		Culture Competency Elective (Foreign Language Recommended)	3	
		Culture Competency Elective	3	

SELF AND SOCIETY COMPETENCY – 3 Credits Required				
		Self and Society Competency Elective	3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

**Total Gen Ed Credits – 24 to 26, Total ISI Major Credits – 27, Total ISI Option Credits - 9,
 TOTAL CREDITS – 60 to 62**

ADDITIONAL GRADUATION REQUIREMENTS

- Students must maintain a 2.00 cumulative GPA in all FSU courses
- 30 credits FSU Residency / 30 credit hours must be Ferris classes.
- Minimum 60 total credits

For Office Use Only

Banner Program Code: ISI-AAS-BU
 Department/School: AFIS/College of Business
 231-591-2434 afis@ferris.edu

MyDegree Blocks	
PreProd	Prod

Original Creation Date: 201608
 Update Effective Term:
 Update Effective Catalog Year:
 Update UCC Proposal Number:

Proposed – FORM D

Information Security & Intelligence – Associate in Applied Science Degree – 60 Credits

Required	Course Title (Prerequisites shown in parenthesis)	Crs	Gr
Major Requirements (36 credit hours)		36	

INFORMATION SECURITY AND INTELLIGENCE MAJOR REQUIREMENTS – 27 Credits Required			
ISIN	200	Secure Digital Technologies (None)	3
STQM	260	Introduction to Statistics (C- or higher in MATH 114, 115, 116, 120, 126, 130, 132, or 135 or MATH ACT 24 or SAT 560)	3
STQM	270	Introduction to Data Mining (C- or higher in STQM 260 or CCHS 315 or MATH 251 or MFGE 341 or PSYC 210 or SOCY 371)	3
ISIN	300	Link and Visual Analysis (None)	3
ISIN	306	Security Informatics (Sophomore standing or Instructor Approval)	3
ISIN	308	Principles of Information Security (ISIN 200 or instructor approval)	3
HSCJ	310	Digital Forensics and Analysis (ISIN 121 or ISIN 308)	3
ISIN	312	Applications of Information Security (ISIN 308 and ISIN 305 or ISIN 306)	3
ISIN	325	Database Security (Sophomore standing)	3

INFORMATION SECURITY AND INTELLIGENCE MAJOR OPTIONS – 9 Credits Required – ADVISOR APPROVAL REQUIRED			
HSCJ	315	Advanced Digital Forensics (HSCJ 310)	3
ISIN	335	Pen Testing and Cloud Security (ISIN 308 and ISIN 305 or ISIN 306 or ISYS 288)	3
ISIN	430	Pen Testing & Mobile Security (ISIN 312 and ISIN 325)	3
STQM	360	Risk Analysis and Strategy (C- or higher in STQM 260)	3
HSCJ	317	Fraud Examination (None)	3
ISIN	429	Legal & Ethical Issues in Information Security (Sophomore standing)	3
ISIN	301	Data Intelligence Competitive Theory (ISIN 300)	3
PROJ	320	Project Management Fundamentals (Sophomore standing)	3
ISIN	380	Current Issues in Information Security & Intelligence (ISIN 308)	3
STQM	342	Data Mining Tools (C- in STQM 270)	3
STQM	380	Data Mining Processes (C- in STQM 342)	3
STQM	322	Inferential Statistics (C- in STQM 260)	3
		Directed Elective	3

Proposed – FORM D

Information Security & Intelligence – Associate in Applied Science Degree – 60 Credits

SUGGESTED SEMESTER BY SEMESTER COURSE COMPLETION**FIRST YEAR**

FALL SEMESTER		Crs	Grade
COMM 105 OR COMM 121	Interpersonal Communication Fundamentals of Public Speaking	3	
MATH 114 OR MATH 115	Quantitative Reasoning for Prof. 2 Intermediate Algebra	4 3	
	Culture Competency Elective	3	
ENGL 150	English I	3	
	Culture Competency Elective (foreign language recommended)	3	
Total		15/16	

SPRING SEMESTER		Crs	Grade
ENGL 250	English 2	3	
	Natural Sciences Competency Elective (lab or non-lab)	3 or 4	
	Self and Society Competency Elective	3	
STQM 260	Introduction to Statistics	3	
ISIN 300	Link and Visual Analysis	3	
TOTAL		15/16	

SECOND YEAR

FALL SEMESTER		Crs	Grade
ISIN 306	Security Informatics	3	
ISIN 308	Principles of Information Security	3	
ISIN 200	Secure Digital Technologies	3	
STQM 270	Data Mining	3	
	ISI Major Option Class	3	
TOTAL		15	

SPRING SEMESTER		Crs	Grade
ISIN 312	Applications of Information Security	3	
ISIN 325	Database Security	3	
HSCJ 310	Digital Forensics and Analysis	3	
	ISI Major Option Class	3	
	ISI Major Option Class	3	
TOTAL		15	

****NOTE:** Although taking classes during summer semester in the program is optional, doing so may expedite the completion of your degree.

Proposed – FORM D**Information Security & Intelligence – Associate in Applied Science Degree – 60 Credits**

DEGREE OUTCOMES (the outcomes will be used in TracDAT)	
1.	Outcome 1 Theory and Practice Work as a member of an information security and/or intelligence team and effectively integrate theories and practice in an ISI environment.
2.	Outcome 2 Digital devices Theorize ways digital devices could be used for security and criminal activity and collect and process digital information in support of an investigation or hypothesis.
3.	Outcome 3 Security Risk Analysis Develop skills for evaluating organizational structure, environment, and planning strategies for security risk and analyze the effectiveness of a security plan against the methods used by organized crime, gangs and terrorist organizations.
4.	Outcome 4 Data Bases Design, construct and maintain databases in a format consistent with data mining. Analyze these structures in a temporal manner and present findings using a variety of methods including visual analysis tools and techniques.
5.	Outcome 5 Event Analysis Recognize the potential for multiple explanations for events and information and be able to analyze and describe the accuracy of the information.
6.	Outcome 6 Forensic Tools Utilize digital forensic tools and encryption technology to reconstruct information and recover lost or deleted files in a variety of digital platforms and settings using appropriate methodologies.
7.	Outcome 7 Networks and Devices Set up computer networks and peripheral devices, install and maintain software; demonstrate how to handle, transport, utilize and safeguard digital devices and information.
8.	Outcome 8 ISI Lifecycle Demonstrate knowledge of concepts and methodologies in information security and the Information Security Lifecycle (Protection) including information security administration, Security+ and CISSP.
9.	Outcome 9 Digital Forensics Demonstrate knowledge of concepts and methodologies of incidence response, cyber forensics (acquisition, preservation, analysis, and presentation of evidence) and the information security lifecycle including cyber laws, cyber crimes, incidence response, pre-incident preparation, detection, notification, initial response, strategic decisions, response, recovery, and reporting.
10.	Outcome 10 Data Mining Demonstrate knowledge of business intelligence and the evaluation of analytical data used in strategic decision making including knowledge discovery, tracking, managing and understanding organized data. .

FINANCIAL AID FORM

FORM FIN

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the initiator (proposer). The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for this proposal.

Proposal Title: Associate's Degree in Information Security and Intelligence

Initiators: Gerald Emerick

Proposal Contact: Gerald Emerick

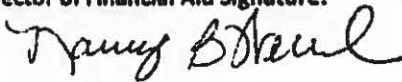
Date Sent: 10/24/2016

Department: AFIS

Campus Address: IRC 212L

Director of Financial Aid Signature:

Date Returned:



10/24/16

Please check all that apply:

- The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.
- The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.
- The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.
- The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.
- The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 60
Revised June 2015

From: Kirk E Weller
Sent: Thursday, October 20, 2016 1:45 PM
To: Lawrence H Bajor <LawrenceBajor@ferris.edu>
Cc: Darlene J Waring <DarleneWaring@ferris.edu>; Jerry J Emerick <JerryEmerick@ferris.edu>; Michelle L Johnson <MichelleJohnson@ferris.edu>; Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>; Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>; Kirk E Weller <KirkWeller@ferris.edu>
Subject: RE: PCAF

Larry,

I don't believe a useful purpose is served by having you submit a PCAF. On behalf of Academic Affairs, I waive that requirement.

I am copying Kemi (as UCC chair), Paula (as Senate secretary), and Michelle (as operations admin).

You can include this message with your proposal so that all who review are aware of this action.

Kirk

From: Lawrence H Bajor
Sent: Wednesday, October 19, 2016 3:31 PM
To: Kirk E Weller <KirkWeller@ferris.edu>
Cc: Darlene J Waring <DarleneWaring@ferris.edu>; Jerry J Emerick <JerryEmerick@ferris.edu>
Subject: PCAF

Dr. Weller,

The Information Security and Intelligence (ISI) program is currently creating a UCC submission to create a new degree, the associates degree in ISI. The reason for this submission is so that students using TIP financing can be in compliance with the state of Michigan's requirements. The ISI associates degree is simply a subset of the existing BS. It will not require new courses or additional resources of any kind. Because a new degree is being created, it is a Group 1A proposal. As such the new FORM A directs us to create a PCAF while the old rules indicate that a PCAF is not necessary. The question to you is: which set of rules governs? Is a PCAF required?

Thank You,

LB

Dr. Lawrence H. Bajor, Ph.D.
Department Chair
Accountancy, Finance, and Information Systems
Business Building 212 F
bajorl@ferris.edu
231-591-2436 Office

Darlene J Waring

From: Jerry J Emerick
Sent: Thursday, November 03, 2016 7:55 AM
To: Amy M Dorey; Darlene J Waring
Cc: Lawrence H Bajor; Laine L Mitchell; Alexander W Manga; Felix A Bollou; Jeff A Ek; Lisa Eshbach; Paul W Jackson; Sharon L George; Stephen T Jakubowski
Subject: Re: Associates Degree in Information Security and Intelligence Proposal

Thank you everyone for the thoughtful review and feedback.

Advisor Approval – I would like to keep this in the proposal such that students are more likely to select courses that help them to achieve their goals. For example, if a student is more interested in Digital Forensics as opposed to Penetration Testing the advisor can help guide them to courses that better compliment those disciplines.

Outcomes – I agree with removing the “Sustainability” outcome.

Darlene – Would you be so kind as to remove the outcome and the forward to the UCC / Billie Anderson? Thank you.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, GSSP-.NET
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Amy M Dorey <AmyDorey@ferris.edu>
Date: Wednesday, November 2, 2016 at 2:16 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>
Cc: Darlene J Waring <DarleneWaring@ferris.edu>, Lawrence H Bajor <LawrenceBajor@ferris.edu>, Laine L Mitchell <LaineMitchell@ferris.edu>, Alexander W Manga <AlexanderManga@ferris.edu>, Felix A Bollou <FelixBollou@ferris.edu>, Jeff A Ek <JeffEk@ferris.edu>, Lisa Eshbach <LisaEshbach@ferris.edu>, Paul W Jackson <PaulJackson@ferris.edu>, Sharon L George <SharonGeorge@ferris.edu>, Stephen T Jakubowski <StephenJakubowski@ferris.edu>
Subject: Associates Degree in Information Security and Intelligence Proposal

Jerry,

The College of Business Curriculum Committee met this morning and voted to Support with Concerns, the Associates Degree in Information Security and Intelligence Proposal.

I have signed the master copy of Form A at Darlene Waring’s desk. Your next step is to obtain approval from the UCC representative for the COB, Billie Anderson. It is recommended that you respond in writing to the concerns of the committee prior to forwarding the proposal to the next level.

The following are areas of concern as discussed in the meeting:

- The Associate’s degree offers a wide variety of course options to fulfill the 9 credits required for the ISI major. This is restricted with “Advisor Approval Required”. The committee voiced a concern that approval was

required when selecting optional credits from a predesignated list of choices. Is there a reason for the restriction or a reason that any of the options would not be suitable for completion of the degree?

- In light of the required processes for assessment of outcomes, it is the committee's recommendation that the number of degree outcomes be reviewed and revised to effectively condense the number of program outcomes for the degree. In addition, Outcome 11 while a valid concern for the program and a topic to address, it is the committee's recommendation that "Sustainability" be focused on the educational outcomes of the degree for students.

If you have any questions, please contact me and I am happy to help.

Thank you for your work and dedication to a quality curriculum for the COB.

Amy M Dorey, RS, CHE
Ferris State University
Hospitality Management
1319 Cramer Circle WCO 106
Big Rapids, MI 49307
doreya@ferris.edu
231.591.2383
<http://www.ferris.edu/business/programs/hospitality>

Darlene J Waring

From: Billie S Anderson
Sent: Tuesday, November 15, 2016 7:17 AM
To: Jerry J Emerick
Cc: Darlene J Waring
Subject: Re: quick question about a COB curriculum proposal

Hi Jerry,

I will sign and give to Darlene so that she can forward to UCC.

I am not on campus today.

Darlene, I will drop off my signed copy to you tomorrow morning at 8:30a.m.

Thank you.

Billie

Billie Anderson, Ph.D.
Associate Professor of Data Analytics
Marketing Department
College of Business
University Curriculum Committee
Ferris State University

From: Olukemi O Fadayomi
Sent: Monday, November 14, 2016 8:33:24 PM
To: Billie S Anderson
Subject: Re: quick question about a COB curriculum proposal

No! Thanks for checking.

Kemi

From: Billie S Anderson
Sent: Monday, November 14, 2016 4:11:06 PM
To: Olukemi O Fadayomi
Cc: Jerry J Emerick
Subject: quick question about a COB curriculum proposal

Hi Kemi,

Jerry has put together a proposal to create an Associate's Degree in ISIN (Information Security and Intelligence). I currently have the proposal and Jerry is awaiting my approval.

I want to check on one issue before I move forward. I have a question for you.

The proposal has no curriculum changes (strictly a creation of the Associate's degree using a subset of the Bachelor's courses). No new courses are being developed and no current curriculum is being modified. Do we have to have Form B's for the courses outside of the ISIN program? For example, COMM 150 and English 150, etc.. are part of the Associates Degree.

Many thanks for your clarification. As soon as I get an answer, I will proceed forward.

I hope you are feeling better.

Billie

Billie Anderson, Ph.D.
Associate Professor of Data Analytics
Marketing Department
College of Business
University Curriculum Committee
Ferris State University

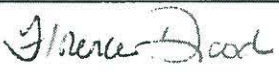


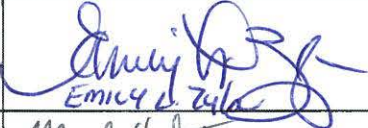
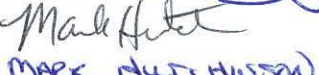
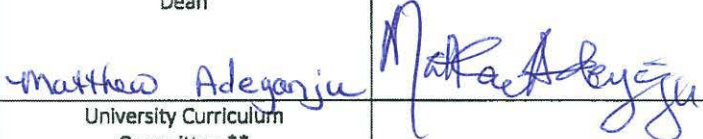
PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: RN to BSN Curriculum with WSCC

Initiating Individual: Susan Owens Initiating Department or Unit: School of Nursing

Contact Person's Name: Susan Owens Email: owenss3@ferris.edu Phone: 231-591-2267

- Group I-A – New Degree, major, concentration, minor, or redirection of a current offering
- Group I-B – Deletion of a degree, major, concentration, or minor
- Group II-A – New Course, modification of a course, deletion of a course
- Group II-B – Minor Curriculum Clean-up
- Group III – Certificate (College Credit Non-credit New Certificate)
- Group IV – Other site location (College Credit Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	 Florence Dood	11/8/2016	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	 Florence Dood	11/8/2016	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator	 Susan Owens	11/8/2016	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
College Curriculum Committee/Faculty	 Emily D. Zula	11/8/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
UCC Representative	 MARK HUTCHISON	11-8-16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support
Dean	 Matthew Adeganju	11/9/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs

Date of Implementation: [Click here to enter text.](#)

President (Date Approved
Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
- The Institute of Medicine (2010) challenged the nursing profession to increase the education of the nursing workforce to bachelor's preparation to 80% by 2020. Currently the national nursing workforce is 55% BSN prepared (NSSRN, 2010) and the Michigan nursing workforce is 47% BSN prepared (Michigan Center for Nursing [MCN]. 2015). The BSN prepared nursing workforce has increased but not at the rate to meet the challenge of the Institute of Medicine (IOM). Having more BSN prepared nurses in the workforce improves patient outcomes, specifically reducing patient mortality and failure to rescue (Aiken et al., 2003; Aiken, Clarke, Sloane, Lake, & Cheney, 2008; Estabrooks et al., 2005; Friese et al., 2008; Tourangeau et al., 2007)
- Because of the implication of improving patient outcomes moving associate degree (AD) nursing graduates to the BSN education is imperative. Forty percent of nurses in Michigan has AD preparation. Associate graduate nurses have the potential to have the greatest impact on moving the nursing workforce to the 80% bachelor's prepared level. One of the concerns of having ADN graduates move to the BSN level is that it takes them an average of 7.5 years to complete the degree (NSSRN, 2010). The purpose of this proposal is to outline a way of having ADN students from Westshore Community College, begin the BSN degree while taking the ADN curriculum. ADN students will have a good portion of the general education requirements and one to two BSN nursing courses complete by graduation. ADN graduates will be able to take the licensure exam, begin working as a Registered Nurse (RN) and have 2-3 semesters left to complete the BSN. The proposal does not change the RN to BSN curriculum, the changes are the admission criteria and sequence of courses before the associate degree is earned.
- The Compact agreement allows for a combination of WSCC and FSU courses. Further, general education requirements are met between a combination of WSCC/FSU courses. Financial Aid implications are addressed through the Compact agreement. EIO supports this extension of the School of Nursing (SON). A schedule of courses may be found in Form D. Students choosing to take advantage of this proposal will be able to graduate with a BSN three semesters after they graduate from the community college. 31 total credits are needed through FSU. Students will take 12 of these credits before they graduate from the community college and finish the 19 remaining credits within three semesters. The curriculum will be the same and offered online as the current RN to BSN curriculum. To be eligible for the BSN completion program through Westshore Community College/FSU agreement you must have a cumulative GPA of 2.5 to date in the basic nursing program (ADN). A completed application and official transcripts from WSCC are required for the application process.

2. Summary of Curricular Action (Check all that apply to this proposal)

Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc.: BSN

3. Summary of All Course Action Required: n/a

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations n/a

Form Sent (B or C)	Date Sent	Responding Department	Date Received & By Whom
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program. [Click here to enter text.](#)

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)

Add Courses from WSCC Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
RN to BSN, specific to WSCC	Click here to enter text.	Click here to enter text.



FERRIS STATE UNIVERSITY

October 27, 2016

College Health Professions
College Curriculum Committee
200 Ferris Drive
Big Rapids MI 49307

Dear whom it may concern,

Susan Owens along with other staff and faculty have been working diligently to create a plan to promote and streamline West Shore Community College nursing students into the Ferris RN to BSN completion program.

Susan and I have met and have been in contact multiple times in regards to possible admission related regulations and processes. I have confidence that we will be able to track and facilitate the best program for these students.

Sincerely,

A handwritten signature in cursive script that reads "Kasey Ninke".

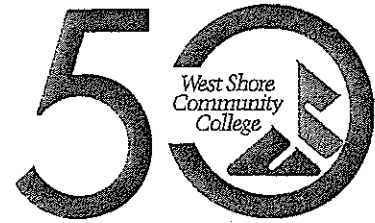
Kasey Ninke
Statewide Admissions Coordinator
Extended & International Operations

WEST SHORE COMMUNITY COLLEGE

3000 N. Stiles Road | PO Box 277 | Scottville, Michigan 49454-0277

231-845-6211 | 800-848-9722 | www.westshore.edu

September 20, 2016



YEARS OF EXCELLENCE

1967-2017

Susan Owens, Director of Nursing
Ferris State University
College of Health Professions
200 Ferris Drive
Big Rapids, MI 49307

Dear Dr. Owens:

I am writing this letter in support of the academic progression proposal between West Shore Community College of Nursing and Ferris State University as outlined in Proposal D dated 9.13.2016.

This mutually agreed upon document will help to promote BSN nursing as required by the Institute of Medicine and will also help to advance the Associate Degree Nurses to the bachelor level. This is a win-win agreement as it will help both academic institutions and it is positive for the community and students.

Once this program is approved through the consortium, it gives students a clear path to a bachelor program; and one that is completed in a four-year cycle, but also allows for the student to graduate and work during the final year of classwork.

I appreciate your willingness to partner together.

Sincerely,

A handwritten signature in cursive script that reads 'Ruth Freebury'.

Ruth Freebury, MBA, MSN, RN
Director of Nursing and Allied Health
West Shore Community College
3000 N. Stiles Rd.
Scottville, MI 49454
231.843.5786
231.845.0804 (Fax)



YEARS OF EXCELLENCE

1967-2017

Ferris State University
College of Health
Professions
NURSING – Bachelor of Science (BS) Degree
RN to BSN Completion Track

REQUIRED COURSES	COURSE TITLE (Pre-requisites)	CREDITS
GENERAL EDUCATION REQUIREMENTS http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf		
Communication Competence: 12 Credits Required		
COMM 105 or 121 or 221	Communications Foundation Course (none) Select one: COMM 105: Interpersonal Communication or COMM 121: Fundamentals of Public Speaking or COMM 221: Small Group Decision Making	3
ENGL 150	English 1 (ENGL 074 or minimum ACT sub-score of 14 or 370 on SAT)	3
ENGL 250	English 2 (ENGL 150)	3
ENGL 321	Advanced Composition (ENGL 250)	3
Scientific Understanding: 7 Credits Required;		
	Science Reasoning Course from AAS in Nursing Program with Lab	4
	Science Reasoning Course from AAS in Nursing Program	3
Quantitative Skills: 3-4 Credits or Proficiency Required <ul style="list-style-type: none"> • See all proficiency options: http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf 		
MATH 115 or MATH 117 or ACT Math sub-score of 24	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) OR Contemporary Mathematics (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3 or 4
*Social Awareness: 9 Credits Required <ul style="list-style-type: none"> • Choose three Social Awareness courses, in at least <u>two different</u> subject areas • One of the Social Awareness courses must be a Foundations course • One of the Social Awareness courses must be at the 200-level or higher 		
		3
		3
		3
*Cultural Enrichment: 9 Credits Required <ul style="list-style-type: none"> • Choose three cultural enrichment courses • At least ONE course at the 200-level or higher • No more than 5 credit hours in cultural enrichment activities courses may apply to this requirement 		
		3
		3
		3
Other electives: 3 to 4 required (approved by your advisor)		
Electives – from AAS	Elective credit to meet the 120 minimum credits required for BS	3 or 4
*Race-Ethnicity-Gender: one course Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.		
*Global Consciousness: one course Please note that many Global Consciousness courses also meet Social Awareness or Cultural Enrichment requirements.		

NURSING PROGRAM MAJOR REQUIREMENTS

Core Curriculum for Health Professions: 11 Credits Required

COHP 100	Orientation to Medical Vocabulary (none) – Met with RN license	1
COHP 101	The U.S. Health Care Systems (none) – Met with RN license	3
COHP 102	Safety Issues in Health Care (none) – Met with RN license	1
COHP 350	Statistics in Health Care (MATH 110)	3
COHP 450	Evidence-based Health Practice (COHP 350)	3

Nursing Courses: 65 Credits Required

NURS Credits from AAS	ADN or Diploma RN Program	40
NURS 320	RN to BSN Skills Acquisition (Admission to RN to BSN Program)	3
NURS 324	Transition into Professional Nursing (NURS 320, ENGL 321)	3
NURS 310	Population Based Health Promotion (NURS 324)	3
NURS 340	Community Nursing (NURS 324, NURS 310, COHP 450)	3
NURS 440	Leadership in Nursing (NURS 340)	3
NURS 450	Nursing Capstone (NURS 440)	3
NURS 495	Senior Capstone Leadership Practicum (NURS 440)	4
NURS Elective	Select one Elective: NURS 300: Pathophysiology for Nursing or NURS 314 Gerontological Nursing or NURS 315 End of Life Nursing Care or NURS 316 Transcultural Nursing (Study Abroad – when available) or NURS 317 Spirituality in Nursing or NURS 319 Disaster Nursing & Emergency Preparedness or COHP 300 Health Information Systems or Other Related Elective: Approved by Advisor	3
Total Program Credits		120

OTHER PROGRAM INFORMATION: Progression / Graduation

Program Grade Requirements:

- A grade of 2.0 or "C" is required for all CHP Core Curriculum Courses: ENGL 150 (C-), 250 & 321, COMM foundation course and COHP 100,101,102,350 and 450
- A grade of 2.0 or "C" is required for all NURS courses

Progression Policy:

- Nursing Professional Sequence: Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the nursing program.

Policy on FSU Credit Requirement:

- A minimum of 40 credits must be earned at the upper division (300 or 400) level for the BS degree.
- Students must earn a minimum of 30 of the total BS degree credits from FSU.

FSU Sunset Policy:

- If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum (including General Education) which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.

Other:

- Many general education credits will be transferred from the basic RN program.

Program Accreditation:

- The BSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN.)

The Accreditation Commission for Education in Nursing may be contacted at:

Accreditation Commission for Education in Nursing

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

Phone: 404-975-5000

FAX: 404-975-5020

www.acenursing.org

PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS
Graduates will perform collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care.	<ul style="list-style-type: none"> • Professional Portfolio – Collaborative Leadership Section • NURS 495 Practicum Project – Evaluation or role as Team Leader • Alumni Survey – Report of new Leadership responsibilities
Graduates will integrate theories and knowledge from the arts, humanities, sciences, and nursing to develop a foundation for nursing practice.	<ul style="list-style-type: none"> • Professional Portfolio – Theory Base for Practice Section
Graduates will organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.	<ul style="list-style-type: none"> • Professional Portfolio – Generalist Practice Section
Graduates will assimilate current evidence into the practice of nursing.	<ul style="list-style-type: none"> • Professional Portfolio – Scholarship for Practice Section
Graduates will advocate for healthcare across the continuum of health care environments.	<ul style="list-style-type: none"> • Professional Portfolio – Health Care Environment Section
Graduates will demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing.	<ul style="list-style-type: none"> • Professional Portfolio – Professionalism Section • Service Learning Project / Presentation in NURS 450 • Alumni Survey: Professional Development Activities
The BSN program will meet established program outcomes as defined by the Accreditation Commission of Nursing Education (ACNE).	<ul style="list-style-type: none"> • Program Data Analysis in the areas of: <ul style="list-style-type: none"> ○ Diversity of student cohorts ○ Program Completion Rates • Student Exit survey: Student Satisfaction Rates • Alumni Surveys: Employment Rates / Satisfaction / Professional Development • Employer Surveys

Ferris State University
College of Health Professions
NURSING – Bachelor of Science in Nursing (BSN) Degree
West Shore Community College
RN to BSN Completion Track
Credits: 120 **

REQUIRED COURSES	COURSE TITLE (Pre-requisites)	CREDITS
GENERAL EDUCATION REQUIREMENTS http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf		
Communication Competence: 12 Credits Required		
COMM 105 or 121 or 221 (WS SPE 110)	Communications Foundation Course (none) Select one: COMM 105: Interpersonal Communication (WS SPE 110) or COMM 121: Fundamentals of Public Speaking or COMM 221: Small Group Decision Making	3
ENGL 150 (WS ENG 111)	English 1 (ENGL 074 or minimum ACT sub-score of 14 or 370 on SAT)	3
ENGL 250 (WS ENG 112)	English 2 (ENGL 150)	3
ENGL 321 FSU	Advanced Composition (ENGL 250)	3
Scientific Understanding: 7 Credits Required;		
WS ANP 230/231=BIO 205 (5 credits)	Science Reasoning Course from AAS in Nursing Program with Lab	4
WS BIO 232=BIO 108	Science Reasoning Course from AAS in Nursing Program	3
Quantitative Skills: 3-4 Credits or Proficiency Required <ul style="list-style-type: none"> • See all proficiency options: http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf 		
MATH 115 or MATH 117 or ACT Math sub-score of 24 (MTH 121) or (MTH 125)	Intermediate Algebra (MATH 110 with a grade of C or better, or 19 on ACT or 460 on SAT) OR Contemporary Mathematics (MATH 110 with a grade of C or better, or 19 on ACT or 460 on SAT)	3
*Social Awareness: 9 Credits Required <ul style="list-style-type: none"> • Choose three Social Awareness courses, in at least <u>two different</u> subject areas • One of the Social Awareness courses must be a Foundations course • One of the Social Awareness courses must be at the 200-level or higher 		
PSYC 150 (WS PSY 161)	Introduction to Psychology	3
PSYS 325 (WS PSY 266)	Social Psychology REC/SA	3
PLSC 121 (WS POL 151)	American Gov 1 People and Politics REC/SA	3
*Cultural Enrichment: 9 Credits Required <ul style="list-style-type: none"> • Choose three cultural enrichment courses • At least ONE course at the 200-level or higher • No more than 5 credit hours in cultural enrichment activities courses may apply to this requirement 		
PHIL 220 (WS PHL 104)	Ethics in Healthcare	3
PHIL 215 or 325 (WS PHL 202 or 203)	Comparative Religions or Eastern Religions (meets CE and GC)	3
(WS) (PHL 204 or 205)		3
Other electives: 3 to 4 required (approved by your advisor)		
Electives – from AAS	Elective credit to meet the 120 minimum credits required for BS	3 or 4
*Race-Ethnicity-Gender: one course Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.		
*Global Consciousness: one course Please note that many Global Consciousness courses also meet Social Awareness or Cultural Enrichment requirements.		

NURSING PROGRAM MAJOR REQUIREMENTS

Core Curriculum for Health Professions: 6 Credits Required

COHP 100	Orientation to Medical Vocabulary (none) – Met with	First semester
COHP 101	The U.S. Health Care Systems (none) – Met with	nursing course
COHP 102	Safety Issues in Health Care (none) – Met with	work
COHP 350 (WS MTH 123)	Statistics in Health Care (MATH 110) or Health Care Statistics	3
COHP 450	Evidence-based Health Practice (COHP 350)	3

Nursing Courses: 65 Credits Required

NURS Credits from AAS	WSCC Nursing Coursework	40
NURS 320	RN to BSN Skills Acquisition (Admission to RN to BSN Program)	3
NURS 324	Transition into Professional Nursing (NURS 320, ENGL 321)	3
NURS 310	Population Based Health Promotion (NURS 324)	3
NURS 340	Community Nursing (NURS 324, NURS 310, COHP 450)	3
NURS 440	Leadership in Nursing (NURS 340)	3
NURS 450	Nursing Capstone (NURS 440)	3
NURS 495	Senior Capstone Leadership Practicum (NURS 440)	4
NURS Elective	Select one Elective: NURS 300: Pathophysiology for Nursing (MNP 231) or NURS 314 Gerontological Nursing or NURS 315 End of Life Nursing Care or NURS 316 Transcultural Nursing (Study Abroad – when available) or NURS 317 Spirituality in Nursing or NURS 319 Disaster Nursing & Emergency Preparedness or COHP 300 Health Information Systems or Other Related Elective: Approved by Advisor	3
	Total Program Credits	121

OTHER PROGRAM INFORMATION: Progression / Graduation

Program Grade Requirements:

- A grade of 2.0 or "C" is required for all CHP Core Curriculum Courses: ENGL 150, 250 & 321, COMM foundation course and COHP 350 and 450
- A grade of 2.0 or "C" is required for all NURS courses

Progression Policy:

- Nursing Professional Sequence: Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the nursing program.

Policy on FSU Credit Requirement:

- A minimum of 40 credits must be earned at the upper division (300 or 400) level for the BS degree.
- Students must earn a minimum of 30 of the total BS degree credits from FSU.

FSU Sunset Policy:

- If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum (including General Education) which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.

Other:

- Many general education credits will be transferred from the basic RN program.

Program Accreditation:

- The BSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN.)

The Accreditation Commission for Education in Nursing may be contacted at:
 Accreditation Commission for Education in Nursing
 3343 Peachtree Road NE, Suite 850
 Atlanta, GA 30326
 Phone: 404-975-5000

FAX: 404-975-5020

www.acenursing.org

PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS
Graduates will perform collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care.	<ul style="list-style-type: none">• Professional Portfolio – Collaborative Leadership Section• NURS 495 Practicum Project – Evaluation or role as Team Leader• Alumni Survey – Report of new Leadership responsibilities
Graduates will integrate theories and knowledge from the arts, humanities, sciences, and nursing to develop a foundation for nursing practice.	<ul style="list-style-type: none">• Professional Portfolio – Theory Base for Practice Section
Graduates will organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.	<ul style="list-style-type: none">• Professional Portfolio – Generalist Practice Section
Graduates will assimilate current evidence into the practice of nursing.	<ul style="list-style-type: none">• Professional Portfolio – Scholarship for Practice Section
Graduates will advocate for healthcare across the continuum of health care environments.	<ul style="list-style-type: none">• Professional Portfolio – Health Care Environment Section
Graduates will demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing.	<ul style="list-style-type: none">• Professional Portfolio – Professionalism Section• Service Learning Project / Presentation in NURS 450• Alumni Survey: Professional Development Activities
The BSN program will meet established program outcomes as defined by the Accreditation Commission of Nursing Education (ACNE).	<ul style="list-style-type: none">• Program Data Analysis in the areas of:<ul style="list-style-type: none">○ Diversity of student cohorts○ Program Completion Rates• Student Exit survey: Student Satisfaction Rates• Alumni Surveys: Employment Rates / Satisfaction / Professional Development• Employer Surveys

Ferris State University
College of Health Professions
NURSING – Bachelor of Science in Nursing (BSN) Degree
West Shore Community College
RN to BSN Completion Track

Semester 1 (Summer)		CR	Semester 2 (Fall)		CR
ENG 111	English Composition I	3	ANP 230	Anatomy & Physiology I	4
PSY 161	Introduction to Psychology	<u>3</u>	MTH 121	Intermediate Algebra	4
		6	WSCC	Cultural Enrichment or Global Consciousness	3
			PHL 104	Bio Ethics	<u>3</u>
					14
Semester 3 (Winter)		CR	Semester 4 (Summer)		CR
ANP 231	Anatomy & Physiology II	4	WSCC	Cultural Enrichment Global Consciousness Elective	3
ENG 112	English Composition II	<u>3</u>	BIO 232	Elementary Microbiology	<u>4</u>
PSY 266	Social Psychology	3			7
SPE 110	Interpersonal Communication	<u>3</u>			
		13			
Semester 5 (Fall)		CR	Semester 6 (Winter)		CR
NUR 110	Fundamentals of Nursing Theory	4	NUR 160	Medical Surgical Nursing I	3
NUR 111	Fundamentals of Nursing Clinical	3	NUR 161	Medical Surgical Nursing I Clinical	3
NUR 136	Pharmacology for Nurse	3	NUR 170	Obstetrics & Pediatrics Theory	3
POL 151	American National Government	<u>3</u>	NUR 171	Obstetrics & Pediatrics Clinical	1
		13	WSCC	Upper Level Cultural Enrichment Ferris	<u>3</u>
					13
Semester 7 (Summer)		CR	Semester 8 (Fall)		CR
ENG 321	Advanced Composition	3	NUR 220	Mental Health Nursing	3
COHP 350	Health Care Statistics	<u>3</u>	NUR 221	Mental Health Nursing Clinical	1
		6	NUR 240	Medical Surgical Nursing II	3
			NUR 241	Medical Surgical Nursing II Clinical	4
			NUR 320	RN to BSN Skills Acquisition	<u>3</u>
					14
Semester 9 (Winter)			(Summer)		
NUR 254	Professional Issues in Nursing	3	SUMMER NCLEX EXAM		
NUR 255	Professional Issues in Nursing Lab	1	COHP 450 Evidenced Based health Practice		<u>3</u>
NUR 258	Medical Surgical Nursing Theory III	3			
NUR 259	Medical Surgical Nursing III Clinical	4			3
NURS 324	Transition to Profess Nursing	<u>3</u>			
Graduate ADN		14			

Completion Schedule-Part Time

Semester 10			Semester 11		
NURS 310	Population Based Health Promo	3	NURS 340	Community Nursing	3
NURS 3xx	Elective	<u>3</u>	NURS 440	Leadership in Nursing	<u>3</u>
		6			6
Semester 12					
NURS 450	Nursing Capstone	3			
NURS 495	Senior Capstone Leadership Practicum	<u>4</u>			
BSN Graduation		7			

Alternative Completion Schedule-Part Time

Semester 10			Semester 11		
NURS 310	Population Based Health Promo	3	NURS 440	Leadership in Nursing	3
NURS 3xx	Elective	3	NURS 450	Nursing Capstone	3
NURS 340	Community Nursing	<u>3</u>	NURS 495	Senior Capstone Leadership Practicum	<u>4</u>
		9	BSN Graduation		10

CURRICULUM PLANNING
AND
PROCEDURES MANUAL

Deleted: CURRICULUMPLANNING

Deleted: PROCEDURESMANUAL

FERRIS STATE UNIVERSITY

Deleted: STATEUNIVERSITY

Published by the University
Curriculum Committee of the
Academic Senate

Deleted: ofthe

October, 2016 - draft

Table of Contents

UCC Policy

Preface: Notes to Proposer

<u>1.1 UCC Statement of Purpose</u>	<u>1</u>
<u>2.1 Curriculum and Development Approval Overview</u>	<u>1</u>
<u>2.2 Preliminary Program Approval Process</u>	<u>1</u>
<u>3.0 Curriculum Policies</u>	<u>3</u>
<u>3.1 Requirements for a Degree</u>	<u>3</u>
<u>3.2 Minors</u>	<u>3</u>
<u>3.2.1 Philosophy on Academic Minors</u>	<u>3</u>
<u>3.2.2 University Policy on Academic Minors</u>	<u>3</u>
<u>3.3 Certificates and Concentrations</u>	<u>4</u>
<u>3.3.1 Philosophy and Purpose</u>	<u>4</u>
<u>3.3.2 Policy on Certificates</u>	<u>4</u>
<u>3.3.3 Certificates Defined</u>	<u>4</u>
<u>3.3.4 Concentrations Defined</u>	<u>4</u>
<u>3.4 The Course Numbering System</u>	<u>4</u>
<u>3.4.1 The First Digit</u>	<u>4</u>
<u>3.4.2 The Last Two Digits</u>	<u>5</u>
<u>3.4.2.1 Experimental Courses</u>	<u>5</u>
<u>3.4.2.2 On and Off Campus Field Experience</u>	<u>5</u>
<u>3.4.2.3 Projects Associated with an on and off campus field experience</u>	<u>5</u>
<u>3.4.2.4 Practicum</u>	<u>6</u>
<u>3.4.2.5 Independent Studies</u>	<u>6</u>
<u>3.4.2.6 Assessment Courses (Capstone)</u>	<u>6</u>
<u>3.5 Recommended Maximum Course Enrollment</u>	<u>6</u>

UCC Procedures

Appendix A

<u>A.1 Procedures for Curriculum Changes</u>	<u>A-1</u>
<u>A.2 Roles of Participants</u>	<u>A-1</u>
<u>A.3 Academic Program/Curriculum Proposal Groups</u>	<u>A-2</u>
<u>A.4 Levels for Review and Action on Academic Program/Curriculum Proposals</u>	<u>A-2</u>
<u>A.5 Experimental Courses</u>	<u>A-2</u>
<u>A.6 Creation of Independent Studies Courses</u>	<u>A-3</u>
<u>A.7 Reducing Maximum Section Enrollment</u>	<u>A-3</u>
<u>A.8 General Education</u>	<u>A-3</u>

Appendix B

B.1 Preliminary Curriculum Proposal (PCAF) Approval Timelines	B-1
B.2 Full Proposal Timelines	B-1
B.3 Definition of a Day	B-1
B.4 Sunset on Proposals and Signatures on Consultation Forms	B-1
B.5 Tracking Proposals	B-1
B.6 Deadlines for Entry of Curriculum Changes into Catalog	B-2
B.6.1 Changes to University General Education Requirements	B-2
B.6.2 Major Changes to Academic Offerings	B-2
B.6.3 Minor Changes to Academic Offerings	B-2
B.6.4 Updates to Electronic Catalog	B-2
B.6.5 Exceptions to Must be Approved by the Provost or his/her designee	B-2
Table B-1 – Curriculum Action Chart	B-3

Appendix C

C.1 Initiating a Proposal	C-1
C.2 Preparing a Proposal	C-1
C.3 Curriculum Forms Chart	C-1
C.4 Timing a Proposal	C-3

Appendix D

D.1 Writing Student Learning Outcomes Linked to Measurable Assessment Strategies	D-1
D.2 What are learning outcomes?	D-1
D.3 What is an educational need?	D-1
D.4 What are some key questions that I should ask myself before writing learning outcomes?	D-1
D.5 What are the characteristics of good learning outcomes?	D-1
D.6 How do you fix an unclear outcome?	D-2
D.7 What is the importance of action verbs?	D-2
D.8 Writing Outcomes Assessment Plans	D-3

Appendix E

E.1 General Instructions for Completing Forms	E-1
E.2 Preliminary Curriculum Application Form (PCAF)	E-1
E.3 Form A – Proposal Summary and Routing Form	E-1
E.4 Table of Contents	E-2
E.5 Form B – Curriculum Consultation Form(s)	E-2
E.6 Form B – Curriculum Consultation Forms to the university Graduate and Professional Council (UGPC)	E-2
E.7 Form C – Library & Instructional Services Consultation Form (FLITE)	E-2

E.8 Form D – Checksheet (s)	E-3
E.9 Form E – Course Information Form	E-3
E.10 Form F- Create New Course Data Entry Form	E-4
E.11 Form F- Modify A Course	E-7
E.12 Form F- Delete Course	E-7
E.13 Form FIN – Financial Aid Consultation Form	E-8
E.14 Form G – General Education Approval	E-8
E.15 Special Offerings	E-8

Appendix F – Forms

Form PCAF	F-1
Form A – Proposal Summary and Routing Form	F-4
Form B – Curriculum Consultation Form	F-7
Form B-UGPC – Graduate and Professional Council Consultation Form	F-8
Form C – Flite Services Consultation Form	F-9
Form D – Checksheets	F-10
Form E – Course Information Form	F-11
Form F- Create New Course Form	F-12
Form F- Modify Course Form	F-13
Form F- Delete Course	F-14
Form FIN – Financial Aid Consultation Form	F-15
Form G – General Education <u>Approval Form</u>	F-16

Deleted: Approved Sept. 4, 2014¶
 Section Break (Next Page)

Deleted: C,

Deleted: -M,

Deleted: -D,

Deleted: -C,

Deleted: -M,

Deleted: -D,

Deleted: ApprovalForm

PREFACE: Notes to **Proposal initiators**

This Curriculum Planning and Procedures Manual describes

- the policies and procedures guiding curriculum development at Ferris State University.
- the processes that move the proposal through various approval stages, and the interrelatedness of these processes to the listing of courses and programs offered in the University Catalog.

Proposal initiators are advised to plan ahead and allow adequate time for the process to occur. At each step of the process, opportunity must be given for advice from all relevant stakeholders. Table in Appendix B.7 summarizes the kinds of action required to make changes to a course/program.

The manual is divided into the following categories for ease of navigating and accessing information:

Policy

Appendix A: Procedures for Curriculum Changes

Appendix B: Timelines

Appendix C: Initiating and Preparing for Proposal Submission

Appendix D: Writing Student Learning Outcomes linked to Measurable Assessment Strategies

Appendix E: Instructions for Completing Forms

Appendix F: Forms

At the outset of the proposal development, proposal initiators should consult with their college representative on the University Curriculum Committee to ensure that the proposal complies with all requirements.

At any stage in the proposal process, proposal initiators are invited to consult with the Chair of the University Curriculum Committee (UCC) and the Chair of the University Professional and Graduate Council (UGPC) as appropriate.

While this Manual attempts to delineate the proposal submission process as thoroughly as possible, we recognize that innovative proposals may require special attention. Therefore, if your curriculum proposal needs are not addressed in this Manual, contact the Chair of the University Curriculum Committee or the Academic Senate Office.

Deleted: Proposers

Deleted: ¶

The University Catalog is the definitive listing of courses and programs offered to students seeking to receive a certificate or degree from Ferris State University. It constitutes a contract of expectations between the University and the student. Changing the contract should be approached with careful preparation and thought about the impacts of these changes for both the University and the student. ¶

¶ As part of this preparation, reviewing the questions posed by the Preliminary Curriculum Approval Form (PCAF) would be a useful strategy for any proposal.

Deleted: designates

Deleted: process for adding, modifying or deleting

Deleted: must be allowed

Deleted: B, (Page B.3),

Deleted: ,

Deleted: in the Catalog. A list of appendices is shown below:

Deleted: . Guidelines

Deleted: Submissions

Deleted: , with Samples for Programs and Individual Courses

Deleted: Proposers should share their proposals

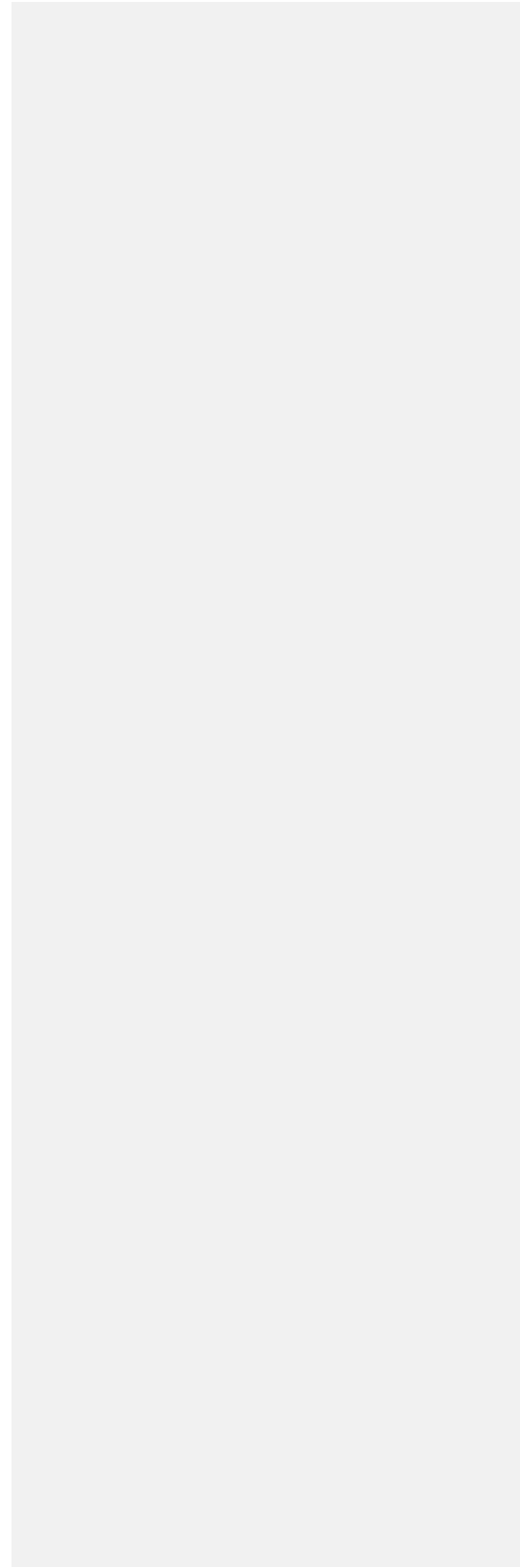
Deleted: insure

Deleted: proposers

Deleted:), or

Deleted: change

UCC POLICY



1.1 UCC STATEMENT OF PURPOSE

The University Curriculum Committee screens proposals for curriculum additions and revisions to ensure that they are consistent with the best interests of the University and meet the rapidly changing needs of the workforce. It is the intent of the Committee to conduct the reviews as expeditiously as possible in a manner that facilitates development of new proposals and updates existing programs.

Deleted: insure

2.1 CURRICULUM and Development Approval Overview

This Curriculum and Development Approval process is structured with the express purpose of encouraging creative development and renewal of the University's curriculum, programs, and offerings.

Deleted: has been

Clearly, proposals will vary in significance and impact. Consequently, the expected justification and support will vary. It is incumbent on the proposing individual, department, and college to provide the justification or rationale behind the proposal.

Deleted: This Curriculum and Development Approval process provides guidelines for the processing and approval of these proposals.¶
¶

This rationale may incorporate information from advisory committees, alumni surveys, external organizations, demand for the proposal, employment data/potential, cost/benefit analysis, or other sources; and an evaluation of risk exposure for the University (see Appendix C 3: Summary of Curriculum Forms).

Deleted: Guidelines and E Instructions for Completing Forms: Form A).

In addition, a major proposal should indicate any additional support or resources needed, both long and short term, anticipated number of students, and any additional information/data supporting the proposal. (See Appendix C Guidelines and Appendix E Instructions for Completing Form EF).

Deleted: Forms: PCAF

The expected degree of justification will be in direct proportion to the degree of risk the proposal represents to the University.

A course level proposal is expected to:

Deleted: major

- have defined Student Learning Outcomes linked to how they will be measured or assessed (see Appendix D Writing Student Learning Outcomes Linked to Measurable Assessment Strategies and Appendix E Instructions for Completing Forms)
- be mission oriented
- demonstrate the benefits to students, employers, department, college, university, state and global community.
- describe the impacts on, or its relationship to, other programs, courses, departments, and/or colleges.

Deleted: : Form D Checklist, Program Outcomes and Assessment

Deleted: state

Deleted: ,

A program level proposal is expected to:

- have measurable Student Learning Outcomes clearly linked to Program Assessment Strategies (See Appendix D Writing Student Learning Outcomes and Form D: Guidelines for Program Outcomes and Assessment)
- be mission oriented
- demonstrate the benefits to students, employers, department, college, university, state and global community.
- describe the impacts on, or its relationship to, other programs, courses, departments and/or colleges.

Each new or significantly modified program will be subject to a review by comparing the expected results with the program's realized performance within six years of implementation. Such a review will be initiated by the Office of Academic Affairs and conducted by the Academic Program Review Council. (For example, a program first offered in Fall 2014 will be reviewed no later than Fall 2020.)

The proposals for new or significantly modified programs will become public documents reviewed by the Ferris Board of Trustees and the Academic Officers of Michigan. All approved proposals are kept on permanent file in the Office of Academic Affairs and the Academic Senate Office and will be made available on-line. (Approved by the Academic Senate on September 6, 2011).

If you have questions, contact a UCC committee member early in the process.

Deleted: (Approved by the Academic Senate on September 6, 2011)

2.2 Preliminary Curriculum Approval Process

Deleted: PRELIMINARY Program Proposal

The preliminary curriculum approval process assures linkage between the curriculum program development process, the Ferris State University Academic Plan, and the University planning process. Completion of the Preliminary Curriculum Approval Form (PCAF) requires a brief and preliminary response to questions that address the entire range of information and topics that proposal initiators need to keep in mind. The process calls for review by department administrators, deans and the Provost or his/her designee.

Submission of a PCAF to the Provost allows the Provost to grant preliminary approval and authorizes curriculum/program proposal initiators to proceed with development of a full proposal. It should be noted that department administrators, and deans comment on, but do not stop preliminary proposals.

Preliminary approval by the Provost does not guarantee final approval; also, the Provost may choose not to grant preliminary approval. Approved PCAF is posted on the Academic Affairs website at: http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/PCAFs.htm to ensure that the entire University community is informed about programs under development.

Preliminary curriculum proposal approval is required for the following curriculum initiatives:

- New degrees, majors, concentrations
- All new minors, including teaching minors, that include three or more new courses and/or other new resources
- New certificates involving three or more new courses and/or other new resources
- Major curriculum revision involving redirection or shift of emphasis in an existing program and requiring three or more new courses and/or other new resources
- Curricular customization of existing program for delivery to an off-campus cohort group

The PCAF form appears in Appendix E and may be downloaded at:

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurcomm/> (Approved by the Academic Senate on September 6, 2014)

3.0 CURRICULUM POLICIES

Link to Board policies pertaining to Academic Affairs: <http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/3.htm>

Link to Academic Affairs policies: http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/index.htm

3.1 REQUIREMENTS FOR A DEGREE

3.1.1 Associate Degree: A program leading to an Associate degree should consist of approximately 64 credits, with a lower limit of 60 credits.

Any proposed program fewer than 60 credits or with more than 66 credits shall not be approved by the University Curriculum Committee unless there is proper justification. A minimum of fifteen semester credit hours from Ferris is required to fulfill the residency requirement. The University expects that these hours are the final credits earned for the degree (see

<http://www.ferris.edu/HTMLS/admission/Transfer/ResPolicy.htm>) At least 36 credit hours leading to the Associate degree must be General Education credits. Additional information on General Education credit requirements can be found at:

<http://www.ferris.edu/HTMLS/academics/General-Education/>

For a complete listing of all degrees and related requirements, go to: <http://catalog.ferris.edu/degrees>

3.1.2 Baccalaureate Degree: A program leading to a Baccalaureate degree should consist of approximately 128 credits with a lower limit of 120 credits. Any proposed program with fewer than 120 credits or with more than 132 credits shall not be approved by the University Curriculum Committee unless there is proper justification. A minimum of thirty semester credit hours from Ferris is required to fulfill the residency requirement. The University expects that these hours are the final credits earned for the degree. It is expected that a maximum of one-half of the total hours required for completion of the degree at Ferris may be transferred from non-bachelor degree granting institutions which have articulation agreements with Ferris. In such a case, additional lower-division courses required for a Ferris bachelor's degree may be transferred. Additional information can be found at: <http://www.ferris.edu/HTMLS/admission/Transfer/ResPolicy.htm>. At least 45 credit hours leading to the Baccalaureate degree must be General Education credits. For specific General Education credits required, refer to <http://www.ferris.edu/HTMLS/academics/General-Education/>. At least 40 credit hours leading to the degree must be numbered 300 or above.

For a complete listing of all Baccalaureate degrees and related requirements, go to: <http://catalog.ferris.edu/degrees>

Additionally, all baccalaureate graduates of the University are required to complete a capstone course or comparable major capstone course, which assesses the students' accomplishments in the major and in General Education. Course descriptions will be included in the catalog of courses. (Approved by the Academic Senate on June 15, 1993.) For a complete listing of all Baccalaureate degrees and related requirements, go to: <http://catalog.ferris.edu/degrees>

3.1.3 Masters Degree: For a complete listing of all Masters degrees and related requirements, go to: <http://catalog.ferris.edu/degrees> or contact the University Graduate and Professional Council or resident college for more information.

3.1.4 Professional Doctoral Degree: Professional Doctoral Degrees offered are Doctor of Optometry and Doctor of Pharmacy. Contact the University Graduate and Professional Council or resident college for more information.

3.1.5 Doctoral Degree: Contact the University Graduate and Professional Council or resident college for more information. (Approved by the Academic Senate on November 1, 2011)

For a complete listing of all degrees and related requirements, go to: <http://catalog.ferris.edu/degrees> or Graduate Office at <http://www.ferris.edu/graduateoffice/>

Deleted: programs

Deleted: The preliminary program proposal approval process assures linkage between the curriculum/program development process, the FSU Academic Plan, and the University planning process. And, by distributing approved preliminary proposals to key academic groups, academic administrators, and by posting them on the Intranet, the entire University community is informed about programs under development. Proposal initiators and developers may be faculty members or academic administrators.¶

Section Break (Next Page)

The process calls for review and comment by department administrators, deans, the VP for External & International Operations (VPEIO), or the Provost.¶

The process calls for review and comment by department administrators, deans, the VP for External & International Operations (VPEIO), or the Provost.¶

¶ Approval by the Provost authorizes the curriculum/program proposal initiators to proceed with development of a full proposal. It should be noted that department administrators, deans and the VPEIO comment on, but do not stop, preliminary proposals.¶

¶ At each level department administrator, dean, VPEIO and Provost review and action are required within ten business days of receipt of the Preliminary Curriculum Program Proposal Form (PCAF). As a means of informing the University academic community about proposals that are under development, approved Preliminary Curriculum Program Proposals will be made available to the Deans' Council, University Curriculum Committee, FSU Academic Senate, and to the University community. The Provost will be responsible for making the document available.¶

Deleted: Forms

Deleted: 2011

Deleted: Associates

Deleted: For

Deleted: required, refer to the

Deleted: website

Deleted: :

Deleted: 38

Deleted: See

Deleted: web page for specific requirements

Deleted: .

Deleted: 2.1 The Bachelor of Arts degree, Bachelor of Integrated Studies degree, Bachelor of Nursing, Bachelor of Social Work and Bachelor of Applied Science degree may have additional requirements.

Deleted: ¶
Deleted: Masters Degree:

Deleted: more information see, Office

Deleted: Studies web site:

3.2 MINORS

Academic minors should represent a significant accumulation of academic credit hours in an area apart from the major concentration of the student's baccalaureate degree.

3.2.1 Philosophy on Academic Minors

- A minor should offer a systematic curriculum that would provide a recognizable level of expertise in an area.
- The minor should complement but not duplicate the student's primary program.
- The minor should provide knowledge and/or skills that would enhance the student's ability to be effective in that chosen career of profession and could potentially improve the student's marketability.
(Approved by the Academic Senate on March 1, 1994)

Deleted: Teaching minors are offered specifically for students seeking Elementary Education and/or Secondary Education teacher certification¶

3.2.2 University Policy on Academic Minors

- An academic minor shall consist of at least 18 credit hours in an area apart from the major concentration of the student's baccalaureate degree program. An average GPA of 2.0 or higher must be achieved for the courses within the minor. A department may require a GPA higher than 2.0 for the minor with the approval of the Provost.
- A minimum of nine credit hours in course work at or above the 200-level must be included in that total.
(Approved by the Academic Senate on December 2, 2003)
- It is recommended that students desiring a minor seek timely advisement from an advisor within the appropriate department.
- At least one-half of the credits must be Ferris State University credits.
- An academic minor may only be granted in conjunction with, or subsequent to, the granting of a baccalaureate or higher degree.
- A student may complete any approved academic minor as a component of a baccalaureate degree.
- A maximum of 1/3 of the credits in a minor may overlap with the student's major.
(Approved by the Academic Senate on March 13, 2001)
- Students may apply 6 credit hours of overlap between minors. (Approved by the Academic Senate on April 19, 2001.)
- Minors must have measurable Student Learning Outcomes statements clearly linked to measurable assessment strategies. (Approved by the Academic Senate on November 1, 2011)

Deleted: , but no more than 7 credits,

Deleted: January 14, 2014

Deleted:)

See Appendix D, Writing Student Learning Outcomes Linked to Measurable Assessment Strategies, or contact Faculty Center for Teaching and Learning.

Deleted: (

Deleted: and Form D, Checksheets)

3.3 CERTIFICATES AND CONCENTRATIONS

3.3.1 Philosophy and Purpose

Today's world has shrunk due to advances in technology and communications. Governments, businesses, organizations and cultures must interact with one another on a daily basis in fashions not dreamed possible several years ago. The constant and fast-paced changes have caused upheavals in the areas of politics, geographical boundaries, cultural and ethnic groups, businesses and society in general. Some of the results have been the disappearance of businesses and jobs.

As a result of these changes, there is an increasing need to educate and train people for industry, professions and society. Ferris State University has demonstrated that it is in a unique position to lead the necessary retraining of America. The purpose of certificate and concentration programs is to fulfill these needs.

3.3.2 Policy

The University Curriculum Committee will determine whether a certificate will be designated "Advanced Studies Certificate" or "Certificate". The determination will be based on the content and level of the courses. The UCC will also consider the intent of the certificate and background of the expected audience. Certificates must have Student Learning Outcomes statements clearly linked to measurable assessment strategies.

3.3.3 Certificates Defined

A certificate shall consist of at least 6 credit hours designed to demonstrate additional skills or training to complement the student's current skill set. It may be granted upon completion with an average GPA of 2.0 or higher in the course(s) designated for the certificate. For a complete listing of all certificates and related requirements, go to: <http://catalog.ferris.edu/degrees>

3.3.4 Concentrations Defined

A concentration shall consist of at least 6 credit hours designed to focus study on a specific skill set or workplace application within the student's baccalaureate degree program. (Approved by the Academic Senate on November 1, 2011)

3.4 THE COURSE NUMBERING SYSTEM

The courses developed for the term system shall have a four-character subject prefix followed by a three-digit number. For example: PHIL 205.

3.4.1 The First Digit

The course numbering system shall be:

Developmental	001 through 099
Freshman	100 through 199
Sophomore	200 through 299
Junior	300 through 399
Senior	400 through 499
Graduate	500 through 899

Unless the course prerequisite specifies otherwise, students may select courses designated for the year ahead of their actual class standing. For any exception, the student must obtain the appropriate special permission.

Developmental Courses (001 through 099 level courses)

Developmental courses are preparatory in nature. They may not be applied toward graduation requirements for any degree program. (Approved by the Academic Senate on September 7, 2004)

Lower Division Courses (100 through 200 level courses)

Lower division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

While many restrictions exist, many lower division courses are open to all students, not just those majoring in the field. Enrollment restrictions should be noted.

Survey courses, which are general introductions to a field of study offered for non-majors, are lower division courses, as are "orientation" courses or basic skills courses.

Upper Division Courses (300 and 400 level courses)

Upper division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of prerequisite background, which will describe to both students and advisors what is expected.

Prerequisite background can be indicated in several ways, among them: (1) specifying particular courses (or their transfer equivalents) which should have been completed prior to enrollment; (2) specifying the minimum grade required in prerequisite courses; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission of the instructor or department so that some sort of direct assessment of the student's qualifications is made.

Graduate Courses (500, 600, 700, and 800 level courses)

Graduate courses are usually open only to students who have been formally admitted to a graduate program at the University. Some upper-division courses may be applicable for an advanced degree at the University within limitations of general university requirements and the appropriateness of a course to a particular degree, but this does not change the level of credit.

3.4.2 The Last Two Digits

Each department/unit should develop a rationale for the numbering system that will be used within a subject prefix. The following ending digits are reserved, and shall be used only as specified.

Ending in 90	Experimental Courses
Ending in 91 - 93	On or Off Campus Field Experience
Ending in 94	Projects Associated with On or Off Campus Field Experience
Ending in 95	Practicum
Ending in 97	Independent Studies
Ending in 99	Assessment Course (Capstone)

Additional detail appears below.

3.4.2.1 90. Experimental Courses

90 is reserved for experimental courses to provide an opportunity to test courses for content or format prior to formal adoption. Experimental courses may be offered for any prefix. Course descriptions will not be included in the catalog of courses.

Normally, these courses would be taught to a group of students and would have an assigned instructor with a scheduled time and room.

In order to ensure that these course designations do conveniently allow such latitude, the curriculum review process must not be unduly burdensome. However, there are curricula principles that must be adhered to in order to maintain the academic integrity of 90 offerings. (See Appendix C for guidelines on proposal preparation for Experimental Courses)

Deleted: insure

3.4.2.2 91- 93. ON AND OFF CAMPUS FIELD EXPERIENCE

91 through 93 are reserved for on and off campus field experiences such as student teaching, internships, clinics, cooperative work experiences and cooperative education. Course descriptions will be included in the catalog of courses.

3.4.2.3 94. Projects Associated with an On and Off Campus Field Experience

94 is reserved for projects associated with an on and off campus field experiences. Course descriptions will be included in the catalog of courses.

3.4.2.4 95 PRACTICUM

95 is reserved for projects associated with applications of specific skill sets within the baccalaureate degree program. Course descriptions will be included in the catalog of courses. Normally these projects are directed by an assigned instructor who meets regularly with the student to monitor progress toward individual learning outcomes designed jointly by the instructor and the student within the parameters of the practicum.

3.4.2.5 97 Independent Studies

97 is reserved for courses of independent study. In independent study, the student works independently, with only minimal faculty direction. These courses generally explore topics not covered in detail in other courses. Course descriptions will not be included in the catalog of courses. Normally these courses do not have a scheduled time and room.

Uses of credits earned through independent studies courses could:

a. Enhance the student's elective credits in General Education or in the major through studying in an area which is usually unavailable.

b. Allow the department/program administrator to substitute an independent studies course in place of a required course under specific and unusual circumstances.

Requirements for Independent Studies Courses:

Deleted: StudiesCourses

a. Each College of the University will develop a policy statement to establish independent study courses in that college. Policy Statements should include but are not limited to:

- A limit on the maximum number of independent study credits which may be applied to a student's program requirements.
- An approval process for independent study courses.
- An approval process for the substitution of an independent study course for a required course in the program, if applicable.

b. Copies of adopted college policies will be on file in the Dean's Office and the Provost's Office.

c. The subject area prefix and number designator for independent study courses only need to be created once.

Deleted: See Appendix C, Guidelines for Proposal Preparation.

See Appendix C. Guidelines for Proposal Preparation.

3.4.2.6 99. Assessment Courses (Capstone)

_99 is reserved for assessment courses.

Deleted: assessmentcourses

3.5 RECOMMENDED MAXIMUM COURSE ENROLLMENT

3.5.1. All courses are recommended with a Maximum Section Enrollment (cap). Sections cannot exceed the recommended cap without consulting the instructor.

3.5.2 For pedagogical reasons (for example, online instruction), the subject matter faculty may recommend the reduction of the course cap for a section or sections. The decision to reduce the cap for the section(s) shall be made jointly between the subject area faculty and their immediate administrator subject to the review of the Dean and the Provost. See Form EF and Appendix C Summary of Curriculum Forms. (Approved by the Academic Senate on December 6, 2011)

Deleted: F-M, Modify Course. See

Deleted: for guidelines on proposal preparation for reducing maximum section enrollment.

PROCEDURES

A.1 PROCEDURES FOR CURRICULUM CHANGES

Deleted: CURRICULUMCHANGES

The Academic Curriculum Development and Approval Process is designed to provide for open communication within the FSU community regarding proposed new programs and all curriculum changes. The process is designed to provide a means for faculty participation in decision-making regarding new and revised academic programs and curriculum changes. Timelines for review and action by faculty and administrators are included so that the University can move more quickly from program development to program implementation. And finally, because there are a number of levels of review and participants in the process, delineation of roles and responsibilities is necessary (See Appendix B.2).

Deleted: Table A.)

To expedite the curricular review process, it is highly recommended that the full proposal, and all appropriate consultations (Form B, program/department consultation; Form C, FLITE; Form G, General Education and Form FIN) be initiated from the proposing unit at the same time.

Deleted: the Preliminary Curriculum Approval Form (PCAF),

Deleted: and

A.2 Roles of Participants

Initiators are faculty (individuals or groups) and/or academic administrators who develop the preliminary proposal (PCAF) (if required) and the full proposal. If the proposed new program is significantly different from existing programs or faculty expertise, the initiator and appropriate administrator may name an interdisciplinary faculty/administrative planning task force to develop the proposal. They are responsible for making certain that the documents are accurate, complete, and in the required format. Initiators also respond to questions of review groups, provide additional information as requested and track the proposal through the curriculum review process with respect to timelines.

Academic departments/programs, in accordance with departmental policies and procedures, review and act on proposals. Action options are to support, support with concerns, not support with reasons or abstain. A vote other than support must be accompanied by written justification. In all instances, the proposal and comments are forwarded to the College Curriculum Committee.

Deleted: departmental policies

Deleted: specific

Deleted: or

Deleted: specific

Deleted: three

Deleted: specific

Deleted: or

Deleted: specific

Deleted: three

Where appropriate, School Directors review and act on proposals. Action options are to support, support with concerns, not support with reasons or abstain. In all instances, the proposal and comments are forwarded to the College Curriculum Committee.

College Curriculum Committees, in accordance with college policies and procedures, review and act on proposals forwarded by academic departments/programs. Action options are to support, support with specific concerns, or not support with specific reasons. A vote other than support must be accompanied by written justification. In all three instances, proposals are forwarded to the Dean.

University Curriculum Committee Representative from the proposal originating college reviews the proposals to ensure that all required forms are included and completely filled out before forwarding to the Dean for his/her signature. Action options are support, support with concerns, not support with reasons. In all three instances, proposals are forwarded to the Dean.

Deleted: and the VPEIO

Deans consider action taken at the college level as well as any concerns and questions raised. They may choose to support, support with concerns, or not support a proposal. In such instances, they shall respond to the college, department/program, and the initiator explaining their concerns. A "not support" report for an approved PCAF stops the proposal process until consultation between the initiator and the Associate Provost for Academic Operations (APAO) resolves the issue(s) or the proposal is withdrawn. Proposals approved by the Dean are forwarded to the University Curriculum Committee.

Deleted: or the VPEIO

The University Curriculum Committee acts on proposals received from the Dean. Action options are to support, support with concerns, or not support with reasons. In all instances, the UCC forwards proposals to the Academic Senate for action or information.

Deleted: or VPEIO

Deleted: specific

The Academic Senate considers and acts on proposals received from the UCC. Action options are to support, support with specific concerns, or not support with specific reasons. In all three instances, proposals are forwarded to the Provost. For some types of proposals, Academic Senate action is not required. The Academic Senate is informed of UCC action for proposals not requiring Senate action.

Deleted: specific

Deleted: next level

At the discipline area (program/unit), Department Curriculum Committee, College Curriculum Committee, University Curriculum Committee, or Academic Senate level, an individual may abstain from voting on a proposal (See Form A).

Deleted: considers and

Deleted: (See Table A)

The Provost considers proposals and accompanying recommendations that are submitted through the established curricular processes. Action options are a) to support the proposal and forward it to the President and, as necessary, to the Board of Trustees, b) to "hold" the proposal pending additional information or additional new/reallocated resources, or c) reject the recommendations and stop the process.

Deleted: accompanying recommendations

Deleted: to say "no"

The President acts on the Provost's recommendations on proposals that require Board of Trustee action.

Board of Trustees approval is required for new degrees and programs/majors. Other proposals that have the support of the Provost and the President are shared with the Board as information items. These include new concentrations, minors, certificates, non-degree programs, and delivering existing

programs at off-campus sites previously approved by the Board.

The Academic Officers Council is a subset of the Statewide President's Council. Support by the Academic Officers Council is required for new degrees; programs/majors; major revision, redirection, or shift in emphasis of an existing program; and for taking a degree program to a new geographic site. The Provost represents FSU on the Academic Officers Council.

A.3 Academic Program / Curriculum Proposal Groups

The various types of program/curriculum proposals are organized into four groups, differentiated by the extent of change involved. The extent or degree of change is often an indicator of the level of new or reallocated resources that would be involved in implementation as well as the potential impact on and involvement of other academic units and programs.

Group I: Proposal for a new curricular offering or major redirection of a current offering (degree, program/ major, or minor)
Requiring PCAF:

Deleted: curricularoffering

A. New degree, program/major, minor, concentration, or redirection of a current offering; including three or more new courses

Not Requiring PCAF:

B. Deletion of a degree, program/major, concentration, or minor.

Group II: New courses; Minor curriculum changes

Deleted: curriculumchanges

- A.** New course, modification of any element of a course, deletion of a course from the Catalog
- B.** Technical revision of degree or program/major: e.g. modification of sequence of courses, revisions to entrance, progression or exit policies, or program/major name change; fewer than three new courses
- C.** New concentrations comprised of existing courses or fewer than three new courses

Group III: Certificates

Requiring PCAF:

A. New certificates including three or more new courses

B. New non-credit certificates

Not Requiring PCAF:

C. New college-credit certificates comprised of existing courses or fewer than three new courses

Group IV: Non-degree Offerings and Off-campus Programs

- Non-degree Offerings
- Existing programs offered substantially the same as the on-campus offering
- Existing programs with major customization for a specific off-campus student cohort
- New programs offered at off-campus sites

A.4 Levels for review and action on academic program/curriculum proposals

Levels for review and approval of each group of curriculum proposals are shown on Table B.7. The table also identifies the types of program/curriculum initiatives requiring preliminary approval (PCAF).

Deleted: C-1

A.5 Experimental Courses (_90)

While proposals for experimental courses are not submitted to the UCC for approval, they are submitted for information purposes only. After Dean approval, they should be sent directly to the Provost for approval. The Provost will forward them to the University Curriculum Committee for information purposes. Any _90 proposal must include

Deleted: .

Deleted: or VPEIO

Appendix A

- a course syllabus, including measurable student learning outcomes clearly linked to assessment strategies.
- Completed Forms A, E, and F.
- In order to ensure the course is available to students for early registration, the proposal must be approved by the department/program faculty, the department head/program administrator, school director (where appropriate), dean and the Associate Provost for Academic Operations no later than the seventh week of the term prior to its offering.
- A _90 course shall be offered no more than two times. If the course is to be continued, it must follow the curriculum process for a new course.

- Deleted:** ¶
Any _90 proposal must include
- Deleted:** title reflecting the content of the course, a rationale and a
- Deleted:** are required.
- Deleted:** (APAO)

A.6 Creation of Independent Studies Courses (.97)

While proposals for independent studies courses are not submitted to the UCC for approval, they are submitted for information purposes.

Any .97 proposal must include completed Forms A, E and F.

The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Provost for Academic Operations. After the Dean's approval, they should be sent directly to the Provost for approval. The Provost will forward proposals to the UCC for information only.

The course designator is created only once, after this, departments may open sections as needed. Each new section will require a unique title and measurable student learning outcomes clearly linked to assessment strategies.

- Deleted:** Forms A, E and F are required. ¶
¶
¶
The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Provost for Academic Operations (APAO). ¶
¶
¶
While

A.7 Reducing Maximum Section Enrollment

While proposals for reducing maximum course enrollment are not submitted to the UCC for approval, they are submitted for information purposes.

- Any proposal to reduce maximum course enrollment in a section offering or offerings must include Form A and Form EF
- Form A must include the signature of the initiator with all appropriate program/unit votes indicated, the signature of the unit's immediate administrator (e.g. department head), the Dean and a rationale for the reduction in cap for the identified section(s).
- Form EF must show the course offering identifier (course prefix, number, full course title, the recommended maximum course enrollment (cap), max. section enrollment) for the section number(s) affected.

- Deleted:** need be
- Deleted:** F-M, MODIFY A COURSE.
- Deleted:** F-M, Modify A Course
- Deleted:** II. a.
- Deleted:** b.
- Deleted:** c.
- Deleted:**), r.
- Deleted:**) (e.

A. 8 General Education

Application for General Education Status for a New Course

The curriculum approval process and the General Education approval process are parallel processes to be completed at the same time. As soon as the course has been approved by the program/unit, a separate application for General Education status must be made as the course is forwarded to the College Curriculum Committee.

The course initiator, or the department head, must forward the request for General Education status to the University General Education Coordinator, including all of the following for each course for which General Education status is requested:

- A copy of the proposed syllabus
- A Form G that specifies which General Education competency designation is being requested.
- A General Education Competency Implementation Plan (CIP) for each applicable area. For example, if a course were requesting Culture and Diversity status, the initiator should submit a CIP for each of these competencies. The CIP forms for each of the eight competencies may be found at <http://www.ferris.edu/HTMLS/academics/General-Education/>

- Deleted:** Process
- Deleted:** <#>Forms A, E, and F ¶
¶
- Deleted:** each kind of
- Deleted:** designator
- Deleted:** Course Criteria Form with the appropriate section(s) completed.
- Deleted:** Cultural Enrichment and Global Consciousness
- Deleted:** GE Course Criteria Form that describes
- Deleted:** ¶
_____ Section Break (Next Page) _____
designator how the course in question satisfies the criteria for that status. Only the sections
- Deleted:** the form relevant to the request should be submitted. ¶
¶
- Deleted:** General Education Course Criteria Form is available at the UCC web site. No course will be reviewed
- Deleted:** General Education status unless it includes this completed form.

Once the General Education Coordinator has received all materials, the documents will be forwarded to the chair of the sub-committee for the relevant General Education outcomes area. If that sub-committee denies the request for General Education status, the denial with associated comments will be referred back to the initiator for further discussion and possible revision. If the initiator and subcommittee cannot come to agreement then the initiator may appeal the subcommittee's decision by contacting the chair of the UGEC to set the appeals process in motion.

Appendix A

If the sub-committee approves the course for General Education status, the chair of the UGEC will forward the documents to the UGEC for review. If the request is not approved by the UGEC, the chair will consult with the initiator and provide an opportunity for that individual to discuss that proposal with the committee for a second review. If the UGEC approves the course for the requested General Education status, a signed copy of the Form G is forwarded to the Chair of the University Curriculum Committee and the Associate Provost for Academic Operations. For a new course to be added to the catalog as a general education course, it must be approved by both the University Curriculum Committee and UGEC.

Deleted: (APAO.)

Application for General Education Status for an Existing Course

Any course that meets the course criteria for a General Education competency area can be forwarded as a proposal for General Education status at any time to the General Education Coordinator. Application for General Education status must include the following:

Deleted: outcomes

- A copy of the course syllabus
- A Form G that specifies which General Education competency designation is being requested.
- A General Education Competency Implementation Plan (CIP) for each applicable area. For example, if a course were requesting Culture and Diversity status, the initiator should submit a CIP for each of these competencies. The CIP forms for each of the eight competencies may be found at <http://www.ferris.edu/HTMLS/academics/General-Education/>

Deleted: <#>Course description.¶
Course outcomes.¶
an outline of course content to be covered, with an indication of how much time will be spent on the different topics. A syllabus for the course can serve this purpose.¶
an indication of the number of credits for the course.¶

Deleted: listing each of the

Deleted: designators

Deleted: the appropriate section(s) of

Deleted: *Course Criteria Form* that describes how the

Deleted: meets the criteria

Deleted: requested designators.

Once all materials for requesting General Education status for an existing course are received by the General Education Coordinator, the same review and approval process described above for new courses will go into effect.

B.1 Preliminary CURRICULUM Proposal (PCAF) Approval Timelines

Approval Level	
Department Administrator	10 Days
School Director (as appropriate)	10 Days
Dean	10 Days
Provost / APAO	NA

B.2 Full Proposal Timelines – Table A

Approval Level	
Department Curriculum Committee	10 days
Department Administrator	10 days
College Curriculum Committee	10 days
Dean	10 days
University Curriculum Committee	10 days
Academic Senate	NA
Provost	NA
Board of Trustees	NA
Academic Officers of Michigan	NA

B.3 Definition of “Day”

“Days” for all parties in the curriculum process are defined as business days: a 24 hour period during which the University is in session or conducting business; not counting weekends, legal or civic holidays, or University recesses (i.e. Christmas or Spring Break); from the first day of classes to the last day of final examinations for Fall and Spring terms.

B.4 Sunset on Proposals and Signatures on Consultation Forms

The UCC often “sends back” proposals for clarifications and corrections. Where there has been no response from the initiator for 12 months, the committee will purge such proposals from its files. If interest exists, such proposals will need to be resubmitted.

Signatures on all consultations expire 12 months from the date of signature. If a proposal is resubmitted, new consultations will be required for the proposal to be approved.

B.5 Tracking Proposals

Until a proposal is received in the Academic Senate Office, it is the responsibility of the initiator to monitor its progress. Once a proposal is received in the Academic Senate Office it is scanned and posted at: <http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurrcomm/> where it can be viewed as a PDF file. Any changes to or actions taken on the proposal are updated on the web page regularly. Initiators should continue to monitor the proposal's progress until the proposal has been approved at the highest level identified [Appendix B.2](#).

B.6 Deadlines for Entry of Curriculum Changes into Catalog

Because the official University catalog is in effect for a full academic year, all curriculum changes must be through the University Curriculum Committee and the Academic Senate process by March 1 to be included in the University catalog. (Reference: Memo from Vice President of Academic Affairs, November 19, 2003)

Deleted: ¶
 Initiators shall consult with any unit, department or college (Form B) or the Graduate and Professional Council (UGPC) who might potentially be affected by the proposal. Initiators shall consult with FLITE library (Form C) to insure that appropriate supporting materials are available for the proposal. The consultation process should begin as soon as a proposal has received support from the initiating unit. ¶
 ¶
 The date a consultation form is sent should be noted on Form A. The receiving party should date the Form B or C where noted when the consultation form is received and notify the initiator. If the consultation form is not returned to the Academic Senate office with an appropriate signature and response within 10 days of the “sent” date, the proposal is considered to have received support from the consulted unit. ¶
Deleted: on Table A

B.6.1 Changes to University General Education Requirements

Changes to University General Education Requirements will be made once a year, effective for fall term of the upcoming academic year.

In order for a change to General Education to be effective in the fall of the upcoming academic year, the Provost must approve the change by March 1 of the preceding academic year (e.g. changes for Fall Term 2014 would need to be approved by the Provost by March 1, 2014).

B.6.2 Major Changes to Academic Offerings

Proposals for new curricular offerings (majors, concentrations, minors or certificates) or major redirections of current offerings may be made twice a year. Proposals to delete a major, concentration, minor or certificate may be made twice a year. Proposals for delivering new or existing programs at new off-campus sites may be made twice a year.

The following deadlines are necessary to allow for appropriate Board and Academic Officers' Committee approval for major curricular additions, changes and/or deletions:

- A. In order for a major change to be effective for Fall Term of the upcoming academic year, the Provost must approve the change by March 1 of the preceding academic year (e.g. changes for Fall Term 2014 would need to be approved by the Provost by March 1, 2014).
- B. In order for a major change to be effective for Spring or Summer Term of the upcoming calendar year, the Provost must approve the change by October 1 of the preceding calendar year (e.g. changes for Spring Term 2014 would need to be approved by the VPAA by October 1, 2013).

B.6.3 Minor Changes to Academic Offerings

All changes to existing curricular offerings that are relatively minor in nature must be made before students register for the upcoming term's classes.

B.6.4 Updates to Electronic Catalog

The electronic catalog is updated annually. See: <http://www.ferris.edu/HTMLS/fsucatlq/>

B.6.5 Exceptions to these guidelines must be approved by the Provost or his/her designee.

B.7 Table

Deleted: B - 1

Type of Curriculum Action	PCAF	UCC	Academic Senate	Provost	Board of Trustee	Academic Officers
GROUP I						
Group 1A - New Degrees, Program/Majors	Yes	Action	Action	Yes	Yes	Yes
Group 1A - New minor - includes 3 or more new courses required	Yes	Action	Action	Yes	Info Only	No
Group 1A - New concentration – includes 3 or more new courses	Yes	Action	Action	Yes	Info Only	No
Group 1A - Major redirection of program/major or **minor with additional resource requirements - includes 3 or more new courses, program name	Yes	Action	Action	Yes	Info Only	Yes
Group 1B - Deletion of a degree or program/major	No	Action	Action	Yes	Yes	Yes
GROUP II						
New courses, modification of course, deletion of course	No	Action	Info Only	Yes	No	No
Major revision or redirection of program/major or **minor with no additional resource requirements	No	Action	Action	Yes	Info Only	Yes
Minor revision of degree/major/program: modification of sequence of courses, revisions to entrance, progression, or exit policies	No	Action	Info Only	Yes	No	No
Curriculum clean-up: single or multiple deletions or modification of course descriptions, credit hours, prerequisites, title, prefix; convert existing courses into modules	No	Action	Info Only	Yes	No	No
Delete a course (i.e. remove course from active catalog)	No	Action	Info Only	Yes	No	No
New minor - includes minors with fewer than 3 new courses required	No	Action	Action	Yes	Info Only	No
GROUP III						
New certificate with fewer than 3 new courses required	No	Action	Info Only	Yes	Info Only	No
New certificate with more than 3 new courses required and/or other additional resource requirements	Yes	Action	Info Only	Yes	Info Only	No
Modification or elimination of a certificate	No	Action	Info Only	Yes	Info Only	No
GROUP IV						
Delivering existing programs at new off-campus sites	No	No	No	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Info Only	Yes	Info Only	No
Non-degree offering(s)	Yes	Info Only	Action	Yes	Info Only	Yes

*In order to expedite final approval and implementation, proposals may be concurrently reviewed by the Board of Trustees and the Academic Officers

or in some instances, by the Academic Officers first, and then the Board of Trustees. Board of Trustees approval is required for implementation of new degrees, program/majors, major redirections (only if accompanied by a closure), deletion of degree or program/major, and non-degree offerings of 2 or more courses in a program of study.

**Concentrations, Minors and Associate Degrees are not reviewed by Academic Officers.

Concentrations are not reviewed by Board of Trustees. Major redirections of program/major are reviewed by the Board of Trustees when the revision is accompanied by a closure. Certificates must be submitted to HLC (Higher Learning Commission) and approved before implementation. Revised 8/5/16

Deleted: ¶
*

Deleted: ,

Deleted: ¶
B 3¶

B 3

Section Break (Next Page)

¶
¶
¶

C.1 INITIATING A PROPOSAL

Our environment: global, physical, economic, technical and social, is constantly changing. For Ferris State University to meet its mission, our curriculum must be flexible and nimble to address these changes. The curriculum process is designed to meet these challenges.

A curriculum change should be initiated when:

- A. New knowledge, technologies or understanding of relationships are recognized by subject matter experts in a discipline; warranting the creation of new courses or course sequences (majors, concentrations, minors or certificates), identified as curricular offerings throughout this Manual. In this situation it is appropriate to create new curricular offerings.
- B. New knowledge, technologies or understanding of relationships are recognized by subject matter experts in a discipline, warranting the redirection or modification of current curricular offerings.
- C. Current curricular offerings are recognized by subject matter experts in a discipline as obsolete or have been made irrelevant by new or emerging knowledge, technologies or understanding of relationships. In this situation it is appropriate to delete existing curricular offerings.

The initiating unit usually is the subject matter experts in a discipline. It is appropriate for either a single individual or a team of individuals to initiate a proposal, but for efficiency during the curricular process one individual should be identified to champion the proposal to its conclusion. This individual is referred to as the Initiator throughout this Manual and on all forms.

Deleted: and becomes the point of contact for all questions relative to the proposal as it progresses.

C.2 PREPARING A PROPOSAL

The Initiator should collect relevant information to build the Rationale (Form A) justifying the change in the curriculum. The rationale should be succinct and clearly understood by reviewers outside of the discipline, free from jargon or discipline-specific nomenclature. It should be supported by sufficient evidence from appropriate authorities, including but not limited to sanctioning or accrediting bodies in the field.

The Initiator should review the current curricular offering to determine the appropriate change to be made. The three ways a curricular offering can be changed are through:

- A. Creation of a new offering
- B. Modification of a current offering
- C. Deletion of a current offering (See C.1, Initiating a Proposal)

Deleted: explained above:

Deleted: Create

Deleted: Modify

Deleted: Delete

Whenever new resources (equipment, facilities, funding, faculty/staff, etc.) will be required to implement the modification or addition, a Preliminary Curriculum Approval form (PCAF) should be completed. The PCAF is automatically required whenever three or more new courses are proposed or a significant demand for new resources is necessary. Since the PCAF draws upon the information collected at the outset of the preparation process, the specific questions asked by the PCAF are useful guidelines for the information collection process. (See Table B.7 for proposals requiring PCAF).

Deleted: However, only major additions to the curriculum require that the full PCAF be submitted (see Table C-1)

Filing the Appropriate Forms

The chart on the following page summarizes the Forms that are required to complete a curriculum proposal.

Deleted: ¶
Note: All certificates MUST be approved by the HLC (Higher Learning Commission) BEFORE it can be offered. Academic Affairs will request required information from originating department for submission.¶

C.3 SUMMARY OF CURRICULUM FORMS

Table C.3

Deleted: Chart

Deleted: -1

Form	Purpose
Preliminary Curriculum Approval (PCAF)	Presents evidence of the value of a new curricular offering
	Describes new resources necessary to implement the proposal
	Articulates the need for Ferris State University to add this offering and the benefit it will provide for Ferris students
Proposal Summary and Routing	Identifies the title of the proposal

Appendix C

Form A *required for all proposals	Identifies the Initiator and establishes contact information
	Establishes the group identification of the proposal
	Establishes the proposal's progression through the approval process with appropriate signatures and dates
	Presents the rationale or argument for the proposal (Proposal Summary)
	Summarizes all changes to be made (Summary of Curricular Action)
	Summarizes all course actions required
	Summarizes all consultations
	Identifies any relevant accrediting body
Summarizes program checklist changes	
Curriculum Consultation Form B - Undergraduate	Identifies any unit that might be affected by the change Requests support for the change or identifies any concerns associated with the change
Curriculum Consultation Form B UGPC (University Graduate and Professional Council)	Identifies potential impact on a graduate or professional program Requests support for the change or identifies any concerns associated with the change
FLITE Services Consultation Form C	Requests review of FLITE resources and services for proposals involving a new course or a significant modification of course content
Guideline of the requirements for completing a major, major with concentration, minor or certificate Form D	Creates checklist for students and advisors that summarizes the entire program requirements Identifies any changes in existing program requirements Summarizes student learning outcomes and assessment plans for the program used to direct TracDat collection of program outcomes data Includes MyDegree checklist for students and advisors to monitor program progression Includes all course prerequisites Includes any special admissions, continuation, or graduation requirements Includes General Education requirements
Course Information Form Form EF Course Information Form	Summarizes all relevant information about a course, new or modified: including prefix, number, title, catalog description, student learning outcomes and assessment plan, outline of topics with time allocation Identifies all relevant information about a course for loading into the University Catalog, MyDegree and the Banner system (transcript and records) Identifies a course to be deleted from the University Catalog
Financial Aid Consultation Form Form FIN	To be completed by all new degrees, certificates, programs, or certification programs. Must include credit hours needed. Identifies eligibility of financial aid.
General Education Form G General Education	Initiates consideration of a course to be identified as General Education Each General Education designation sought for a course should be listed on the Form G

	A General Education Competency Implementation Plan (CIP) for each applicable area is required.
	Must be accompanied by a rationale for why the course meets the General Education designation requirement for each designation requested

C.4 TIMING A PROPOSAL (See B.1 and B.2)

Collaboration

Once the unit has identified a need for curricular change and an Initiator has accepted the role, the Initiator should consult with all parties in the University who might have a stake in the change. These stakeholders include, but are not limited to, administrators, staff, students, alumni, and advisory boards in the initiating unit; students, faculty, administrators and staff in other units; and sanctioning agencies or accrediting bodies in relevant fields associated with the change. Advice from stakeholders should be taken into account in drafting the PCAF, if necessary, and the rationale for the change.

The Initiator should complete all forms necessary for the change. This collection of forms becomes known as the proposal for the duration of the curricular change process. A proposal will consist of, Form A and other forms as needed (See Table C.3 and Appendix E for a list of required forms for your proposal). Form A summarizes the proposal for all reviewers and communicates the changes to be made.

Consultation

The first level of support for a proposal; identified on Form A by signature of a Program Representative, date and vote of support; is the initiating unit. While members of a unit might differ on the merits of the proposal, a majority vote of "Support" is sufficient to advance a proposal. All members of a unit should be represented by the Vote/Action Number Count on Form A.

Throughout the curricular process, any votes of "Support with Concerns" or "Not Support" must be expressed in writing and attached to the proposal. The Initiator must address any of these concerns in writing. This dialogue will be reviewed by all succeeding units in the curricular process.

An Initiator must consult with any opposing parties at all levels of the process and make appropriate modifications to the proposal to minimize concerns. Any changes in the proposal must be communicated to all members of the initiating unit.

Once the initiating unit has supported the proposal, the Initiator submits a PCAF to the Department/School Administrator. The PCAF moves from the Department/School Administrator to the Dean to Academic Affairs. This process is generally accomplished in less than one month. Denial of a PCAF stops the proposal, pending further review by the initiating unit.

While the PCAF is under review, the Initiator should continue the submission process by sending the proposal to the Department/School Curriculum Committee and to any unit affected by the proposal (Form B-Undergraduate, Form B-Graduate, and/or Form C). Supporting documents are sent to the Academic Senate office to insert into the proposal with a copy returned to the Initiator. If the PCAF is denied, the Initiator notifies all consulted parties that the proposal has been suspended.

The second level of support for a proposal is the Department/School Representative. While units may vary in their infrastructure, this unit is typically the Department Curriculum Committee, a group of faculty representing the units within the department. The full proposal, as modified from the first level of consultation, is reviewed and voted on. Any concerns expressed at this level must be in writing and responded to in writing by the Initiator. This dialogue is attached to the proposal for succeeding units. Typically a majority vote of "Support" is sufficient to advance a proposal. The Department Curriculum Committee or correlate has 10 business days to review and vote on the proposal. All members of the committee must be accounted for in the Vote/Action Number count. It is the Initiator's responsibility to monitor the progress of the proposal, and to work with the Department Curriculum Committee to meet this timing deadline so that the proposal can move to the next level.

The third level of support for a proposal is the Department/School Administrator. In some cases these terms describe separate steps in the administrative hierarchy and should be treated in sequence according to the unit's infrastructure. This individual reviews the proposal and indicates the appropriate action. In the case of "Support with Concerns" or "Not Support", any concerns must be expressed in writing to the Initiator and the dialogue including the Initiator's response is added to the proposal. The proposal advances to the next level regardless of the Action recorded at this level. However, it is in the best interest of the Initiator to return the proposal to the initiating unit for reconsideration if the Department/School Administrator does not support the proposal. The Department/School

~~Table~~

~~-~~

~~-~~

~~and~~

~~at minimum,~~

~~Form D Checksheets.~~

~~change to the Registrar's Office for recording. Program Checksheets communicate to faculty and students~~

~~in the requirements for completing an offering~~

~~where noted on Table A,~~

~~UGPC~~

~~vote of~~

Appendix C

Administrator has 10 business days to review and act on the proposal.

The fourth level of support for a proposal is the College Curriculum Committee. The process described above is continued. The College Curriculum Committee has 10 business days to review and vote on the proposal.

The fifth level of support for a proposal is the University Curriculum Committee Representative from the proposal originating college.

Deleted: Dean.

The sixth level of support for a proposal is the Dean. The process described above continues with one difference: the Dean may stop the proposal with an Action of "Not Support". The Dean must report to the Initiator in writing the concerns that stop the proposal. The Dean has 10 business days to review and act on the proposal.

The seventh level of support for a proposal is the University Curriculum Committee (UCC). The process describe above continues. The UCC may request the Initiator to visit with the committee to explain the proposal and any concerns in the dialogue accompanying it. The UCC meets weekly to expedite proposals through the process; however, requests for revisions or additions to the proposal may occur. The UCC may vote to advance a proposal "pending administrate review"; signifying support of the proposal but concern that all technical aspects of the proposal have been met to the satisfaction of the Registrar's Office.

Deleted: sixth

The UCC reports all supported curricular proposals at the next available Academic Senate meeting. Since the Academic Senate meets monthly, deviations from the 10 business day timing pattern may occur. The Academic Senate takes action on only major proposals as noted on Table B.7. A Senator may vote "Support with Concerns" or "Not Support"; however, it is a courtesy to express any concerns in writing to the Initiator.

Deleted: -1.

The UCC forwards supported proposals to the Associate Provost for Academic Affairs (APAO). The APAO acts on behalf of Academic Affairs/the Provost to approve proposals and to move them forward, if necessary, to the President, the Board of Trustees and the Academic Officers of Michigan for their approval. Some proposals requiring minor technical changes or proposals for Special Topics/Experimental Courses may be approved and acted upon by the APAO; however, it is a courtesy to inform the UCC about these actions since they may be precursors of more significant curricular action in the future.

Communication and Implementation

Deleted: Celebration and

Once a proposal is approved by the Board of Trustees, Michigan Association of State Universities Academic Officers and/or Higher Learning Commission, the APAO informs the proposal initiator and other units whose signature appear on Form A of the proposal approval. At this point, the proposal is now ready for implementation as approved.

Deleted: It is the Initiator's responsibility to ensure that all stakeholders are informed about the implementation of a curricular change. The office of University Advancement and Marketing is positioned to assist in the dissemination of this information to the public.¶
Section Break (Next Page)

¶

D. Writing Student Learning Outcomes Linked to Measurable Assessment Strategies

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, attitudes or behaviors.

Learning outcomes should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition.

Learning outcomes are statements which described a desired condition – that is, the knowledge, skills, or attitudes needed to fulfill the need. They represent the solution to the identified need or issue. Learning outcomes provide direction in the planning of a learning activity.

For assistance on writing, or samples of writing student learning outcomes and aligning SLOs with assessment strategies, contact Faculty Center for Teaching and Learning at fctl@ferris.edu. Additional support is also available at: <http://www.ferris.edu/HTMLS/administration/academicaffairs/initiatives/Assessment/index.htm>

Deleted: (Refer to MyFSU, Faculty Services, Assessment at Ferris)¶

¶
What are learning outcomes?¶

Deleted: They help to:

Deleted: Focus

Deleted: learner's behavior that is to be changed¶

¶
Serve as guidelines for content, instruction, and evaluation¶

¶
Identify specifically what should be learned¶

¶
Convey to learners exactly what is to be accomplished¶

¶

¶

What is an educational need?¶

¶

"An educational need is something individuals should learn for their own good, for the good of their organization or profession, or for the good of society." (Knowles, 1970) A need represents a gap between an individual's current level and some desired level of knowledge, skills, or attitudes.¶

¶

What are some key questions that I should ask myself before

¶

Deleted: *learning outcomes?¶*

¶

Does the students' level of awareness need to be raised? (Background knowledge)¶

Do they need to understand better the context in which the content, problems, issues etc. exists?¶

Are there things students need to unlearn?¶

What are the most essential things they need to know or be able to do?¶

Do students need a strong rationale to buy into the content/issues of the course?¶

What specific skills or strategies do they need to learn the material?¶

How important is their level of confidence with this new learning?¶

What are the obstacles they face in using/applying this...

¶

Deleted: a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does not meet all three of the characteristics:¶

¶

¶

Section Break (Next Page)

¶

¶

¶

Deleted: the formulation of an outcomes assessment plan that measures student achievement of those outcomes. Student learning outcomes should be identified by program faculty, with input from other constituencies, such as advisory boards, employers, graduates, and students. Student learning outcomes are the key abilities that students will be able to demonstrate...

¶

¶

¶

Deleted: the Academic Senate office or the Chair of the University Curriculum Committee.

E.1 General Instructions for Completing Forms

Because proposals involve multiple pages, and to assist reviewers at all stages of the curricular process,

- all pages of the proposal must be numbered consecutively and appear in alphabetical order by Form.
- The PCAF operates as a separate document and all pages should be numbered consecutively.
- The original copy of proposals, printed one side only, must be sent to the Academic Senate Office (CSS 208A) with all relevant forms included. The full proposal will be converted to a pdf file for distribution to all reviewers and for posting on the Academic Senate/University Curriculum Committee website. Proposals will be converted, posted and dated as soon as possible after receipt in the Academic Senate Office.
- All signatures and vote/action number counts must appear on Form A. As consultations are completed, signed forms will replace the unsigned Form B(s), Form B Graduate or Form C in the proposal document.
- Because consultation occurs throughout the curricular process, any additional supporting material and/or consultation dialogues should be added after the last Form in the original proposal.

Deleted: UGPC

If there are any questions about completing forms or submitting the proposal, contact the Academic Senate Office or the Chair of the University Curriculum Committee.

Deleted: Curriculum Committee.

E.2 Preliminary Curriculum Application Form (PCAF)

The Preliminary Curriculum Application form (PCAF) should be treated as an argument for the creation of a new degree, program/major; a redirection of a current offering including at least three new courses; a redirection of a current offering for which new resources (equipment, facilities, funding, faculty/staff, etc.) will be needed; or customization of an existing program for an off-campus cohort group.

The following Group categories require the submission of a PCAF and approval at all appropriate levels before the proposal will be reviewed by the University Curriculum Committee (UCC). See Appendix B, Table B 7 for complete list of proposals requiring PCAF.

Deleted: University Curriculum Committee (UCC).

Group I New degree, program/major, minor or concentration
 Redirection of a current offering; including three or more new courses and/or new resources (equipment, facilities, funding, faculty/staff, etc.)
 Curricular customization of existing program for off-campus cohort group

Group III New certificates involving three or more new courses and/or other new resources
New non-credit certificates

Deleted: including

Deleted: New non-credit certificates

Group IV Curricular customization of existing program for off-campus cohort group
Non-degree offering(s)

Preparing a complete PCAF involves research, and appropriate citation of sources should be included within the document.

All 16 items on the PCAF must be completed and signed before the document is sent to the next reviewer, the Department/School Administrator. A link to the approved document must be provided on Form A before any action is taken on the proposal by the University Curriculum Committee.

Deleted: However, the final document should be no longer than six pages (excluding the signature/comment pages and references.)

Deleted: The original

Deleted: with appropriate signatures

Deleted: sent to the Academic Senate office

E.3 Form A - Proposal Summary and Routing Form

Program Summary – Briefly (no more than 1 page) describe the course or offering to be added. Present a rationale or argument for the addition of the course or offering to the University curriculum, including why no existing course or offering meets the Student Learning Outcomes proposed for this addition. Student Learning Outcomes for a course appear on Form E Create New Course. Student Learning Outcomes for an offering appear on Form D Checksheet. (See Appendix D Writing Student Learning Outcomes.)

Appropriate arguments for adding a course or offering include, but are not limited to:

- career or careers for which the course/offering prepares students
- admission, progression, graduation requirements
- candid assessments of any drawback such as waiting lists
- financial aspects; such as required uniforms, tools, protective devices, or travel to learning sites
- the types of subject material the student will study
- what types of equipment they will learn to use
- qualification for any certificates or examinations upon completion
- an honest, candid assessment of the job outlook
- analysis of competing programs in the state or region
- other specifications, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.

1. Summary of All Course Action Required

Include the course prefix, number and title as they appear in the Banner system. Avoid abbreviations or other commonly-used shorter versions of the course title.

2. Summary of All Consultations

Consider any stakeholder in the University who might be impacted by the proposal. The consultation process is valuable for informing the University about the proposal. It is necessary to prevent duplication. Where ever potential duplication or overlap between the proposal and existing offerings is discovered, appropriate consultation must occur.

3. Will External Accreditation be sought? (for new programs/majors or certificates only)

Consider any sanctioning or accrediting body that might have interest in the proposal. Seeking and/or receiving accreditation is not a requirement for a proposal; however, the support of an external body should be sought whenever possible.

Successfully receiving sanction or accreditation should be reported immediately to the Academic Senate Office.

4. Program Checksheets affected by this proposal

Initiators should request that MyDegree team (MyDegree@ferris.edu) conduct a review of all Checksheets at the University where a course change proposal will have impact. Where ever a course appears throughout the curriculum, changes must be accommodated. Any department showing a course proposed for change must be included in the Consultation (Form B) process. Affected Departments must process appropriate paperwork to reflect the course change on their Checksheets. To assist in this revision process, the Initiator must note all changes proposed for a course, as shown on Form A.

Deleted: the Registrar's Office

Deleted: This review will be conducted using the data entered in MyDegree (DegreeWorks).

Deleted: Impacted

E.4 Table of Contents (for proposals involving 3 or more new courses)

To facilitate easy revision, longer proposals including proposals involving 3 or more new courses must include table of Contents with the page numbers of each form and any supporting or addendum materials appropriately noted.

Deleted: aid reviewers of

Deleted: , provide a

Deleted: material

E.5 Form B - Curriculum Consultation Form(s)

A Form B must be sent to any stakeholder in the University, (including Extended and International Operations for degrees delivered off-campus and online and Kendall College of Art and Design), impacted by the proposal. The consultation process should begin as soon as a proposal has received support from the initiating unit. Hard copy of Form B should accompany a copy of the proposal to all identified stakeholders for their review of the proposal, signature and date of support. The signed original Form B must be sent to the Academic Senate Office (CSS 208A) to be inserted in the original proposal. A copy of the signed Form B, or appropriate notification, should be sent to the Initiator.

Deleted: , including
Deleted: ,
Deleted: and

In the event that the consulted unit does not respond within 10 business days of the receipt of a consultation Form B, the initiator should

In the event of a response of "support with the modifications and concerns listed below" or "do not support the proposal for the reasons listed below", the Initiator must respond to the concerns in writing to the stakeholder. A copy of this correspondence must be sent to the Academic Senate Office to be added at the end of the proposal.

Deleted: the above proposal

E.6 Form B - Curriculum Consultation Form to University Graduate and Professional Council (UGPC)

Any proposal involving a course numbered 500 or higher, or a course on a Checksheet of program requirements for any graduate or professional program, must be reviewed by the University Graduate and Professional Council (UGPC). The consultation process should begin as soon as a proposal has received support from the initiating unit. The Initiator must send a hard copy of Form B Graduate to the Chair of the UGPC and a copy of the proposal. The Chair of UGPC will consult with the Council and return the original Form B Graduate; signed, dated and with appropriate comments, to the Academic Senate office to be inserted into the original proposal. A copy of the signed Form B Graduate should be sent to the Initiator.

Deleted: UGPC
Deleted: UGPC
Deleted: UGPC

E.7 Form C - Library & Instructional Services Consultation Form (FLITE)

Any proposal involving a new course or a significant modification of course content, must include a Form C, to ensure that proper library support will be available for the proposal. Hard copy of Form C and a copy of the proposal must be sent to the library liaison as soon as a proposal has received support from the initiating unit. The original Form C with appropriate signatures, dates, and comments must be returned to the Academic Senate office to be inserted into the original proposal.

Deleted: requiring supporting materials available through FLITE (library)
Deleted: .
Deleted: for the proposing

E.8 Form D

Because Form D is a summary of the requirements for completing a major, major with concentration, minor or certificate granted by Ferris State University, it is essential that Form D contains all of the information listed below:

- MyDegree Checksheet* with total credits required; specifying the minimum number of credits earned at FSU, Including Ferris State University Seminar (FSUS) 100 where applicable.
- General Education requirements per catalog guidelines; include course levels, prerequisites and semester offered (if applicable)
- Minimum number of 300 and 400 level courses
- All course prerequisites
- Any special admissions, progression, or graduation requirements
- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies (See Appendix D Writing Student Learning Outcomes)
- A Term-by-Term plan for completion of the offering is recommended.
- Information about when required courses are typically offered is recommended.

Deleted: so¶
 _____Section Break (Next Page)_____

¶
 ¶
 that FLITE can review the current collection and resources to determine if materials need to be added to support the proposal

Deleted: - Checksheet (s)
Deleted: checksheets are
Deleted: (offering)
Deleted: all University checksheets contain
Deleted: ,
Deleted: and 101

* Because of the multiple versions of the checksheets, proposal initiators should contact MyDegree Coordinator for the

Deleted: It is recommended that checksheets include

[checksheets appropriate for their proposal.](#)

**Current Program / Major
Checksheet**

If the proposal involves addition, modification, or deletion within an existing offering; the current [Form D including](#) checksheet for that offering must be included in the proposal and clearly labeled as "Current". Scanned documents must be legible and complete.

**Proposed Program / Major
Checksheet**

The proposal involving addition, modification, or deletion affecting an offering must include a [Form D including](#) checksheet clearly labeled as "Proposed", showing students and advisors all requirements for completion of the offering. (See above)

E.9 Form EF – Course Information Form

Initiators must complete this form for a new course offering, including Special Topics "Experimental" courses (x90), when any change is made in an existing course, [or when a course is to be deleted](#). It is recommended that an Initiator of a Practicum (x95) or a Special Studies "Independent Studies" course (x97) use this guideline for designing the project with the student. (For examples of good course designs, contact the [Faculty Center for Teaching and Learning at fctl@ferris.edu](#), or the Chair of the University Curriculum Committee.) Initiators should not include a full syllabus with [this form](#).

I. Action to be taken

The Initiator must indicate [whether they are creating, modifying or deleting a course and the earliest term the proposal will take effect so as to ensure that all stakeholders have adequate notification](#). However, the time required to complete the proposal review process may extend beyond the deadline for making the new course available to students for early registration. The Initiator may request the addition of an approved course to the semester's listing after the deadline by consulting with the Registrar and the Associate Provost for Academic Operations (APAO).

Instructions for identifying the Term Effective are provided on Form [EF](#).

Desired Term Effective (6 digit code only): Examples: 201301 (Spring), 201305 (Summer), 201308 (Fall) Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. Course Identification

[The Prefix, Number and Title of the course is the official data for the course in Banner and MyDegree, as it appears on the student's transcript; and in TracDat, for program assessment.](#)

Instructions for New or Modified Course

- [Course Prefix and number](#)
- Enter Contact Hours per week in boxes.
- LECTure: enter how many contact hours per week students will be in lecture mode
- LAB: enter how many contact hours per week students will be in laboratory mode
- Seminar: enter how many contact hours per week students will be in seminar mode
- [Course Title \(limit to 30 characters/spaces\)](#). Abbreviations should be understandable to a lay reader. Punctuation marks and numbers count as "characters". This title will appear in the Banner system during registration and on student transcripts.
- [Prerequisites or Restrictions:](#) If none, leave blank.) Limited to 100 characters including punctuation and spaces.
- "Prerequisite" means that the student must complete some preliminary obligation in order to enhance their likelihood of successfully achieving the Student Learning Outcomes in the course. Prerequisites may be identified by course prefix and number; level of achievement in the prerequisite course(s), e.g. C or better; and/or academic standing, e.g. Junior status.

Restrictions to enrolling in the course may be identified, e.g. Honors Program.

Deleted: E

Deleted:) or

Deleted: .

Deleted: *Academic Senate office*

Deleted: *the proposal*

Deleted: *Course Identification*¶
The Prefix, Number and Title of the course is the official data for the course in Banner and MyDegree (DegreeWorks), as it appears on the student's transcript; and in TracDat, for program assessment. It must be consistent with the data entered on the¶
¶
Course Description¶
¶
The Course Description is the official summary of the course included in the University Catalog. It should be clear and comprehensive, but concise (limited to 125 words). Students and other readers of the University Catalog should be able to discern the nature of the content of the course. Consider the Course Description as if it were a marketing tool for encouraging students to enroll in the course.¶
¶
Any prerequisite courses or conditions required for enrollment should be included at the end of the Course Description on Form E.¶
_____Section Break (Next Page)_____

¶
¶
Course Outcomes and Assessment Plan¶
¶
The Student Learning Outcomes for the course clearly linked to measurable Assessment strategies for the course must be included on Form E. This material is critical for collecting data to assess the course in TracDat. It also provides a basis of commonality for any instructor of the course; any student enrolling in any section of the course should expect to experience these Student Learning Outcomes as measured by the Assessment strategies listed... (

Deleted: new course could be offered to be communicated appropriately to

Deleted: .

Deleted: F-C:

Deleted: <#>PROPOSED FOR NEW COURSE¶
¶

Deleted: and

Deleted: <#>Number must correspond with information on Form E.¶
¶

Deleted: ¶
Check (x) appropriate box(es).¶
INdependent Study: see Policy 3.4.2.5 for Special Studies (

Deleted:)¶

Deleted: ¶
College Code: two digits; enter the college codes listed below:¶ (

- For more than one item in this field, indicate the relationship with the other items using "and" if both/all items apply, or "or" if any of the items apply individually. Do not use punctuation between the items.
- The Banner system will honor all prerequisites or restrictions clearly identified and prevent a student from enrolling in the course. The Instructor may override the prerequisite or restriction on a case-by-case basis through the Department office.
- Co-requisites: courses must be taken concurrently
- If a student must enroll in more than one course in the program/offering at the same time, this box should be completed with the course prefix(es) and number(s) for the concurrent course(s). The Instructor may override the co-requisite requirement on a case-by- case basis through the Department office.

A. Check (x) appropriate box(es):

1. INdependent Study: see Policy 3.4.2.5 for Independent Studies (x97) courses

2. Practicum: see Policy 3.4.2.4 for Practicum (x95) courses

For either of these two course modes, the instructor must include an assessment strategy or strategies to demonstrate the student has completed the appropriate amount of contact time for the credit hours given. Contact time does not have to be completed in the presence of the instructor, e.g. internships off-campus.

B. College Code: two digits; enter the college codes listed below:

AS	Arts and Sciences
BU	Business
ED	Education and Human Services
HP	Health Professions
OP	Optometry
PH	Pharmacy
TE	Engineering Technology
UC	University College

C. Department Code: four digits; enter the department codes listed below:

AFIS	Account, Finance, Info Systems
ATFM	Arch Tech-Facility Mgmt
AUTO	Automotive
BIOL	Biology
CRHA	Clinical Lab-Resp Care-Hlth Ad
CRIM	Criminal Justice
CTMG	Construction Tech-Mgmt
DHMI	Dental Hygiene-Medical Imaging
DPCU	Developmental Progs-Curr
EECN	EET-CNS
HEET	Heavy Equipment
HUMN	Humanities
HVAC	HVACR
LANG	Languages and Literature
MATH	Mathematics
MDSN	Mechanical Design
MFGE	Manufacturing Eng Tech
MGMT	Management
MKTG	Marketing
OPTO	MI College of Optometry
PHAR	Pharmacy
PHYS	Physical Sciences
PLUR	Plastics-Rubber
SCED	School of Education Dept
SDGM	School of Digital Media
SEHM	Sports, Entertain, Hospt. Mgmt
SNUR	School of Nursing

SOCS	Social Sciences Dept
SOWK	Social Work
SURE	Surveying
WELD	Welding Eng Tech

Specific program/major codes should not be used here, e.g. COMM for Communication would be coded on Form F as HUMN, Humanities Department, the initiating department.

D. Credit Hours: Variable or Fixed

This attribute refers to whether the course has a fixed number of credit hours associated with it, e.g. 3 credits for 45 contact hours; or a variable number of credit hours, assigned by the instructor, e.g. 1 – 8 credits for an internship, determined on a case basis. The next attribute sets the range of credits for a variable credit course.

E. Minimum Credit Hours: If the course is "fixed" credit hours, enter the number of credit hours assigned to it in the box, e.g. 3 for a 3 credit hour course. If the course is "variable" credit hours, enter the minimum number of hours possible, e.g. 1 for the internship example above.

F. Maximum Credit Hours: If the course is "fixed" credit hours, enter the number of credit hours assigned to it in the box, e.g. 3 for a 3 credit hour course. If the course is "variable" credit hours, enter the maximum number of hours possible, e.g. 8 for the internship example above.

G. May Be Repeated for Added Credit: Check (x) Yes or No

The "Yes" situation includes courses that may be repeated for added credit. The student earns a grade and credit each time the course is taken. Examples include discipline-specific topics courses where the topic changes each semester, e.g. PHIL 350 Topics in Philosophy; "Special Studies" Experimental courses; and some activity courses, like music.

The "No" situation identifies a course that may be counted only once for credit toward the student's degree or offering completion. A student may repeat a course whether it was previously passed or failed. When a course is repeated, the original course and grade remain on the transcript, and the grade is identified as a "replaced" grade to alert the reviewer that a later attempt of the course will appear on the transcript. The grade from the most recent attempt is used in computing the grade point average.

In either case, the Initiator must enter a number in the appropriate box:

Max Times: This is the maximum number of times the course may appear on the student's transcript, or the maximum number of times a student may attempt the course to earn a higher grade.

Max Credits Awarded: This is the maximum total number of credits a student may earn for that course prefix and number.

H. Levels: Check (x) Undergraduate, Graduate, or Professional

Most courses are intended for undergraduates. Graduate courses (Master's or Doctoral) are usually open only to graduate students who have been formally admitted to the graduate program. Professional level is restricted to Optometry or Pharmacy courses. This attribute identifies the course, regardless of its use by offerings at other levels at the University.

I. Grade Method: Check (x) "Normal Grading" means that the instructor can assign to a student a grade ranging from A through F. "Credit/No Credit only (Pass/Fail)" is self-explanatory. The student's transcript will show a grade of A through F or CR/NC for every completed course. Other options provided in the Banner system, e.g. "Incomplete", are transitional grades that will be replaced when the final grade is entered or changed to F or NC when the time limit for completion expires.

J. Does proposed new course replace an equivalent course? Check (x) Yes or No.

When a course modification changes a course to the extent that a returning student could no longer apply the course they took to meet the current offering's Student Learning Outcome standards, this box should be checked "Yes".

Equivalent course: Prefix and Number

These boxes should be completed only when the situation in "J" above applies to a course modification.

K. Term(s) Offered

The codes for terms offered

are: F = Fall

SP = Spring

SU = Summer

For maximum flexibility in scheduling a course to meet program offering requirements, a course should be listed here as "FALL SPRING SUMMER". This designation means that the department is able to schedule the course any of these terms, but it does not obligate the department to offer the course every term listed.

If a course is designed so that the term of its offering is defined, e.g. it is part of a sequence in which the courses must occur during specific terms; then the Initiator should indicate the term the course will be scheduled. There are several options for identifying the term:

FALL fall only	SPRING spring only	SUMMER summer only
FE fall even years	SPE spring even years	SUE summer even years
FO fall odd years	SPO spring odd years	SUO summer odd years

In exceptional cases, programs may request an exemption from the Term Offered limitation associated with a course from the Associate Provost for Academic Operations (APAO).

L. Max Section Enrollment

The maximum section enrollment is known as the "cap" for a section. This designation provides guidelines for the maximum number of students able to achieve the Student Learning Outcomes using the method of delivery the instructor has chosen: face-to-face, blended (mixed) or fully online. In some cases, the cap is determined by laboratory stations or student accessibility to equipment.

Initiators should identify the optimal cap for a face-to-face delivery of the course.

When a cap has been established for a section offering of a course, the registration system will honor that number by denying enrollment to students once that cap number for the section has been reached. An Instructor may override the cap, permitting additional students to enroll in the section, on a case-by-case basis through the department office. However, the Department Administrator may not add additional students to the section without consulting with the Instructor (see Policy 3.5.1.) Departments may establish policies for managing caps in course sections as approved by the Associate Provost for Academic Operations (APAO).

If an Instructor chooses to deliver the course in either a blended/mixed delivery format (50% to 75% delivered online) or fully online delivery format (75% or more delivered online), the Department may request a reduced cap for that section or sections. An Instructor may provide other pedagogical argument for reducing the course cap. (See Policy 3.5.2.) The negotiation to reduce a course cap for a section or sections of the course is conducted at the Department level and approved by the APAO.

Instructions For Deleted Course

This form should be used when a course is to be permanently removed from the University Catalog.

If a course is to be placed on inactive status, a Department achieves that purpose by not scheduling the course for the term. After an extended period, the APAO may request that the inactive course be deleted permanently or modified and restored to the active curriculum.

- Desired Term Effective: The Initiator should enter the earliest date that the course deletion can be made known to all stakeholders. In cases where students require the course to complete their progression through an offering, the action to delete may be delayed to accommodate the students.
- The Initiator must complete all information, matching the information that is in the Banner system.

Course Description

The Course Description is the official summary of the course included in the University Catalog. It should be clear and comprehensive, but concise (limited to 125 words). Students and other readers of the University Catalog should be able to discern the nature of the content of the course. Consider the Course Description as if it were a marketing tool for encouraging students to enroll in the course.

Deleted: <#>Form F-M, Modify a Course¶

¶ Whenever any attribute of a course is changed or modified, both Form E Course Information Form and Form F-M, Modify a Course Data Entry Form must be completed.¶

¶ The Initiator should identify the earliest term the modified course could be made available to all stakeholders.¶

¶ The Initiator should identify the course completely, using exactly the same prefix, number and title for the course that appears in the Banner system.¶

¶ The Initiator should identify all changes or modifications proposed, by entering the letter(s) of the modification in the box.¶

¶ Only the proposed modification(s) should appear on the rest of the Form.¶

Section Break (Next Page)_____

¶
¶
¶
Form F-D, Delete Course¶

¶ Whenever

Deleted: , this form should be used

Deleted: ¶
ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.¶
¶

Deleted: <#>CURRENT COURSE TO BE DELETED FROMCATALOG.¶
¶

Any prerequisite courses or conditions required for enrollment should be included at the end of the Course Description on Form EF.

Course Outcomes and Assessment Plan

The Student Learning Outcomes for the course clearly linked to measurable Assessment strategies for the course must be included on Form EF. This material is critical for collecting data to assess the course in TracDat. It also provides a basis of commonality for any instructor of the course; any student enrolling in any section of the course should expect to experience these Student Learning Outcomes as measured by the Assessment strategies listed on Form EF. (See Appendix D Writing Student Learning Outcomes linked to Measurable Assessment Strategies.)

Course Outline including Time Allocation

The Course Outline is not a syllabus for the course. It is a summary of the topics covered during the term. These topics or units are associated with the class time devoted to them ("time allocation"). Since method of delivery can vary from face-to-face, to blended (mixed) to fully-online, the actual number of "seat minutes" a student spends in contact with an instructor will vary. The Initiator should design the course time allocation to accommodate any method of delivery.

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

- Weeks (15 weeks of content delivery. Examination week, the 16th week, should not be included; however it is expected that instructors will use this time as an additional opportunity for assessment or some other appropriate activity.)
- Hours (45 hours; assuming 3 contact hours per week)
- Percentages (100 percent)

E.13 Form FIN Financial Aid Consultation Form

This form identifies eligibility of financial aid, therefore all new Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major must complete this form and send it to the Director of Financial Aid. It is important to include the number of credit hours needed to earn the degree or credential being sought. Because this form provides data that must be reported to the Department of Education as well as the National Student Loan Clearinghouse, all programs must include this form in their proposal.

E.14 Form G General Education Approval

A separate Form G General Education Approval Form must be submitted for every General Education designation sought for a course, because each designation is served by a separate sub-committee that reviews the proposal and submits a recommendation to the University General Education Committee. Hard copy of Form G's travel with a copy of the proposal to the General Education Coordinator who forwards both the General Education Approval Form and the proposal to the appropriate sub-committee. See Appendix A.8 for additional information about applying for General Education designation.

E.15 Special Offerings

15.1 Non-Credit (Ad Hoc) Certificates

Non-Credit (Ad Hoc) Certificates are those in which the content excludes regular University courses. Following are examples of Non-Credit (Ad Hoc) Certificates:

15.2 Continuing Professional / Technical Training

These certificates would relate to offerings to participants who must meet education requirements by law or regulation such as Certified Public Accountants, assessors, etc. (e.g., CEUs, CUs, CPE hours)

15.3 Educational Programs

Specialty topics aimed at a particular audience where the content may be new information, condensed from a college-credit course or prepared by professional / technical organizations.

These programs could also be created for or at the request of corporations, associations, etc.

Deleted: Please
Deleted: is required as the
Deleted: regardless if students are receiving federal aid.

Deleted: Assessment
Deleted: Chair of the University
Deleted: Assessment Committee
Deleted: ¶
Refer to Appendix A.8 for additional information about applying for General Education designation. ¶
¶
SPECIAL OFFERINGS ¶
¶

It is not necessary to file Forms A, B, C, D, ~~EF~~ or G.

Deleted: E, F

The Provost shall approve all Non-Credit (Ad Hoc) Certificates.

15.4 Non-Degree Offerings

While they may be applied to a degree, minor or certificate, Non-Degree Offerings are courses or programs that do not, by themselves, result in the granting of a degree, minor or certificate. Examples might include a course like Ferris State University Seminar (FSUS), or a program like General Education.

An Initiator must submit Form A, signed by his or her department/school administrator, with a description of the offering and a rationale, directly to the Provost. The Provost shall review and approve all Non-Degree Offerings.

15.5 Delivering Programs at Off-Campus Sites

The establishment of any current Ferris State University program as an off-campus program shall be considered a minor change and be sent to the University Curriculum Committee for review. The UCC shall forward the request to the Provost for approval.

Any proposal to establish an off-campus program that does not correspond to a currently offered program or involves a change in multiple courses or in the configuration of courses will be considered a major change and must follow the procedure for the approval of new programs.

Proposed off-campus programs must meet the following criteria to be approved.

1. Written documentation of support from the Office of Extended and International Operations (OEIO)
2. A rationale should be included which shows how the off-campus program will benefit both the proposed region and Ferris State University consistent with the mission of Ferris State University.
3. A market study must be included that demonstrates sufficient potential enrollment to make the program viable. The ways that the program is distinct and competitive must also ~~be demonstrated~~
4. A fiscal analysis must be included that demonstrates sufficient potential enrollment to make the program viable. The ways that the program is distinct and competitive must also be demonstrated.
5. A facility study must be included which document that there are adequate facilities to insure a quality program. Depending on the nature of the program, the facilities concerned may include library resources, lab space, computers, or other resources necessary to the particular program.
6. A marketing plan must be included and individuals responsible for its implementation shall be identified.
7. Adjunct faculty for the off-campus site must be approved according to University procedures. ~~(Approved by the Academic Senate on April 5, 1994) (Approved by the Vice President for Academic Affairs on April 8, 1994)~~

Deleted: bedemonstrated

Deleted: . ¶
(

The proposal should include:

Form A - Proposal Summary and Routing Form

Form B - ~~Undergraduate~~ - Curriculum Consultation Form(s), if applicable

Form B ~~Graduate~~ - Curriculum Consultation Form to University Graduate and Professional Council (for proposals affecting graduate, professional, and doctoral curricula), ~~if applicable~~

Deleted: - UGPC

Deleted:)

Form C - Library/Instructional Services Consultation Form, if applicable

Deleted: E

Form ~~EF~~ - Course Information ~~Form~~

Deleted: Forms, if applicable

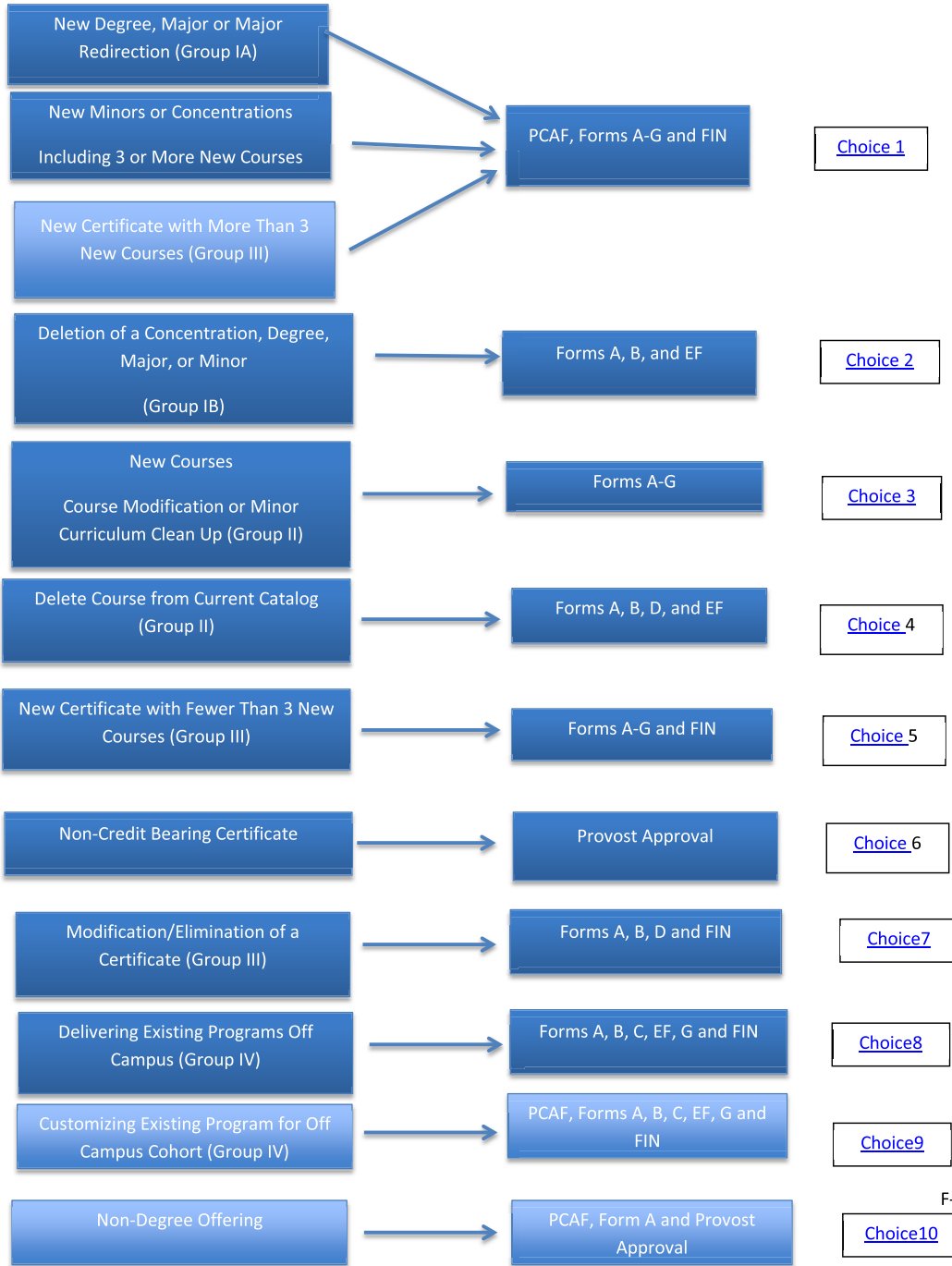
~~Form G~~ - General Education Approval Forms if course(s) request General Education designation. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/qened/criteria.htm>)

Deleted: Form F-C, Course Data Entry Forms, if applicable¶
¶
Form F-M, Modify Course Forms, if applicable¶
¶

Written Support from ~~Dean~~ of Extended and International Operations,

Deleted: VP

Deleted: (VPEIO)



Deleted: ¶
 Form PCAF – Preliminary Curriculum Approval Form.Effective Fall 2015¶
 ¶
Directions: This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.¶
 ¶
 ¶
Type of curriculum change (check one):¶
 ¶
 New minor requiring new courses/resources



FERRIS STATE UNIVERSITY

STUDENT GOVERNMENT

Academic Senate Meeting December 6, 2016

General Assembly Structure – Senate

Currently, there are Seven (7) senators serving on the General Assembly (G.A.).

- College of Business (1)
- College of Health Professions (1)
- College of Education and Human Services (1)
- College of Arts & Sciences (4)

General Assembly Structure – House of Representatives

Currently, there are twenty-three (23) representatives serving on the General Assembly (G.A.).

- | | | |
|------------------------------------|---|----------------------------------|
| - Pi Kappa Alpha | -Psi Chi | -Alpha Xi Delta |
| -Student Psychology Association | -Alpha Phi Sigma | -Bulldog Sustainability Alliance |
| -Healthcare Management Association | -Residence Hall Association | -Alpha Sigma Tau |
| -Club Sports Council | -Kappa Kappa Psi | -Phi Alpha Delta |
| -Pre-Dental Club | -Hospitality Management Student Association | -Panhellenic Council |
| -Fishing Club | -Lambda Alpha Epsilon | -Phi Alpha |
| -Lambda Kappa Sigma | -Sports Careers | -Active Minds |
| -AdGroup | -Zeta Tau Alpha | |

Initiatives

- **Corn Hole Tournament with GVSU**
 - On Saturday, October 8, FSUSGA members travelled to GVSU for the first-annual Corn Hole Tournament between the two schools. The tournament took place before the football game. Students and community members from each University were encouraged to form teams of two and compete for the grand prize. The winning team was awarded a trophy with their team name and school engraved. A team from GVSU was the winner this year.
 - The goal of this initiative is to create a friendly environment where Ferris students can come and support their athletics teams as well as get to know GVSU students.
- **Leadership Dinner**
 - The Leadership Dinner was held on Wednesday, November 19. Student Leaders, Faculty & Staff, and members of the community were invited to attend. The evening’s key note address was given by FSU Men’s Rugby Coach, Bradley King.
 - The goal of the event is to provide an opportunity for students to meet fellow students as well faculty & staff members to discuss leadership topics and current issues on campus.
- **Sweet Cases**
 - The Big Rapids Community Outreach Committee coordinated the “Sweet Cases” initiative to raise funds to purchase suitcases for local foster kids. With the overwhelming support this initiative received, Student Government Association was able to purchase 86 “Sweet Cases.” SGA will be hosting a Sweet Case building event on Monday, December 5 to decorate the cases.