

**Academic Senate**  
Agenda  
Tuesday, September 4, 2018  
**UCB 202AB**

**10:00 AM: Business Session**

1. Call to Order and Roll Call
2. Approval of Minutes: April 23, 2018
3. Open Forum: items of importance to the Academic Senate
4. Reports
  - A. Senate President – Sandy Alspach
  - B. Senate Vice President – Charles Bacon
  - C. Senate Secretary – Melinda Isler
5. Senate Standing and Task Force Committee Reports
  - A. University Curriculum Committee – Rusty Leonard
  - B. Academic Program Review Council – Gary Todd
  - C. Data-Driven Decision-Making Task Force – Kemi Fadayomi, Mark Thomson
6. Old Business: requiring Senate action
7. New Business: requiring Senate action
  - A. University Curriculum Committee – Rusty Leonard

**11:00 AM: Information Session: Open to the University community**

1. Announcements
  - A. President David Eisler
  - B. Provost Paul Blake
  - C. Information Technology/Migration of Students to Microsoft Office – Jake Martin
2. University Committees and Other Reports
  - A. \*General Education – Victor Piercey and Cliff Franklund
  - B. Student Government – President Bobby Gill
3. [eta 11:15] “Conversation with the Senate” – President David Eisler  
The State of the University Budget
4. [eta 11:45] Open Forum: items of interest to the University community
  - A. Greetings from FSU Emeriti Association President Doug Haneline
  - B. Memorials:
    1. Emeriti: by Dr. Haneline
    2. Active Faculty: Dr. Margaret Wan, College of Health Professions (Public Health),  
by Dr. Greg Zimmerman
  - C. Comments and Announcements  
(by prior arrangement)
5. Adjournment to 10:00 AM, Tuesday, October 2, 2018

**Minutes**  
**Ferris State University**  
**April 24, 2018- 10:00 a.m.**

Members in Attendance: Epps, Fox, Bacon, Desmond, Drake, Daubert, Hanna, Marion, Bright, Zyla, Todd, Moore, Maike, Rumpf, Shimko, Weaver, Inabinett, Gray, Wolfer, Axford, Calkins, Conley, Bajor, Ing, Thomson, VanLent, Isler, Berghoef, Stone, Fadayomi, Zube, Balanda, Baran, Alspach, Wancour, Wyss

Members absent with cause: Moore, Todd,

Members absent:

Ex-Officio and Guests: Bentley, Blake, Durst, Garrison, Gill, Haik, Hawkins, Jackson, Johnson L, Johnson M, Leonard, MaloneyReifert, Schult

1.	President Bacon called the meeting to order at 10:00 a.m.
2.	<b>Approval of Minutes.</b> Senator Weaver moved to approve the minutes. Senator Moore seconded. The motion passed 88% to 0% with 12% abstaining.
3.	<b>Open Forum</b> Associate Provost Leonard Johnson noted that the Title IV requirements would be requiring faculty to acknowledge that their students were active participants. At this point only 66% of course shells had done so. Secretary Isler encouraged senators following the meeting to attend the Open Educational Resources poster session across the hall. Vice-President Alspach noted that the Special Olympic events raised \$3100 and that the recognition of mens basketball and volleyball would be occurring in the fall. Senator Gray noted his request to bring up a discussion on dual enrollment was not placed on the agenda and he disagreed that this was a college level issue. It was suggested that this be put on the August Senate retreat agenda. Senator Ing noted a current legislative issue relating to education which would make training requirements for instructors impossible to complete and asked senators to write their representatives. More information will be forwarded from the Senate office following the meeting.
4.	<b>Officer Reports/ President Report</b> President Bacon gave final remarks which noted meeting with other Faculty Senate and some common trends in which they were disregarded or not considered as greatly as they would wish. He noted that the Board did not wish to give out contact information. He noted the important work of the faculty and how they could be better utilized and how they had a common goal in mind.  Senator Alspach said that the call for the ad-ho data committee went out. Fadayomi asked why it was not called a task force? Vice-President Alspach noted she hoped the work on this would continue into next year.  Secretary Isler reported the Charter referendum passed and would be going to the May Board of Trustees meeting.
5.	<b>Senate Committee Reports</b> UCC Chair Rusty Leonard reported that 115 proposals have gone through the UCC this year.  Mike Berghoef, Academic Minors Task Force chair gave a report on committee activities. There is no HLC mandates on minors so that provides some flexibility (and great disparities in data). The issues go beyond what is required for the APR report. They wish to identify data to help in the advising of minors. They are investigating benefits of minors, cost of minors to students, faculty, colleges and the university, identifying students required to have minors, students would are not required but still choose to obtain minors, the reasons why, the context of the minor contrasted to other academic offerings (such as certificates or endorsements) and the minor's relation to general education at FSU. Senator Ing made a motion to accept the report and have recommendations in September 2018. Seconded by Senator Gray. Motion passed 93% to 3% with 6% abstaining.

8a.	<p><b>Digital Forensics Course Prefix Name change.</b>  Senator Epps moved to change the prefix. Senator Weaver seconded. Coordinator Gogolin noted that this was a cleanup of a course originally done as part of the criminal justice program. Senator Moore noted this was a single course and asked if was cost effective. Senator Maike noted this course was being taught by group too overburdened to complete academic program review. Zyla noted this was funded for training courses and could help with development. Motion passed 59% to 29% with 14% abstaining.</p>
8b.	<p><b>Student Photo Policy.</b>  Senator Calkins moved to approve a student photo policy. Motion seconded by Secretary Isler. Senator Calkins noted that this was an issue forwarded to the executive committee months ago and he had not been made aware it was going to be on this months agenda. He would like photos submitted with online students to verify identity. Provost Blake did not see that this would be an issue. Senator Gray, Senator Epps and President Bacon asked if there were any legal issues prohibiting it. Calkins did not have that information. Senator Gray moved to table so those answers can be gotten. Seconded by Senator Epps. Motion to table passed 86% to 14% with 0% abstaining.</p>
9.	<p><b>Announcements</b>  President Eisler was absent.</p> <p>Provost Blake recognized Senator Gray as the MASU Distinguished Teacher of the year and thanked all for their commitment to their students and teaching.</p> <p>President Bacon presented certificates to retiring senators..</p>
10.	<p>The meeting was adjourned at 10:55 a.m.</p>

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5.	<b>Senate Committee Reports</b> UCC Chair Rusty Leonard reported that 115 proposals have gone through the UCC this year. He will be spending the summer working on manual revisions.  Mike Berghoef, Academic Minors Task Force chair gave a report on committee activities. There is no HLC mandates on minors so that provides some flexibility (and great disparities in data). The issues go beyond what is required for the APR report. They wish to identify data to help in the advising of minors. They are investigating benefits of minors, cost of minors to students, faculty, colleges and the university, identifying students required to have minors, students would are not required but still choose to obtain minors, the reasons why, the context of the minor contrasted to other academic offerings (such as certificates or endorsements) and the minor's relation to general education at FSU. Senator Ing made a motion to accept the report and have recommendations in September 2018. Seconded by Senator Gray. Motion passed 93% to 3% with 6% abstaining.

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**Ferris State University  
Academic Senate  
Calendar  
2018-2019**

<b>Fall 2018</b>			
Date	Time	Place	Purpose / "Conversation with the Senate"
T 8/21	8:00 AM-4:30 PM	Falcon Head Golf Club	Retreat Overview of Agenda Items for 2018-2019
T 9/4	10:00-11:50 AM	UCB 202AB	Monthly Meeting Conversation: University Budget (David Eisler)
T 9/11	12:00-2:00 PM	UCB 122	Senate Executive Committee (SEC) Meeting
T 10/2	10:00-11:50 AM	UCB 202A	Monthly Meeting Conversation: E-Learning (Amy Greene and team)
T 10/9	12:00-2:00 PM	UCB 122	SEC Meeting
T 11/6	10:00-11:50 AM	UCB 202AB	Monthly Meeting Conversation: HLC Visit (Kristy Haik and Jeff Ek)
R 11/8	6:00-9 PM	UCB 209	Academic Program Review Council (APRC) Report to SEC (for discussion)
T 11/13	12:00-2:00 PM	UCB 122	SEC Meeting
T 11/20	6:00-8 PM	UCB 202AB	Academic Program Review Council (APRC) Report to Senate (for approval)
T 12/4	10:00-11:50 AM	UCB 202AB	Monthly Meeting Conversation: pending
W 12/12	10:00-11:50 AM	UCB 122	SEC Meeting
<b>Spring 2019</b>			
Date	Time	Place	Purpose
T 1/14	10:00-11:50 AM	UC 202AB	Monthly Meeting Conversation: tba
			SEC Meeting
T 2/5	10:00-11:50 AM	UC 202AB	Monthly Meeting Conversation: tba
			SEC Meeting
T 3/5	10:00-11:50 AM	UC 202AB	Monthly Meeting Conversation: tba
			SEC Meeting
T 4/2	10:00-11:50 AM	UC 202AB	Monthly Meeting Conversation: [Jeanine Ward Roof - Recruitment]
			SEC Meeting
T 4/30	10:00-10:50 AM	UC 202A	Monthly Meeting Recognition of Officers and Senators
	11:00-11:50 AM	UC 202A	First meeting of Academic Senate 2019-2020 Election of Officers for 2019-2020

# 2018-2019 Curriculum Planning and Procedures Manual

Ferris State University

Published by the University Curriculum Committee of the Academic Senate

Recommended by the Academic Senate

And Approved by Academic Affairs, (TBD) September 2018

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## A Overview and Introduction

This Curriculum Planning and Procedures Manual is maintained by the University Curriculum Committee (UCC), is supported by the Academic Senate and approved by Academic Affairs. It 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.

The purpose of the UCC is to evaluate curriculum proposals 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 UCC to conduct the reviews as expeditiously as possible in a manner that facilitates development of new proposals and updating of existing programs.

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 UCC or the Academic Senate Office.

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 provides a means for faculty to participate in decision-making, revise academic programs and initiate curriculum changes. Deadlines for review and action by faculty and administrators ensure timely implementation. The roles and responsibilities of participants in the process are delineated in [Appendix B](#).

Once the unit has identified a need for curricular change and a Proposer has accepted the role, the Proposer 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 considered in drafting the PCAF, if necessary and included in the rationale for the change.

Proposers 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.

The following exemplifies the minimum expected from a course-level and a program-level proposal.

A course-level proposal is expected to:

- have defined Student Learning Outcomes, listed on Form E/F, that are linked to how they will be measured or assessed.
- 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.

A program-level proposal is expected to:

- have measurable Program Outcomes, listed on Form D, Checksheet, that are clearly linked to Program Assessment Strategies.
- 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 2020 will be reviewed no later than Fall 2026.)

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).

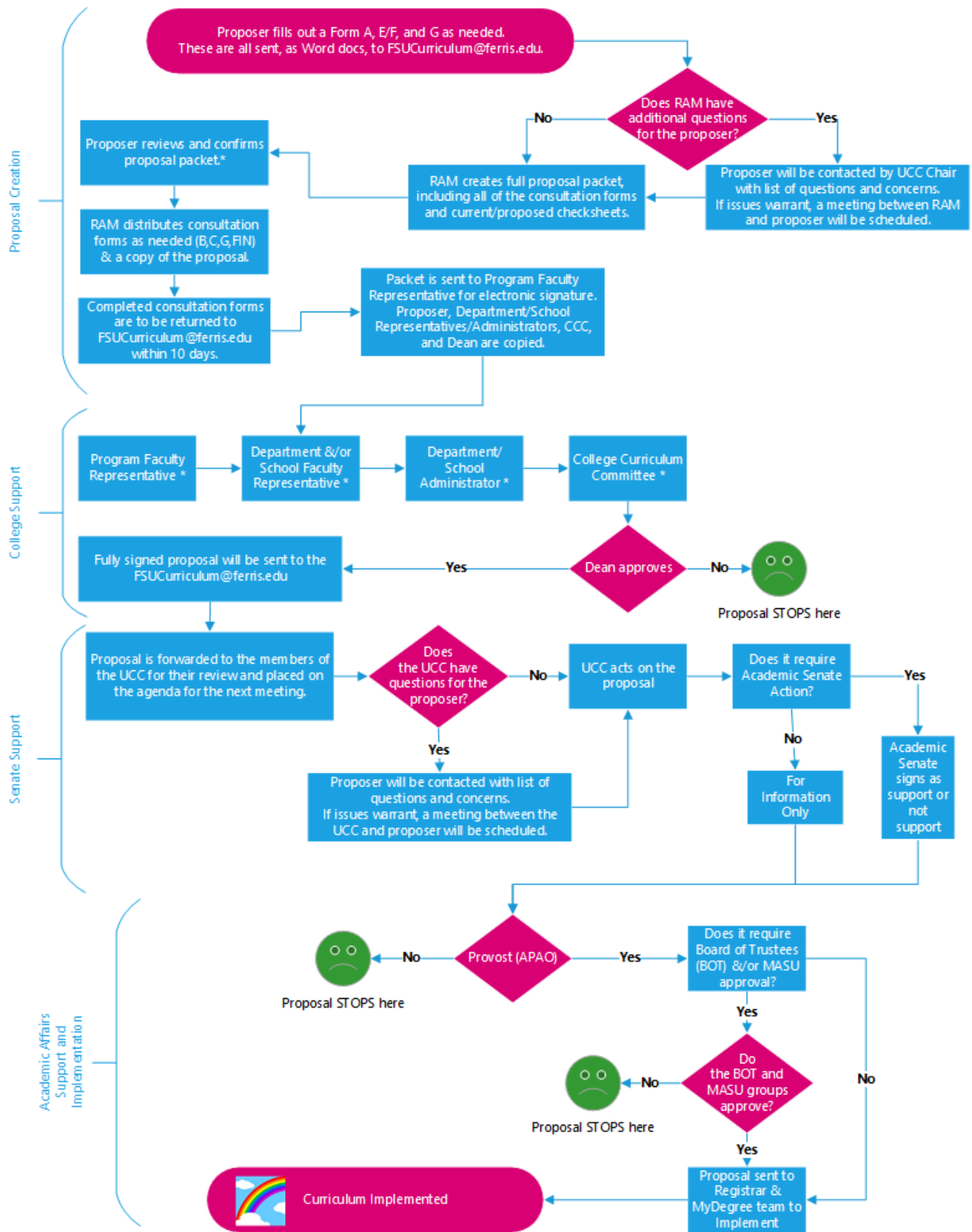
If you have questions, contact the UCC Chair early in the process.

### A.1 Initiate a curriculum proposal when

- 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.
- 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.
- 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.
- to meet accrediting body requirements associated with a curricular offering.

The initiating unit is often 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 Proposer.

## A.2 Curriculum Process Flowchart



\* Responds within 10 Days

## A.2.a Proposal Creation

In general, proposal creation refers to the process of developing the proposal packet. Prior to proposal creation, a Proposer obtains an approved PCAF, if needed, and has created an initial dialog with all affected University parties as described in the introduction. With this complete, the Proposer fills out Form A, with E/F and G as needed, then consults with Registrar, Academic Affairs, MyDegree (RAM). It is during this point in the process that RAM may have questions the Proposer must answer before the proposal packet can be thoroughly completed. The Proposer will have an opportunity to review and confirm the proposal packet before RAM sends out any correspondence. After the Proposer accepts the created packet, RAM will send out correspondence for all consultation forms with a copy of the proposal included for each. No later than 10 business days, RAM will attach all completed consultation forms, then send the proposal packet with electronic signature page to the Program Representative. At this same time, copies of the proposal are sent to the Proposer, the School/Department, the CCC and the Dean to let them know this curriculum proposal is in the pipeline.

Note: Any modification to the content of a proposal at any time requires the proposal to be sent back to RAM.

## A.2.b College Support

The first level of review for a proposal is the [Program faculty](#). Their signature on the Form A signifies the date of the vote and that vote counts are accurate. This vote must occur within 10 business day of receipt. Whatever the vote, the proposal will continue unless the Proposer withdraws the 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 Proposer must address any of these concerns in writing. This dialogue will be reviewed by all succeeding units in the curricular process.

A Proposer must consider all concerns raised at all levels during the process and make appropriate proposal modifications and/or respond in writing to address the concerns. Any changes in the proposal must be communicated to all members of the initiating unit.

The second and/or third level of review for a proposal is the representative for the [Department and/or School Faculty](#). 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 addressed in writing by the Proposer. This dialogue is attached to the proposal for succeeding units. 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 Proposer’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 fourth level of review 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. The Department/School Administrator 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 Proposer and, the dialogue including the Proposer’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 Proposer to return the proposal to the initiating unit for reconsideration if the Department/School Administrator does not

support the proposal. The Department/School Administrator has 10 business days to review and act on the proposal.

The fifth level of review 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 sixth level of review for a proposal is the [Dean](#). The Dean may stop the proposal with an Action of “Not Approved,” and this will remain in effect until consultation between the Proposer, the Dean and the Associate Provost for Academic Operations (APAO) resolves the issue(s) or the proposal is withdrawn. The Dean will review, act, sign and forward all proposals to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu) within 10 business days. The Dean must, in writing, include any concerns if their action is “Approve with Concerns” or “Not Approved” by attaching a separate Word document.

#### A.2.c Senate Support

The seventh level of review for a proposal is the [UCC](#). The process described above continues. The UCC may request the Proposer 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. In the case of a proposal that needs further administrative review, the UCC can choose a vote of “Support with Concerns,” signifying support of the proposal, but with the assurance that all technical aspects of the proposal will be met before final implementation.

After UCC action has been taken, the UCC Chair reports all curricular proposals at the next available [Academic Senate](#) meeting, making the eighth level of review for a proposal, the Academic Senate. Since the Academic Senate meets monthly, deviations from the 10-business day timing pattern may occur. The Academic Senate only acts on major proposals as noted on the [Curricular Action and Approvals Table](#). A Senator may vote “Support” or “Not Support”; however, it is a courtesy to express any concerns in writing to the Proposer.

Note: All proposals do not go to the UCC and/or Senate for discussion/action. See the [Curricular Action and Approvals Table](#) for details. However, it is a courtesy for the APAO to inform the UCC about these actions since they may be precursors of more significant curricular action in the future.

#### A.2.d Academic Affairs and Implementation

The Academic Senate office forwards all proposals to the Associate Provost for Academic Affairs (APAO). The APAO acts on behalf of [Academic Affairs/the Provost](#) to review proposals and to move them forward, if necessary, to the President, the Board of Trustees and the Academic Officers of Michigan for the appropriate action see the [Curricular Action and Approvals Table](#) for details.

Once a proposal is completely approved and processed for implementation, the APAO informs the Proposer and other units whose signature appear on Form A. At this point, the proposal is now ready for implementation as approved.

### A.3 Curricular Action and Approvals Table

This table is an overview of the various types of curriculum actions and their required approvals.

<b>GROUP I</b>	<b>Type of Curriculum Action</b>	<b>PCAF</b>	<b>Dean</b>	<b>UCC</b>	<b>Academic Senate</b>	<b>Provost</b>	<b>Board of Trustees</b>	<b>Academic Officers (MASU)</b>
	New Degrees, Program/Major	Yes	Action	Action by 12/1	Action by Jan Mtg	Action by 1/15	Action by Feb Mtg	Yes
	Elimination of a Degree, Program/Major	No	Action	Action by 12/1	Action by Jan Mtg	Action by 1/15	Action by Feb Mtg	Yes
	New Minor or Concentration requiring 3 or more new courses and/or new resources	Yes	Action	Action by 12/1	Action by Jan Mtg	Action by 1/15	Action by Feb Mtg	No
	New Minor or Concentration with fewer than 3 new courses	No	Action	Action by 12/1	Action by Jan Mtg	Action by 1/15	Action by Feb Mtg	No
	New Certificate requiring 3 or more new courses and/or new resources	Yes	Action	Action by 2/15	Info Only	Action by 3/1	Info Only	No
	New Certificate with fewer than 3 new courses	No	Action	Action by 2/15	Info Only	Action by 3/1	Info Only	No
	Modification or elimination of a Minor, Concentration, or Certificate (Info only to AS)	No	Action	Action by 2/1	Action by Feb Mtg	Action by 3/1	Info Only	No
	Substantial Redirection of Program/Major requiring 3 or more new courses and/or new resources	Yes	Action	Action by 2/1	Action by Feb Mtg	Action by 3/1	Info Only	Yes
	Substantial Revision or Redirection of Program/Major with no additional resource requirements (program name changes, modification of program outcomes, etc.)	No	Action	Action by 2/1	Action by Feb Mtg	Action by 3/1	Info Only	(name changes only)
	Non-degree offering(s)	No	Action	Info Only	Action by Feb Mtg	Action by 3/1	Info Only	Yes
	Customization of existing program for off-campus cohort group	Yes	Action	Action by 2/15	Info Only	Action by 3/1	Info Only	No
	Delivering existing programs at new off-campus sites	No	Action	Info Only	No	Action by 1/15	Action	No
<b>GROUP II</b>	<b>Type of Curriculum Action</b>	<b>PCAF</b>	<b>Dean</b>	<b>UCC</b>	<b>Academic Senate</b>	<b>Provost</b>	<b>Board of Trustees</b>	<b>Academic Officers (MASU)</b>
	REVISION OF DEGREE: Program/Major/Minor - refine program outcomes, sequence of courses, revisions to entrance, progression, or exit policies	No	Info Only	Action 4/15	Info Only	Action	No	No
	CURRICULUM CLEAN-UP: creation, deletion, or refinement of <ul style="list-style-type: none"> <li>• Course Title, Prefix, Credit hours, Term Offered, or Prerequisites</li> <li>• Course Descriptions, Outcomes, or Outline</li> <li>• Convert existing courses into modules</li> <li>• Creating Honors sections</li> <li>• Assigning General Education attributes</li> <li>• Course Caps (need Dean Approval)</li> </ul>	No	Info Only	Action 4/15	Info Only	Action	No	No
	EXPERIMENTAL COURSE	No	Action	Info Only	Info Only	Action	No	No

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 redirection of a program/major (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. Board of Trustees must be informed of new Concentrations and Minors prior to promotion and implementation. Academic Officers does not review new or eliminated associate degrees, minors, or certificates. Certificates must be submitted to HLC (Higher Learning Commission) and approved before implementation.

**As a general rule, most curricular action will not take effect until fall semester of the following academic year.** Revised 8/17/18

## B The Curriculum Process

All aspects of our environment — global, physical, economic, technical and social —are constantly changing. For Ferris State University to meet its mission, our curriculum must be flexible and nimble, while making sure all stakeholders are consulted on proposed changes. The curriculum process is designed to meet these challenges.

The forms required to initiate a proposal are discussed below.

### B.1 Is a PCAF needed?

A PCAF is required when significant new resources (equipment, library, facilities, funding, faculty/staff, etc.) will be required to implement the modification or addition. To see all cases when a PCAF is required, see the [Curricular Action and Approvals Table](#).

**If a Preliminary Curriculum Approval Form (PCAF) is required, it must be completely approved prior to proposal submission.**

For further information on the PCAF, see [section D](#).

### B.2 Initiating a Proposal

#### B.2.a Form A – Proposal Summary

Once the PCAF (if needed) is approved, the will fill out [Form A](#). should provide a detailed rationale including all curriculum action and desired date of implementation. The rationale should be succinct and clearly understandable 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 expected rationale will be in direct proportion to the degree of risk the proposal represents to the University.

The should review the curriculum to determine the appropriate change to be made. The three kinds of changes are:

1. Creation of a new program offering
2. Modification of a current program offering including adding/deleting courses
3. Deletion of a current offering

Note: Changing the title of a program requires the deletion of the existing program and the creation of a new program.

#### B.2.b Form E/F(s) – Course Information

A [Form E/F](#) is required for each course that is being created, modified or deleted. Each form E/F included in the proposal is utilized by several areas across campus to ensure accuracy in Banner.

Note: Significant course modification including changes to either the course prefix or course number. In cases such as this, the original course must be closed and a new course created. Indeed, this requires two Form E/Fs (one for closing the old course and one for creating the new course).

#### B.2.c Form G – Course General Education Information

A Form G is required for each course requesting a General Education status. Consult the [General Education website](#) for further information.



#### B.2.d Proposer Submits Forms to RAM

After creating the Form A, and if needed, the Form E/F(s) and Form G(s), the Proposer submits the Forms to the RAM for the initial review as Word documents attached to an email to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu). RAM will compile all necessary documents to ensure accuracy and efficiency for all parties involved.

#### B.3 Initial Proposal Review by RAM

An initial RAM review of the proposal will aid in clarifying the Proposer's intent, thereby addressing questions and concerns about the proposal at the beginning of the process. By taking this review step at the beginning, rework and multiple reviews are minimized at all steps during the process, making the process more efficient. This allows the program, department, school, college and university curriculum committees to focus on the essence of the proposal and its benefit to society.

Once the Form A, Form E/F(s) and Form G(s) are submitted to RAM, RAM will review the documents to see if further information is needed to understand the proposal and contact Proposer if needed.

To assist in developing the proposal: RAM will do the following:

1. Give the proposal a proposal # and title.
2. Contact the Proposer if further information is needed.
3. Add section 7 to the Form A; a list of all consultation forms needed including Form B's for programs outside the Proposer's department impacted by the proposal.
4. Add section 8 to the Form A; a list of all checksheets within the Proposer's department that are impacted by the proposal.
5. Create the all additional needed forms (B, C, FIN).
6. Create the current and proposed Form D's (checksheets) for the proposal.
7. Contact the Proposer to review and accept the final proposal.

#### B.4 Processing the Proposal

RAM will:

1. distribute the consultation forms to the appropriate area(s) along with the accepted proposal.
2. receive the completed consultation forms.
3. organize all documents together into one proposal.
4. forward the completed proposal to the Program faculty for electronic signature and Proposer, the Department, CCC Chair and Dean are copied.

The Proposer will:

1. ensure the proposal is electronically signed at each of the college-level reviews.
2. monitor the process, at each step.

Note: Once the Dean has electronically signed proposal for approval or information only it is emailed to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu)

Administrative Assistant to the Academic Senate will

1. assure the proposal is added to the UCC agenda for review and response.
2. obtain the Senate signature and forward to Academic Affairs.

Academic Affairs will:

1. submit for additional approvals, when applicable.
2. ensure timely implementation.
3. communicate completion of this process.

## B.5 UCC Proposal Review

The University Curriculum Committee (UCC) is a committee of the Academic Senate and will review the proposal once the Form A has all electronic signatures. The UCC will review each curriculum proposal on behalf of the University with the following lenses:

1. Consistency with the best interests of the University.
2. Meets the rapidly changing needs of the workforce.
3. Includes high-quality outcomes and assessment methodologies.

## B.6 Final Proposal Reviews

Once the UCC has reviewed a proposal, there are still other reviews and possible approvals that must take place before the proposal is completely approved. See [Curricular Action and Approvals Table](#) for the additional reviews and approvals that may be needed.

Academic Affairs will notify the Proposer once the proposal is completely approved and is ready for implementation.

# C Forms

## C.1 Purpose of Curriculum Forms

Form	Purpose
<b>PCAF</b> Preliminary Curriculum Approval Form	<ul style="list-style-type: none"> <li>▪ Identifies new resources necessary to implement the proposal</li> <li>▪ Provides rationale in support of requested changes (articulates the need for the University and the benefit to students)</li> </ul>
<b>Form A</b> Proposal Summary and Routing  <b>*required for all proposals</b>	<ul style="list-style-type: none"> <li>▪ Identifies the title and number of the proposal</li> <li>▪ Identifies the Proposer</li> <li>▪ Establishes the proposal’s progression through the approval process with appropriate signatures and dates</li> <li>▪ Presents the summary of the changes and the rationale for the proposal (Proposal Summary)</li> <li>▪ Summarizes all course actions required and consultations needed</li> </ul>
<b>Form B - Undergraduate</b> or UGPC Curriculum Consultation	<ul style="list-style-type: none"> <li>▪ Identifies any unit that might be affected by the change</li> <li>▪ Requests support for the change or identification of any concerns associated with the change</li> </ul>
<b>Form C</b> FLITE Services Consultation	<ul style="list-style-type: none"> <li>▪ Requests review of FLITE resources and services for proposals involving a new course or a significant modification of course content</li> </ul>
<b>Form D</b> The requirements for completing a major, major with concentration, minor or certificate (Checksheet)	<ul style="list-style-type: none"> <li>▪ Creates checksheet for students and advisors that summarizes the entire program requirements</li> <li>▪ Identifies any changes in existing program requirements</li> <li>▪ Summarizes student learning outcomes and assessment plans for the program used to direct Improve collection of program outcomes data</li> <li>▪ includes MyDegree checksheet for students and advisors to monitor program progression</li> <li>▪ Includes all course prerequisites</li> <li>▪ Includes any special admissions, continuation, or graduation requirements</li> <li>▪ Includes General Education requirements</li> </ul>

Form	Purpose
<b>Form EF</b> Course Information	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Identifies all relevant information about a course for loading into the University Catalog, MyDegree and the Banner system (transcript and records)</li> <li>▪ Identifies a course to be deleted from the University Catalog</li> </ul>
<b>Form FIN</b> Financial Aid Consultation	<ul style="list-style-type: none"> <li>▪ To be completed by all new degrees, certificates, programs, or certification programs. Must include credit hours needed. Identifies eligibility of financial aid.</li> </ul>
<b>Form G</b> General Education	<ul style="list-style-type: none"> <li>▪ Initiates consideration of a course to be identified as General Education</li> <li>▪ Each General Education designation sought for a course should be listed on the Form G</li> <li>▪ A General Education Competency Implementation Plan (CIP) for each applicable area is required.</li> <li>▪ Must be accompanied by a rationale for why the course meets the General Education designation requirement for each designation requested</li> </ul>

## C.2 Instructions for Completing Forms

If there are any questions about completing forms or submitting the proposal, contact the Academic Senate Office using [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu).

### C.2.a Form A: Proposal Summary and Routing Form

Filling out the Form A is required for every proposal. Here are the instructions for filling out the form.

Form A Section	Completed By	Instructions
Proposal Number	RAM	The number is assigned based on year and arrival sequence. EX: 18-009
Proposal Title	RAM	This will be completed by RAM
Type of Curriculum Action	Proposer	(Proposer) selects the action from the drop-down menu. If unsure choose the one you feel best applies. When RAM does the initial review they will change if necessary.
College	Proposer	This is the college of the Proposer
Department	Proposer	This is the department of the Proposer
Proposer	Proposer	The Proposer's name
Contact Person's Name/Phone	Proposer	The person that should be contacted with questions. This may be different than the Proposer.
FSU Curriculum Review Dates	RAM	These dates represent the proposal creation process.

Each Signature area	RAM	RAM will add the name of the person to which the proposal should be forwarded for the next step.  The actual signature will be made electronically. The Proposer will guide the proposal through the steps getting the correct electronic signature on the way.
Board of Trustees, Academic Officers, Date of Implementation	Academic Affairs	If the proposal needs these signatures, Academic Affairs will make sure this is completed
Is a PCAF Required?	Proposer	Provide the URL of the PCAF location
Proposal Summary	Proposer	*See instructions below
Summary of All Course Action Required	Proposer	Include the course prefix, number and title <u>as they appear in the Banner system</u> . Avoid abbreviations or other commonly-used shorter versions of the course title.
Are there plans to offer blended or online courses?	Proposer	
Will External Accreditation be sought?	Proposer	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.

### \*Proposal Summary Instructions

Provide a detailed rationale including all curriculum action and desired date of implementation; generally 1 page. If adding course or offering, include why an existing course or offering does not meet the Student Learning Outcomes proposed for this addition and include the conversation with the owning department of the similar course or offering. This could be written documents such as, but not limited to, emails and meeting minutes.

When creating a new course, Student Learning Outcomes must appear on Form E/F. Program Outcomes appear on Form D (Checksheet), include in the summary any changes to existing outcomes. See [Outcomes and Assessment](#), located in appendix C, for assistance in writing 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.

### C.2.b Form B: Curriculum Consultation Form(s)

#### **Undergraduate**

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 begins when a Form B, accompanied by a copy of the proposal, is sent by RAM to all identified stakeholders for their feedback on the proposal, signature and date of review. The electronically signed Form B and feedback must be emailed to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu) to be included with the original proposal. Feedback from the Form B will also be sent to the Proposer.

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 Proposer must respond to the concerns in writing to the stakeholder. A copy of this correspondence must be sent to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu) to be included with the proposal.

#### **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 begins when a Form B, accompanied by a copy of the proposal, is sent by RAM to the Chair of the UGPC, who will consult with the Council and include all feedback on the proposal, sign and date the review. The electronically signed Form B and feedback must be emailed to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu) to be included with the original proposal. Feedback from the Form B will also be sent to the Proposer.

### C.2.c 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. The consultation process begins when a Form C, accompanied by a copy of the proposal, is sent by RAM to the appropriate library liaison, who will include feedback regarding the library resources required to support the proposal, sign and date the review. The electronically signed Form C and feedback must be emailed to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu) to be included with the original proposal. Feedback from the Form C will also be sent to the Proposer.

### C.2.d Form D: Checksheets

Because Form D, checksheet, is a summary of the requirements for earning a degree granted by Ferris State University, it is essential that checksheet contain all of the information listed below:

- 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 the General Education Requirements document.
- Course prefix, number, title and prerequisites.

- Admissions, progression, or graduation requirements.
- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies.
- A Term-by-Term plan for completion of the offering.
- Information about when required courses are typically offered can be included if it helps the reader understand unusual sequencing.

RAM will create the Current and Proposed ADA Compliant checksheets for the Proposer based on the Form A, Form E/F(s), Form G(s) and additional information needed from the Proposer.

### C.2.e Form E/F: Course Information Form

Proposers must complete this form for the following reasons:

- A new course, including Special Topics “Experimental” courses (x90) is being offered.
- When any change is made in an existing course.
- When a course is to be deleted.

It is recommended that a Proposer of a Practicum (x95) or a Special Studies “Independent Studies” course (x97) use the [Course Definitions](#) as a guideline for designing the project with the student. (For examples of good course designs, contact the Faculty Center for Teaching and Learning ([ftl@ferris.edu](mailto:ftl@ferris.edu)) or the Chair of the UCC.

Note: Proposers should NOT include a full syllabus with this form.

#### I. Action

The Proposer 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 Proposer 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).

The Form E/F has a drop-down menu for selecting the term to ensure the correct format is followed:

6-digit code only. The first four digits indicate year, the next two digits indicate month in which term begins. Examples: 201901 (Spring), 201905 (Summer), 201908 (Fall)

#### II. Course Identification

Include the course Prefix, Number and Title. Be mindful this information is the official data for the course in Banner and MyDegree, as it appears on the student’s transcript; and in Improve, for program assessment.

#### III. Course Data

Section of Form	Instructions
A. Course title	Enter the title of the course. The limit in Banner is 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.
B. Contact Hours	Lab - how many hours per week the student will be in a lab Lecture - how many hours per week the student will be in a lecture Seminar - how many hours per week the student will be in a seminar

C. If not LEC/LAB/SEM	If the course is a Practicum or <a href="#">Independent study (x97)</a> indicate here on the form. There will be no contact hours listed for the course in the system.
D. College Code	The college that will own the course. See the list for the official abbreviation of the owning college
E. Department Code	See the list for the official abbreviation of the owing department
F. Credit Hours	Fixed – the number of credits the course is worth Variable-the range of credits the course can be (Ex: internship that could range from 1-6 credits)
G. Hours may be repeated	If the course can be repeated for additional credits indicate that here. (Ex: a special topics course where the topics are always changing, and the student can repeat for additional credits)
H. Levels	Chose the level of the course: Undergraduate, Graduate (Master’s or Doctoral), Professional
I. Grade Method	Will the course have standard grading or be credit/no credit
J. Equivalent Course	If there is a course that is closing and this course should always be counted in place of the closing course, indicate the closing course here.
K. Terms Offered	List the terms the course will typically be offered. See Table E1 for possibilities
L. Max Section Enrollment	The maximum number of students that can be enrolled in the course. <a href="#">See more detail.</a>
M. Pre-Requisite Courses	List all courses, including any required minimum grades, and any tests with the required minimum score. If none, leave blank. Limited to 100 characters including punctuation and spaces.  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.
N. Other Pre-requisites or restrictions	This is for other restrictions put on a course. Ex: can only be taken by students in a certain college; the student must have sophomore standing
O. Co-requisite	Courses that 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.
P. Course/Catalog Description	The Course Description is the official summary of the course included in the University Catalog. It should be clear and comprehensive, but concise. 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 EF. (limited to 125 words including pre-requisites)
Q. Course Outcomes and Assessment Plan	The Student Learning Outcomes for the course are clearly linked to measurable Assessment strategies for the course and must be included on Form EF. This material is critical for collecting data to assess the course in Improve. 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 <a href="#">Outcomes and Assessment</a> )
R. Course Outline Including Time Allocation	<p>The Course Outline is <u>not</u> 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 Proposer should design the course time allocation to accommodate any method of delivery.</p> <p>Express Time Allocation in one of the following formats for a 3-credit hour course; adjust accordingly:</p> <ul style="list-style-type: none"> <li>○ 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.)</li> <li>○ Hours (45 hours; assuming 3 contact hours per week)</li> <li>○ Percentages (100 percent)</li> </ul>

#### C.2.f Form FIN: Financial Aid Consultation Form

This form identifies a new program’s eligibility for financial aid. Therefore, this form must be completed and submitted to the Director of Financial Aid for all new Associate, Bachelor, Master, Professional or Doctoral degrees (including new majors). It is important to include the number of credit hours required to earn the degree or credential being sought, as 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.

#### C.2.g Form G: General Education Approval

A separate Form G, General Education Approval Form, must be submitted as part of a curriculum proposal for every General Education designation sought for a course. The Form G will be processed by the General Education Committee and the appropriate subcommittee for the associated competency. The process and requirements for submitting a proposal for general education review can be found on the [General Education Website](#).



## D Preliminary Curriculum Approval Form (PCAF)

### D.1 Overview

The preliminary curriculum approval process assures that curriculum development is aligned with the Ferris State University Strategic Plan. The [PCAF](#) requires a brief description that addresses a range of pertinent information and topics and is reviewed by department administrators, deans, the Provost or his/her designee and the Presidents Council. *Approval of the PCAF does not guarantee funding support from Academic Affairs.*

Preliminary approval by the Provost does not guarantee final approval of the full proposal. Approved PCAFs are posted on the [Academic Affairs website](#) to inform the University community about programs under development.

A PCAF is required for the following curriculum initiatives:

- New degree, program/major
- New minor, concentration or certificate that requires three or more new courses and/or new resources
- Existing program redirection or shift of emphasis requiring three or more new courses and/or new resources
- Curricular customization of existing program for delivery to an off-campus cohort group

### D.2 Approvals

The PCAF is reviewed by the Department Administrator, Dean and Associate Provost. The final decision to approve comes after the Provost has reviewed, supported and presented the PCAF to the President's Council. The is notified of the progress of the final approval process while it is in Academic Affairs.

## E General Education

Requesting a course's General Education status to be reviewed should be done in parallel with the curriculum proposal. The proposer follows the normal procedures of submitting the Form A, E/F and G to [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu). Simultaneously, the Form G and proposed syllabus for the course is sent to the Director of General Education.

From there, the Director of General Education will ensure the proper procedures are followed as outlined on the [General Education website](#).

Note: For a new course to be added to the catalog as a general education course, it must be approved by both the UCC and University General Education Committee (UGEC).

## F Review Timelines

### F.1 Full Proposal Review Timelines

Review	Timelines
FSU Curriculum Review	10 business days
Proposer Approval	10 business days
Program Faculty	10 business days
Department Faculty	10 business days
School Faculty	10 business days
Department/School Administrator	10 business days
College Curriculum Committee	10 business days
Dean	10 business days
University Curriculum Committee (UCC)	10 business days
Academic Senate	10 business days
Academic Affairs/Provost	N/A
Board of Trustees	N/A
Academic Officers of Michigan	N/A

### F.2 Sunset on Proposals and Signatures on Consultation Forms

The UCC often “sends back” proposals for clarifications and corrections. When there is no response from the Proposer for 12 consecutive months, the committee will consider the proposal withdrawn. If interest exists to implement the proposal, resubmission is required.

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.

### F.3 Tracking Proposals

Once a proposal is received in the Academic Senate Office, given a proposal # and title, and the RAM review is completed, the proposal will be trackable on the [UCC website](#).

The final approval of the proposal occurs later in the process and the Proposer will be notified by Academic Affairs when the proposal has made it through all approval steps. Proposers should continue to monitor the proposal’s progress until the proposal has been approved at the highest level identified.

### F.4 Deadlines for Entry of Curriculum Changes into Catalog

The official University catalog is in effect for a full academic year. All curriculum changes, including changes to general education, must be through the UCC and the Academic Senate portion of the process by March 1 to be included in the University catalog. (Reference: Memo from Vice President of Academic Affairs, November 19, 2003.)

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

- 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 2019 would need to be approved by the Provost by March 1, 2019).
- 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 2019 would need to be approved by the VPAA by October 1, 2018).

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

## Appendix A: Curriculum Information

### **DEGREES**

For a complete listing of all degrees and related requirements, see the online [Catalog](#).

#### **Associate**

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 UCC unless there is proper justification. A minimum of 15 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 [Admission Transfer Policy](#)). For the Associate of Arts and Sciences (AA and AS) degrees, at least 36 credit hours must be General Education credits. For Associate in Applied Science (AAS) degree, at least 18 credit hours must be General Education credits. Additional information on General Education credit requirements can be found on the [General Education website](#).

#### **Baccalaureate**

<http://www.ferris.edu/HTMLS/admission/Transfer/ResPolicy.htm>

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

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 UCC unless there is proper justification. A minimum of 30 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. Additional information can be found on the [Transfer Policy website](#). There must be enough general education courses leading to the baccalaureate degree to meet the [General Education requirements](#). At least 40 credit hours leading to the degree must be numbered 300 or above.

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.)

#### **Master**

Contact the University Graduate and Professional Council or the [Office of Graduate Studies website](#) for further information.

#### **Professional Doctoral**

Professional Doctoral Degrees offered are Doctor of Optometry, Doctor of Pharmacy and Doctor of Nursing Practice. Contact the University Graduate and Professional Council or the [Office of Graduate Studies website](#) for further information.

#### **Doctoral**

An EdD is offered in Community College Leadership. Contact the University Graduate and Professional Council or the [Office of Graduate Studies website](#) for further information.

## **ADDITIONAL CURRICULAR OFFERINGS**

### **Certificate**

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. A certificate is a stand-alone degree and can be earned on its own without seeking another degree.

#### *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 daily in ways 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, 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.

#### *Policy*

The UCC 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.

### **Concentration**

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). A concentration is owned by one specific major and if a major has concentrations, it must have at least two.

### **Minor**

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 or profession and could potentially improve the student's marketability. (Approved by the Academic Senate on March 1, 1994.)

- An academic minor may only be granted in conjunction with, or subsequent to, the granting of a baccalaureate or higher degree.
- 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 9 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.)
- At least one-half of the credits must be Ferris State University credits.
- A student may complete any approved academic minor as a component of a baccalaureate degree.

- A maximum of 1/3 of the credits, but no more than 7 credit hours, 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.) For help in writing [Outcomes and Assessment](#) strategies, see Appendix C or contact the Faculty Center for Teaching and Learning ([fctl@ferris.edu](mailto:fctl@ferris.edu)).

It is recommended that students desiring a minor seek timely advisement from an advisor within the appropriate department.

**Non-Credit (Ad Hoc) Certificate**

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

Certificate Type	Definition
Continuing Professional / Technical Training Certificates	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)
Educational Programs	Specialty topics aimed at a specific 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. The Provost shall approve all Non-Credit (Ad Hoc) Certificates.
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.  A <a href="#">Proposer</a> must submit <a href="#">Form A</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.

## Appendix B: Roles of Participants

Role	Duties/Responsibilities
Proposer	A <u>Proposer</u> can be faculty (individuals or groups) and/or academic administrators who develop the PCAF (if required) and the full proposal. If the proposed new program is significantly different from existing programs or faculty expertise, the Proposer 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. Proposers 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.
Program/ Department/ School Faculty	<u>Academic program/department/school Faculty</u> in accordance with departmental policies and procedures, review and act on proposals. Action options are to “support,” “support with concerns,” “not support” or “abstain.” A vote other than “support” or “abstain” must be accompanied by written justification. In all instances, the proposal and comments are forwarded to the College Curriculum Committee.
Department/ School Administrator	Where appropriate, review and act on proposals. Action options are to “support,” “support with concerns,” “not support” or “abstain.” A vote other than “support” or “abstain” must be accompanied by written justification. In all instances, the proposal and comments are forwarded to the College Curriculum Committee.
College Curriculum Committees	In accordance with college policies and procedures, this committee will review and act on proposals forwarded by the academic department/school administrator. Action options are to “support,” “support with concerns,” “not support” or “abstain.” A vote other than “support” or “abstain” must be accompanied by written justification. In all instances, the proposal and comments are forwarded to the Dean.
Dean	The Dean will consider action taken at all the college levels as well as any concerns and questions raised choose to “approve,” “approve with concerns,” or “not approve” a proposal. Some proposals are sent to the Dean are for information only and no action is required. An “approve with concerns” or “not approve” requires communication, in writing, between the Dean and the Proposer regarding the concerns and the resolution(s). A “not approve” action stops the proposal process. Proposals approved by the Dean are forwarded to the UCC.
University Curriculum Committee (UCC)	The UCC evaluates curriculum proposals to ensure that they are consistent with the best interests of the University and meet the rapidly changing needs of the workforce. The UCC to conducts these reviews as expeditiously as possible in a manner that facilitates development of new proposals and updating of existing programs.  The UCC only acts on proposals that a Dean has either approved or approved with concerns. Action options are to “support,” “support with concerns,” “not support” or “abstain.” Any proposals voted support with concerns or not support, the concerns must be communicated in writing. A support with concerns requires further communication, in writing, between the UCC and the Proposer regarding the

	concerns and the resolution(s). In all instances, the UCC forwards proposals to the Academic Senate for action or information.
The Academic Senate	The Academic Senate considers and acts on proposals received from the UCC. Action options are to “support,” “support with concerns,” “not support” or “abstain.” In all instances, proposals are forwarded to the Academic Affairs. Some proposals are sent to the Academic Senate for information only and no action is required. The Academic Senate is informed of UCC action for proposals not requiring Senate action.
Academic Affairs	The Provost, or their designee, considers proposals and accompanying recommendations that are submitted through the established curricular processes. Action options are to “approve,” “not approve the proposal,” rejecting the recommendations and stopping the process or to “hold” the proposal pending additional information or additional new/reallocated resources.
President	Delegated by the Board of Trustees to designate the authority to review and take final action on curriculum.
Board of Trustees	Some proposals require Board of Trustees approval. Other proposals that have the support of the Provost and the President are shared with the Board as information items. See the <a href="#">Curricular Action and Approvals Table</a> for details.
MASU	Support by the Michigan Association of State Universities (MASU) is required for new or elimination of degrees; programs/majors; substantial redirection, or shift in emphasis of an existing program; and for taking a degree program to a new geographic site. The Provost represents FSU at MASU.



## Appendix C: Outcomes and Assessment

All proposals are expected to have outcomes and assessment strategies associated with the related curriculum. Exemplified below are the minimum outcomes and assessment expectations of the UCC at the program-level and course-level.

A program-level proposal is expected to:

- Have measurable Program Outcomes, listed on Form D, Checksheet, that are clearly linked to Program Assessment Strategies.

A course-level proposal is expected to:

- Have defined Student Learning Outcomes (SLOs), listed on Form E/F, that are linked to how they will be measured or assessed.

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](mailto:fctl@ferris.edu). Additional support is also available through the [Assessment Resources website](#).

## Appendix D: University Policies

### **Academic Affairs Policies**

There are several policies from Academic Affairs that impact curriculum. A Proposer, and all reviewers, should make sure the proposal is within these policies. These can be found on the [Academic Affairs policies](#) page.

### **Board of Trustees Policies**

There are several policies from the Board of Trustees that impact curriculum. A Proposer, and all reviewers, should make sure the proposal is within these policies. These can be found on the [Board policies pertaining to Academic Affairs](#).

## Appendix E: Course Definitions

### **The Course Numbering System**

The course numbering system shall be as follows:

Developmental	001 through 099
Freshman	100 through 199
Sophomore	200-299
Junior	300-399
Senior	400-499
Graduate	500-799

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

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.

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

Additional detail appears below.

### **Assessment Courses (Capstone) ( 99)**

\_99 is reserved for assessment courses.

### **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)

### **Experimental Courses ( 90)**

\_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. 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 maintain the academic integrity of \_90 offerings.

Proposals for experimental courses require only Dean and Provost approval and are forwarded to the UCC for information purposes only. Any \_90 proposal must include Forms A and E/F and a course syllabus, including measurable student learning outcomes clearly linked to assessment strategies.

To ensure the course is available to students for early registration, the proposal must be approved **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 with a new proposal.

See [Section C](#) for guidelines on proposal preparation for Experimental Courses

### **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 specific degree, but this does not change the level of credit.

### **Independent Study Courses ( 97)**

\_97 is reserved for courses of independent study. While proposals for independent studies courses are not submitted to the UCC for approval, they are submitted for information purposes. The proposal must be approved by the department/school administrator and the Dean then forward to the APAO. The APAO will forward to the UCC for information only and the Registrar for processing. Any \_97 proposal must include completed Form A and E/F.

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.

In an independent study course, 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:

- Enhance the student's elective credits in General Education or in the major through studying in an area which is usually unavailable.
- Allow the department/school administrator to substitute an independent studies course in place of a required course under specific and unusual circumstances.

#### *Requirements for Independent Studies Courses*

1. 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 that 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.
2. Copies of adopted college policies will be on file in the Dean's Office and the Provost's Office.
3. The subject area prefix and number designator for independent study courses only need to be created once.

### **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.

### **On- and Off-campus Field Experience ( \_91- 93)**

\_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.

### **Projects Associated with an On- and Off-Campus Field Experience ( \_94)**

\_94 is reserved for projects associated with an on and off campus field experiences. Course descriptions will be included in the catalog of courses.

### **Practicum ( \_95)**

\_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.

## Appendix F: Course Maximum Section Enrollment

All courses are recommended with a Maximum Section Enrollment (also known as the “cap”). Individual sections of a course that are offered, cannot exceed the recommended cap without consulting the instructor. 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.

Proposers 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 consultation and approval by the Instructor. 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. The negotiation to set or change a course cap for a section or sections of the course is conducted at the Department level and approved by the APAO.

For pedagogical reasons (for example, online instruction), the subject matter faculty or Academic Affairs 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 E/F. (Approved by the Academic Senate on December 6, 2011.)

Any proposal to change the maximum course enrollment must include Form A and Form E/F and be approved by the Dean and APAO.

## Appendix G: Glossary

The University has several terms that are used specifically in academia. The glossary is to make sure the University community is using these terms consistently. The list of terms is located on the [Academic Affairs Curriculum Page](#) within MyFSU.

If there are any terms missing from the glossary, please contact [fsucurriculum@ferris.edu](mailto:fsucurriculum@ferris.edu).

# Curriculum Planning and Procedures Manual

FERRIS STATE UNIVERSITY

Published by the University Curriculum Committee of the Academic Senate

Approved December 2016,  
by the Academic Senate



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## 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. The table in Section 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:

- Policies
- Procedures
  - Section A: Curriculum Change Procedures
  - Section B: Proposal Approvals and Timelines
  - Section C: Guidelines for Curriculum Proposals
  - Section D: Outcomes and Assessment
  - Section E: Instructions for Completing Forms
  - Section 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.

## UCC Policies

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### 1.0 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.

### 2.0 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.

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.

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 Section C.3: Summary of Curriculum Forms).

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 Section C: Guidelines for Curriculum Proposals and Section E: Instructions for Completing Forms, Form EF).

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:

- have defined Student Learning Outcomes linked to how they will be measured or assessed (see Section D: Outcomes and Assessment and Section 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.

A program-level proposal is expected to:

- have measurable Student Learning Outcomes clearly linked to Program Assessment Strategies (See Section D: 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.

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## 2.1 PRELIMINARY CURRICULUM APPROVAL PROCESS

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.

[http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms\\_Policies/PCAFs.htm](http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/PCAFs.htm)

Preliminary approval by the Provost does not guarantee final approval; also, the Provost may choose not to grant preliminary approval. An approved PCAF is posted on the Academic Affairs website 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

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurcomm/>

The PCAF form appears in Section E and may be downloaded from the UCC website. (Approved by the Academic Senate on September 6, 2014.)

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### 3.0 CURRICULUM POLICIES

<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/3.htm>

- Board policies pertaining to Academic Affairs.

[http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms\\_Policies/index.htm](http://www.ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/index.htm)

- Academic Affairs policies

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### 3.1 REQUIREMENTS FOR A DEGREE

#### 3.1.1 Associate's Degree

<http://www.ferris.edu/HTMLS/admission/Transfer/ResPolicy.htm>

A program leading to an Associate's 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 15 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 Admission Transfer Policy). For the Associate of Arts and Sciences (AA and AS) degrees, at least 36 credit hours must be General Education credits. For Associate in Applied Science (AAS)

<http://www.ferris.edu/HTMLS/academics/General-Education/> degree, at least 18 credit hours must be General Education credits. Additional information on General Education credit requirements can be found on the General Education website.

<http://catalog.ferris.edu/degrees> For a complete listing of all degrees and related requirements, see the online Catalog.

### 3.1.2 Baccalaureate Degree

<http://www.ferris.edu/HTMLS/admission/Transfer/ResPolicy.htm>  
<http://www.ferris.edu/HTMLS/academics/General-Education/> 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 30 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. Additional information can be found on the Transfer Policy website. At least 45 credit hours leading to the Baccalaureate degree must be General Education credits. For specific General Education credits required, refer to the General Education website. At least 40 credit hours leading to the degree must be numbered 300 or above.

<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, see the online Catalog.

### 3.1.3 Master's Degree

<http://catalog.ferris.edu/degrees> For a complete listing of all Master's degrees and related requirements, see the online Catalog 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, Doctor of Pharmacy, and Doctor of Nursing Practice. Contact the University Graduate and Professional Council or resident college for more information.

### 3.1.5 Doctoral Degree

<http://catalog.ferris.edu/degrees> Contact the University Graduate and Professional Council or resident college for more information. (Approved by the Academic Senate on November 1, 2011)



<http://www.ferris.edu/graduateoffice/>

For a complete listing of all degrees and related requirements, see the online Catalog, or the Graduate Office website.

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## 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.)

### 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 9 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, but no more than 7 credit hours, 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.)

*See Section D: Outcomes and Assessment, or contact Faculty Center for Teaching and Learning.*

Minors must have measurable Student Learning Outcomes statements clearly linked to measurable assessment strategies. (Approved by the Academic Senate on November 1, 2011.)

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### 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 daily in ways 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, 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

<http://catalog.ferris.edu/degrees>

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, see the online Catalog.

#### 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)

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### 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 as follows:

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 specific 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. 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 maintain the academic integrity of \_90 offerings.

**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**

*See Section C for guidelines on proposal preparation for Experimental Courses*

\_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:

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

*See Section C: Guidelines for Curriculum Proposals*

1. 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 that 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.
2. Copies of adopted college policies will be on file in the Dean's Office and the Provost's Office.
3. The subject area prefix and number designator for independent study courses only need to be created once.

#### **3.4.2.6 \_99. Assessment Courses (Capstone)**

\_99 is reserved for assessment courses.

### 3.5 RECOMMENDED MAXIMUM COURSE ENROLLMENT

#### **3.5.1. Setting Course Caps**

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

#### **3.5.2 Reducing Course Caps**

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 Section C.3: Summary of Curriculum Forms. (Approved by the Academic Senate on December 6, 2011.)

## PROCEDURES

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### SECTION A: CURRICULUM CHANGE PROCEDURES

#### A.1 Procedures for Curriculum Changes

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 several levels of review and participants in the process, delineation of roles and responsibilities is necessary (See Section B.2).

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.

#### 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.

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.

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.

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.

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.

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).

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.



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:

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

Not Requiring PCAF:

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

#### **Group II: New courses; Minor curriculum changes**

- New course, modification of any element of a course, deletion of a course from the Catalog.
- 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.
- New concentrations comprised of existing courses or fewer than three new courses.

#### **Group III: Certificates**

Requiring PCAF:

- New certificates including three or more new courses

- New non-credit certificates

Not Requiring PCAF:

- 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).

#### 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 a course syllabus, including measurable student learning outcomes clearly linked to assessment strategies. Submit completed Forms A, E, and F

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.

#### 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. 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. Any \_97 proposal must include completed Forms A, E, and F.

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.

#### A.7 Reducing Maximum Section Enrollment

While proposals for reducing maximum course enrollments 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.

#### 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 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/>*

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 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.

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.

#### **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:

- 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 on the General Education website.

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.

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

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## SECTION B: PROPOSAL APPROVALS AND TIMELINES

### B.1 Preliminary Curriculum Proposal (PCAF) Approvals and Timelines

“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.

*TABLE B.1: PCAF APPROVAL TIMELINES*

Approval	Timelines
Department Administrator	10 Days
School Director (as appropriate)	10 Days
Dean	10 Days
Provost / APAO	N/A

### B.2 Full Proposal Approvals and Timelines

*TABLE B.2: FULL PROPOSAL TIMELINES*

Approval	Timelines
Department Curriculum Committee	10 days
Department Administrator	10 days
College Curriculum Committee	10 days
Dean	10 days
University Curriculum Committee	10 days
Academic Senate	10 days
Provost	N/A
Board of Trustees	N/A
Academic Officers of Michigan	N/A

### 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

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurrcomm/>

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 on the Senate / UCC website 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 Section 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.)

##### 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. For a change to General Education requirements 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:

- 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).
- 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

<http://www.ferris.edu/HTMLS/fsucatlg/>

The electronic catalog is updated annually.

### B.6.5 Exceptions

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

## B.7 Approvals Based on Curricular Action

TABLE B.7: SUMMARY OF APPROVALS NEEDED BASED ON CURRICULAR ACTION

Type of Curriculum Action	Approvals Needed					
	PCAF	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers
<b>GROUP I</b>						
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 changes	Yes	Action	Action	Yes	Info Only	Yes

Type of Curriculum Action	Approvals Needed					
	PCAF	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers
Group 1B - Deletion of a degree or program/major	No	Action	Action	Yes	Yes	Yes
<b>GROUP II</b>						
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
<b>GROUP III</b>						
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
<b>GROUP IV</b>						
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



**Notes:**

\*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

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## SECTION C: CURRICULUM PROPOSALS

### C.1 Initiating a Proposal

All aspects of our environment — global, physical, economic, technical and social —are 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:

- 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.
- 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.
- 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.

### 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:

- Creation of a new offering
- Modification of a current offering

- Deletion of a current offering (See C.1, Initiating a Proposal)

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.)

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

### C.3 Summary of Curriculum Forms

TABLE C.3: CURRICULUM FORMS

Form	Purpose
<b>PCAF</b> Preliminary Curriculum Approval	<ul style="list-style-type: none"> <li>• Presents evidence of the value of a new curricular offering</li> <li>• Describes new resources necessary to implement the proposal</li> <li>• Articulates the need for Ferris State University to add this offering and the benefit it will provide for Ferris students</li> </ul>
<b>Form A</b> Proposal Summary and Routing  <b>*required for all proposals</b>	<ul style="list-style-type: none"> <li>• Identifies the title of the proposal</li> <li>• Identifies the Initiator and establishes contact information</li> <li>• Establishes the group identification of the proposal</li> <li>• Establishes the proposal's progression through the approval process with appropriate signatures and dates</li> <li>• Presents the rationale or argument for the proposal (Proposal Summary)</li> <li>• Summarizes all changes to be made (Summary of Curricular Action)</li> <li>• Summarizes all course actions required</li> <li>• Summarizes all consultations</li> <li>• Identifies any relevant accrediting body</li> <li>• Summarizes program checksheet changes</li> </ul>
<b>Form B - Undergraduate</b> Curriculum Consultation	<ul style="list-style-type: none"> <li>• Identifies any unit that might be affected by the change</li> <li>• Requests support for the change or identifies any concerns associated with the change</li> </ul>
<b>Form B UGPC</b> Curriculum Consultation, University Graduate and Professional Council	<ul style="list-style-type: none"> <li>• Identifies potential impact on a graduate or professional program</li> <li>• Requests support for the change or identifies any concerns associated with the change</li> </ul>
<b>Form C</b> FLITE Services Consultation	<ul style="list-style-type: none"> <li>• Requests review of FLITE resources and services for proposals involving a new course or a significant modification of course content</li> </ul>

Form	Purpose
<b>Form D</b> Guideline of the requirements for completing a major, major with concentration, minor or certificate	<ul style="list-style-type: none"> <li>• Creates checksheet for students and advisors that summarizes the entire program requirements</li> <li>• Identifies any changes in existing program requirements</li> <li>• Summarizes student learning outcomes and assessment plans for the program used to direct TracDat collection of program outcomes data</li> <li>• includes MyDegree checksheet for students and advisors to monitor program progression</li> <li>• Includes all course prerequisites</li> <li>• Includes any special admissions, continuation, or graduation requirements</li> <li>• Includes General Education requirements</li> </ul>
<b>Form EF</b> Course Information Form	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identifies all relevant information about a course for loading into the University Catalog, MyDegree and the Banner system (transcript and records)</li> <li>• Identifies a course to be deleted from the University Catalog</li> </ul>
<b>Form FIN</b> Financial Aid Consultation Form	<ul style="list-style-type: none"> <li>• To be completed by all new degrees, certificates, programs, or certification programs. Must include credit hours needed. Identifies eligibility of financial aid.</li> </ul>
<b>Form G</b> General Education	<ul style="list-style-type: none"> <li>• Initiates consideration of a course to be identified as General Education</li> <li>• Each General Education designation sought for a course should be listed on the Form G</li> <li>• A General Education Competency Implementation Plan (CIP) for each applicable area is required.</li> <li>• Must be accompanied by a rationale for why the course meets the General Education designation requirement for each designation requested</li> </ul>

#### 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 Section E: Instructions for Completing Forms 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 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.

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 described 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 administrative 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.

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.

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**

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.

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## SECTION D: OUTCOMES AND ASSESSMENT

### D.1 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.

<http://www.ferris.edu/HTMLS/administration/academicaffairs/Initiatives/Assessment/index.htm>

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](mailto:fctl@ferris.edu). Additional support is also available through the Assessment Resources website.



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## SECTION E: INSTRUCTIONS FOR COMPLETING FORMS

### 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.

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.

### 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 Section B, Table B.7 for complete list of proposals requiring PCAF.

- Group I
- Group III

- 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
- New certificates involving three or more new courses and/or other new resources
- 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.

### 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 Section D: Outcomes and Assessment.)

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.

#### **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.

#### **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.

#### **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.

#### **Program Checksheets affected by this proposal**

Initiators should request that the MyDegree team conduct a review of all Checksheets at the University where a course change proposal will have impact. Wherever 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.

[MyDegree@ferris.edu](mailto:MyDegree@ferris.edu)

#### **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.

#### **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.

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.

#### 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.

#### 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.

#### 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 Section D: Outcomes and Assessment.)
- A Term-by-Term plan for completion of the offering is recommended.
- Information about when required courses are typically offered is recommended.

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

[fctl@ferris.edu](mailto:fctl@ferris.edu)

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 or the Chair of the University Curriculum Committee.) Initiators should not include a full syllabus with this form.

#### **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. The first four digits indicate year, the next two digits indicate month in which term begins. Examples: 201301 (Spring), 201305 (Summer), 201308 (Fall)

### **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 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.
- 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.

**Check (x) appropriate box(es):**

- INDependent Study: see Policy 3.4.2.5 for Independent Studies (x97) courses
- 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.

**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

**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	English, Literature, and World Languages
MATH	Mathematics
MDSN	Mechanical Design
MFGE	Manufacturing Engineering Technology
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, Hospitality Management
SNUR	School of Nursing
SOCS	Social Sciences Department
SOWK	Social Work
SURE	Surveying
WELD	Welding Engineering Technology

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

#### **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 student case by case basis. The next attribute sets the range of credits for a variable credit course.

- **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.
- **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.
- **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

**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.

**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.

**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.

#### **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
FE	Fall even years
FO	Fall odd years
SPRING	Spring only
SPE	Spring even years
SPO	Spring odd years
SUMMER	Summer only
SUE	Summer even 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).

#### **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 a 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.

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 Section D: Outcomes and Assessment.)

**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

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

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.

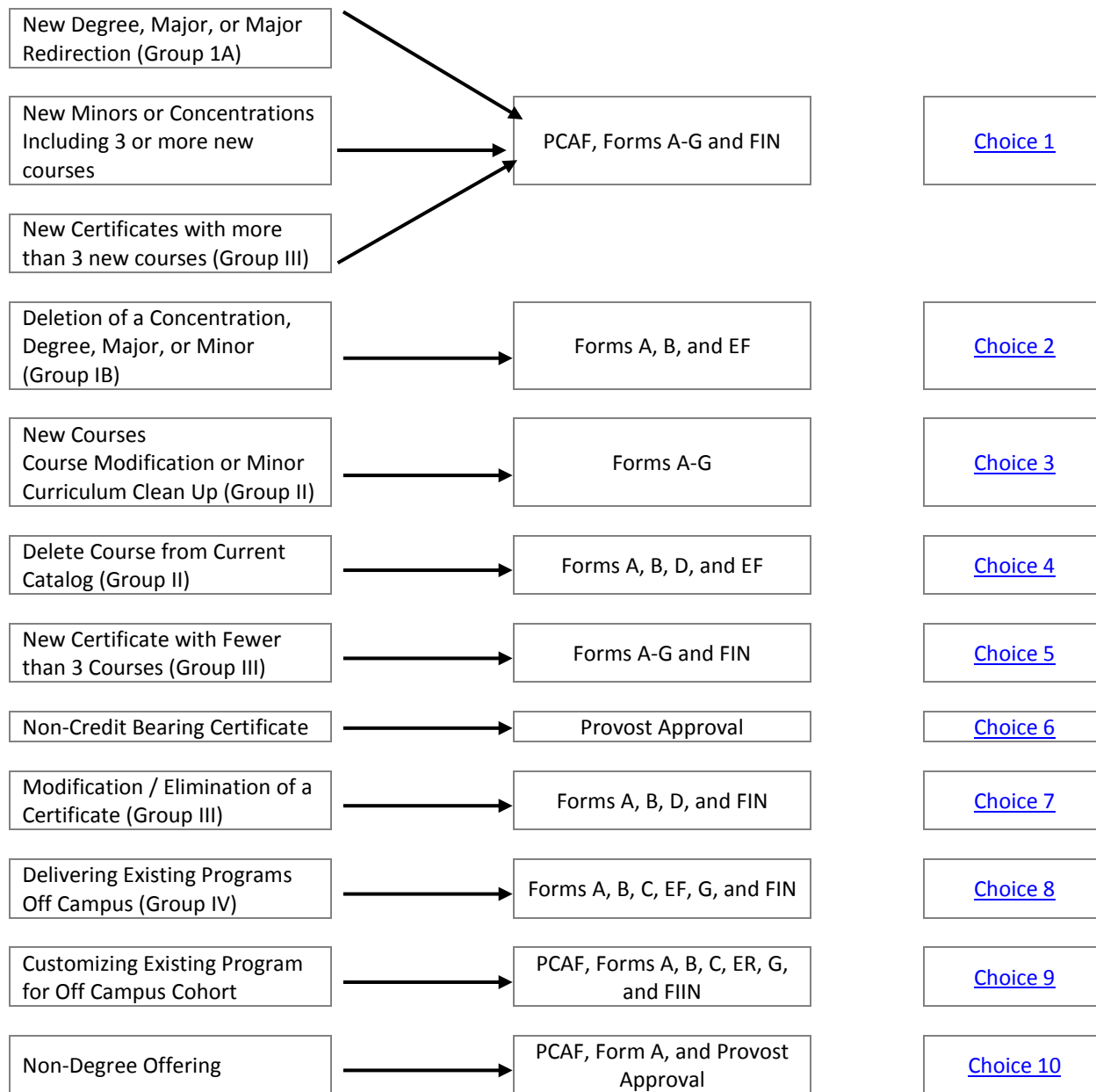
1. Written documentation of support from the Office of Extended and International Operations (OEIO)
2. A rationale should be included which shows how the off-campus program will benefit both the proposed region and Ferris State University consistent with the mission of Ferris State University.
3. A market 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 specific 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.)

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
- Form C: Library/Instructional Services Consultation Form, if applicable
- Form EF: Course Information Form
- Form G: General Education Approval Forms if course(s) request General Education designation. (Criteria for each designation can be found on the General Education website.)
- Written Support from Dean of Extended and International Operations

<http://www.ferris.edu/htmls/academics/gened/criteria.htm>

**SECTION F: CURRICULAR PROCESS FLOWCHART**



## Choice 1

**New Degree, Major or Major Redirection or New Minors or Concentrations; New Certificate with more than 3 new courses**

- NOTE: All Group 1A proposals require the submission of a **PCAF**.
- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
  - 
  - **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
    - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
    - Requests support for the change or identifies any concerns associated with the change
    - Explain the impact the proposed program will have on these programs.
    - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
  - 
  - **Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council**  
(for proposals affecting graduate and professional curricula)
  - **Form C - Library & Instructional Services Consultation Form**  
  
**Library Resources:** Requests review of FLITE resources and services (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area for proposals involving a new course or a significant modification of course content.
  - **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
    - 
    - Creates checksheet 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 (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6**
- includes term-by-term plan for students and advisors to monitor program progression
- Includes all course prerequisites
- Includes any special admissions, continuation, or graduation requirements
- Includes General Education requirements
- 
- **Form EF - Course Information Form** for each new or modified course in proposed Degree/Program.
- 
- Summary of all relevant information about a course, new or modified: including prefix, number, title, and catalog description.
- Student learning outcomes linked to assessment plan
- Outline of topics with time allocation
- 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
- **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator.
- 
- **Form G - General Education Approval Form** for courses requesting General Education designation
- 
- 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. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>)
- 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

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## Choice 2

**Deletion of a Concentration, Degree, Major, or Minor (Group IB)**

- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
      -
  - **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
    - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
    - Requests support for the change or identifies any concerns associated with the change
    - Explain the impact the proposed program will have on these programs.
    - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
  - 
  - **Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council**  
(for proposals affecting graduate and professional curricula)
  - **Form EF - Course Information Form** for each new or modified course in proposed Degree/Program.
    - 
    - Summary of all relevant information about a course, new or modified: including prefix, number, title, catalog description.
    - Identifies a course to be deleted from the University Catalog

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## Choice 3

**New Courses, Course Modification or Minor Curriculum Clean Up (Group II)**

- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
  - 
  - **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
    - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
    - Requests support for the change or identifies any concerns associated with the change
    - Explain the impact the proposed program will have on these programs.
    - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
  - 
  - **Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council**  
(for proposals affecting graduate and professional curricula)
  - **Form C - Library & Instructional Services Consultation Form**  
**Library Resources:** Requests review of FLITE resources and services (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area for proposals involving a new course or a significant modification of course content.
  - **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
    - 
    - Creates checksheet 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 (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6**

- includes term-by-term plan for students and advisors to monitor program progression
- Includes all course prerequisites
- Includes any special admissions, continuation, or graduation requirements
- Includes General Education requirements
- 
- **Form EF - Course Information Form** for each new or modified course in proposed Degree/Program.
- - Summary of all relevant information about a course, new or modified: including prefix, number, title, catalog description.
  - Student learning outcomes linked to assessment plan
  - Outline of topics with time allocation
  - 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
- **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must
- return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator.
- 
- **Form G - General Education Approval Form** for courses requesting General Education designationInitiates 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. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>)
  - 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

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Choice 4

#### **Delete Course from Current Catalog**

- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - 
    -

- **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
- 
- **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
  - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
  - Requests support for the change or identifies any concerns associated with the change
  - Explain the impact the proposed program will have on these programs.
  - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
- 
- **Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council**  
(for proposals affecting graduate and professional curricula)
- **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
  - Creates checksheet 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 (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6**
  - includes term-by-term plan for students and advisors to monitor program progression
  - Includes all course prerequisites
  - Includes any special admissions, continuation, or graduation requirements
  - Includes General Education requirements
- 
- **Form EF - Course Information Form** for any course to be deleted (if applicable) from the current catalog.
- - Summary of all relevant information about a course, new or modified: including prefix, number, title, catalog description.
  - Identifies a course to be deleted from the University Catalog

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## Choice 5

**New Certificate with fewer than 3 new courses (Group III)**

College Credit Certificates are those in which the content is composed entirely of University courses.

This category would include a single course or encompass the packaging of 2 or more college-credit courses. Students must meet the prerequisites for these courses.

If the courses taken are the same subject matter but a different configuration than an approved FSU on-campus course (e.g., all lecture versus lecture/lab), the course should receive its own designator, number and description to distinguish the course from the approved on-campus course.

- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
  - 
  - **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
    - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
    - Requests support for the change or identifies any concerns associated with the change
    - Explain the impact the proposed program will have on these programs.
    - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
  - 
  - **Form B - UGPC Curriculum Consultation Form** to University Graduate and Professional Council (for proposals affecting graduate and professional curricula)
  - **Form C - Library & Instructional Services Consultation Form**  
**Library Resources:** Requests review of FLITE resources and services (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area for proposals involving a new course or a significant modification of course content.
  - **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
    - 
    - Creates checksheet 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 (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6**

- includes term-by-term plan for students and advisors to monitor program progression
- Includes all course prerequisites
- Includes any special admissions, continuation, or graduation requirements
- Includes General Education requirements
- 
- **Form EF - Course Information Form** for each new or modified course in proposed Degree/Program.
- 
- Summary of all relevant information about a course, new or modified: including prefix, number, title, catalog description.
- Student learning outcomes linked to assessment plan
- Outline of topics with time allocation
- 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
- **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must
- return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator.
- 
- **Form G - General Education Approval Form** for courses requesting General Education designationInitiates 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. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>)
- 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

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## Choice 6

**Non-Credit Bearing Certificate**

Ad Hoc Certificates are those in which the content excludes regular University courses. This category could contain the following examples of Certificates:

**Continuing Professional/Technical Training**

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

**Educational Programs**

Specialty topics aimed at a particular audience where the content may be new, condensed from a college-credit course or prepared by professional/technical organizations. The format could be part day, full-day or multi-day formats and could be called seminars, conferences or learning/technical sessions. Other activities could be coupled with these programs such as recreational activities.

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

These certificates may be originated/sponsored/co-sponsored by the individual Colleges/Departments/Units. Certificate program records should be kept by the appropriate unit containing a description of the certificate requirements and content.

**Certificate Formats and Forms:**

- The Provost shall approve all non-credit certificate formats.
- It is not necessary to file Forms A, B, C, D, E, F or G.

## Choice 7

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**Modification / Elimination of a Certificate (Group III)**

- Please number all pages.
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form.** Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.
    - **Table of Contents** - Identify major topics. Number all pages including Table of Contents
    - **Proposed Degree/Program:**
    - **Program Description General Information** - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: 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; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.
  - 
  - 
  -



- **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.
  - Identify any unit (degrees, concentrations, minors, etc.) that might be affected by the change
  - Requests support for the change or identifies any concerns associated with the change
  - Explain the impact the proposed program will have on these programs.
  - The proposer will focus on demonstrating why existing courses are inappropriate to the objective.
- 
- **Form B - UGPC Curriculum Consultation Form** to University Graduate and Professional Council (for proposals affecting graduate and professional curricula)
- **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
- 
- Creates checksheet 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 (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6**
- includes term-by-term plan for students and advisors to monitor program progression
- Includes all course prerequisites
- Includes any special admissions, continuation, or graduation requirements
- Includes General Education requirements
- 
- **Form EF - Course Information Form** for each new or modified course in proposed Degree/Program.
  - 
  - Summary of all relevant information about a course, new or modified: including prefix, number, title, and catalog description.
  - Student learning outcomes linked to assessment plan
  - Outline of topics with time allocation
  - 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
- **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator.

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**Choice 8****Delivering Existing Programs Off Campus (Group IV)**

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.

[Back to Top](#)**Choice 9****Customizing Existing Program for Off Campus Cohort (Group IV)**

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 and the submission of a PCAF.

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

1. Written documentation of support from the Office of External and International Education.
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.***

- **Please number all pages**
- **Proposal Content:**
  - **Form A** - Proposal Summary and Routing Form

- **Form B Undergraduate - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments if applicable.
- **Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council**
  - (for proposals affecting graduate and professional curricula)
- **Form C - Library/Instructional Services Consultation Form**, if applicable.
- **Form D - Guideline of the requirements for completing a major, major with concentration, minor or certificate**
- **Form EF - New Course Information Forms**, if applicable. (See D-14)
- **Form G – General Education Approval Form** if course will have General Education designation. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>).
- **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator. The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

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Choice 10

### Non-Degree Offering (Group IV)

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.

- **Please number all pages**
- **Proposal Content:**
  - **Form A - Proposal Summary and Routing Form** 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.
  - **Form FIN - Financial Aid Consultation Form** must be submitted to the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator. The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

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Form A  
Revised Fall 2015

**CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM**

Proposal Title: \_\_\_\_\_  
 Initiating Individual: \_\_\_\_\_  
 Contact Person's Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Initiating Department or Unit: \_\_\_\_\_

**NOTE:** All required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.

PROPOSAL CATEGORY (see Table B-1 in the UCC Manual for description)	CCSBA					
	2024 10/1	A	B-1 10/1	B-2 10/1	B-3 10/1	B-4 10/1
I.A. New Degree, major, concentration, minor, or restriction of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.B. Creation of a degree, major, concentration, or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.C. New course, modification of a course, deletion of a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Check here if deleting a course</b>						
I.D. Minor Curriculum Clean-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Certificate (1) College Credit (1) Non-credit (1) New Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Other site location (1) College Credit (1) Non-credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Off campus, other site location (1) College Credit (1) Non-credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Non-degree offering, other site location (1) College Credit (1) Non-credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PLEASE PRINT and SIGN YOUR NAME</b>						
Program Representative **						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School Faculty Representative						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School Administrator						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
College Curriculum Committee Faculty						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
UCC Representative						SUPPORT * ___ Support ___ Not Support ___ Abstain
Dean						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
University Curriculum Committee **						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Senate **						SUPPORT * ___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Academic Affairs						SUPPORT * ___ Support ___ Not Support ___ Abstain

\* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.  
 \*\* Number Counts must be given for all members present and/or voting.  
 To be completed by Academic Affairs: \_\_\_\_\_ Date of Implementation: \_\_\_\_\_  
 President (Date Approved) \_\_\_\_\_ Board of Trustees (Date Approved) \_\_\_\_\_ Academic Officers of MI (Date Approved) \_\_\_\_\_