

Academic Senate

Agenda for the Meeting of
Tuesday, September 6, 2011

MCO 210, 10:00 – 11:50 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. April 26, 2011 and May 16, 2011
3. Open Forum
4. Reports
 - A. Senate President – Douglas Haneline
 - B. Senate Vice President – Michael Berghoef
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. General Education Task Force – Don Flickinger
 - C. Student Government – Danielle Balmer
6. New Business
 - A. University Curriculum Manual Changes – Dr. Sandy Alspach, Chair, UCC
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Douglas Haneline
9. Open Forum
10. Adjournment

DRAFT

**Ferris State University
Academic Senate (2010-2011) Meeting
10:00 a.m. April 26, 2011
West Campus Community Center**

Minutes

I.	Action Items	
	A.	The Minutes of April 5, 2011 were unanimously approved, as corrected, with thanks to Sen. Jewett for pointing out the clarification to the Secretary. (Colley, Joyce)
	B.	Sen. Nash moved, seconded by Sen. Thapa, to offer a special "thank you" to Associate Provost Roberta Teahen for her leadership of the HLC Committee. The motion was resoundingly approved.

Attendance

Senators attending	Abbasabadi, Alspach, Berghoef, Bokina-Lashaway, Boncher, Brandly, Colley, Compton, Cook, Dakkuri, Drake, Fox, Haneline, Hanna, Heaphy, Isler, Jewett, Joyce, Klatt, Liszewski, Lukusa Barnett, Luplow, Marion, Nash, Prakasam, Rewers, Reynolds, Sanderson, Skrocki, Sun, Taylor, Thapa, Wagenheim
Senators absent with cause	Gillespie, Griffin, Maike, McNulty, Nagel
Ex Officio and Guests	Erickson, Flickinger, Burcham, Cron, Johnston, McKean, Nicol, L. Johnson (UCC), D. Balmer (Student Government), C. Quigley, R. Loesch

See the Narrative for Reports and Announcements.

Narrative

The meeting was called to order at 10:00 a.m.

President Haneline thanked the Senators for their service for the 2010-2011 academic year, and he expressed his pleasure to have worked with this group of faculty representatives.

The Minutes of the April 5, 2011 meeting were unanimously approved, as corrected.

II.	Open Forum	
	A.	Senator Reynolds announced that the Non-tenure Track Faculty Association would be providing informational picketing around the Timme Center for Student Services as they continued their negotiation of their first contract.
	B.	Senator Heaphy reported that new Senator Ciamataro regretting missing her first Senate meeting to be with her family following the loss of a nephew in Afghanistan.
III.	Reports	
	A.	President Haneline shared his pleasure at the amount of business that had been done by the 2010-2011 Senate.
	B.	Vice President Berghoef reported that primary task of the Vice President, filling and monitoring the Senate Committees, has been successfully completed. He reported that 100% of the Senate seats, 100% of Student Government representative seats and 87% of the remaining faculty seats were filled. He thanked Senators Heaphy and Skrocki for their leadership of the ad hoc Task Force on Senate Committees and opined that their work would be very useful to future committees. He noted that the connection to Student Government continues to strengthen. He made several recommendations for the next Senate: continue to assess and empower committees and continue to dialogue between committees and the full

		body of the Senate.
	C.	Secretary Alspach reflected on her two years of service as Secretary of the Senate. She thanked Carol Rewers and her Charter Review committee for their work in 2009-2010. She applauded the Senate for creating a "Rules" Committee to continue the work of maintaining a Charter that accurately and appropriately reflects the relationship of the Academic Senate with the Board of Trustees and the Administration. She thanked the members of the 2010-2011 Rules Committee for their work, especially to more accurately recognize the Non-Tenure Track Instructional Faculty and to clarify election procedures. Finally, she thanked Paula Hadley for arranging for the recording of all Senate sessions, cross-checking the attendance records, and for generally keeping the Senate running smoothly.
IV. Committee Reports		
	A.	Provost Erickson reported on the summary report of the Higher Learning Commission Site Visiting Team. He noted that in the brief 12 minute report, Team Chair Mary Ellen Edwards showed pleasure with this state university and announced that the Team would recommend accrediting Ferris for another ten years. He thanked the HLC Steering Committee and all of the people who had contributed countless hours of work to make the report and the site visit successful. He shared his pleasure that Dr. Edwards had specifically pointed to the large attendance of Senators at the special meeting with the HLC team members.
		University President Eisler shared that he had never seen an accrediting session with such a positive atmosphere.
	B.	Leonard Johnson reported that yesterday at its last meeting of the academic year, the UCC had reviewed its 100 th proposal for the year. He announced that this was the first end-of-year Senate meeting during his tenure with no proposals for the Senate to consider.
		The meeting was interrupted by a presentation of flowers and a gift card in thanks to Paula Hadley from the Senate Executive Committee.
		Pres. Haneline took the opportunity to announce that the New Business agenda item to discuss the Mission Statement of the Distinguished Teacher Committee had been withdrawn on request of Sen. Sanderson, Committee Chair.
	C.	Associate Provost Flickinger reported that the next phase of the General Education Task Force would begin at the Academic Senate Retreat in August. He shared that the HLC Site Visiting Team had indicated that we are on the right track in our review of General Education. He thanked the Academic Program Review Council for providing the impetus for the General Education review process.
	D.	Danielle Balmer reported from Student Government.
		She announced that the Torchbearers awards program will be held Wednesday at 7:00 p.m. in Williams Auditorium.
		She announced that the Student Government will work with President Eisler to offer "Pancakes with the President" on May 2 beginning at 11:00 p.m. in Westview Dining Hall. She invited Senators to participate.
		She announced that participation in Org Sync continues to grow among students. This software package houses the co-curricular transcript process as well as multiple communication tools for student activities on campus.
		She announced the Ferris will host a conference of Student Associations of Michigan (SAM) in the fall, and eight or nine schools are expected to send representatives.
		She reported that the Big Event was a huge success and shared the story of the cheerleading team who formed a pyramid to clean upper-story windows for a community participant.
		She reported that Brendon Warren had been announced as the recipient of the Sederburg Scholarship at the Student Government Gala on April 15.
		Finally, she announced that she has been elected president of Student Government for 2011-2012. She hopes to continue the relationship that has been built between Student

		Government and the Academic Senate next year.
		Sen. Hanna asked about the criteria for selecting Arts and Lectures events and budget allocated for this activity. Paula Hadley answered his questions.
		Sen. Nash moved, seconded by Sen. Thapa, to offer a special thank you to Associate Provost Roberta Teahen for her leadership of the HLC Committee. The motion was resoundingly approved.
V.	Announcements	
	A.	University President Eisler shared his observations of the state budget negotiations. While there has been much activity, both public and private, he believes that compromise is happening. He predicted that a budget would be produced by July.
		He invited Senators to the Service Awards ("Strawberry Pie") Wednesday at 3:00 p.m. in the Rankin Center Dome Room.
		He answered a question from the floor that he did not believe that higher education was being singled out as a target in the budgeting process, sharing his experience working with another committee concerned with tax credit issues.
	B.	Provost Erickson announced that the Core Review Team is finalizing its report. They have reviewed over 30 proposals. He said he is "ready to get tires on this project."
		He repeated the invitation to attending the "Strawberry Pie" celebration of service to the University.
		He offered best wishes for finishing the semester and encouraged Senators to attend Commencement.
	C.	Pres. Haneline announced that the 2011-2012 Senate will be invited to a special meeting in May to review the Core Review Team proposal. He will seek a time that is "least inconvenient" to the Senators.
		He presented certificates of appreciation to Leonard Johnson for six years of service as chair of the University Curriculum Committee and to Senators who were retiring from Senate service:
		Allied Health Sciences: Sharon Colley, Marilyn Skrocki
		Arts and Sciences: Jon Taylor
		Business: Maureen Heaphy
		Education and Human Services: Matt Wagenheim
		Engineering Technology: Joe Compton
		University College: Gloria Lukusa-Barnett
VI.	Open Forum	
	A.	Sen. Thapa expressed concern about the messages of the highway billboards advertising Ferris State University.

The meeting was adjourned at 11:30 (Sanderson).

Respectfully submitted,

Sandy Alspach
Secretary

Douglas Haneline
President

April 19, 2011

DRAFT

**Ferris State University
Academic Senate (2011-2012) Meeting
11:00 a.m. April 26, 2011
West Campus Community Center**

Minutes

I.	Action Items: Elections were conducted by Sen. Sun, Election Committee chair.	
	A.	Senator Douglas Haneline, Arts and Sciences, was elected President, unopposed (30-0). (Abbasabadi)
	B.	Senator Michael Berghoef, Arts and Sciences, was elected Vice President, unopposed (30-0). (Jewett)
	C.	Senator Melinda Isler, Counselors/Librarians, nominated by Sen. Liszewski, was elected Secretary over Senator David Marion, Business, nominated by Sen. Alspach (19-10-1).
	D.	Six candidates were nominated for Member-at-Large. The vote tally is recorded below with those elected indicated by an asterisk (*).
		*David Marion, Business (20)
		*James Nash, Optometry (16)
		*Sandy Alspach, Arts and Sciences (13)
		Keith Jewett, Engineering Technology (12)
		David Hanna, Engineering Technology (12)
		Beth Reynolds, Non-Tenure Track Instructional Faculty (12)

Attendance

Senators attending	Abbasabadi, Alspach, Baker, Berghoef, Brandly, Cook, Dakkuri, Dixon, Drake, Fox, Haneline, Hanna, Isler, Jewett, Joyce, Klatt, Lashaway-Bokina, Liszewski, Luplow, Marion, Moore, McLean, Nash, Nystrom, Prakasam, Reynolds, Sanderson, Selberg, Stone, Sun, Thapa
Senators absent with cause	Boncher, Ciaramitaro, Daugherty, Gillespie, Griffin, Lovsted, Maike, McNulty, Nagel
Ex Officio and Guests	Erickson, Flickinger, Burcham, Cron, Johnston, McKean, Nicol, L. Johnson (UCC), D. Balmer (Student Government), C. Quigley, R. Loesch

See the Narrative for Announcements.

Narrative

The meeting was called to order at 11:00 a.m.

II.	Open Forum	
	A.	President Haneline opened the floor for comments from the new 2011-2012 Senate.
	B.	Senator Brandly reported that new Senator Ciaramitaro regretting missing her first Senate meeting to be with her family following the loss of a nephew in Afghanistan.
	C.	Senator Prakasam announced two programs sponsored by the Globalization Initiative this week.
III.	New Business	
	A.	President Haneline relinquished the chair to Election Committee chair Senator Kent Sun.
		Sen. Sun called for nominations for President. Sen. Douglas Haneline, Arts and Sciences, was elected, unopposed (30-0) (Abbasabadi)
		Sen. Sun called for nominations for Vice President. Sen. Michael Berghoef, Arts and Sciences, was elected, unopposed (30-0) (Jewett)

		Sen. Sun called for nominations for Secretary.
	1.	Sen. Alspach nominated Sen. David Marion, Business.
	2.	Sen. Liszewski nominated Sen. Melinda Isler, Counselors/Librarians.
	3.	Sen. Isler was elected (19-10-1).
		Sen. Sun called for nominations for Member-at-Large, three Senators to be elected. The vote tally is recorded below with those elected indicated by an asterisk (*).
	1.	*David Marion, Business (20)
	2.	Keith Jewett, Engineering Technology (12)
	3.	David Hanna, Engineering Technology (12)
	4.	Beth Reynolds, Non-Tenure Track Instructional Faculty (12)
	5.	*Sandy Alspach, Arts and Sciences (13)
	6.	*James Nash, Optometry (16)
IV.	Open Forum	
	A.	Sen. Liszewski complimented Sen. Sun for an efficient election.
	B.	Pres. Haneline reminded the Senate that a special meeting will be called in May to discuss the Core Review Team report. He will email a request for Senators to indicate their availability, so that he can schedule the meeting at the "least inconvenient" time.

The meeting was adjourned at 11:40 (Brandy).

Respectfully submitted,

Sandy Alspach
Secretary pro temp

Douglas Haneline
President

DRAFT

**Ferris State University
Academic Senate Executive Senate Meeting**

May 16, 2011

Members in Attendance: Alspach, Baker, Berghoef, Ciaramitaro, Cook, Daugherty, Dixon, Drake, Fox, Gillespie, Haneline, Hanna, Isler, Lashaway-Bokina, Liszewski, Maike, McLean, Moore, Nash, Nystrom, Prakasam, Reynolds, Sanderson, Selberg, Stone, Thapa

Members absent with cause: Boncher, Dakkuri, Griffin, Jewett, Joyce, Klatt, Luplow, Nagel,

Members absent: Abbasabdi, Brandly, Lovsted, McNulty, Sun

Ex Officio and Guests: Fritz Erickson, Provost;

1.	President Doug Haneline convened the meeting at 6:00 p.m and opened the floor for comments.
2.	Senator Baker made a comment that he regrets the accidentally sending out of a second invitation to this meeting for all senators.
3.	President Haneline acknowledged the team members of the Academic Organization Review team and asked for a motion to endorse the report. Senator Thapa made a motion to endorse the report, seconded by Senator Daugherty
4.	Provost Erickson opened with a review of the proposal given to the Senate (see two handouts: Executive Summary, Academic Organization Review and Organizational Chart). He noted that during the course of their discussions, the committee reviewed the current organizational structure and 42 proposals that had been submitted to them. The executive summary may not include everything within the committee's recommendations but does include all of the major components concerning any changes that have been proposed. This model is not based on the typical hierarchical model, but rather on a community of scholars.
3.	Provost Erickson noted that one of the major changes is the creation of an area called Learning Services. The intent is to combine academic support for faculty and students into one area. This will include University College, which will be renamed and expanded to also include: Faculty Center for Teaching and Learning, a transfer center (one stop shopping for a growing constituency), Office of Graduate Studies and Media Production. FLITE will also be associated with this area but will remain independent and be headed by a dean.
4.	Provost Erickson also said that the current College of Professional and Technological Studies will be reconfigured to become the division of External and International Operations. They will continue to focus on off-site delivery, and also coordinate the online delivery of education. Don Green, will continue to head this area as a Vice-President and report directly to the provost. They will also host an academic incubator for new programs- which will be moved out to the other colleges, once they reach a state of maturity.
5.	Some areas will continue to report directly to the Provost's office. They include: grants and academic research (new office), academic and personnel issues, assessment and charter schools (a growing entities.)
6.	Some programs have been moved between colleges. Printing has been moved from College of Engineering Technology to College of Business. A new School of Convergent Media will be part of the renamed College of Education and Human Services and include programs such as Digital Animation and Game Design that were previously part of CPTS. A School of Social Work was also proposed but remains an unanswered question as the faculty and program decide whether that would be a better placement for them than their current home in College of Arts and Sciences.
7.	Provost Erickson then outlined the next part of the process- which included the Senate meeting, a retreat of the Deans, SPARC and the Academic Leadership Council. A way to implement this proposal is not yet determined. Some things, like the creation of a new transfer center, could happen faster than others. Academic programs would not be moved until the end of the 2011-2012 academic year. The Provost encouraged all colleges to review their own internal organizations and structures and will ask the Deans to do so.
8.	Senator Hanna asked three questions: 1) would students in University College still be considered administratively part of University College? 2) Does this mean that the search for a permanent dean in the College of Engineering Technology could be authorized? 3) Could the College of Engineering Technology return to a chair structure? The provost said it was unclear about the students, but the dean searches were authorized and a college could go through a similar process and determine what organizational structure worked best for them.

9.	Senator Cook asked about the timeline for following the recommendations and how it would occur? Provost Erickson noted that he still had not yet met with the Deans and discussed the fiscal impact of these recommendations which could impact moving forward. He noted that apart from the representative on the committee, the Deans had not been involved in the process and needed to have some time to consider the proposal and the details associated with it. However, the deans searches would begin as soon as possible (FLITE and Pharmacy in the summer because their faculty are 12 month) and the others at the beginning of fall semester.
10.	Senator Nystrom asked how many new administrative positions would this create? Provost Erickson noted that that this was not yet determined. In some colleges, there was actually a request for more administrative positions. Additionally there were 12 target retirements in the College of Engineering Technology which may allow for some reallocation.
1	Senator Stone asked how this will impact online operations? She noted that centralizing it would be the best for students and faculty and that the faculty center works hard at it. Provost Erickson noted that like for off campus programs that are not online, CPTS is well position to help coordinate the services and that is what they will also be doing for the online operations. Senator Cook noted that a report coming out soon from EMAT will have more recommendations regarding online.
	Senator Lashaway-Bokina thanked the committee for creating graduate office. She asked how long programs would be in the academic incubator. Senator Haneline noted that they would be in until the first academic program review.
	Senator Nash asked if the Provost gained what he had hoped from the process. Provost Erickson noted that he had no predefined outcomes and found the dialogue enlightening. He was surprised at some of the things he found out.
	Senator Berghoef commented on the School of Social Work placement. He noted that that if the program is not broken in its current location- why move it? They are not ready for the move although they will continue discussions about possibilities.
	Senator Baker asked how many colleges there were? Provost Erickson noted there are 7 plus FLITE and CPTS. He also inquired about Kendall and how they were involved? Provost Erickson noted they do not report to Academic Affairs and were not considered.
	Senator Alspach asked where General Education fit into the chart? Senator Haneline noted that on the chart existing functions are not listed- only those which are new or have moved.
	Senator Hanna asked if the committee considered the evaluation of structures for General Education? Provost Erickson noted this is already being done by a task force and was not in the purview of this committee.
	Senator Prakasam noted the need for an improved culture for interdisciplinary courses. Currently several courses have similar courses within different colleges.
	Bob Carter (committee member) commented that the committee said that there needs to be a process apart from this committee in order to allow programs to move if they feel it is needed.
	The endorsement was passed by a voice vote.
	Senator Thapa brought up the issue of whether or not web development needed to be moved to FLITE. Senator Isler seconded.
	Senator Alspach noted that much of the current development is done through the content management system. This motion was tabled for further investigation.
	The Senate adjourned at 7:50 p.m.

Respectfully submitted,
Melinda Isler
Secretary

Tuesday, August 30, 2011

**CURRICULUM PLANNING
AND
PROCEDURES MANUAL**

FERRIS STATE UNIVERSITY

**Published by the
University Curriculum Committee
of the Academic Senate**

August 2011

Approved

PREFACE: Notes to Proposers

The University Catalog is the definitive listing of courses and programs offered to students seeking to receive a certificate or degree from Ferris State University. It constitutes a contract of expectations between the University and the student. Changing the contract should be approached with careful preparation and thought about the impacts of these changes for both the University and the student. As part of this preparation, reviewing the questions posed by the Preliminary Curriculum Approval Form (PCAF) would be a useful strategy for any proposal.

This Curriculum Planning and Procedures Manual designates the process for adding, modifying or deleting courses and programs in the University Catalog.

Adequate time must be allowed for the process to occur. At each step of the process, opportunity must be given for advice from all relevant stakeholders. Table A.8.1 summarizes the kinds of action required to make changes in the Catalog. Appendix B lists the timelines to be followed to manage these changes efficiently.

Proposers should share their proposals at the outset with their college representative on the University Curriculum Committee to insure that the proposal complies with all requirements.

It is strongly recommended that proposers share their proposals with representatives of the Registrar's Office for consultation on accurate completion of Form E and Form F, since these documents will direct the entry of the change into the electronic Catalog.

At any stage in the proposal process, proposers are invited to consult with the Chair of the University Curriculum Committee, or the Chair of the University Graduate and Professional Council as appropriate. While this Manual attempts to delineate the change process as thoroughly as possible, we recognize that innovative proposals may require special attention.

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1.1 UCC STATEMENT OF PURPOSE

The University Curriculum Committee screens proposals for curriculum additions and revisions to insure 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.

2.1 CURRICULUM AND DEVELOPMENT APPROVAL OVERVIEW

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

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

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 any proposal.

This rationale may incorporate information from advisory committees, alumni surveys, external organizations, demand for the proposal, employment data/potential, cost/benefit analysis, and an evaluation of risk exposure for the University. (See Form A)

In addition, a major proposal (See Glossary) should indicate any additional support or resources needed, both long and short term, anticipated number of students, additional information/data supporting the proposal, etc. (See PCAF)

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

A major proposal is expected to:

- have defined program objectives and define how they will be assessed (See Form D)
- be mission oriented
- demonstrate the benefits to students, employers, department, college, university and state
- describe the impacts on, or its relationship to, other programs, courses, departments, 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 2012 will be reviewed no later than Fall 2018.)

The proposals for new or significantly modified programs will become public documents reviewed by the Ferris Board of Trustees, the University Presidents Council, and other universities. All proposals are kept on permanent file in the Office of Academic Affairs and the Academic Senate Office and will be made available on-line.

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

2.2 PRELIMINARY CURRICULUM APPROVAL PROCESS (See PCAF)

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 (See Glossary) 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 programs for delivery to an off-campus cohort group

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

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

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

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

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. Later, when program proposals are fully developed, more detailed information will be necessary.

The PCAF appears in an appendix to this document and may be downloaded at:
<http://www.ferris.edu/htmls/administration/academicaaffairs/vpoffice/senate/univcurrcomm/>

3.0 CURRICULUM POLICIES

3.1 REQUIREMENTS FOR A DEGREE

3.1.1 Associate Degree: A program leading to an Associate degree should consist of approximately 64 credits, with a lower limit of 60 credits. Any proposed program fewer than 60 credits or with more than 66 credits shall not be approved by the University Curriculum Committee unless there is proper justification. For minimum General Education credits required, refer to the General Education website at: http://www.ferris.edu/htmls/academics/gened/gen_edspecific.html

3.1.2 Baccalaureate Degree: A program leading to a Baccalaureate degree should consist of approximately 128 credits with a lower limit of 120 credits. Any proposed program with fewer than 120 credits or with more than 132 credits shall not be approved by the University Curriculum Committee unless there is proper justification. At least 38 credit hours leading to the Baccalaureate degree must be General Education credits. See General Education web page for specific requirements (www.ferris.edu/htmls/academics/gened). 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.

Source: Adopted from Term Transition Curriculum Procedures Manual, January 1993
Approved by Academic Senate June 15, 1993.

3.1.2.1 The Bachelor of Arts degree, Bachelor of Integrated Studies degree, Bachelor of Social Work, Bachelor of Nursing, and Bachelor of Applied Science degree may have additional requirements. For a complete listing of all degrees and related requirements, go to the online catalog at: <http://www.ferris.edu/htmls/academics/sort/>

3.1.3 Masters Degree: Contact the University Graduate and Professional Council for more information.

3.1.4 Doctoral Degree: Contact the University Graduate and Professional Council for more information.

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.

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

3.2.1 PHILOSOPHY ON ACADEMIC MINORS

1. A minor should offer a systematic curriculum that would provide a recognizable level of expertise in an area.
2. The minor should complement but not duplicate the student's primary program.
3. 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, March 1, 1994.

3.2.2 UNIVERSITY POLICY ON ACADEMIC MINORS

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

3.3 CERTIFICATES AND CONCENTRATIONS

3.3.1 PHILOSOPHY AND PURPOSE

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

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

3.3.2. Certificates Defined

A certificate shall consist of at least 6 credit hours but no more than 15 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 courses designated for the certificate.

3.3.3. Concentrations Defined

A concentration shall consist of at least 6 credit hours but no more than 15 credit hours designed to focus study on a specific skill set or workplace application within the student's baccalaureate degree program.

3.4 THE COURSE NUMBERING SYSTEM

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

3.4.1 THE FIRST DIGIT

The course numbering system shall be:

Developmental	001 through 099
Freshman	100 through 199
Sophomore	200 through 299
Junior	300 through 399
Senior	400 through 499
Graduate & Professional Courses	500 through 799
Doctoral Courses	800 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, 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: (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, and 700 level courses)

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

Doctoral Courses (800 level courses)

Doctoral courses are open only to students who have been formally admitted to a doctoral program at the University.

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 and Off Campus Field Experience or Internship
Ending in 95	Practicum
Ending in 94	Projects Associated with Off Campus Field Experience
Ending in 97	Independent Studies
Ending in 99	Assessment Course (Capstone)

Additional detail appears below.

3.4.2.1 **_90. EXPERIMENTAL COURSES**

_90 is reserved for experimental courses to provide an opportunity to test courses for content or format prior to formal adoption. Experimental courses may be offered for any prefix. Course descriptions will not be included in the catalog of courses.

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

In order to insure that these course designations do conveniently allow such latitude, the curriculum review process must not be unduly burdensome. However, there are curricula principles that must be adhered to in order to maintain the academic integrity of _90 offerings.

See Appendix A for guidelines on proposal preparation for Experimental Courses

3.4.2.2 **_91-93. ON AND OFF CAMPUS FIELD EXPERIENCE**

_91 through _93 are reserved for 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 **_90. PROJECTS ASSOCIATED WITH AN ON AND OFF CAMPUS FIELD EXPERIENCE**

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

3.4.2.4 **_95 PRACTICUM**

_95 is reserved for projects associated with applications of specific skill sets within the baccalaureate degree program. Course descriptions will be included in the catalog of courses. Normally these projects are directed by an assigned instructor who meets regularly with the student to monitor progress toward individual learning outcomes designed jointly by the instructor and the student within the parameters of the Practicum.

3.4.2.5 **_97. INDEPENDENT STUDIES**

_97 is reserved for courses of independent study. In independent study, the student works independently, with only minimal faculty direction. These courses generally explore topics not covered in detail in other courses. Course descriptions will not be included in the catalog of courses. Normally these courses do not have a scheduled time and room.

Uses of credits earned through independent studies courses could:

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

Requirements for Independent Studies Courses:

- a. Each College of the University will develop a policy statement to establish independent study courses in that college. Policy Statements should include but are not limited to:
 - o A limit on the maximum number of independent study credits which may be applied to a student's program requirements.
 - o An approval process for independent study courses.
 - o An approval process for the substitution of an independent study course for a required course in the program, if applicable.
- b. Copies of approved Independent Studies courses will be on file in the Dean's Office and the Office of the Vice President for Academic Affairs.
- c. The subject area prefix and number designator for Independent Study courses only need to be created once. See Appendix C, Guidelines for Proposal Preparation.

3.4.2.5 99. **ASSESSMENT COURSES (CAPSTONE)**

 99 is reserved for program assessment courses. (See Degree Requirements in section 3.1.2.)

3.5 RECOMMENDED MAXIMUM COURSE ENROLLMENT

3.5.1 All courses are recommended with a Maximum Section Enrollment (cap). Course offerings (sections) cannot exceed the recommended cap without the approval of the instructor.

3.5.2 For pedagogical reasons (for example, online instruction), the subject matter faculty may recommend the reduction of the course cap for a section offering or offerings. The decision to reduce the cap for the offering(s) shall be made jointly between the subject area faculty and their immediate administrator.

See Appendix A-7 for guidelines on proposal preparation for reducing maximum section enrollment.

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 a number of levels of review and participants in the process, delineation of roles and responsibilities is necessary. See Tables A.6

A.2 ROLES OF PARTICIPANTS

Initiators are faculty (individuals or groups) and/or academic administrators who develop the preliminary proposal (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 college 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 specific concerns, or not support with specific reasons. In all three instances, the proposal and comments are forwarded to the College Curriculum Committee.

Colleges, in accordance with college policies and procedures, review and act on proposals forwarded by academic departments/programs. Options for college action are to support, support with specific concerns, or not support with specific reasons. In all three instances, proposals are forwarded to the Dean.

Deans and the VPEIO consider action taken at the college level as well as any concerns and questions raised. Proposals approved by a Dean or the VPEIO are forwarded to the University Curriculum Committee. They may choose to support, support with concerns, or not support a proposal. A “not support” stops the process. In such instances, they shall respond to the college, department/program, and the initiator with specific reasons.

The Ferris State University Curriculum Committee (a Committee of the FSU Academic Senate) acts on proposals received from the Dean. For programs/courses where action is required the options are: support, support with specific concerns, or not support with specific reasons. In all instances, the UCC forwards proposals to the next level.

The FSU 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 further consideration. 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), academic department, college, or UCC, an individual may abstain from voting on a proposal. (See Form A)

The Provost considers proposals and accompanying recommendations for all programs/curricula that are submitted through the established 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) to say “no” and stop the process.

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

Board of Trustees approval is required for new degrees, majors, and concentrations. Other proposals that have support of the Provost and the President are shared with the Board as information items. These include new minors, certificates, 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; majors; concentrations; 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: Proposals for new curricular offering or major redirection of a current offering

- New degree or major not currently offered by the University
- Major redirection or shift in emphasis in an existing program, major, or minor. This type of change could involve multiple course changes/additions/deletions and three or more new courses.
- New academic or teaching minor
- New concentrations not currently offered by the University
- Elimination of degrees, majors, minors, or concentrations.

Group II: Changes to existing courses and offerings that are relatively minor in nature

- Technical revision of degree/major/program: modification of sequence of courses, revisions to entrance/progression/or exit policies
- Curriculum Clean-up: single or multiple deletions or modification of course descriptions, credit hours, caps/maximum section enrollment, prerequisites, title, prefix, or program name change.
- Single new course (does not include experimental courses – see Section 3.4.2.1).
- Deletion of a course from active catalog
- Converting existing course into modules

Group III: Certificates

- New college credit certificates comprised of existing courses
- New college credit certificates that include new courses or a mix of new and existing courses
- New non-credit certificates
- Elimination of certificate

Group IV: Delivering existing programs at new off-campus sites

- Existing programs offered substantially the same as the on-campus offering
- Existing programs with major customization for a specific off-campus student cohort

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 the chart following Appendix A. The chart also identifies the types of program/curriculum initiatives requiring preliminary approval prior to development of the full proposal.

A.5 EXPERIMENTAL COURSES (_90)

While proposals for experimental courses are not submitted to the UCC for approval, they are submitted for review. After Dean or VPEIO approval, they should be sent directly to the Provost for approval. The Provost will forward them to the University Curriculum Committee for review.

- Any _90 proposal must include a course title reflecting the content of the course and a rationale.
- Forms A, E, and F are required.
- The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Provost.
- In order to ensure the course is available to students for early registration, the process must be completed 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)

Proposals for independent studies courses are not submitted to the UCC for approval. After Dean's Office approval, they should be sent directly to the Provost for approval.

- Forms A, E, and F are required.
- The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Provost.

While the course designator need be created only once, after this departments may open sections as needed. Each new section will require a unique title, measurable outcomes linked to an assessment plan.

A. 7 REDUCING MAXIMUM SECTION ENROLLMENT

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

- Any proposal to reduce maximum course enrollment in a section offering or offerings must include **Form A and Form F MODIFY COURSE CAP**.
- Form A must include the signature of the proposing faculty unit representative with all 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 F Modify Course Cap must show the course offering identifier (a. Course Prefix, b. Number and Title) and the recommended maximum course enrollment (cap): p max. section enrollment.

A.8 GENERAL EDUCATION

Application Process 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 Department, a separate application for General Education status must be made as the course is forwarded to the College Curriculum Committee.

The course proposer, or the department head, must forward the request for General Education status to the current chair of the University General Education Committee, available on-line at the Academic Affairs General Education web site. Submit to the chair the following for each course for which General Education status is requested.

- **Forms A, E, and F**
- **A separate form G for each kind of General Education status being requested.** For example, if a course were requesting Cultural Enrichment and Global Consciousness Status, they should submit two form G's, one for each status.
- **A rationale statement for each status requested** indicating how the course in question satisfies the criteria for the given status. The course criteria are available at the Academic Affairs General Education web site. No course will be reviewed for General Education status unless it includes this rationale statement.

Once the chair of the UGEC has received all materials, the documents will be forwarded to the chair of the appropriate sub-committee for the relevant General Education outcomes area. If that sub-committee denies the request for General Education status, the denial will be referred back to the originator for further discussion and possible revision. 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 originator 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 Form G is forwarded to the Chair of the University Curriculum Committee and the Assistant Vice President of Academic Affairs responsible for General Education.

Application for General Education Status for an Existing Course

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

- Course description.
- Course outcomes.
- An outline of course content to be covered- with an indication of how much time will be spent on the different topics. A syllabus for the course can serve this purpose.
- An indication of the number of credits for the course.
- A rationale explaining how the course meets the course criteria for each of the General Education status areas requested.
- A Form G for each of the General Education status areas requested.

Once the application for General Education status for an existing course is received by the chair of the UGEC, the documents will be forwarded to the chair of the appropriate sub-committee for the relevant General Education outcomes area. If that sub-committee denies the request for General Education status, the denial will be referred back to the originator for further discussion and possible revision. If the sub-

Appendix A. Procedures for Curriculum Changes

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 originator 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 Form G is forwarded to the Assistant Vice President of Academic Affairs responsible for General Education. The decisions of the committees for the outcome areas and of the UGEC are final.

A.4.1 – FSU PROGRAMS/COURSES

Type of Curriculum Action	Preliminary Proposal Required	FSU/BR UCC	FSU/BR Academic Senate	PROVOST/	Board of Trustees	Academic Officers
GROUP I						
New Degrees, Majors	Yes	Action	Action	Yes	Yes	Yes
New minor - includes minors with fewer than 3 new courses required	No	Action	Action	Yes	Info Only	No
New minor - includes minors with 3 or more new courses required	Yes	Action	Action	Yes	Info Only	No
New concentration	Yes	Action	Action	Yes	Yes	Yes
Major revision or redirection of program major or minor with no additional resource requirements	No	Action	Action	Yes	Yes	Yes
Major revision or redirection of program major or minor with additional resource requirements	Yes	Action	Action	Yes	Yes	Yes
Elimination of a degree or major or minor	No	Action	Action	Yes	Yes	Yes
GROUP II						
New courses	No	Action	Info Only	Yes	No	No
Technical revision of degree/major/program: modification of sequence of courses, revisions to entrance, progression, or exit policies; program name changes	No	Action	Info Only	Yes	No	No
Curriculum clean-up: single or multiple deletions or modification of course descriptions, credit hours, prerequisites, title, prefix	No	Action	Info Only	Yes	No	No
Delete a course (i.e. remove course from active catalog)	No	Action	Info Only	Yes	No	No
GROUP III						
New certificate with fewer than 3 new courses required	No	Action	Info Only	Yes	Info Only	No
New certificate with 3 or more new courses required and/or other additional resource requirements	Yes	Action	Action	Yes	Info Only	No
Modification or elimination of a certificate	No	Action	Info Only	Yes	Info Only	No
GROUP IV						
Delivering existing programs at new off-campus sites	No	No	No	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Info Only	Yes	Info Only	No

* 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, majors, concentration.

B. TIMELINES

B.1 PRELIMINARY CURRICULUM PROPOSAL APPROVAL TIMELINES

Approval Level	
Department Head	10 Days
Dean or VPEIO	10 Days
Provost	10 Days

B.2 FULL PROPOSAL TIMELINES

Approval Level	ALL Group I's	Groups II, III, IV
FSU Department/Program	10 days	10 days
FSU College Curriculum Committee	10 days	days
FSU Dean or VPEIO	10 days	10 days
FSU University Curriculum Committee	10 days	10 days
FSU Academic Senate	15 days	N/A
Provost	10 days	10 days

B.3 DEFINITION OF “DAY”

“Days” for administrators and library staff are defined as business days – exclusive of holidays, or when the university is shut down.

“Days” for faculty groups or committees (e.g. programs, departments, colleges, Senate) are defined as business days, exclusive of holidays or when the University is shut down, from the first day of classes to the last day of final examinations for Fall and Spring terms.

To allow time for faculty input, “Days” for departments or colleges that have received consultation forms are defined in the same way as those for faculty groups.

B.4 SUNSET ON SIGNATURES ON CONSULTATION FORMS

Signatures on consultations with other departments or colleges (Form B), or library (Form C) expire 12 months from the date of signature. New consultations will be required for a proposal to be approved after expiration.

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

B.5 TRACKING PROPOSALS

Until the proposal is received it is the responsibility of the proposer to monitor its progress. Once a proposal is received in the Academic Senate Office, it is scanned and posted at: <http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurrcomm/> where it can be viewed as a PDF file. Any changes to or actions taken on the proposal are updated on the web page regularly.

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.

In order for a change to General Education to be effective in the fall of the upcoming academic year, the Provost must approve the change by March 1 of the preceding academic year (e.g. changes for Summer/Fall Term 2012 would need to be approved by the Provost by March 1, 2012).

B.6.2 MAJOR CHANGES TO PROGRAM REQUIREMENTS (INCLUDES ALL GROUP I, III, AND IV CURRICULUM CHANGES)

Proposals for new curricular offerings or major redirections of current offerings will be addressed twice a year. Proposals for new certificates and for delivering existing programs at new off-campus sites also will be addressed twice a year.

The following deadlines are necessary to allow for appropriate (Board of Trustees and Academic Officers' Committee) approval for major curricular changes and/or new programs.

In order for a major change to be effective for Spring Term of the upcoming calendar year, the Vice President for Academic Affairs must approve the change by October 1 of the preceding calendar year (e.g. changes for Spring Term 2013 would need to be approved by the VPAA by October 1, 2012).

In order for a major change to be effective for Summer/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 Summer/Fall Term 2013 would need to be approved by the Provost by March 1, 2013).

B.6.3 MINOR CHANGES TO PROGRAM REQUIREMENTS (INCLUDES ALL GROUP II CURRICULUM CHANGES)

All changes to existing courses and offerings that are relatively minor in nature (See A-2) must be made before students register for the upcoming term's classes.

B.6.4 UPDATES TO ELECTRONIC CATALOG

The electronic catalog is updated annually. See:

<http://www.ferris.edu/htmls/administration/academicaffairs/policyletters/02-5-Catalog.pdf>

B.6.5 EXCEPTIONS TO THESE RULES MUST BE APPROVED BY THE PROVOST OR HIS/HER DESIGNEE.

C.1 GROUP I: PROPOSALS FOR NEW DEGREE, NEW MAJOR OR MAJOR REDIRECTION OF A CURRENT OFFERING

NOTE: All Group 1 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 - Curriculum Consultation Form(s) Relationship to Current University Programs

Identify other closely related curricula (degrees, concentrations, minors, etc.) currently offered at Ferris; identify enrollment figures and patterns in these other programs for the past three years.

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.

Complete **Form B - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.

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 - In consultation with FLITE, identify library resources (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area. (if new or revised courses are part of the proposal)

Complete **Form C - Library/Instructional Services Consultation Form.**

Form D - Program Check Sheet

Learning Outcomes and Assessment Plan (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6

Term-by-Term Plan for Students

Form E - New Course Information Form for each new course in Proposed Degree/Program.
Outcomes linked to assessments for each new course.

Appendix C. Guidelines for Proposal Submittals

Form F - Course Data Entry Form for each new or modified course in Proposed Degree/Program.

Form G - General Education Approval Form for courses requesting General Education designation. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>)

Sample – Assessment Plan

C.2 GROUP I: NEW MINORS OR CONCENTRATIONS

NOTE: All Group 1 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 Minor or Concentration

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 - Curriculum Consultation Form(s) Relationship to Current University Programs

Identify other closely related curricula (degrees, concentrations, minors, etc.) currently offered at Ferris; identify enrollment figures and patterns in these other programs for the past three years.

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.

Complete **Form B - Curriculum Consultation Form(s)** for data regarding the impact of this proposal on other departments.

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 - In consultation with FLITE, identify library resources (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area. (if new or revised courses are part of the proposal)

Complete **Form C - Library/Instructional Services Consultation Form.**

Form D - Proposed Check sheet

Learning Outcomes and Assessment Plan (all outcomes must be stated in measurable terms and clearly linked to assessments.) See D-6

Term-by-Term Plan for Students

Form E - New Course Information Form for each new course in Proposed Degree/Program.
Outcomes linked to assessments for each new course.

Form F - Course Data Entry Form for each new or modified course in Proposed Degree/Program.

Form G - General Education Approval Form for courses requesting General Education designation. (Criteria for each designation can be found at <http://www.ferris.edu/htmls/academics/gened/criteria.htm>)

C.3 GROUP I: PROPOSALS TO ELIMINATE A DEGREE, MAJOR, MINOR, OR CONCENTRATION

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.

Form B - Curriculum Consultation Form(s) from all affected departments

Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council
(for proposals affecting graduate and professional curricula)

Form F (s) - Delete Course (if applicable) for any course to be deleted from the current catalog.

C.4 GROUP II: COURSE CHANGE AND MINOR CURRICULUM CLEAN-UP

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.

Form B - Curriculum Consultation Form, 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 new or revised courses are part of the proposal)

Form D – All Current and Proposed Check sheets affected

Term-by-Term Plan for Students

Form E - New Course Information Form, if applicable.

Form F - Course Data Entry Form, noting all changes that should apply.

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>)

C.5 GROUP II: NEW COURSES

PLEASE NUMBER ALL PAGES

Proposal Content:

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Forms, if applicable.

Form C – Library & Instructional Services Consultation Form

Form D – Current or Proposed checksheets, if applicable.

Form E - New Course Information Form

Measurable student learning outcomes linked to assessment plan. See D-14

Form F - Course Data Entry Form

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>)

C.6 GROUP II: DELETION OF A COURSE FROM THE CURRENT CATALOG

PLEASE NUMBER ALL PAGES

Proposal Content:

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Form, if applicable, from any department affected by the change.

Form B UGPC Curriculum Consultation Form to University Graduate and Professional Council
(for proposals affecting graduate and professional curricula)

Form D - Program Major/Minor Check Sheet
Current and Proposed Check sheet(s) (for those programs affected)

Form F - Course Data Entry Form(s) for any course to be deleted from the current catalog.

C.7 GROUP III CERTIFICATES

Certificate program records (containing a description of the certificate requirements and content) should be kept by the appropriate unit.

Programs of study leading to the issuance of a certificate under the name of Ferris State University (both on- and off-campus) shall be categorized as follows:

C. 7. 1. College Credit Certificates

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

Form B - Curriculum Consultation Form, if applicable.

Form B UGPC Curriculum Consultation Form to Univ. Graduate and Professional Council
(for proposals affecting graduate and professional curricula)

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

Form D - Certificate Checklist
Objectives with an Assessment Plan (See D-10)

Form E - New Course Information Form, if applicable.

Form F - Course Data Entry Form, if applicable.

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>)

C. 7. 2 NON-CREDIT CERTIFICATES

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.

It is not necessary to file Forms A, B, C, D, E, F or G.

Certificate Formats and Forms:

The Provost shall approve all non-credit certificate formats.

C. 7. 3 ELIMINATION OF COLLEGE CREDIT CERTIFICATES

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Form, from all affected departments.

Form B - UGPC Curriculum Consultation Form to University Graduate and Professional Council
(for proposals affecting graduate and professional curricula)

Form D – Certificate Checksheet

Form F - Course Data Entry Form

(if applicable, for any course to be deleted from the current catalog by elimination of the certificate)

C.8 GROUP IV: DELIVERING EXISTING PROGRAMS AT OFF-CAMPUS SITES

CRITERIA FOR OFF-CAMPUS PROGRAMS

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 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.

The proposal should include:

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Form, 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 E - New Course Information Forms, if applicable. (See D-14)

Form F - Course Data Entry Forms, if applicable.

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>)

Written Support from VP of External and International Education.

Ferris State University
Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	
Department(s)/College(s):	

Type of curriculum change (check one)

<input type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.
2. Target date for implementation.
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.
4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?
5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:
6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.
7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.
8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?
9. Approximately how many students are expected to enroll?
 _ in the first year? _ after three years?
10. At which FSU campuses/regional centers or other sites will the initiative be offered?
11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

Complete questions 12, 13, 14 in consultation with department head/chair and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

	Start-up	After Three Years
Supply and expense	\$	\$
Equipment	\$	\$
Full-time faculty	\$	\$
Overload/adjunct faculty	\$	\$
Other		

Estimate of Library Resources	Adequate	Some new resources needed	Significant number of resources needed

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

Department Head/Chair's signature: _____ **Date** _____

If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments:

Dean's or KCAD President's signature: _____ **Date** _____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU programs customized for off-campus delivery to a cohort group, include College and VPEIO signatures

Comments:

Provost Signature: _____ **Date** _____

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

Not approved

Explanation:

c. Initiator(s)

- Department Head/Chair(s)
- Deans' Council and KCAD President
- FSU University Curriculum Council
- FSU Academic Senate and KCAD Senate
- VPEIO
- Provost

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Revised 06/30/2011

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: _____

Initiating Unit or Individual: _____

Contact Person's Name: _____ **e-mail:** _____ **phone:** _____

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

Group/Individual	Signature	Date	Vote #/Action *
Program Faculty			_____ #Support _____ #Support with Concerns _____ #Not Support/Abstain
Department Faculty			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
Department Head			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
College Curriculum Committee			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
Dean			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
University Curriculum Committee			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
Senate			_____ #Support _____ #Support with Concerns _____ # Not Support/Abstain
Academic Affairs			

* Support with Concerns or Not Support must include a list of specific concerns. Vote count must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs:

Date or Term of Proposal Implementation: _____

_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ President's Council (Date Approved)
---	---	---

1. Proposal Summary

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

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

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

b. Courses to be Deleted From FSU Catalog:

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

c. Existing Course(s) to be Modified:

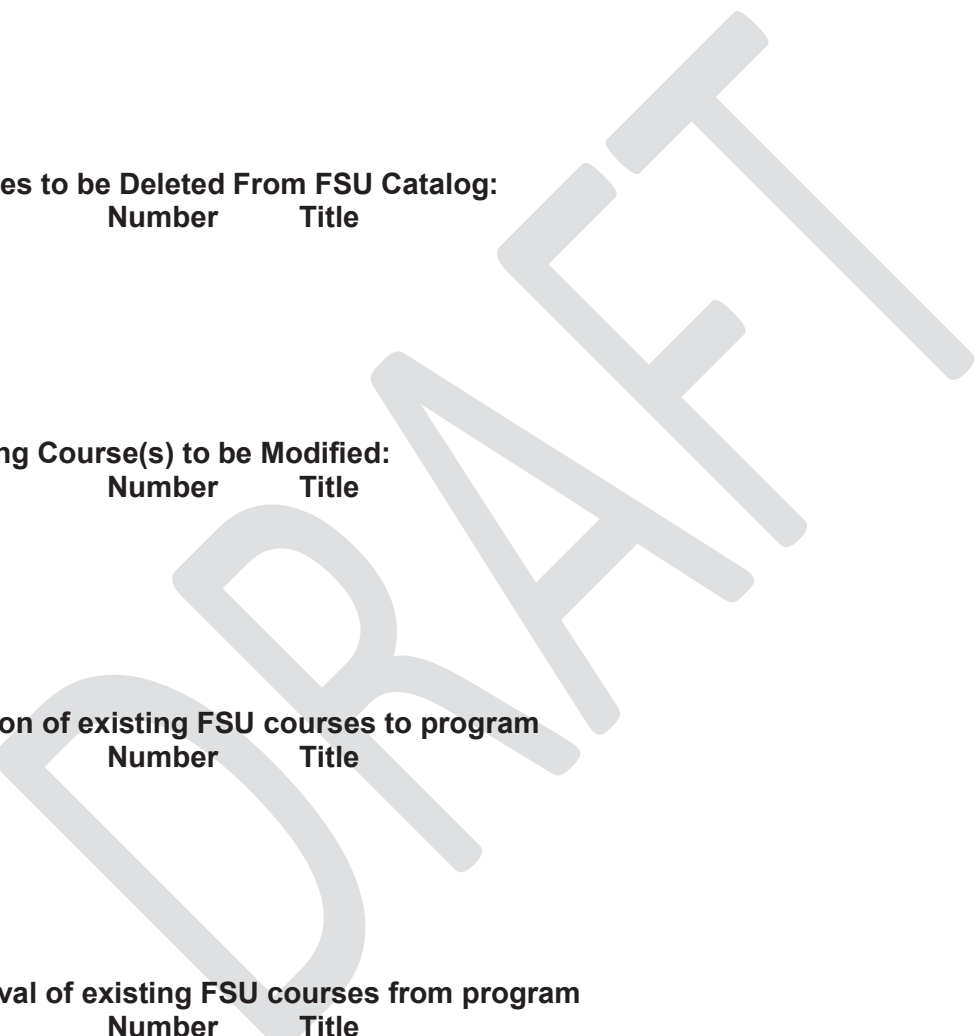
Prefix	Number	Title
---------------	---------------	--------------

d. Addition of existing FSU courses to program

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

e. Removal of existing FSU courses from program

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



3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
---------------------------	------------------	-------------------------	------------------------------------

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

_____ **Yes** _____ **No**

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

5. Program Checksheets affected by this proposal.

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.



Sample - End-of-Program Outcomes

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CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 14 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title _____

Initiator(s): _____

Proposal Contact: _____ **Date Sent:** _____

Department: _____ **Campus Address:** _____
(Please print)

Responding Department: _____

Chair/Head/Coordinator: _____ **Date Returned:** _____

Based upon department faculty review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.
2. The University Graduate and Professional Council must respond within 14 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must respond to any concerns by the Council. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title _____

Initiator(s): _____

Proposal Contact: _____ **Date Sent:** _____

Department: _____ **Campus Address:** _____
(Please print)

Response from: Graduate and Professional Council

Chair: _____ **Date Returned:** _____

Based upon Graduate and Professional Council review on _____(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on graduate and professional program issues at the university. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 14 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: _____

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

Initiator(s): _____
Proposal Contact: _____ Date Sent: _____
Department: _____ Campus Address: _____ (Please print)

Liaison Librarian Signature: _____ Date: _____
Dean of FLITE Signature: _____ Date Returned: _____

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

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$_____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

PROGRAM, MAJOR, OR MINOR OR CERTIFICATE CHECK SHEET(S)

Insert both the current curriculum check sheet (if applicable) followed by proposed curriculum check sheet" and/or "academic program requirements" list.

- **LABEL CHECK SHEETS AS "FORM D CURRENT" and "FORM D PROPOSED."**
- **Checksheets should indicate total credits, General Education requirements per catalog guidelines (include course levels), prerequisites and semester offered (if applicable) and the minimum number of 300 and 400 level courses.**
- **Indicate all course prerequisites.**
- **Indicate any special admissions, continuation, or graduation requirements.**

End-Of-Program Objectives and Program Assessment Plan (See Academic Program Review Council Manual)

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

After these outcomes, or abilities, are articulated, program faculty should formulate an outcomes assessment plan to ensure that students are achieving the desired outcomes. These assessment plans should include multiple measures, at least one of which is a direct measure of student learning and should be included in the proposal.

Direct measures of student learning include:

1. standardized exams
2. licensure/certification exams
3. locally developed comprehensive exams
4. portfolios
5. capstone projects
6. pre- and post-testing
7. writing samples / essay questions blind-scored by faculty across an academic unit
8. internal or external juried review of comprehensive projects
9. externally reviewed exhibitions or performances
10. external evaluation of performance during internships based on stated program outcomes

Indirect measures of student learning include:

1. alumni surveys
2. employer surveys
3. student surveys
4. PROE surveys of student and employer perceptions
5. exit interviews of graduates and focus groups
6. retention and transfer studies
7. graduation and transfer rates
8. job placement data

The following, though they may supply useful information, are not considered genuine assessment of student learning:

1. grades or GPA's
2. the Student Assessment of Instruction (SAI's)
3. Academic Program Review (though it currently includes some indirect measures of student learning)
4. PROE data (other than student and employer perceptions)
5. faculty recognitions and publications, tenure and post-tenure decisions
6. enrollment trends
7. the diversity of the student body
8. faculty-student ratios

DRAFT

Sample
SS#:

Form D PROPOSED

NAME: _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. PTS.
----------	--	------	-------	----------

E-COMMERCE MARKETING MAJOR - 33 Credits Required				
ADVG	222	Principles of Advertising - (None)	3	
ECOM	200	World of E-Commerce - (None)	3	
ECOM	375	Business-to-Business E-Commerce Marketing - (ECOM 200, MKTG 321)	3	
ECOM	383	Business-to-Consumer E-Commerce Marketing - (ECOM 200, MKTG 321)	3	
ISYS	130	Internet Principles and Design (ISYS 105)	3	
ISYS	200	Database Design and Implementation - (ISYS 105 or proficiency)	3	
ISYS	305	Software Systems - (ISYS 105 or proficiency)	3	
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3	
MKTG	383	Direct Marketing - (ADVG 222, MKTG 321)	3	
MKTG	425	Marketing Research - (MKTG 321, STQM 260)	3	
MKTG	322	Consumer Behavior - (MKTG 321, PSYC 150)	3	
BUSINESS CORE - 30 Credits Required				
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3	
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3	
BLAW	321	Contracts and Sales - (None)	3	
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and senior standing)	3	
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3	
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301& BLAW 301/302)	3	
MGMT	301	Applied Management - (Junior standing or permission of professor)	3	
MGMT	370	Quality/Operations Management - (STQM 260)	3	
MKTG	321	Principles of Marketing - (ECON 221)	3	
STQM	260	Introduction to Statistics - (MATH 115)	3	
RELATED ELECTIVES - Select Any 12 Credits From the Following:				
ADVG	324	Advertising Copy - (ADVG 222, ENGL 250)	3	
ADVG	334	Fundamentals of Media - (ADVG 222)	3	
ADVG	375	Business-to-Business Advertising - (ADVG 222 & Jr. Standing)	3	
ADVG	376	Media Strategy and Tactics - (ADVG 334)	3	
ADVG	486	Advertising Management - (ADVG 222)	3	
MKTG	365	Transportation - (MKTG 321 or instructor permission)	3	
MKTG	378	Marketing Data Analysis - (STQM 260, MKTG 321)	3	
MKTG	472	Physical Distribution Management - (MKTG 321, 365, or instructor permission)	3	
MKTG	473	Marketing Cases and Problems - (MKTG 321)	3	
MKTG	476	Marketing Strategy - (MKTG 425 and Sr. Standing)	3	
MKTG	491	Cooperative Education - (60 terms hours, department head approval)	1-9	
MKTG	430	Analytical Marketing Techniques - (STQM 260, MKTG 321)	3	
MKTG	441	International Marketing - (MKTG 321, Sr. Standing)	3	
MKTG	466	Purchasing - (MKTG 321 or instructor permission)	3	
PREL	240	Public Relations Principales - (ENGL 150)	3	
RETG	337	Principles of Retailing - (MKTG 321)	3	
RETG	339	Retail Merchandising - (RETG 337)	3	
RETG	438	Retail Management - (RETG 339)	3	

Sample

Form D
PROPOSED

NAME: _____ SS#: _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
COMMUNICATION COMPETENCE - 12 Credits Required				
COMM		COMM 121 Fund. of Public Speaking or COMM 105 Interpers. Comm. - (no prerequisites)	3	
ENGL	150	English 1 - (ACT of 14)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
ENGL	325	Advanced Business Writing - (ENGL 211 or 250)	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credits Required				
One course must have a lab. Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.				
		Scientific Understanding Elective	4	
		Scientific Understanding Elective	3-4	
QUANTITATIVE SKILLS - 3 Credits Required				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
*SOCIAL AWARENESS - 12 Credits Required				
ECON	221	Principles of Economics 1 - (MATH 110 or Math ACT of 19)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
PSYC	150	Introduction to Psychology - (Reading ACT of 17 or READ 106)	3	
		Social Awareness Elective at the 300/400 level. Consult the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html for approved courses	3	
*CULTURAL ENRICHMENT - 9 Credits Required				
Select three courses cultural enrichment courses, including one at the 200 level or above, and one that meets Global Consciousness criteria. Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses:				
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
ELECTIVES - 6 Credits Required				
		General Education Elective - If needed MATH 110 can be taken.	3	
		General Education Elective	3	

*The Global Consciousness General Education may be met within Social Awareness, Cultural Enrichment, or Business electives. Consult the Ferris website: www.ferris.edu/htmls/academics/gened/courses.html for approved courses

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

NOTE: A 2.00 cumulative GPA is required for completion of the E-Commerce Marketing degree. A 2.00 GPA is also required in the major and business core.

Note: Entry into the E-Commerce Marketing degree requires a 2.5 High School GPA. Students must obtain a 2.5 cumulative GPA for entry into 300-level or higher E-Commerce Marketing courses.

Sample

FORM E

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: Number Title

Course Description:

Course Outcomes and Assessment Plan:

Course Outline including Time Allocation:

SAMPLE

Student Learning Outcomes and Assessment Plan

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NEW COURSE INFORMATION FORMSports Communication
COMM 389

Description: Students examine how participants in and observers of sports communicate. They analyze how the sports industry has evolved, maintains itself, and continues to grow as a cultural phenomenon. They analyze how sports organizations function through integration of athletes, managers, and audiences. This course features guest speakers from the sports industry.

(* prerequisite: completion of COMM 105, 121, COMH 121 or COMM 221 at C or better)

This course is the keystone course for the certificate, the minor, or the concentration.

Outcomes - Students will demonstrate:	Assessment
Understanding of the role of communication in the Sports industry	Participate in discussion, write short papers, complete examinations
Application of communication skills as they are valuable in the Sports industry	Interview and interpret interview data in individual and group projects resulting in written and oral reports
Critical thinking about the way sports are integral to American culture	Write research-based critical essays

Topics and Time Allotments:

Weeks 1-3 Sports and Society
 Weeks 4-5 Athletes and Managers: Motivation, Coaching and Team Dynamics
 Weeks 6-9 Sports Organizations and Management: Risk Communication
 Weeks 10-12 Sports and Media
 Weeks 13-15 Sports and Audiences: Sports as Events

Suggested Guest Speakers:

Ira Childress (BS '03), Assistant Director of Diversity and Inclusion, NCAA
 Marissa Beck (BS '07), Events Planner, Cincinnati Bengals
 Gilbert Bransford (BS '09), Reporter, ESPN (Northeast)

Jon Coles, associate athletic director
 Joe Gorby, sports information director
 Coaches
 Faculty consulted

CREATE NEW COURSE

Course Data Entry Form

FORM F
Create New Course
Rev. 06/30/2011

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

- Complete each item in Section I and Section II.
- If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): **Examples: 201201(Spring), 201205(Summer), 201208(Fall)**

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

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

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 d. LECture LAB INDEpendent Study –

Check (x) appropriate box (es) Practicum: Seminar:

e. Course Title: (Limit to 30 characters/spaces.)

f. College Code: g. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: Variable Fixed i. Minimum Credit Hours j. Maximum Credit Hours .

k. May Be Repeated for Added Credit: Check (x) Yes No
 If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

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

o. Equivalent course: Prefix Number See instructions on Replacement courses.

p. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.

q. Term(s) Offered: (See instructions for listing.) r. Max Section Enrollment:

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

UCC Chair Signature/Date:
 _____ / ____ / ____

Academic Affairs Approval Signature/Date:
 _____ / ____ / ____

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

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

MODIFY COURSE

Course Data Entry Form

FORM F
Modify Course
 Rev. 06/30/2011

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes

- Complete each item in Section I and Section II.
- If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 201201(Spring), 201205(Summer), 201208(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins

II. CURRENT: Include information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 e. LECTure LAB INDEpendent Study –

Check (x) appropriate box (es) Practicum: Seminar:
 e. Course Title: (Limit to 30 characters/spaces.)

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: (Limit to 30 characters/spaces)
 e. College Code: f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours

j. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

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

l. Levels: Check (x) Undergraduate Graduate Professional

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

n. Term(s) Offered: (See Instructions for listing.) o. Max Section Enrollment:
 p. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. .

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

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

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

FORM F

Course Data Entry Form

MODIFY COURSE CAP

Rev. 06/30/2011

I. ACTION TO BE TAKEN: REDUCE MAXIMUM COURSE ENROLLMENT.

Note: Complete each section.

a. Term Effective: Term Year Examples:

II. COURSE OFFERING TO BE REDUCED:

Include the information that is in the current course database.

a. Course Prefix b. Number

c. Full Course Title:

d. Recommended Max Section Enrollment:

Dean/Date:

Department Head Approval Signature/Date:

_____ / /

_____ / /

Provost Office Use ONLY

Date Rec'd: _____ Date Completed: _____ Provost: _____

DELETE COURSE

Course Data Entry Form

FORM F
Delete Course
Rev. 06/30/2011

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB

INDEpendent Study - Practicum: Seminar:

d. Full Course Title:

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

Form F Instructions Rev. 06/30/2011

These forms are used by the Office of the Registrar to input course data into the BANNER system. Suggestion: BANNER should be checked for information on current courses.

Four versions are provided to accommodate four course actions:

- A. Create New Course**
- B. Modify Existing Course**
- C. Reduce Maximum Section Enrollment**
- D. Delete Course** (removes the course from the catalog; course data is kept in the data base)

General Instructions:

Download the latest version of the required forms from the UCC website:
<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurrcomm/>

Rename template files as they are saved onto your storage device. (e.g. Form_F_Mofify_ACCT202).

Use the tab keys to move from one text box to the next to complete the form.

Instructions for each version of Form F follow:

A. FORM F CREATE NEW COURSE

Section I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Indicate the term in which the change is to take place by clicking on – or tabbing to – the boxes for term and typing in appropriate text (Full year, plus month number the term starts. Example: 201201 for spring term, 201205 for summer term and 201208 for fall term). “Term Effective” refers to the term when the proposed course will first be offered.

Section II. PROPOSED FOR NEW COURSE

Using the tab key, complete each subsection.

Some Details:

II k. May Be Repeated for Added Credit

Check the “no” box unless the course may be taken multiple times for credit. An explanation follows:

The NO situation: 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. The highest grade earned is used in computing the grade point average.

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 are: experimental courses, experiential courses, special study courses, and some music courses.

II i. Levels

Most courses are intended for undergraduates. Graduate courses are open only to graduate students who have been formally admitted to the graduate program. If credit can be given to either undergraduate or graduate students check both levels. Professional level is restricted to optometry or pharmacy courses.

II n & o. Equivalent Course

Occasionally a new course is created which replaces an equivalent current course. This might occur with a prefix change, a number change, or with additional material and credits. This equivalency needs to be entered into the Banner database to track course changes.

II p. Catalog Description

These should match (in content) descriptions given on Form E Course Information Form. 75 character maximum including spaces.

II q. Term offered

Indicate term(s) offered from the list below.

FALL	SPRING	SUMMER
FALL, ODD YEARS	FALL, EVEN YEARS	SPRING ONLY, ODD YEARS
SPRING, EVEN YEARS	SUMMER, ODD YEARS	SUMMER, EVEN YEARS
FALL, SPRING	FALL, SUMMER	SPRING, SUMMER
FALL, SPRING, SUMMER	FALL & SPRING, ODD YEARS	FALL & SPRING, EVEN YEAR

NOTE: Selecting fall, for example, indicates the course **will** be offered every fall. It does not prohibit the course from being offered during an additional term, if necessary.

II t. Prerequisites/Co-requisites/Restrictions

Examples: ACCT 201, MATH 126 or 120 or math ACT of 24; senior status in, enrollment in major.

B. FORM F MODIFY COURSE

Section I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

- I a. List changes that are proposed: e.g. "change term offered," or "change prerequisites."
- I b. Term Effective: Indicate the term changes are to first take effect.

Section II. CURRENT

Identify the course by completing the subsections in this section

Section III. PROPOSED CHANGES: Complete only those subsections that represent proposed changes.

NOTE: If the proposed change is so great that a student can no longer use the course as a repeat to improve a previous grade, or if changing the course prefix or course number, you **MUST** use FORM F CREATE NEW COURSE and FORM F DELETE COURSE.

C. FORM F REDUCE MAXIMUM SECTION ENROLLMENT

- Section I. ACTION TO BE TAKEN: REDUCE MAXIMUM COURSE ENROLLMENT IN A SECTION OFFERING OR OFFERINGS.
Complete term and year when the reduction is to occur.

Section II. COURSE SECTION OFFERING(S) TO BE REDUCED.

Complete each of the subsections.

D. FORM F DELETE COURSE

Section I. ACTION TO BE TAKEN: DELETE COURSE. (Course is removed from active status.)

Complete term and year when the change is to take effect.

Section II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS.

Complete each of the subsections.

DRAFT

GENERAL EDUCATION APPROVAL FORM

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

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

Course Prefix: _____ **Course Number:** _____

Course Title: _____ **G. E. Codes Requested:** _____

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

Initiator: _____ **Date Sent:** _____

Proposal Contact: _____ **Email:** _____

Department: _____ **Campus Address:** _____

Please Print

University General Education Committee: _____

Chair: _____ **Date Returned:** _____

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

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

Comments:

Writing Learning Outcomes

What are learning outcomes?

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. They help to:

- Focus on learner's behavior that is to be changed
- Serve as guidelines for content, instruction, and evaluation
- Identify specifically what should be learned
- Convey to learners exactly what is to be accomplished

What is an education need?

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

What are some key questions that I should ask myself before writing learning outcomes?

- Does the students' level of awareness need to be raised? (Background knowledge)
- Do they need to understand better the context in which the content, problems issues etc. exists?
- Are there things students need to unlearn?
- What are the most essential things they need to know or be able to do?
- Do students need a strong rationale to buy into the content/issues of the course?
- What specific skills or strategies do they need to learn the material?
- How important is their level of confidence with this new learning?
- What are the obstacles they face in using/applying this new learning?
- What are the most important things they need to be able to do when they finish?

What are the characteristics of good learning outcomes?

Learning outcomes have three distinguishing characteristics.

1. The specified action by the learners must be observable.
2. The specified action by the learners must be measurable.
3. The specified action must be done by the learners.

The ultimate test when writing a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does not meet all three of the characteristics.

1. who is to perform;
2. what action they are to take;
3. some result that must come from their action.

How do you fix an unclear outcome?

Many program brochures include learning outcomes which are unclear or represent elements of curriculum rather than some action the participants will demonstrate. Note the following examples: *Participants will understand the nine reasons for conducting a needs assessment.*

Participants will develop an appreciation of cultural diversity in the workplace.

If you ask a simple question ("Can it be measured?"), you see readily that these learning outcomes have shortcomings. They are not measurable. The same outcomes can be modified by changing the action verbs.

Participants will be able to recall in writing the nine reasons for conducting a needs assessment.

Participants will summarize in writing their feelings about cultural diversity in the workplace.

Learners now have a much better idea of what is expected of them.

What is the importance of action verbs?

Since the learner's performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb which results in overt behavior that can be observed and measured.

Sample action verbs are:

compile, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique

Certain verbs are unclear and subject to different interpretations in terms of what action they are specifying. Such verbs call for covert behavior which cannot be observed or measured. These types of verbs should be avoided: know, become aware of, appreciate, learn, understand, become familiar with

[1] Dubuque, Iowa: Kendall/Phillips, Louis. *The Continuing Education Guide: the CEU and Other Professional Development Criteria.* /Hunt Publishing Co., 1994.

<http://www.aallnet.org/prodev/outcomes.asp>

Major Categories in the Taxonomy of Educational Objectives (Bloom 1956)

<http://faculty.washington.edu/krumme/guides/bloom.html>

List of action verbs used to write learning outcomes are given for each level of learning in **red**.

Categories in the Cognitive Domain: (with Outcome-Illustrating Verbs)

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures): Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.
 - defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.
2. **Comprehension**: Grasping (understanding) the meaning of informational materials.
 - classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
 - acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.

4. Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.

- breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.

5. Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.

- adapts; anticipates; categorizes; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualizes; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.

1. **Evaluation:** Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.

- appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

Action Verbs

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce and state.

2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,

3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.

Glossary of Terms Used in the Curriculum Development Process

(Frequently Asked Questions)

Assessment	Measurable strategies for demonstrating that an objective or outcome has been accomplished (See Form D sample)
Concentration	Also called “track”, “emphasis”, “option”: a cluster of no fewer than six credit hours within a major program that addresses a specific content area or application within that discipline
Course Time Allocation	<p>Based on the Carnegie unit, credit hours are determined by a time on task formula that equates 1 hour of focused learning activity per week with 1 credit. For example, a 3 credit hour course would be expected to engage students in some focused learning activity (“lecture”) for 3 hours a week for a 15 week semester.</p> <p>Laboratory activities (“lab”) are expected to engage students in a focused learning activity for a longer time period or until the objective for the activity has been accomplished.</p> <p>The combination of lecture and lab contact time is used to determine course credit hours. (Contact Academic Affairs for questions concerning calculating course credit hours.)</p> <p>Proposals for a 3 credit hour “lecture” course should demonstrate how 45 hours of course activity will be apportioned across the subject matter or topics to be discussed; either by hours, weeks or percentage of the total time assigned to course activity. (See Form E sample)</p>
Module	An intact unit within a semester-long course that can be offered at any designated time within the semester; for example, 3 credit hours in a semester course may be earned by completing 3 designated 1 credit hour modules from a selection of modules
New course	a course change that includes any of the following:
a.	a new course designator or prefix
b.	a new course number
c.	a new course description
d.	a change in allocation of contact time that changes the credit hours earned
e.	any case in which a student could no longer replace the course by retaking it in its changed form
<p>*An Experimental Course may be taught for the second time with minor modifications, with the approval of the proposing faculty unit, the Department Head and the Dean. If an Experimental Course undergoes major modification after its first offering, it is considered a “new” Experimental Course and may be offered twice in its new configuration before going through the complete curriculum process to be added to the</p>	

curriculum.	
Program Objectives or Outcomes	The overall goals of the program of study for all graduates in the major, minor or certificate program; measurable and linked to assessment strategies (See Form D sample)
Student Learning Outcomes	The goals of a course for what learners will know or be able to do as a result of a learning activity (See Form E sample and Appendix F)

DRAFT

**Senate Meeting Dates
Academic Year 2011-2012**

All meetings begin at 10 a.m. and end at 11:50 a.m. They will be held in MCO 210 (Michigan College of Optometry (unless otherwise noted).

Date
Sept. 6, 2011
Oct. 4, 2011
Nov. 8, 2011
Nov. 17, 201, 6 pm - Academic Program Review Recommendations
Dec. 6, 2011
Jan. 10, 2012
Feb. 7, 2012
Mar. 13, 2012
Apr. 3, 2012
Apr. 24, 2012 - Last meeting of Academic year 2011-2012, election of officers for 12-13

ACADEMIC SENATORS 2011-2012

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Dixon	Megan (2)	VFS 303	3186	
2.		Moore	Gary (2)	VFS 404	3187	
3.		Daugherty	Roger (1)	VFS 210	2277	Academic Program Review Council
4.	Arts & Sciences	Alspach	Sandra (2)	JOH 127	2779	E-bd Member
5.		Berghoef	Michael (2)	ASC 2108	2765	E-bd Member, Senate Vice President
6.		Griffin	Richard (2)	ASC 2094	2761	General Education Task Force
7.		Prakasam	Piram (2)	ASC 3021	5290	Professional Development Committee
8.		Nystrom	James (2)	ASC 2056	5864	
9.		Haneline	Douglas (2)	ASC 3080	2525	E-bd Member, Senate President
10.		Nagel	George (1)	JH 118	3618	Academic Program Review Council
11.		Abbasabadi	Ali (1)	ASC 3017	3571	Graduate and Professional Council
12.		Sun	Kent (1)	ASC 2031	2579	Student Fees Committee
13.		Sanderson	Cami (1)	JH 111	2995	Distinguished Teacher Committee
14.		Klatt	Paul (1)	ASC 2114	2671	Faculty Research Committee
15.	Business	Cook	Teresa (1)	BUS 200	3167	Institutional Strategic Planning Council
16.		Marion	David (1)	BUS 200	3164	E-bd Member /Academic Policy and Standards Committee
17.		Ciaramitaro	Barbara (2)	IRC 220	3199	
18.		Brandly	Mark (1)	BUS 200	2433	Athletic Advisory
19.		McLean	Roy (2)	IRC 231	3149	
20.	Counselors/	Liszewski	Thomas (1)	BHC 210	5968	Senate Health Promotions & Substance Abuse Committee
21.	Librarians	Isler	Melinda (2)	FLT 358	3731	E-bd Member, Senate Secretary/Institutional Strategic Planning Council
22.	Education	Stone	Mischelle (2)	BIS 517	3782	
23.		Lashaway-Bokina	Nancy (1)	BIS 421	5368	Graduate & Professional Council
24.	Optometry	Luplow	Dean (2)	PEN 406	2192	Arts and Lectures Committee
25.		Nash	James (1)	PEN 406	2194	E-bd Member /Academic Senate Diversity Committee
26.	Non-tenure Track Instructional Faculty	Fox	Bernadette (1)	ASC 3025	2522	Library/Historical/Archival Committee
27.		Reynolds	Beth (1)	PRK 120G	3077	Professional Development Committee
28.	Pharmacy	Boncher	Tracey (1)	PHR 302A	2283	University Curriculum Committee
29.		Dakkuri	Adnan (2)	PHR 105	2240	Professional Development/Distinguished Teacher
30.		Lovsted	Elsie (2)	PHR 203	2238	
31.	Technology	Drake	Charles (1)	SWN 405	2788	Academic Policy and Standards Committee
32.		McNulty	Matt (1)	AUT 101	2354	Distinguished Teacher Committee
33.		Jewett	Keith (2)	SWN 405	2954	Radiation Safety Committee
34.		Thapa	Khagendra (2)	SWN 314	2672	Institutional Planning Council
35.		Hanna	David (1)	GRN 227	2680	
36.	University College	Maike	Gary (1)	HEC 203	2816	Senate Diversity Committee
37.						
38.		Gillespie	Anne Marie (1)	ASC 3052	3660	Senate Health Promotions & Substance Abuse Committee
39.	C of Prof. & Tec. Studies	Joyce		Detroit	586-445-7150	Athletic Advisory Committee
40.		Baker	David (2)	FSU-GR	616 643-5722	

Bold indicates Senate Executive Committee Member