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.4.1 and A.4.2.

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 (including the Dean of FSU/GR's College of Professional and Technological Studies) and the VPEIO consider action taken at the college level as well as any concerns and questions raised. Proposals approved by the Dean or the VPEIO are forwarded to the University Curriculum Committee. Deans They may choose to support, support with concerns, or not support a proposal. A "not support" stops the process. In such instances, the dean they shall respond to the college, department/program, and the initiator with specific reasons.

The FSU University Curriculum Committee (a Committee of the FSU Academic Senate) acts on proposals received from the Dean. For FSU/BR 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.   For FSU/GR programs/courses where review is required, comments and suggestions will be provided by the committee.

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 VPAA 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 level, an individual may abstain from voting on a proposal (See Form A).

The VPAA Provost considers proposals and accompanying recommendations for FSU-Big Rapids 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 Chancellor/VP acts on proposals for FSU/GR specific programs and curricula, following consultation with the VPAA, and recommends them to the President, and as necessary, to the Board of Trustees as outlined in the FSU/GR Omnibus Resolution.

The President acts on VPAA and Chancellor/VP 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 VPAA or Chancellor/VP for FSU/GR support and the President's support the 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 VPAA 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.
- Non-degree offerings

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, 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(s) 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 following two grids. Chart following Appendix A. The chart The grids also identify the types of program/curriculum initiatives requiring preliminary approval prior to development of the full proposal.

- One grid is for proposals involving and initiated by FSU Big Rapids based programs and faculty, including the University Center for Extended Learning (UCEL).

- The second grid is for proposals specifically developed and offered by FSU/GR's College of Technical and Professional Studies and primarily delivered by FSU/GR faculty.

A.5 EXPERIMENTAL COURSES (_90)

While pProposals for experimental courses are not submitted to the UCC for approval, they are submitted for review. After Dean's Office or VPEIO approval, they should be sent directly to the VPAA's Office 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, a rationale and a syllabus.

- Forms A, E, and F are required.

- In order to ensure the course is available to students for early registration, the proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Vice President for Academic Affairs Provost no later than the seventh week of the term prior to its offering.

- A _90 course offered by any department will normally have as its subject matter only content that has historically been established as the area of expertise of the department in question.

- A _90 course can only be taught by a contracted faculty member or adjunct, appropriately hired, who has either the relevant academic credentials and/or extensive experience in the subject matter of the course.

- A _90 course on the same topic 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 the Dean's Office Dean's approval, they should be sent directly to the VPAA's Office 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 Vice President for Academic Affairs Provost.

While the course designator need be created only once, These courses need be created only once. A after this, departments may open sections as needed. Each new section will require a unique title and 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), section number(s), and the recommended maximum course enrollment (cap):   p max. section enrollment.

[There are no recommended changes in Appendix A. 8 **GENERAL EDUCATION**]

A.78 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 originator, 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-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.8.1 – FSU PROGRAMS/COURSES

Type of Curriculum Action	Preliminary Proposal Required	FSU/BR UCC	FSU/BR Academic Senate	VPAA	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
Non-degree offerings	Yes		Action	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 more than 3 new courses required and/or other additional resource requirements	Yes	Action	Info Only	Yes	Info Only	No
Modification or elimination of a certificate	No	Action	Info Only	Yes	Info Only	No
GROUP IV						
Delivering existing programs at new off-campus sites	No	No	No	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Info Only	Yes	Info Only	No

* 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, and concentrations, and non-degree offerings of 2 or more courses in a program of study

TABLE A.8.2 FSU/GR - CPTS
DELETE

Type of Curriculum Action	Preliminary Proposal Required	UCC Action	Academic Senate	VPAA	Chancellor/VP FSU/GR	Board of Trustees	Academic Officers
GROUP I							
Degrees, Majors	Yes	Review	Info	Consult	Yes	Yes	Yes
New minor – includes minors with fewer than 3 new courses required	No	Review	Info	Consult	Yes	Info Only	No
New minor – includes minors with 3 or more new courses required	Yes	Review	Info	Consult	Yes	Info Only	No
New concentration	Yes	Review	Info	Consult	Yes	Yes	Yes
Major revision or redirection of program major or minor with no additional resource requirements	No	Review	Info	Consult	Yes	Yes	Yes
Major revision or redirection of program major or minor with additional resource requirements	Yes	Review	Info	Consult	Yes	Yes	Yes
Elimination of a degree, major, or minor	No	Review	Info	Consult	Yes	Yes	Yes
GROUP II							
New courses	No	Review	No	Consult	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	Review	No	Consult	Yes	No	No
Curriculum clean-up: single or multiple deletions or modification of course descriptions, credit hours, prerequisites, title, prefix	No	Review	No	Consult	Yes	No	No
Delete a course (i.e. remove course from active catalog)	No	Review	No	Consult	Yes	No	No
GROUP III							
New certificate with fewer than 3 new courses required	No	Review	Info	Consult	Yes	Info	No
New certificate with more than 3 new courses required and/or other additional resource requirements	Yes	Review	Info	Consult	Yes	Info	No
Modification or elimination of a certificate	No	Review	Info	Consult	Yes	Info	No
GROUP IV							
Delivering existing FSU/BR programs at FSU-GR	No	No	No	Consult	Yes	Info Only	Yes
Delivering FSU-GR (CP&TS) programs at new off-campus sites	No	No	No	Consult	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Review	Info	Consult	Yes	Info Only	No if only one-time offering

* 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, or concentrations.

** The FSU/GR Omnibus Resolution, approved by the Board of Trustees in November 1998, states that for developing, implementation and changing specific

courses of study and curriculum to be offered by FSU at its GR campus, responsibilities are delegated to the FSU President, in consultation with the FSU VPAA,

the Chancellor/VPAA of FSU/GR, FSU deans, and where appropriate, the FSU Academic Senate.

*** FSU-Big Rapids UCC review is required to ensure conformity with FSU General Education and other degree/curricular requirements.

TABLE A.8.2 FSU/GR - CPTS

B. TIMELINES

B.1 PRELIMINARY PROGRAM PROPOSAL APPROVAL TIMELINES

Approval Level	
Department Head	10 Days
Dean or KCAD President	10 Days
VPAA or Chancellor/VP for FSU/GR	10 Days

B.2 FULL PROPOSAL TIMELINES

Approval Level	Group I	Groups II, III, IV
FSU Department/Program	10 days	10 days
FSU College Curriculum Committee	10 days	10 days
FSU Dean	10 days	10 days
FSU University Curriculum Committee	10 days	10 days
FSU Academic Senate	15 days	N/A
Vice President for Academic Affairs Provost	10 days	10 days
Chancellor/VP for FSU/GR	14 days	14 days

B.3 DEFINITION OF "DAY"

"Days" for administrators and library staff are defined as calendar business days – exclusive of holidays - where the uUniversity is shut down.

"Days" for faculty groups or committees (e.g. programs, departments, colleges, Senate) are defined as calendar business days, exclusive of Christmas and Spring Breaks when the University is shut down, from the first day of classes to the last day of finals 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 AND PROPOSALS ON CONSULTATION FORMS

Signatures on consultations (with other departments, 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.

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

When Until a proposal is received in the Academic Senate Office, it is the responsibility of the proposer to monitor its progress. One 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, aAll 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 Vice President for Academic Affairs (VPAA) must approve the change by March 1 of the preceding academic year (e.g. changes for Summer/Fall Term 2008 would need to be approved by the VPAA by March 1, 2008).

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 may be made twice a year. Proposals for new certificates and for delivering existing programs at new off-campus sites also may be made twice a year.

The following deadlines are necessary to allow for appropriate Board 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 Provost must approve the change by October 1 of the preceding calendar year (e.g. changes for Spring Term 2008 would need to be approved by the VPAA by October 1, 2007).

In order for a major change to be effective for Summer/Fall Term of the upcoming academic year, the Vice President for Academic Affairs must approve the change by March 1 of the preceding academic year (e.g. changes for Summer/Fall Term 200813 would need to be approved by the VPAA Provost by March 1, 200813).

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 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 VPAA PROVOST OR HIS/HER DESIGNEE.

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

NOTE: All Group 1 proposals involving 2 or more new courses require the submission of a PCAF. PLEASE NUMBER ALL PAGES.

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form. Summary on Form A should be less no more than 1 page: state what is proposed, and a brief summary of rationale.

Outcomes Statement and Assessment Plan (See Pages C -2 thru 5 for discussion and example)

Table of Contents – for proposals involving 2 or more new courses
Identify major topics. Number all pages including Table of Contents

Proposed Degree/Program:

Program Description General Information – Briefly describe the courses or program to be added. Present a rationale for the addition of the course or program to the University curriculum, including why no existing course(s) or program meet the outcomes proposed for this addition on Form D. 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)
(for data regarding the impact of this proposal on other departments)

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 might have on these programs.

The proposer will focus on demonstrating why existing courses are inappropriate to the objective. (See Program Description General Information)

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

Form D - Program Major/Minor Check Sheet
Current Check sheet (if applicable)
Proposed Check sheet
Student Learning Outcomes and Assessment Plan (all outcomes must be stated in measurable terms and clearly linked to assessments.) See Sample and Appendix (x)

Term-by-Term Plan for Students

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

Student Learning Outcomes linked to assessments for each new course.   See Sample and Appendix (x)

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)

Special Emphasis within Degree/Program - If applicable; describe any formal option, concentration, special emphasis or certificates awarded.

Other Considerations – Address as appropriate. May be attached after Form A.

Expected Implementation Date - Academic year and term of intended implementation. Schedule for phasing in new courses

Articulation - If applicable, explain provisions for articulation of the proposed degree/program with community colleges or other institutions and describe the anticipated impact on transfer students.

Accreditation - If applicable, describe provisions for meeting accreditation requirements.

Licensure/Certification - If applicable, describe provisions for meeting licensure/certification requirements.

Need for the Proposed Degree/Program

Offerings by Neighboring Institutions - Identify neighboring institutions with the proposed degree/program and explain any other program or cooperative effort explored.

Identify Differences, if any, between these programs and the proposed degree/program.

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.

Compile Data Collected Regarding Demand by Employers, Profession, Industry

Expected Number of Majors

Identify the expected number of majors in the year of initiation, three years and five years.

Identify the expected number of graduates in three years and five years.

Describe the methodology for developing the estimates.

Number of Undergraduate Majors (For Laddered and Graduate Programs Only)

Number of declared majors three preceding years in anticipated feeder associates or baccalaureate programs.

Number of degrees awarded for three preceding years in anticipated feeder associates or baccalaureate programs.

Existing/Additional Support and Resources

Faculty - Number and Experience

Facilities - Lecture, laboratory, experiential, clinical spaces

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.

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

Equipment, computers

Budget Implication of Curriculum Changes - Itemize the impact this curriculum proposal will have.

End-Of-Program Outcomes and Outcomes Assessment Plan

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

Appendix C. Guidelines for Proposal Submittals

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

As a new program is being proposed, clearly articulated student learning outcomes and an effective outcomes assessment plan should be part of the curriculum proposal.

Sample - End-of-Program Outcomes

MEDICAL TECHNOLOGY END-OF-PROGRAM OUTCOMES

The overall objective of the Medical Technology Program is to prepare graduates for employment in a variety of clinical laboratory settings at career-entry level.

To this end, students who complete the Medical Technology Program will possess the ability to:

- Follow all safety policies of the laboratory, and to recognize and correct unsafe conditions.
- Work as members of the health care team.
- Be capable of professional advancement, whether in technical, industrial, management, or educational positions.
- Maintain their technical competence under the normally stressful conditions of a clinical laboratory.
- Integrate theory and practice effectively in campus laboratories as well as at clinical affiliates.
- Generate data to be used in patient care, evaluate the validity of those data and assure reliability before reporting test results.
- Recognize the importance of quality control and quality assurance programs in the production of laboratory results, and to be familiar with, and able to participate in, Total Quality Management and Continuous Quality Improvement programs.
- Collect and process samples of blood and other body fluids, and evaluate the suitability of those samples for analysis.
- Perform routine tests and suggest appropriate additional follow-up or problem-solving tests where needed.
- Maintain instruments and identify and correct malfunctioning systems.
- Manage and supervise other laboratory professionals, providing clinical instruction and continuing education where appropriate.
- Communicate effectively with other members of the health care team and with patients and their families.
- Develop and institute new methodologies and systems as the need arises.
- Be aware of the impact of external regulatory requirements, such as those of CLIA 88, OSHA, and NAACLS, and to comply with those requirements.
- Correlate results from all areas of the laboratory and relate these results to the clinical condition of the patient.
- Perform as laboratory professionals by respecting the confidentiality of patient data; maintaining neatness in personal habits, work areas, and laboratory reports; performing to the best of their abilities; following established employment policies; and assuming responsibility for their conduct as well as their work.
- Recognize the need for lifelong learning, within the field of laboratory practice and in life.

Sample – Program Assessment Plan

1. Evaluate general performance of students on film response analysis to determine percentage of class that understands relationship to music and film experience.

2. Examine of percentage performance of students on film music identification questions.

3. Evaluate using a rubric general reasonableness of responses across the students in the class in the evaluation of the music.

4. Evaluate using a rubric effectiveness of responses to the cultural impact in journal, essay exam, or paper.

5. Evaluate using an indirect measure of an end of the course survey.

Students will demonstrate:	Assessment	Benchmark
Understanding of the role of communication in the Sports industry	Participate in discussion, write short papers, complete examinations	80% of students will participate at 80% (B) or better level
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	80% of students will complete projects and perform on written and oral reports at 80% (B) or better level
Critical thinking about the way sports are integral to American culture	Write research-based critical essays	80% of students will write essays at 80% (B) or better level
Preparation for entry-level jobs in career fields in Sports-related organizations	Complete 2 or more courses with a career-skills focus from the elective options for this minor	80% of students will complete 2 courses with career focus at 80% (B) or better level

Program Marketing And Recruitment

Programmatic marketing plans are intended to outline strategies for identifying, recruiting, and maintaining students in new programs through program-specific marketing. Based on the premise that program faculty are better able to market and recruit for their program, programmatic marketing should utilize the expertise of faculty in combination with the resources available through the Admissions Office and University Advancement and Marketing. It is recommended that the initiator work closely with Admissions and University Advancement and Marketing staff in developing a marketing plan/strategy.

When developing the marketing plan, the initiator should consider primary and secondary audiences such as students, teachers, counselors, and industry partners and media and materials such as print, CDs, Web pages, feature stories, and news releases. The plan should provide a brief description and rationale for each activity, event, etc.

To further support program marketing, the Programmatic Marketing Committee was established in 1997 to review and fund approved marketing plans for current and new programs. More information on the Programmatic Marketing initiative is available in the Programmatic Marketing Handbook. For more information contact the Associate Vice President for Academic Affairs.

Sample – Course Assessment Plan

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

C.2 GROUP I: NEW MINORS OR CONCENTRATIONS
NOTE: All Group 1 proposals involving 2 or more new courses require the submission of a PCAF. PLEASE NUMBER ALL PAGES.

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form – Summary on Form A should be no more than 1 page, state what is proposed, and give a brief rationale.

Outcomes Statement and Assessment Plan   (See Pages C -2 thru 5 for discussion and example)

Table of Contents - Identify major topics. Number all pages including Table of Contents.

Proposed Revision Minor or Concentration

Program Information: Catalog Description - 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.

Revised Program Admission Criteria - Other course prerequisites (if applicable), special criteria for admission and/or continuation (if applicable).

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

> 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.

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

Form D - Program Major/Minor Proposed Check Sheet
> **Current and Proposed Check sheet (if applicable)**
> **Proposed Check sheet**
> Student Learning Outcomes and Assessment plan (all outcomes must be stated in measurable terms and clearly linked to assessments.) See Sample and Appendix (x).

Term-by-Term Plan for Students

> **Total Credits for degree, major, or minor**

> **Distribution of Credits for degree major/minor**

Specifications Of Required Courses In The Minor That Are Being Revised.

Form E - New Course Information Form for each new course in the Proposed Revision

> **Student Learning Outcomes linked to assessments for each new course. See Sample and Appendix (x).**

Form F - Course Data Entry Form for new, modified, or deleted courses.

Form G - **General Education Approval Form** for any new or modified course requesting General Education designation (Criteria for each designation can be found at http://www.ferris.edu/htmls/academics/gened/criteria.htm)

Expected Implementation Date - Academic year and term of intended implementation of revisions.

SUPPLEMENTAL INFORMATION AS NEEDED:

Revised Articulation

Revised Licensure/Certification

Need for the Proposed Revisions to the Degree Major/Minor Program

Relationship to Current University Programs - Identify enrollment figures and patterns in major or minor over past three years; describe anticipated impact the revision will have on other departmental/college/university programs.

Summarize results from Form B Consultation Forms.

Expected Change in the number of Majors/Minors following revisions - Expected number of students selecting revised major or minor in the year of initiation and for three years and five years. Expected number of graduates in three years and/or five years. Describe methodology for developing these estimates.

Changes in Support Resources Required for Revision

Faculty and/or Staff - Identify need for additional or reduction in faculty and/or staff positions. Describe any special characteristics of these positions.

Changes in Facilities - Indicate lecture/lab space required following revisions over next five years.

Changes in Library Resources – Refer to Form C - **Library Instructional Services Consultation Form.** .

Changes in Equipment and Computers

Budget Implication of Curriculum Revision - Itemize the impact this curriculum proposal will have.

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 then no more than 1 page: state what is proposed and give a brief summary of rationale.

Form B - Curriculum Consultation Form(s) from all affected departments
(for data regarding the impact of this proposal on other departments)

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 might have on these programs.

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

Form D - Program Major/Minor Check Sheet
    Current Check sheet (if applicable)
    Proposed Check sheet

Form F (s) - Course Data Entry Form Delete Course (if applicable) for any course to be deleted from the current catalog.
(if applicable, for any course to be deleted from the current catalog by elimination of the subject degree, major, minor, or concentration)

C.4 GROUP I: NON-DEGREE OFFERINGS
PLEASE NUMBER ALL PAGES.

Proposal Content:

Form A – Proposal Summary and Routing Form. Summary on Form A should be no more than 1 page: state what is proposed and give a brief rationale.

Form B – Curriculum Consultation Form(s) from all affected departments
(for data regarding the impact of this proposal on other departments)

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 might have on these programs.

Form B – Curriculum Consultation Form to University Graduate and Professional Council
(for proposals affecting graduate, professional, and doctoral 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)

Appendix C. Guidelines for Proposal Submittals

Form D - Program Check Sheet
    Student Learning Outcomes and Assessment Plan (all outcomes must be stated in measurable terms and clearly linked to assessments.) See Sample and Appendix (x)

Term-by-Term Plan for Students

Form E - New Course Information Form for each new course in Proposed Degree/Program.
    Student Learning Outcomes linked to assessments for each new course.   See Sample and Appendix (x)

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.45 **GROUP II: COURSE CHANGE AND MINOR CURRICULUM CLEAN-UP**
PLEASE NUMBER ALL PAGES.

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form. Summary on Form A should be less then no more than 1 page: state what is proposed and give a brief summary of rationale.

Form B - Curriculum Consultation Form(s), if applicable.

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

Form C – Library & Instructional Services Consultation Form
    (if new or revised courses are part of the proposal)

Form D - Program Major/Minor Check Sheet
    Current Check sheet (if applicable)
    Proposed Check sheet
    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 be made.

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.56 GROUP II: NEW COURSES
PLEASE NUMBER ALL PAGES.

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form

Proposed New Course

Form B - Curriculum Consultation Forms, if applicable.

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

Form C – Library & Instructional Services Consultation Form
(if new or revised courses are part of the proposal.)

Form D – Current or Proposed Check sheets, if applicable

Form E - New Course Information Form
Measurable Student Learning Outcomes linked to assessment plan. See Sample and Appendix.

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)

Articulation - With existing courses/programs within the Department. The proposer will focus on demonstrating why existing courses are inappropriate to the objective.

Justification for New Course - Dates taught, enrollment, if taught on an experimental basis.

Space, Equipment, Supplies and Staff needs.

Budget Implication of Curriculum Change - Itemize the impact this curriculum proposal will have.

C.67 GROUP II: DELETION OF A COURSE FROM 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, and doctoral 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.78 GROUP III CERTIFICATES

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:

Group III C. 8. 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.

Certificates in this category shall file the following documentation with the University Curriculum Committee for action:

PLEASE NUMBER ALL PAGES.

Form A - Proposal Summary and Routing Form

Outcomes Statement and Assessment Plan for the Certificate ((See Pages C -2 thru 5 for discussion and example)

Form B - Curriculum Consultation Form, if applicable.

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

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

Form D - Program Major/Minor Check Sheet, if applicable.
          Current and Proposed Check sheet (if applicable)

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)

Written Support from UCEL.

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

Group III: C.8.2. 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 pPublic 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 Vice President for Academic Affairs Provost shall approve all non-credit certificate formats.

Group III:C.8.3. 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, and doctoral curricula)

Form D - Program Major/Minor Check Sheet
     Current Check sheet (if applicable)
     Certificate Check Sheet

Form F - Course Data Entry Form
     (if applicable, for any course to be deleted from the current catalog by elimination of the certificate)

C.89 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 Office of the Vice President for Academic Affairs 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 University College of Extended Learning 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, and doctoral curricula)

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

Form E - New Course Information Forms, if applicable.

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 UCEL. VP of External and International Education.