

Academic Senate
Agenda for the Meeting of
Tuesday, Sept. 4, 2012
Centennial Dining Room, Rankin Center
10:00 - 11:50 am

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. April 24, 2012 minutes
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 – Fred Heck
 - C. Student Government – Byron Williams
6. Conversation with the Senate – Dean Scott Garrison, FLITE
7. New Business
 - A. University Curriculum Manual – Sandy Alspach
7. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Douglas Haneline
8. Open Forum
9. Adjournment

**Ferris State University
Academic Senate Meeting
IRC 120, 10:00 a.m.
April 24, 2012 - A**

Members in Attendance: Abbabasabadi, Alspach, Baker, Berghoef, Brandy, Ciaramitaro, Cook, Dakkuri, Daugherty, Dixon, Drake, Fox, Gillespie, Griffin, Haneline, Isler, Jewett, Joyce, Lashaway-Bokina, Liszewski, Luplow, Maike, Marion, McLean, Moore, Nagel, Nash, Nystrom, Prakasam, Stone, Sun, Thapa

Members absent with cause: Hanna, Klatt, Sanderson, Lovsted

Members absent: Boncher, McNulty, Reynolds,

Ex Officio and Guests: Burcham, Cron, Erickson, Flickinger, Nicol, Blake, Vasicek, Quigley, Tymmes, Walling, Strasser

1.	President Doug Haneline convened the meeting at 10:02 a.m. and opened the floor for comments
2.	Approval of Minutes. Senator Jewett moved to approve the April 3, 2012 minutes as written. Senator Marion seconded. Secretary noted the changes under the annualized workload policy of the “#” and the phrase “the will to may” in quotations. Motion carried
3.	Open Forum A. Senator Thapa made a comment about the use of chewing tobacco and how he wishes it to be banned within a building in the way that smoking has. Vice-President Burcham said that he would review the rules relating to that. .
4.	Officer Reports A. President Haneline said that the SEC will have one final meeting to vote on the recommendations about the Distinguished Teacher Committee by as presented by Senator Dakkuri at the April 3 rd meeting B. Vice-President Berghoef said that the committees have worked very hard this year and three have reviewed suggestions for a proposed restructuring (Athletic Advisory Committee, International Education Committee and Library/Historical/Archival Committee) While 100% of the student seats have been filled, he hopes the new vice-president will continue to work with Student Government to make sure that they are active participants. There is still more work to do with other committees. C. Secretary Isler had no report.
5.	Revised Mission Statement- Athletic Advisory Committee Senator Nagel moved to accept the revised mission statement of the Athletic Advisory Committee members. Senator Griffin seconded. Committee chair Phil Walling was present to answer questions. Senator Nagel thanked Chair Walling for making the changes suggested at the April 3 rd meeting. Motion carried.
6.	Committee Reports A. Senator Alspach reviewed the annual report for the University Curriculum Committee. The new manual and procedures will be going into effect in the fall semester- and they will be having training during Faculty Week. She emphasized the process and efficiency, including the meetings outside of the UC meeting with registrar staff. Senator Drake asked if this was a change from past procedure that was changing the faculty role? Senator Alspach said no- it was a pre-meeting had with registrar staff to clear up technical issues/paperwork that used to occur as part of the regular meeting. B. Associate Vice-Provost Flickinger noted that survey results are being reviewed and the categories in which outcomes are achieved (within major, outside major, outside of a course). The final outcomes list will be ready for the Senate retreat. The next year will be spent on the implementation of achieving those outcomes. He thanked the chairs Doug Haneline and Fred Heck for all of their hard work.
7.	Senate Substance Abuse Committee Name Change to Health Promotions/Substance Abuse Prevention. Senator Liszewski moved to change the name to the Health Promotions/Substance Abuse Promotion. Senator Thapa seconded. Senator Liszewski spoke about the history of the committee and how it was originally named based on FIPSE grants which are no longer in existence. Senator Nagel asked if the substance abuse problem has

	decreased since the committee was named? Senator Liszewski said yes, but it is still a part of what they do. The new name reflects the wider scope of what the committee is actually doing (including participation in Relay for Life) and will help to recruit faculty members. Senator Berghoef asked if this type of name is more common for this type of committee. Senator Liszewski said yes. The motion passed.
11.	<p>Announcements</p> <p>A. President Eisler thanked the 2011-2012 Senate for all the work that they have done.</p> <p>B. Provost Erickson said that the College of Engineering Technology deans search has been completed and he hopes to make announcements about the College of Arts and Sciences and College of Health Professions shortly. There was a change in faculty awards- they had a private dinner for winners and were announced at the employee service awards. There will be a larger faculty celebration after the Senate retreat during faculty week. The Jim Crow dedication on April 26 has attracted a lot of positive nation attention.</p> <p>C. President Haneline recognized outgoing senators and all those who participate in the well functioning committee system. He also thanked Paula Hadley, without whose assistance, the Senate would not work as well.</p>
11.	<p>Open Forum</p> <p>A. Senator Nagel noted the major changes in the UCC manual and TracDat as issues that continue to change and may warrant further faculty training</p> <p>B. Senator Griffin thanked the Senate Executive Committee for all the work they do</p> <p>C. Senator Cook said that greater participation needs to be encouraged for faculty week.</p> <p>D. Director of Grants and Research Karen Strasser encouraged faculty to come to the Research Renegades reception to learn about what is being done. Senator Stone noted while the new incentives are nice, the lack of ability to take time off precludes some departments from being able to utilize them.</p>
12.	Senator Thapa moved for adjournment at 10:47. Senator Jewett seconded. Motion passed.

Respectfully submitted,
Melinda Isler
Secretary

**Ferris State University
Academic Senate Meeting
IRC 120 – 11:00 a.m.
April 24, 2012- B**

Members in Attendance: Abbabasabadi, Alspach, Amey, Baker, Beck, Berghoef, Ciaramitaro, Cook, Dakkuri, Daubert, Dixon, Drake, Fox, Griffin, Haneline, Isler, Jewett, Jiao, Joyce, Luplow, Marion, McLean, Moore, Nagel, Nazar, Nystrom, Prakasam, Richmond, Schmidt, Stone, Thapa, Todd, Wancour
 Members absent with cause: Hanna, Klatt, Lovsted
 Members absent: Boncher, Dinardo, George, Reynolds
 Ex Officio and Guests: Burcham, Erickson, Flickinger, Vasicek, Quigley, vonReichbauer

1.	Senate Elections Committee Chair Barbara Ciaramitaro began the meeting at 11:00 a.m. and opened the floor for comments
2.	Election of President. Senator Griffin moved to elect Doug Haneline as president. Senator Thapa seconded. Senator Haneline accepted the nomination. Because of Senate rules, a ballot was required. Motion carried 31-1.
3.	Election of Vice President Senator Griffin moved to nominate Senator Mike Berghoef as vice-president. Senator Jewett seconded. Senator Jiao nominated Senator Thapa. Senator Drake seconded. Both candidates accepted their nomination spoke to the Senate. Vote totals listed below. 17 Mike Berghoef 16 Khaghendra Thapa
4.	Election of Secretary Senator Marion moved to nominate Senator Melinda Isler as secretary. Secretary Thapa seconded. Senator Isler accepted the nomination and spoke to the senate. A ballot was passed out. Motion carried 33-0.
5.	Election of 3 At-Large members Senator Thapa nominated Senator David Marion. Senator Cook seconded. Senator Griffin nominated Senator Alspach. Senator Nagel seconded. Senator Thapa nominated Senator Nagel. Senator Prakasam seconded. Senator Berghoef nominated Senator Stone. Senator Prakasam seconded. Senator Nystrom nominated Senator Jewett. Senator Berghoeff seconded. Senator Prakasam nominated Senator Fox. Senator Berghoef seconded. Senator Cook and Thapa declined nominations. Each senator spoke to the senate. A ballot was passed out. It was clarified that there would be only one ballot and senators can vote for up to 3 candidates (but did not have to vote for three. A ballot was passed out. Vote totals listed below. * indicates those selected 19 Mischelle Stone* 17 Sandy Alspach* 14 David Marion* Beth Fox Keith Jewett George Nagel
12.	Senator Todd moved for adjournment at 11:58. Dixon seconded. Motion passed.

Respectfully submitted,
 Melinda Isler
 Secretary

**CURRICULUM PLANNING
AND
PROCEDURES MANUAL**

FERRIS STATE UNIVERSITY

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

September 2012

Approved Sept. , 2012

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.4.1 (page A.6), in Appendix A summarizes the kinds of action required to make changes in the Catalog. A list of appendices is shown below:

- Appendix A Procedures for Curriculum Changes
- Appendix B Timelines
- Appendix C Guidelines for Proposal Submissions
- Appendix D Writing Student Learning Outcomes linked to Measurable Assessment Strategies, with Samples for Programs and Individual Courses
- Appendix E Instructions for Completing Forms
- Appendix F Forms

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.

At any stage in the proposal process, proposers are invited to consult with the Chair of the University Curriculum Committee (UCC), or the Chair of the University Professional and Graduate Council (UGPC) 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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Curriculum Planning and Procedures Manual

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FORM B Curriculum Consultation Form

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FORM B UGPC Curriculum Consultation Form for
 University Graduate and Professional Council

FLITE Form Library & Instructional Services Consultation Form

FORM D Program, Major, or Minor Check Sheet

 Sample Form D

FORM E New Course Information Form

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FORM F Create New Course

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FORM F Delete Course (from current catalog)

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FORM G General Education Approval Form

APPENDIX E

WRITING LEARNING OUTCOMES

APPENDIX F

GLOSSARY OF TERMS

DRAFT

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 the proposal.

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

In addition, a major proposal should indicate any additional support or resources needed, both long and short term, anticipated number of students, and any additional information/data supporting the proposal. (See Appendix C Guidelines and Appendix E Instructions for Completing Forms: 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 Student Learning Outcomes linked to how they will be measured or assessed (see Appendix D Writing Student Learning Outcomes Linked to Measurable Assessment Strategies and Appendix E Instructions for Completing Forms: Form D Checksheet, Program Outcomes and Assessment)
- 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 and the Academic Officers of Michigan. 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.

(approved by the Academic Senate on September 6, 2011)

2.2 PRELIMINARY PROGRAM PROPOSAL APPROVAL PROCESS

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 administrators, deans, the VP for External & International Operations (VPEIO), or the Provost.

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

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

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

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

(approved by the Academic Senate on September 6, 2011)

3.0 CURRICULUM POLICIES

3.1 REQUIREMENTS FOR A DEGREE

3.1.1 Associate Degree: A program leading to an Associates 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 the Academic Senate on June 15, 1993.)

3.1.2.1 The Bachelor of Arts degree, Bachelor of Integrated Studies degree, Bachelor of Nursing, Bachelor of Social Work and Bachelor of Applied Science degree may have additional requirements. 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 or resident college for more information.

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

3.1.5 Doctoral Degree: Contact the University Graduate and Professional Council or resident college for more information.

(approved by the Academic Senate on November 1, 2011)

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 on 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 the 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.
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.
8. Students may apply 6 credit hours of overlap between minors.
9. Minors must have measurable Student Learning Outcomes statements clearly linked to measurable assessment strategies.

(See Appendix D, Writing Student Learning Outcomes Linked to Measurable Assessment Strategies, and Form D Checksheets)

(approved by the Academic Senate on November 1, 2011)

3.3 CERTIFICATES AND CONCENTRATIONS

3.3.1 PHILOSOPHY AND PURPOSE

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

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

3.3.2 POLICY

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

3.3.3 Certificates Defined

A certificate shall consist of at least 6 credit hours designed to demonstrate additional skills or training to complement the student's current skill set. It may be granted upon completion with an average GPA of 2.0 or higher in the course(s) designated for the certificate.

3.3.4 Concentrations Defined

A concentration shall consist of at least 6 credit hours designed to focus study on a specific skill set or workplace application within the student's baccalaureate degree program.

(approved by the Academic Senate on November 1, 2011)

3.4 THE COURSE NUMBERING SYSTEM

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

3.4.1 THE FIRST DIGIT

The course numbering system shall be:

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

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

Developmental Courses (001 through 099 level courses)

Developmental courses are preparatory in nature. They may not be applied toward graduation requirements for any degree program.

(Approved by the Academic Senate on September 7, 2004)

Lower Division Courses (100 through 200 level courses)

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

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

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

Upper Division Courses (300 and 400 level courses)

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

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

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

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

3.4.2 THE LAST TWO DIGITS

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

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

Additional detail appears below.

3.4.2.1 _90. EXPERIMENTAL COURSES

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

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

In order to 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 C 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 on and off campus field experiences such as student teaching, internships, clinics, cooperative work experiences and cooperative education. Course descriptions will be included in the catalog of courses.

3.4.2.3 **_94. PROJECTS ASSOCIATED WITH AN ON AND OFF CAMPUS FIELD EXPERIENCE**

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

3.4.2.4 **_95 PRACTICUM**

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

3.4.2.5 **_97 INDEPENDENT STUDIES**

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

Uses of credits earned through independent studies courses could:

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

Requirements for Independent Studies Courses:

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

3.4.2.6 **_99. ASSESSMENT COURSES (CAPSTONE)**

_99 is reserved for 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). Sections cannot exceed the recommended cap without consulting the instructor.

3.5.2 For pedagogical reasons (for example, online instruction), the subject matter faculty may recommend the reduction of the course cap for a section or sections. The decision to reduce the cap for the section(s) shall be made jointly between the subject area faculty and their immediate administrator subject to the review of the Dean and the Provost. See Form F Modify Course. See Appendix C for guidelines on proposal preparation for reducing maximum section enrollment. (approved by the Academic Senate on December 6, 2011)

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 Table A.)

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

A.2 ROLES OF PARTICIPANTS

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

Academic departments/programs, in accordance with departmental policies and procedures, review and act on proposals. Action options are to support, support with specific concerns, or not support with specific reasons. In all three instances, the proposal and comments are forwarded to the College Curriculum Committee.

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

College Curriculum Committees, in accordance with college policies and procedures, review and act on proposals forwarded by academic departments/programs. Action options are to support, support with specific concerns, or not support with specific reasons. 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. They may choose to support, support with concerns, or not support a proposal. In such instances, they shall respond to the college, department/program, and the initiator explaining their concerns. A "not support" report for an approved PCAF stops the proposal process until consultation between the initiator and the Associate Provost for Academic Operations (APAO) resolves the issue(s) or the proposal is withdrawn. Proposals approved by the Dean or the VPEIO are forwarded to the University Curriculum Committee.

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

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

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

The Provost considers proposals and accompanying recommendations that are submitted through the established curricular processes. Action options are a) to support the proposal and forward it to the President and, as

necessary, to the Board of Trustees, b) to “hold” the proposal pending additional information or additional new/reallocated resources, or c) to say “no” and stop the process.

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

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

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

A.3 ACADEMIC PROGRAM / CURRICULUM PROPOSAL GROUPS

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

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

Requiring PCAF:

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

Not Requiring PCAF:

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

Group II: New courses; Minor curriculum changes

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

Group III: Certificates

Requiring PCAF:

- A. New certificates including three or more new courses
- B. New non-credit certificates

Not Requiring PCAF:

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

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

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

A.4 LEVELS FOR REVIEW AND ACTION ON ACADEMIC PROGRAM/CURRICULUM PROPOSALS

Levels for review and approval of each group of curriculum proposals are shown on the Chart following Appendix A. The chart also identifies the types of program/curriculum initiatives requiring preliminary approval (PCAF).

A.5 EXPERIMENTAL COURSES (_90)

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

- Any _90 proposal must include a course title reflecting the content of the course, a rationale and a syllabus, including measurable student learning outcomes clearly linked to assessment strategies.
- 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, school director (where appropriate), dean and the Associate Provost for Academic Operations (APAO) no later than the seventh week of the term prior to its offering.
- A _90 course shall be offered no more than two times. If the course is to be continued, it must follow the curriculum process for a new course.

A.6 CREATION OF INDEPENDENT STUDIES COURSES (_97)

While proposals for independent studies courses are not submitted to the UCC for approval, they are submitted for information purposes. After the Dean's approval, they should be sent directly to the Provost for approval. The Provost will forward proposals to the UCC.

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

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

A.7 REDUCING MAXIMUM SECTION ENROLLMENT

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

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

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 program/unit, a separate application for General Education status must be made as the course is forwarded to the College Curriculum Committee.

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

- **Forms A, E, and F**
- **A Form G that specifies each kind of General Education designator being requested.**
- **A General Education Course Criteria Form with the appropriate section(s) completed.** For example, if a course were requesting Cultural Enrichment and Global Consciousness status, the initiator should submit a GE Course Criteria Form that describes for each designator how the course in question satisfies the criteria for that status. Only the sections of the form relevant to the request should be submitted.

The General Education Course Criteria Form is available at the UCC web site. No course will be reviewed for General Education status unless it includes this completed form.

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

If the sub-committee approves the course for General Education status, the chair of the UGEC will forward the documents to the UGEC for review. If the request is not approved by the UGEC, the chair will consult with the initiator and provide an opportunity for that individual to discuss that proposal with the committee for a second review. If the UGEC approves the course for the requested General Education status, a signed copy of the Form G is forwarded to the Chair of the University Curriculum Committee and the Associate Provost for Academic Operations (APAO.)

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 Form G listing each of the General Education designators requested.
- The appropriate section(s) of a *General Education Course Criteria Form* that describes how the course meets the criteria for each of the requested designators.

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

B.1 PRELIMINARY CURRICULUM PROPOSAL (PCAF) APPROVAL TIMELINES

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

B.2 FULL PROPOSAL TIMELINES

Approval Level	
Department Curriculum Committee	10 days
Department Administrator	10 days
School Director (as appropriate)	10 days
College Curriculum Committee	10 days
Dean / VPEIO	10 days
University Curriculum Committee	10 days
Academic Senate	NA
Provost	10 days

B.3 DEFINITION OF “DAY”

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

B.4 SUNSET ON PROPOSALS AND SIGNATURES ON CONSULTATION FORMS

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

Initiators shall consult with any unit, department or college (Form B) or the Graduate and Professional Council (UGPC) who might potentially be affected by the proposal. Initiators shall consult with FLITE library (Form C) to insure that appropriate supporting materials are available for the proposal. The consultation process should begin as soon as a proposal has received support from the initiating unit.

The date a consultation form is sent should be noted on Form A. The receiving party should date the Form B or C where noted when the consultation form is received and notify the initiator. If the consultation form is not returned to the Academic Senate office with an appropriate signature and response within 20 days of the “sent” date, the proposal is considered to have received support from the consulted unit.

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

B.5 TRACKING PROPOSALS

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

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 Fall Term 2014 would need to be approved by the Provost by March 1, 2013).

B.6.2 MAJOR CHANGES TO ACADEMIC OFFERINGS

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

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

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

B.6.3 MINOR CHANGES TO ACADEMIC OFFERINGS

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

B.6.4 UPDATES TO ELECTRONIC CATALOG

The electronic catalog is updated annually. See:
<http://www.ferris.edu/htmls/administration/academicaffairs/policyletters/02-5-Catalog.pdf>

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

Type of Curriculum Action		PCAF	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers
GROUP I							
Group 1A - New Degrees, Program/Majors		Yes	Action	Action	Yes	Yes	Yes
Group 1A - New minor - includes 3 or more new courses required		Yes	Action	Action	Yes	Info Only	No
Group 1A - New concentration – includes 3 or more new courses		Yes	Action	Action	Yes	Info Only	No
Group 1A - Major redirection of program/major or minor with additional resource requirements - includes 3 or more new courses, program name changes		Yes	Action	Action	Yes	Info Only	Yes
Group 1B - Deletion of a degree or program/major		No	Action	Action	Yes	Yes	Yes

GROUP II							
New courses, modification of course, deletion of course		No	Action	Info Only	Yes	No	No
Major revision or redirection of program/major or minor with no additional resource requirements		No	Action	Action	Yes	Info Only	Yes
Minor revision of degree/major/program: modification of sequence of courses, revisions to entrance, progression, or exit policies		No	Action	Info Only	Yes	No	No
Curriculum clean-up: single or multiple deletions or modification of course descriptions, credit hours, prerequisites, title, prefix; convert existing courses into modules		No	Action	Info Only	Yes	No	No
Delete a course (i.e. remove course from active catalog)		No	Action	Info Only	Yes	No	No
New minor - includes minors with fewer than 3 new courses required		No	Action	Action	Yes	Info Only	No

GROUP III							
New certificate with fewer than 3 new courses required		No	Action	Info Only	Yes	Info Only	No
New certificate with more than 3 new courses required and/or other additional resource requirements		Yes	Action	Info Only	Yes	Info Only	No
Modification or elimination of a certificate		No	Action	Info Only	Yes	Info Only	No

GROUP IV							
Delivering existing programs at new off-campus sites		No	No	No	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group		Yes	Action	Info Only	Yes	Info Only	No
Non-degree offering(s)		Yes		Action	Yes	Info Only	Yes

* In order to expedite final approval and implementation, proposals may be concurrently reviewed by the Board of Trustees and the Academic Officers or in some instances, by the Academic Officers first, and then the Board of Trustees. Board of Trustees approval is required for implementation of new degrees, program/majors, major redirections, deletion of degree or program/major, and non-degree offerings of 2 or more courses in a program of study.

INITIATING A PROPOSAL

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

A curriculum change should be initiated when:

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

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

PREPARING A PROPOSAL

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

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

- A. Create a new offering
- B. Modify a current offering
- C. Delete a current offering

Whenever new resources (equipment, facilities, funding, faculty/staff, etc.) will be required to implement the modification or addition, a Preliminary Curriculum Approval form (PCAF) should be completed. The PCAF is automatically required whenever three or more new courses are proposed or a significant demand for new resources is necessary. Since the PCAF draws upon the information collected at the outset of the preparation process, the specific questions asked by the PCAF are useful guidelines for the information collection process. However, only major additions to the curriculum require that the full PCAF be submitted (see Table A).

Filing the Appropriate Forms

The chart below summarizes the Forms that are required to complete a curriculum proposal.

Curriculum Forms Chart

Form	Purpose
Preliminary Curriculum Approval (PCAF)	Presents evidence of the value of a new curricular offering
	Describes new resources necessary to implement the proposal
	Articulates the need for Ferris State University to add this offering and the benefit it will provide for Ferris students
Proposal Summary and Routing Form A *required for all proposals	Identifies the title of the proposal
	Identifies the Initiator and establishes contact information
	Establishes the group identification of the proposal
	Establishes the proposal's progression through the approval process with appropriate signatures and dates
	Presents the rationale or argument for the proposal (Proposal Summary)
	Summarizes all changes to be made (Summary of Curricular Action)
	Summarizes all course actions required
	Summarizes all consultations
	Identifies any relevant accrediting body
	Summarizes program checksheet changes
Curriculum Consultation Form B	Identifies any unit that might be affected by the change
	Requests support for the change or identifies any concerns associated with the change
Curriculum Consultation Form B UGPC (University Graduate and Professional Council)	Identifies potential impact on a graduate or professional program
	Requests support for the change or identifies any concerns associated with the change
FLITE Services Consultation Form C *required for all new offerings	Requests review of FLITE resources and services relative to the change
Checksheets Form D	Presents (or creates) a checksheet for students and advisors that summarizes the entire program requirements
	Identifies any changes in existing program requirements
	Summarizes student learning outcomes and assessment plans for the program
	*used to direct TracDat collection of program outcomes data
	*used to direct MyDegree software program for students and advisors to monitor program progression
New Course Information Form E New Course	Summarizes all relevant information about a new course: including prefix, number, title, catalog description, student learning outcomes and assessment plan, outline of topics with time allocation
Modify Course Information	Summarizes any changes in an existing course

Form E Modify Course	
Course Data Entry Form F Create New Course	Identifies all relevant information about a course for loading into the University Catalog, MyDegree and the Banner system (transcript and records) *requires Form E New Course
Course Data Entry Form F Modify a Course	Identifies any change to be made in the current loading of the course in the University Catalog, MyDegree and the Banner system *requires Form E Modify a Course
Course Data Entry Form F Delete a Course	Identifies a course to be deleted from the University Catalog
General Education Form G General Education	Initiates consideration of a course to be identified as General Education * each General Education designation sought for a course should be listed on the Form G *must be accompanied by a rationale for why the course meets the General Education designation requirement for each designation requested.

TIMING A PROPOSAL (See Table A)

Collaboration

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

The Initiator should complete all forms necessary for the change. This collection of forms becomes known as the proposal for the duration of the curricular change process. A proposal will consist of, at minimum, Form A and Form D Checksheets. Form A summarizes the proposal for all reviewers and communicates the change to the Registrar's Office for recording. Program Checksheets communicate to faculty and students any changes in the requirements for completing an offering.

Consultation

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

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

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

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

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

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

The third level of support for a proposal is the Department/School Administrator. In some cases these terms describe separate steps in the administrative hierarchy and should be treated in sequence according to the unit's infrastructure. This individual reviews the proposal and indicates the appropriate action. In the case of "Support with Concerns" or "Not Support", any concerns must be expressed in writing to the Initiator and the dialogue including the Initiator's response is added to the proposal. The proposal advances to the next level regardless of the Action recorded at this level. However, it is in the best interest of the Initiator to return the proposal to the initiating unit for reconsideration if the Department/School Administrator does not support the proposal. The Department/School Administrator has 10 business days to review and act on the proposal.

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

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

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

The UCC reports all supported curricular proposals at the next available Academic Senate meeting. Since the Academic Senate meets monthly, deviations from the 10 business day timing pattern may occur. The

Academic Senate takes action on only major proposals as noted on Table A. A Senator may vote “Support with Concerns” or “Not Support”; however, it is a courtesy to express any concerns in writing to the Initiator.

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

Celebration and Communication

It is the Initiator’s responsibility to ensure that all stakeholders are informed about the implementation of a curricular change. The office of University Advancement and Marketing is positioned to assist in the dissemination of this information to the public.

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 and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

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

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

Complete questions 12, 13, 14 in consultation with department administrator 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 Potential Funding Sources: _____	Significant number of resources needed Potential Funding Sources: _____

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 Administrator's signature: _____ **Date** _____

If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments:

Dean's signature: _____ **Date** _____

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

Comments:

Provost's 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 Administrator(s)
- Deans' Council University Curriculum Council
- Academic Senate
- VPEIO
- Provost
- FSU Intranet

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

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 educational need?

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

What are some key questions that I should ask myself before 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: Kendall¹Phillips, 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.

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.
6. **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.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, and write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Writing Outcomes Assessment Plans

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

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 and made available to both faculty and students at both the program (Form D Checksheet) and the course (Form E) levels.

For samples of effective Student Learning Outcomes linked to measurable Assessment Strategies, contact the Academic Senate office or the Chair of the University Curriculum Committee.

General Instructions for Completing Forms

Because proposals involve multiple pages, and to assist reviewers at all stages of the curricular process, all pages of the proposal must be numbered consecutively and appear in alphabetical order by Form.

The PCAF operates as a separate document and all pages should be numbered consecutively.

The original copy of proposals, printed one side only, must be sent to the Academic Senate office with all relevant forms included. The full proposal will be converted to a pdf file for distribution to all reviewers and for posting on the Academic Senate/University Curriculum Committee website. Proposals will be converted, posted and dated as soon as possible after receipt in the Academic Senate office.

All signatures and vote/action number counts must appear on Form A. As consultations are completed, signed forms will replace the unsigned Form B(s), Form B UGPC or Form C in the proposal document.

Because consultation occurs throughout the curricular process, any additional supporting material and/or consultation dialogues should be added after the last Form in the proposal.

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

Preliminary Curriculum Application Form (PCAF)

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

The following Group categories require the submission of a PCAF and approval at all appropriate levels before the proposal will be reviewed by the University Curriculum Committee (UCC).

Group I

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

Group III

- New certificates including three or more new courses
- New non-credit certificates

Preparing a complete PCAF involves research, and appropriate citation of sources should be included within the document. However, the final document should be no longer than six pages (excluding the signature/comment pages and references.)

All 16 items on the PCAF must be completed before the document is sent to the next reviewer, the Department/School Administrator. The original document with appropriate signatures must be sent to the Academic Senate office before any action is taken on the proposal by the University Curriculum Committee.

Form A - Proposal Summary and Routing Form

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

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

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

1. Summary of All Course Action Required

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

2. Summary of All Consultations

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

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

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

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

4. Program Checksheets affected by this proposal

Initiators should request that the Registrar's Office conduct a review of all Checksheets at the University where a course change proposal will have impact. This review will be conducted using the data entered in MyDegree (DegreeWorks). Where ever a course appears throughout the curriculum, changes must be accommodated. Any department showing a course proposed for change must be included in the Consultation (Form B) process. Impacted Departments must process appropriate paperwork to reflect the course change on their Checksheets. To assist in this revision process, the Initiator must note all changes proposed for a course, as shown on Form A.

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

To aid reviewers of longer proposals, provide a Table of Contents with the page numbers of

each form and any supporting or addendum material appropriately noted.

Form B - Curriculum Consultation Form(s)

A Form B must be sent to any stakeholder in the University, including Kendall College of Art and Design, impacted by the proposal. Hard copy of Form B should accompany a copy of the proposal to all identified stakeholders for their review of the proposal and signature and date of support. The signed original Form B must be sent to the Academic Senate office to be inserted in the original proposal. A copy of the signed Form B, or appropriate notification, should be sent to the Initiator.

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

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

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

Form C - Library & Instructional Services Consultation Form (FLITE)

Any proposal involving a new course or a significant modification of course content requiring supporting materials available through FLITE (library) must include a Form C. Hard copy of Form C and a copy of the proposal must be sent to the library liaison for the proposing unit so that FLITE can review the current collection and resources to determine if materials need to be added to support the proposal. The original Form C with appropriate signatures, dates, and comments must be returned to the Academic Senate office to be inserted into the original proposal.

Form D - Checksheet (s)

Because checksheets are a summary of the requirements for completing a major, major with concentration, minor or certificate (offering) granted by Ferris State University, it is essential that all University checksheets contain all of the information listed below:

- Total credits required; specifying the minimum number of credits earned at FSU
- General Education requirements per catalog guidelines; include course levels, prerequisites and semester offered (if applicable)
- Minimum number of 300 and 400 level courses
- All course prerequisites

- Any special admissions, progression, or graduation requirements
- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies (See Appendix D Writing Student Learning Outcomes)

A Term-by-Term plan for completion of the offering is recommended.

It is recommended that checksheets include information about when required courses are typically offered.

Current Program / Major Checksheet

If the proposal involves addition, modification, or deletion within an existing offering; the current Checksheet for that offering must be included in the proposal and clearly labeled as “Current”. Scanned documents must be legible and complete.

Proposed Program / Major Checksheet

The proposal involving addition, modification, or deletion affecting an offering must include a Checksheet clearly labeled as “Proposed”, showing students and advisors all requirements for completion of the offering. (see above)

Form E – New Course Information Form

Initiators must complete this form for a new course offering, including Special Topics “Experimental” courses (x90). It is recommended that an Initiator of a Practicum (x95) or a Special Studies “Independent Studies” course (x97) use this guideline for designing the project with the student. (For examples of good course designs, contact the Academic Senate office or the Chair of the University Curriculum Committee.) Initiators should not include a full syllabus with the proposal.

Course Identification

The Prefix, Number and Title of the new course will be the official data for the course in Banner and MyDegree (DegreeWorks) to appear on the student’s transcript, and in TracDat, for program assessment. It must be consistent with the data entered on the accompanying Form F.

Course Description

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

Any prerequisite courses or conditions required for enrollment identified on Form F will be added to the Catalog entry separately. They do not need to appear in the Course Description on Form E.

Course Outcomes and Assessment Plan

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

Course Outline including Time Allocation

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

Express “time allocation” in one of the following formats for a 3 credit hour course; adjust accordingly:

- Weeks (15 weeks of content delivery; examination week is an additional opportunity for assessment)
- Hours (45 hours; assuming 3 contact hours per week)
- Percentages (100 percent)

Form E – Modify a Course

Complete this form for ANY change to an existing course. This form is essential for completing changes in the course throughout the records system, including Banner and the University Catalog, MyDegree (DegreeWorks), and TracDat.

Only the course variables that are proposed for change need to be identified by checking the appropriate box(es).

When initiating a course modification, it is recommended that the proposing unit review all the information for the course, especially the Student Learning Outcomes and Assessment Strategies, to bring all elements of the course into the most current configuration.

Form F – Create New Course Data Entry Form

Every new course proposed must include a complete Form E New Course Information Form and a complete Form F Create New Course Data Entry Form. Information on these two documents is sent to different areas within the records system, so it is essential that the information be consistent from form to form.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE Desired Term Effective

The Initiator must indicate the earliest term the new course could be offered **so** that this information can be communicated appropriately to all stakeholders.

Instructions for identifying the Term Effective are provided on Form F:

Desired Term Effective (6 digit code only): Examples: 201301 (Spring), 201305 (Summer), 201308 (Fall)

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

However, the time required to complete the proposal review process may extend beyond the deadline for making the new course available to students for early registration. The Initiator may request the addition of an approved course to the semester’s listing after the deadline by consulting with the Registrar and the Associate Provost for Academic Operations (APAO).

II. PROPOSED FOR NEW COURSE

- a. Course Prefix and
- b. Number must correspond with information on Form E.
- c. Enter Contact Hours per week in boxes.
 LECture: enter how many contact hours per week students will be in lecture mode
 LAB: enter how many contact hours per week students will be in laboratory mode
 Seminar: enter how many contact hours per week students will be in seminar mode
- d. Check (x) appropriate box(es):
 - 1. INDependent Study: see Policy 3.4.2.5 for Special Studies (x97) courses
 - 2. Practicum: see Policy 3.4.2.4 for Practicum (x95) courses
 For either of these two course modes, the instructor must include an assessment strategy or strategies to demonstrate the student has completed the appropriate amount of contact time for the credit hours given. Contact time does not have to be completed in the presence of the instructor, e.g. internships off-campus.
- e. Course Title (limit to 30 characters/spaces)
 Abbreviations should be understandable to a lay reader. Punctuation marks and numbers count as "characters". This title will appear in the Banner system during registration and on student transcripts.
- f. College Code: two digits; enter the college codes listed below:

AH	Allied Health Sciences (Health Professions)
AS	Arts and Sciences
BU	Business
ED	Education and Human Services
OP	Optometry
PH	Pharmacy
TE	Engineering Technology

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

CRHA	Clinical Lab-Resp Care-Hlth Ad
DHMI	Dental Hygiene-Medical Imaging
SNUR	School of Nursing
BIOL	Biology
COAS	College of Arts and Sciences
HUMN	Humanities
LANG	Languages and Literature
MATH	Mathematics
PHYS	Physical Sciences
SOCS	Social Sciences Dept
AFIS	Account, Finance, Info Systems
MGMT	Management
MKTG	Marketing
SEHM	Sports, Entertain, Hospt. Mgmt
CRIM	Criminal Justice
RLSW	Recreation, Leisure Serv-Well
SCED	School of Education Dept

TDMP	Television Production
OPTO	MI College of Optometry
PHAR	Pharmacy
ATFM	Arch Tech-Facilities Mgmt
AUTO	Automotive
CTMG	Construction Tech-Mgmt
EECN	EET-CNS
ESYS	Energy Systems
HEET	Heavy Equipment
HVAC	HVACR
MDSN	Mechanical Design
MFGE	Manufacturing Eng Tech
PLRU	Plastics-Rubber
SURE	Surveying
WELD	Welding Eng Tech
ATFM	Arch Tech-Facilities Mgmt

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

h. Type: Variable or Fixed

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

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

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

Unless it is mandated by an outside body, the formula for calculating contact hours to credit hours is as follows:

“LECTure” and “SEMinar” courses earn 1 credit hour for each 50 minutes of time in session. So, a LEC or SEM course meeting three times a week for 50 minutes or twice a week for 75 minutes earns 3 credit hours.

“LABoratory” sessions earn .5 credit hour for each 50 minutes of time in session.

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

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

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

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

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

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

- l. Levels: Check (x) Undergraduate, Graduate, or Professional
Most courses are intended for undergraduates. Graduate courses (Master’s or Doctoral) are usually open only to graduate students who have been formally admitted to the graduate program. Professional level is restricted to optometry or pharmacy courses. . This attribute identifies the course, regardless of its use by offerings at other levels at the University.
- m. Grade Method: Check (x) “Normal Grading” means that the instructor can assign to a student a grade ranging from A through F. “Credit/No Credit only (Pass/Fail)” is self-explanatory. The student’s transcript will show a grade of A through F or CR/NC for every completed course. Other options provided in the Banner system, e.g. “Incomplete”, are temporary grades that will be replaced when the final grade is entered or changed to F or NC when the time limit for completion expires.
- n. Does proposed new course replace an equivalent course? Check (x) Yes or No.
When a course modification changes a course to the extent that a returning student could no longer apply the course he/she took to meet the program’s Student Learning Outcome standards, this box should be checked “Yes”.
- o. Equivalent course: Prefix and Number
These boxes should be completed only when the situation in “n” above applies to a course modification.
- p. CATALOG DESCRIPTION – Limit to 125 words.
The Catalog Description entered on Form F must match exactly the Catalog Description entered on Form E Create New Course.
- q. Term(s) Offered
The codes for terms offered are:
F = Fall
SP = Spring
SU = Summer
For maximum flexibility in scheduling a course to meet program offering requirements, a course should be listed here as “FALL SPRING SUMMER”. This designation means that the department is able to schedule the course any of these terms, but it does not obligate the department to offer the course every term listed.

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

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

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

r. Max Section Enrollment

The maximum section enrollment is known as the “cap” for a section. In some cases, the cap is determined by laboratory stations, student accessibility to equipment, or some other physical constraint. Initiators should identify the optimal cap for a face-to-face delivery of the course to provide maximum student accountability.

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

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

s. Prerequisites or Restrictions: If none, leave blank.) Limited to 100 characters including punctuation and spaces.

“Prerequisite” means that the student must complete some preliminary obligation in order to enhance their likelihood of successfully achieving the Student Learning Outcomes in the course. Prerequisites may be identified by course prefix and number; level of achievement in the prerequisite course(s), e.g. C or better; and/or academic standing, e.g. Junior status.

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

For more than one item in this field, indicate the relationship with the other items using “**and**” if both/all items apply, or “**or**” if any of the items apply individually. Do not use punctuation between the items.

The Banner system will honor all prerequisites or restrictions clearly identified and prevent a student from enrolling in the course. The Instructor may override the prerequisite or restriction on a case-by-case basis through the Department office.

t. Co-requisites: courses must be taken concurrently

If a student must enroll in more than one course in the program/offering at the same time, this box should be completed with the course prefix(es) and number(s) for the concurrent course(s). The

Instructor may override the co-requisite requirement on a case-by-case basis through the Department office.

Form F Modify a Course

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

- I. The Initiator should identify the earliest term the modified course could be made available to all stakeholders.
- II. The Initiator should identify the course completely, using exactly the same prefix, number and title for the course that appears in the Banner system.
- III. The Initiator should identify all changes or modifications proposed, by entering the letter(s) of the modification in the box.

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

Form F Delete Course

Whenever a course is to be permanently removed from the University Catalog, this form should be used.

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

- I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.
 - a. Desired Term Effective: The Initiator should enter the earliest date that the course deletion can be made known to all stakeholders. In cases where students require the course to complete their progression through an offering, the action to delete may be delayed to accommodate the students.
- II. CURRENT COURSE TO BE DELETED FROM CATALOG.

The Initiator must complete all information, matching the information that is in the Banner system.

Form G General Education Approval

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

Refer to Appendix A.8 for additional information about applying for General Education designation.

SPECIAL OFFERINGS

Non-Credit (Ad Hoc) Certificates

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

Continuing Professional / Technical Training

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

Educational Programs

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

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

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

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

Non-Degree Offerings

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

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

Delivering Programs at Other Site Locations

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

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

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

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

4. A facility study must be included which documents 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 other site location 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(s), 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 applicable

Form E - New Course Information Forms, if applicable

Form E – Modify Course Forms, if applicable

Form F - Course Data Entry Forms, if applicable

Form F – Modify Course Forms, if applicable

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

Written Support from VP of Extended and International Operations (VPEIO)

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: _____

Initiating Individual: _____ Initiating Department or Unit: _____

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

- Group I - A – New degree, major, concentration, minor, or redirection of a current offering
- Group I - B – Deletion of a degree, major, concentration, or minor
- Group II - A – New Course, modification of a course, deletion of a course
- Group II - B – Minor curriculum clean-up
- Group III – Certificates (College Credit Non-Credit)
- Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee/Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

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

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

To be completed by Academic Affairs		Date/Term of Implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ Academic Officers of MI (Date Approved)

1. Proposal Summary

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

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

Degree Major Minor Concentration Certificate Course

New Modification Deletion

Name of Degree, Major, etc. : _____

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:

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

4. Summary of All Consultations

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

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

Yes No

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

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

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

List all Checksheets affected by this proposal:

College Department Program

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

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

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

RE: Proposal Title _____

Initiator(s): _____

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

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

Responding Department: _____

Administrator: _____ **Date Received:** _____ **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 current curriculum including prerequisites, scheduling, room assignments, and/or faculty load 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 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original form is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

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

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

RE: Proposal Title _____

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

Response from: University Graduate and Professional Council (UGPC)		
Chair:	Date Received:	Date Returned:

Based upon University 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 current graduate and professional programs 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. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

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

RE: Proposal Title:

Projected number of students per year affected by proposed change:

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

Liaison Librarian Signature: _____ Date Received: _____ 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, or other FLITE programs. Use additional pages if necessary.

FORM D CHECKSHEETS

(rev. September 2012)

MAJOR, MAJOR WITH CONCENTRATION, MINOR OR CERTIFICATE CHECKSHEET(S)

Insert both the current curriculum checksheet (if applicable) and the proposed curriculum checksheet.

- **LABEL CHECKSHEETS AS “FORM D CURRENT” and “FORM D PROPOSED.”**

CHECKSHEET GUIDELINES

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

- Total credits required; specifying the minimum number of credits earned at FSU
- General Education requirements per catalog guidelines; include course levels, prerequisites and semester offered (if applicable)
- Minimum number of 300 and 400 level courses
- All course prerequisites
- Any special admissions, continuation, or graduation requirements
- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies (See Appendix D Writing Student Learning Outcomes)

A Term-by-Term plan for completion of the offering is recommended.

It is recommended that checksheets include information about when required courses are typically offered.

NEW COURSE INFORMATION FORM

FORM E

Rev. September 2012

Course Identification

Prefix: _____ Number: _____ Title: _____

Course Description: (125 words maximum)

Course Outcomes and Assessment Plan:

Course Outline including Time Allocation:

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

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

MODIFY COURSE INFORMATION FORM

FORM E
Rev. September 2012

Course Identification:

- Prefix: _____ Number: _____
- Title: _____

Check all boxes where modifications are being made

Credit Hours

Prerequisites

- Course Description: (125 words maximum)
- Course Outcomes and Assessment Plan:
- Course Outline including Time Allocation:

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

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

CREATE NEW COURSE
Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

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

II. NEW COURSE ATTRIBUTES:

a. Course Prefix b. Number c. Contact Hours LECture LAB Seminar
 [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
 [Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: (Limit to 30 characters including punctuation and spaces.)

f. College Code: g. Department Code: h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 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 (Pass/Fail)

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

o. Equivalent course: Prefix Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE.

q. Term(s) Offered: r. Max Section Enrollment: s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

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

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 __

MODIFY A COURSE

Course Data Entry Form

FORM F

Rev. September 2012

I. ACTION TO BE TAKEN: MODIFY A COURSE

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

II. COURSE TO BE MODIFIED:

a. Course Prefix b. Number c. Title

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW.
See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS: Enter ONLY the modification(s) proposed.

a. Course Prefix b. Number c. Contact hours LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum - INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: (Limit to 30 characters including punctuation and spaces.)

f. College Code: g. Department Code: h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 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 (Pass/Fail)

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

o. Equivalent course: Prefix Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE.

q. Term(s) Offered: r. Max Section Enrollment: Section(s) Affected:

s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

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

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

Office of the Registrar use ONLY

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

Delete a Course
Course Data Entry Form

FORM F
Rev. September 2012

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

The course listed below will be removed from the Ferris State University Catalog.
(See Appendix E Instructions for Completing Forms.)

a. Desired Term Effective: Term _____ Year _____

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- a. Course Prefix _____ b. Number _____ c. Enter Contact Hours per week in boxes.
LECTure _____ LAB _____ Seminar _____
d. INDependent Study Practicum: _____ [Check (x) box as appropriate. See definitions in Appendix E.)
e. 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 __

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; ZL=Scientific Understanding (Lab)

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:

ACADEMIC SENATORS 2012-2013

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Dixon	Megan (1)	VFS 303	3186	
2.		Moore	Gary (1)	VFS 404	3187	
3.		Wancour	Susan (2)	VFS 312	2398	
4.	Arts & Sciences	Alspach	Sandra (1)	JOH 127	2779	
5.		Berghoef	Michael (1)	ASC 2108	2765	
6.		Griffin	Richard (1)	ASC 2094	2761	
7.		Prakasam	Piram (1)	ASC 3021	5290	
8.		Nystrom	James (1)	ASC 2056	5864	
9.		Haneline	Douglas (1)	ASC 3080	2525	
10.		Klatt	Paul (2)	ASC 2004	2671	
11.		Nagel	George (2)	JH 119	3618	
12.		Daubert	Daisy (2)	ASC 2012	2554	
13.		Jiao	Hengli (2)	ASC 2021	2825	
14.		Abbasabadi	Ali (2)	ASC 3017	3571	
15.	Business	Marion	David (2)	IRC 212R	3164	
16.		Cook	Teresa (2)	IRC 212T	3167	
17.		Ciaramitaro	Barbara (1)	IRC 220	3199	
18.		Nazar	Vivian (2)	BUS 374	2473	
19.		McLean	Roy (1)	IRC 231	3149	
20.	Counselors/	Richmond	Christopher (2)	BHC 210	5968	
21.	Librarians	Isler	Melinda (1)	FLT 358	3731	
22.	Education	Stone	Mischelle (1)	BIS 517	3782	
23.		Amey	Steve (2)	BIS 514	5083	
24.	Optometry	Luplow	Dean (1)	MCO 231	2192	
25.		Dinardo	Amy (2)	MCO 231	2202	
26.	Non-tenure Track Instructional Faculty (Fall Election)	Fox	Bernadette (1)	ASC 3025	2522	
27.		Reynolds	Beth (1)	PRK 120G	3077	
28.	Pharmacy	Boncher	Tracey (2)	PHR 105	2283	
29.		Dakkuri	Adnan (1)	PHR 105	2240	
30.		Lovsted	Elsie (1)	PHR 203	2238	
31.	Technology	Drake	Chuck (2)	SWN 405	2788	
32.		Hanna	David (2)	GRN 227	2680	
33.		Jewett	Keith (1)	SWN 405	2954	
34.		Thapa	Khagendra (1)	SWN 314	2672	
35.		Todd	Gareth (2)	JOH 309	5041	
36.		Schmidt	John (2)	GRN 227	5283	
37.	University College	Beck	Eunice (2)	ASC 1043	3772	
38.						
39.	C of Prof. & Tec. Studies	Joyce	Joe (2)	Metro Detr	586-445-7150	
40.		Baker	David (1)	FSU-GR	616 643-5722	

Bold indicates Senate Executive Committee Member

Academic Senate meeting dates, 2012-2013

Date	Year	Location & Time
Sept. 4	2012	CDR – 10 a.m.
Oct. 2	2012	CDR – 10 a.m.
Nov. 6	2012	CDR – 10 a.m.
Nov. 20	2012	CDR – 6 p.m.
Dec. 4	2012	CDR – 10 a.m.
Jan. 15	2013	CDR – 10 a.m.
Feb. 5	2013	CDR – 10 a.m.
Mar. 5	2013	CDR – 10 a.m.
Apr. 2	2013	CDR – 10 a.m.
Apr. 23	2013	CDR – 10 a.m.