

**CURRICULUM PLANNING
AND
PROCEDURES MANUAL**

FERRIS STATE UNIVERSITY

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Curriculum Planning and Procedures Manual

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1.1 UCC STATEMENT OF PURPOSE

The University Curriculum Committee screens proposals for curriculum additions and revisions to insure that they are consistent with the best interests of the University and meet the rapidly changing needs of the labor force. 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 may incorporate information from advisory committees, alumni surveys, external organizations, demand for the proposal, employment data/potential, cost/benefit analysis, and an evaluation of risk exposure for the University.

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

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

The proposal is expected to:

- have defined objectives and define how they will be met
- 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.

Further, each program or related major proposal must be accompanied by an assessment plan, which will detail how student success in meeting the expected learning outcomes will be assessed.

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 2008 will be reviewed no later than Fall 2014.)

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

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

2.2 PRELIMINARY 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 and/or other new resources
- New certificates involving three or more new courses and/or other new resources
- Major curriculum revision involving redirection or shift of emphasis in an existing program and requiring three or more new courses and/or other new resources
- Curricular customization of existing programs for delivery to an off-campus cohort group

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

The process calls for review and comment by department heads/chairs, deans, the Kendall College of Art and Design (KCAD) President, the Vice President for Academic Affairs (VPAA) or the Chancellor/Vice President of Ferris State University Grand Rapids (FSU/GR). VPAA or Chancellor/VP preliminary approval authorizes curriculum/program proposal initiators to proceed with development of a full proposal. It should be noted that department heads/chairs and deans comment on, but do not stop, preliminary proposals.

The preliminary proposal approval process also provides an opportunity for the VPAA or FSU/GR Chancellor/VP to point out areas that are of potential concern. Thus, approval serves as a “green light”, or possibly a “yellow light”, for individuals/groups proposing new programs and/or significant curriculum changes.

At each level (department head/chair, dean, and VPAA or Chancellor/VP of FSU/GR) review and action are required within ten days of receipt of the Preliminary Program Proposal Form. As a means of informing the University academic community about proposals that are under development, approved Preliminary Program Proposals will be distributed to the Deans’ Council, University Curriculum Committee, FSU Academic Senate, KCAD Senate, and to the University community via the FSU Intranet. For FSU-Big Rapids initiatives, the VPAA will be responsible for distribution of copies and placement on the Intranet. For FSU/GR and KCAD initiatives, the FSU/GR Chancellor/VP will have that responsibility.

Completion of the Preliminary Program Approval Form (PCAF) requires a brief and preliminary response to questions that address the entire range of information and topics that proposal initiators need to keep in mind. Later, when program proposals are fully developed, more detailed information will be necessary.

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

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 Academic Senate June 15, 1993.

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

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

3.2 MINORS

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

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

3.2.1 PHILOSOPHY ON ACADEMIC MINORS

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

3.2.2 UNIVERSITY POLICY ON ACADEMIC MINORS

1. An academic minor shall consist of at least 18 term credits 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 Academic Senate and the Vice President for Academic Affairs.

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

3.3 CERTIFICATES

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 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 outcomes statements and assessment plans.

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, 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.

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 a certain number of credits in specified parts of the field which should have been completed prior to enrollment; (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.

Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits, and titles.

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	Off Campus Field Experience
Ending in 94	Projects Associated with Off Campus Field Experience
Ending in 97	Independent Studies
Ending in 99	Assessment Course (Capstone)

Additional detail appears below.

3.4.2.1 _90. **EXPERIMENTAL COURSES**

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

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

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

See Section C-1 for guidelines on proposal preparation for Experimental Courses

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

_91 through _93 are reserved for off campus field experiences such as student teaching, internships, clinics, cooperative work experiences and cooperative education. Course descriptions will be included in the catalog of courses.

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

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

3.4.2.4 _97. **INDEPENDENT STUDIES**

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

Uses of credits earned through independent studies courses could:

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

- b. Allow a department/program administrator to substitute 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:
 - o A limit on the maximum number of independent study credits which may be applied to a student's program requirements.
 - o An approval process for independent study courses.
 - o An approval process for the substitution of an independent study course for a required course in the program, if applicable.
- b. Copies of adopted college policies will be on file in the Dean's Office and the Office of the Vice President for Academic Affairs.
- c. Independent study courses only need to be created once. See section C, Guidelines for Proposal Preparation.

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

_99 is reserved for assessment courses. (See Degree Requirements in section 3.1.2.)

A.1 PROCEDURES FOR CURRICULUM CHANGES

The Academic Curriculum Development and Approval Process is designed to provide for open communication within the FSU community regarding proposed new programs and all curriculum changes. The process is designed to provide a means for faculty participation in decision-making regarding new and revised academic programs and curriculum changes. Timelines for review and action by faculty and administrators are included so that the University can move more quickly from program development to program implementation. And finally, because there are a number of levels of review and participants in the process, delineation of roles and responsibilities is necessary. See Tables A.4.1 and A.4.2.

A.2 ROLES OF PARTICIPANTS

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

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

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

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

The FSU University Curriculum Committee (a Committee of the FSU Academic Senate) acts on proposals received from the Dean. For FSU/BR programs/courses where action is required the options are: support, support with specific concerns, or not support with specific reasons. - In all instances, the UCC forwards proposals to the next level. For FSU/GR programs/courses where review is required, comments and suggestions will be provided by the committee.

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

The VPAA considers proposals and accompanying recommendations for FSU-Big Rapids programs/curricula that are submitted through the established processes. Action options are a) to support the proposal and forward it to the President and, as necessary, to the Board of Trustees, b) to "hold" the proposal pending additional information or additional new/reallocated resources, or c) to say "no" and stop the process.

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

The President acts on VPAA and Chancellor/VP recommendations on proposals that require Board of Trustee action.

Board of Trustees approval is required for new degrees, majors, and concentrations. Other proposals that have VPAA or Chancellor/VP for FSU/GR support and the President's support are shared with the Board as information items. These include new minors, certificates, and delivering existing programs at off-campus sites previously approved by the Board.

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

A.3 ACADEMIC PROGRAM/CURRICULUM PROPOSAL GROUPS

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

Group I: Proposals for new curricular offering or major redirection of a current offering

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

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

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

Group III: Certificates

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

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

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

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

Levels for review and approval of each group of curriculum proposals are shown on the following two grids. The grids also identify the types of program/curriculum initiatives requiring preliminary approval prior to development of the full proposal.

- One grid is for proposals involving and initiated by FSU Big Rapids based programs and faculty, including the University Center for Extended Learning (UCEL).
- The second grid is for proposals specifically developed and offered by FSU/GR's College of Technical and Professional Studies and primarily delivered by FSU/GR faculty.

A.5 EXPERIMENTAL COURSES (_90)

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

- Any _90 proposal must include a course title reflecting the content of the course, a rationale and a syllabus.
- Forms A, E, and F are required.
- The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Vice President for Academic Affairs no later than the seventh week of the term prior to its offering.
- A _90 course offered by any department will normally have as its subject matter only content that has historically been established as the area of expertise of the department in question.
- A _90 course can only be taught by a contracted faculty member or adjunct, appropriately hired, who has either the relevant academic credentials and/or extensive experience in the subject matter of the course.
- A _90 course on the same topic shall be offered no more than two times. If the course is to be continued, it must follow the curriculum process for a new course

A. 6 CREATION OF INDEPENDENT STUDIES COURSES (_97)

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

- Forms A and F are required.
- The proposal must be approved by the department/program faculty, the department head/program administrator, dean and the Associate Vice President for Academic Affairs.

These courses need be created only once. After this departments may open sections as needed.

A.7 GENERAL EDUCATION

Application Process for a New Course

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

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

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

Once the chair of the UGEC has received all materials, the documents will be forwarded to the chair of the appropriate sub-committee for the relevant General Education outcomes area. If that sub-committee denies the request for General Education status, the denial will be referred back to the originator for further discussion and possible revision. If the sub-committee approves the course for General Education status, the chair of the UGEC will forward the documents to the UGEC for review. If the request is not approved by the UGEC, the chair will consult with the originator and provide an opportunity for that individual to discuss that proposal with the committee for a second review. If the UGEC approves the course for the requested General Education status, a signed copy of Form G is forwarded to the Chair of the University Curriculum Committee and the Assistant Vice President of Academic Affairs responsible for General Education.

Application for General Education Status for an Existing Course

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

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

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

committee approves the course for General Education status, the chair of the UGEC will forward the documents to the UGEC for review. If the request is not approved by the UGEC, the chair will consult with the originator and provide an opportunity for that individual to discuss that proposal with the committee for a second review. If the UGEC approves the course for the requested General Education status, a signed copy of Form G is forwarded to the Assistant Vice President of Academic Affairs responsible for General Education. The decisions of the committees for the outcome areas and of the UGEC are final.

A.8.1 – FSU PROGRAMS/COURSES

Type of Curriculum Action	Preliminary Proposal Required	FSU/BR UCC	FSU/BR Academic Senate	VPAA	Board of Trustees	Academic Officers
GROUP I						
New Degrees, Majors	Yes	Action	Action	Yes	Yes	Yes
New minor - includes minors with fewer than 3 new courses required	No	Action	Action	Yes	Info Only	No
New minor - includes minors with 3 or more new courses required	Yes	Action	Action	Yes	Info Only	No
New concentration	Yes	Action	Action	Yes	Yes	Yes
Major revision or redirection of program major or minor with no additional resource requirements	No	Action	Action	Yes	Yes	Yes
Major revision or redirection of program major or minor with additional resource requirements	Yes	Action	Action	Yes	Yes	Yes
Elimination of a degree or major or minor	No	Action	Action	Yes	Yes	Yes

GROUP II						
New courses	No	Action	Info Only	Yes	No	No
Technical revision of degree/major/program: modification of sequence of courses, revisions to entrance, progression, or exit policies; program name changes	No	Action	Info Only	Yes	No	No
Curriculum clean-up: single or multiple deletions or modification of course descriptions, credit hours, prerequisites, title, prefix	No	Action	Info Only	Yes	No	No
Delete a course (i.e. remove course from active catalog)	No	Action	Info Only	Yes	No	No

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

GROUP IV						
Delivering existing programs at new off-campus sites	No	No	No	Yes	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Info Only	Yes	Info Only	No

* In order to expedite final approval and implementation, proposals may be concurrently reviewed by the Board of Trustees and the Academic Officers or in some instances, by the Academic Officers first, and then the Board of Trustees. Board of Trustees approval is required for implementation of new degrees, majors, concentration.

TABLE A.8.2 FSU/GR - CPTS

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

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

or in some instances, by the Academic Officers first, and then the Board of Trustees. Board of Trustees approval is required for implementation of new degrees, majors, or concentrations.

** The FSU/GR Omnibus Resolution, approved by the Board of Trustees in November 1998, states that for developing, implementation and changing specific courses of study and curriculum to be offered by FSU at its GR campus, responsibilities are delegated to the FSU President, in consultation with the FSU VPAA, the Chancellor/VPAA of FSU/GR, FSU deans, and where appropriate, the FSU Academic Senate.

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

B. TIMELINES

B.1 PRELIMINARY PROGRAM PROPOSAL APPROVAL TIMELINES

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

B.2 FULL PROPOSAL TIMELINES

Approval Level	Group I	Groups II, III, IV
FSU Department/Program	30 days	14 days
FSU College Curriculum Committee	30 days	14 days
FSU Dean	14 days	14 days
FSU University Curriculum Committee	30 days	14 days
FSU Academic Senate	30 days	N/A
Vice President for Academic Affairs	14 days	14 days
Chancellor/VP for FSU/GR	14 days	14 days

B.3 DEFINITION OF “DAY”

“Days” for administrators and library staff are defined as calendar days – exclusive of holidays - where the university is shut down.

“Days” for faculty groups or committees (e.g. programs, departments, colleges, Senate) are defined as calendar days, exclusive of Christmas and Spring Breaks, from the first day of classes to the last day of finals for Fall and Spring terms.

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

B.4 SUNSET ON SIGNATURES AND PROPOSALS

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

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

B.5 TRACKING PROPOSALS

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

B.6 DEADLINES FOR ENTRY OF CURRICULUM CHANGES INTO CATALOG

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 Vice President for Academic Affairs (VPAA) must approve the change by March 1 of the preceding academic year (e.g. changes for Summer/Fall Term 2008 would need to be approved by the VPAA by March 1, 2008).

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

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

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

In order for a major change to be effective for Spring Term of the upcoming calendar year, the Vice President for Academic Affairs must approve the change by October 1 of the preceding calendar year (e.g. changes for Spring Term 2008 would need to be approved by the VPAA by October 1, 2007).

In order for a major change to be effective for Summer/Fall Term of the upcoming academic year, the Vice President for Academic Affairs must approve the change by March 1 of the preceding academic year (e.g. changes for Summer/Fall Term 2008 would need to be approved by the VPAA by March 1, 2008).

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

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

B.6.4 UPDATES TO ELECTRONIC CATALOG

The electronic catalog is updated annually. See:

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

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

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

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form. Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.

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

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

Proposed Degree/Program:

Program Description General Information - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: required uniforms, tools, protective devices, or travel to learning sites; the types of subject material the student will study, what types of equipment they will learn to use; qualification for any certificates or examinations upon completion; an honest, candid assessment of the job outlook; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.

Form B - Curriculum Consultation Form(s)

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

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

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

Term-by-Term Plan for Students

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

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

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

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

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

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

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

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

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

Need for the Proposed Degree/Program

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

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

Relationship to Current University Programs

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

Explain the impact the proposed program will have on these programs.

The proposer will focus on demonstrating why existing courses are inappropriate to the objective.

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

Compile Data Collected Regarding Demand by Employers, Profession, Industry

Expected Number of Majors

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

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

Describe the methodology for developing the estimates.

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

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

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

Existing/Additional Support and Resources

Faculty - Number and Experience

Facilities - Lecture, laboratory, experiential, clinical spaces

Library Resources - In consultation with FLITE, identify library resources (volume count, periodical holdings, etc.) available and/or needed to support the degree program by subject area.

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

Equipment, computers

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

End-Of-Program Outcomes and Outcomes Assessment Plan

Key components of any program are the identification of student learning outcomes and the formulation of an outcomes assessment plan that measures student achievement of those outcomes. Student learning outcomes should be identified by program faculty, with input from other constituencies, such as advisory

boards, employers, graduates, and students. Student learning outcomes are the key abilities that students will be able to demonstrate after program completion.

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

Direct measures of student learning include:

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

Indirect measures of student learning include:

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

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

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

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

Sample - End-of-Program Outcomes

MEDICAL TECHNOLOGY END-OF-PROGRAM OUTCOMES

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

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

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

Sample – Assessment Plan

1. Evaluate general performance of students on film response analysis to determine percentage of class that understands relationship to music and film experience.
2. Examine of percentage performance of students on film music identification questions.
3. Evaluate using a rubric general reasonableness of responses across the students in the class in the evaluation of the music.
4. Evaluate using a rubric effectiveness of responses to the cultural impact in journal, essay exam, or paper.
5. Evaluate using an indirect measure of an end of the course survey.

Program Marketing And Recruitment

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

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

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

C.2 GROUP I: NEW MINORS OR CONCENTRATIONS

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form

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

Table of Contents - Identify major topics, number all pages including Table of Contents.

Proposed Revision

Program Information: Catalog Description - Where applicable, include career or careers for which the program prepares students; admission, continuation, graduation requirements; candid assessments of any drawback such as waiting lists; financial aspects: required uniforms, tools, protective devices, or travel to learning sites; the types of subject material the student will study, what types of equipment they will learn to use; qualification for any certificates or examinations upon completion; an honest, candid assessment of the job outlook; and other requirements, such as a two-phase program where successful completion of the first part does not guarantee admission into the second.

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

Form B - Curriculum Consultation Form(s)

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

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

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

Term-by-Term Plan for Students

Total Credits for degree, major, or minor

Distribution of Credits for degree major/minor

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

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

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

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

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

SUPPLEMENTAL INFORMATION AS NEEDED:

Revised Articulation

Revised Licensure/Certification

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

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

Summarize results from Form B Consultation Forms.

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

Changes in Support Resources Required for Revision

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

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

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

Changes in Equipment and Computers

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

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

Proposal Content:

Form A - Proposal Summary and Routing Form. Summary on Form A should be less than 1 page: state what is proposed, brief summary of rationale.

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

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

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

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

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

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Form, if applicable.

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

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

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

Term-by-Term Plan for Students

Form E - New Course Information Form, if applicable.

Form F - Course Data Entry Form

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

C.5 GROUP II: NEW COURSES

Proposal Content:

Title Page

Form A - Proposal Summary and Routing Form

Proposed New Course

Form B - Curriculum Consultation Forms, if applicable.

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

Form E - New Course Information Form

Form F - Course Data Entry Form

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

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

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

Space, Equipment, Supplies and Staff needs.

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

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

Proposal Content:

Form A - Proposal Summary and Routing Form

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

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

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

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

C.7 GROUP III CERTIFICATES

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

Group III: College Credit Certificates

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

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

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

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

Form A - Proposal Summary and Routing Form

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

Form B - Curriculum Consultation Form, if applicable.

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

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

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

Form E - New Course Information Form, if applicable.

Form F - Course Data Entry Form, if applicable.

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

Written Support from UCEL.

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

Group III: NON-CREDIT CERTIFICATES

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

Continuing Professional/Technical Training

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

Educational Programs

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

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

These certificates may be originated/sponsored/co-sponsored by the individual Colleges/Departments/Units.

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

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

Certificate Formats and Forms:

The Vice President for Academic Affairs shall approve all non-credit certificate formats.

Group III: ELIMINATION OF COLLEGE CREDIT CERTIFICATES

Form A - Proposal Summary and Routing Form

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

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

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

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

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

CRITERIA FOR OFF-CAMPUS PROGRAMS

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

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

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

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

The proposal should include:

Form A - Proposal Summary and Routing Form

Form B - Curriculum Consultation Form, if applicable.

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

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

Form E - New Course Information Forms, if applicable.

Form F - Course Data Entry Forms, if applicable.

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

Written Support from UCEL.

Ferris State University
Preliminary Curriculum Approval Form

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

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

Type of curriculum change (check one)

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

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

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

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

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

Estimate of Library Resources	Adequate	Some new resources needed	Significant number of resources needed
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13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

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

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

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

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

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

Comments:

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

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

Comments:

Vice President for Academic Affairs' signature: _____ **Date** _____
or Chancellor/VP of FSU/GR's signature

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

Comments and/or suggestions:

Not approved

Explanation:

- c. Initiator(s)
 - Department Head/Chair(s)
 - Deans' Council and KCAD President
 - FSU University Curriculum Council
 - FSU Academic Senate and KCAD Senate
 - VPAA or Chancellor/VP of FSU/GR
 - FSU Intranet

Revised 7/23/07

PROPOSAL SUMMARY AND ROUTING FORM**Proposal Title:** _____**Initiating Unit or Individual:** _____**Contact Person's Name:** _____ **e-mail:** _____ **phone:** _____**Date or Term of Proposal Implementation:** _____

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

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

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

To be completed by Academic Affairs_____
President (Date Approved)_____
Board of Trustees (Date Approved)_____
President's Council (Date Approved)

1. Proposal Summary

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

2. Summary of All Course Action Required*

a. **Newly Created Courses to FSU:**
Prefix Number Title

b. **Courses to be Deleted From FSU Catalog:**
Prefix Number Title

c. **Existing Course(s) to be Modified:**
Prefix Number Title

d. **Addition of existing FSU courses to program**
Prefix Number Title

e. **Removal of existing FSU courses from program**
Prefix Number Title

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

CURRICULUM CONSULTATION FORM

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

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

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

RE: Proposal Title _____

Initiator(s): _____

Proposal Contact: _____ Date Sent: _____

Department: _____ Campus Address: _____
(Please print)

Responding Department: _____

Chair/Head/Coordinator: _____ Date Returned: _____

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

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

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

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.
2. The University Graduate and Professional Council must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

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

RE: Proposal Title _____

Initiator(s): _____

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

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

Response from: Graduate and Professional Council

Chair: _____ **Date Returned:** _____

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

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

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

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: _____

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

Initiator(s): _____

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

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

Liaison Librarian Signature: _____ **Date:** _____

Dean of FLITE Signature: _____ **Date Returned:** _____

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

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

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

FORM D CURRENT
FORM D PROPOSED

PROGRAM, MAJOR, OR MINOR CHECK SHEET(S)

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

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

Sample

Form D PROPOSED

NAME: _____

SS#: _____

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

E-COMMERCE MARKETING MAJOR - 33 Credits Required

ADVG	222	Principles of Advertising - (None)	3		
ECOM	200	World of E-Commerce - (None)	3		
ECOM	375	Business-to-Business E-Commerce Marketing - (ECOM 200, MKTG 321)	3		
ECOM	383	Business-to-Consumer E-Commerce Marketing - (ECOM 200, MKTG 321)	3		
ISYS	130	Internet Principles and Design (ISYS 105)	3		
ISYS	200	Database Design and Implementation - (ISYS 105 or proficiency)	3		
ISYS	305	Software Systems - (ISYS 105 or proficiency)	3		
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
MKTG	383	Direct Marketing - (ADVG 222, MKTG 321)	3		
MKTG	425	Marketing Research - (MKTG 321, STQM 260)	3		
MKTG	322	Consumer Behavior - (MKTG 321, PSYC 150)	3		

BUSINESS CORE - 30 Credits Required

ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and senior standing)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301& BLAW 301/302)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		

RELATED ELECTIVES - Select Any 12 Credits From the Following:

ADVG	324	Advertising Copy - (ADVG 222, ENGL 250)	3		
ADVG	334	Fundamentals of Media - (ADVG 222)	3		
ADVG	375	Business-to-Business Advertising - (ADVG 222 & Jr. Standing)	3		
ADVG	376	Media Strategy and Tactics - (ADVG 334)	3		
ADVG	486	Advertising Management - (ADVG 222)	3		
MKTG	365	Transportation - (MKTG 321 or instructor permission)	3		
MKTG	378	Marketing Data Analysis - (STQM 260, MKTG 321)	3		
MKTG	472	Physical Distribution Management - (MKTG 321, 365, or instructor permission)	3		
MKTG	473	Marketing Cases and Problems - (MKTG 321)	3		
MKTG	476	Marketing Strategy - (MKTG 425 and Sr. Standing)	3		
MKTG	491	Cooperative Education - (60 terms hours, department head approval)	1-9		
MKTG	430	Analytical Marketing Techniques - (STQM 260, MKTG 321)	3		
MKTG	441	International Marketing - (MKTG 321, Sr. Standing)	3		
MKTG	466	Purchasing - (MKTG 321 or instructor permission)	3		
PREL	240	Public Relations Principales - (ENGL 150)	3		
RETG	337	Principles of Retailing - (MKTG 321)	3		
RETG	339	Retail Merchandising - (RETG 337)	3		
RETG	438	Retail Management - (RETG 339)	3		

Sample

Form D
PROPOSED

NAME: _____ SS#: _____

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

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

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

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

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

Sample

FORM E

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: Number Title

Course Description:

Course Outcomes and Assessment Plan:

Course Outline including Time Allocation:

Sample

Form E

NEW COURSE INFORMATION FORM

ECOM 200 – THE WORLD OF E-COMMERCE

Course Description: A principles course for e-commerce marketing/web design majors and a survey course for students in other disciplines who wish to understand the basics of this fast-growing field. The course will integrate learning about web design, on-line marketing, and back-end computer and database functions. It will feature its own robust website with a host of websites to visit, analyze and discuss, as well as many hands-on activities.

No prerequisites. Term(s) Offered: (See list of options on page D-18)

Course Objectives:

1. To provide e-commerce marketing majors with a survey of their field and help gain their enthusiasm for and understanding of this fast-growing, fast-changing, dynamic business field.
2. To provide an overview of e-commerce to e-commerce marketing majors and other business students including the integration of web design, marketing and back-end and database functions.
3. To give students hands-on opportunities to become familiar with web design, marketing and the applications of database and other computer functions.

Course Outline:

- I INTRODUCTION TO E-COMMERCE (5 hours)
 - History of the Internet and E-Commerce
 - The Scope of E-Commerce
- II WEB DESIGN (9 hours)
 - Basic Dos and Don'ts
 - Crafting a Professional "Look and Feel"
 - Integrating the Web Presence with Other Parts of a Business
 - Working with Web Designers
 - What's Possible/What it Costs
- III E-COMMERCE MARKETING (12 hours)
 - The Online and Offline Worlds (clicks and mortar)
 - Online Advertising
 - Selling Over the Internet
 - Public Relations Functions of the Internet
 - Customer Relationship Management
 - Loyalty Marketing
 - E-Mail Marketing
- IV COMPUTER INFORMATION SYSTEMS (9 hours)
 - How Back-End Programming Serves Marketing Needs
 - Basics of E-Commerce Software
 - Basics of E-Commerce Systems
 - Search Engine Optimization
- V CASE STUDIES, PROJECTS, GUEST SPEAKERS AND TESTS (10 hours)

CREATE NEW COURSE

Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

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

Term Effective (6 digit code only): **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**

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

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

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEpendent Study – Check (x) Practicum: Seminar: d. Course Title: (Limit to 30 characters/spaces.)e. College Code: f. Department Code:

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

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours .j. May Be Repeated for Added Credit: Check (x) Yes Nok. Levels: Check (x) Undergraduate Graduate Professionall. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)m. Does proposed new course replace an equivalent course? Check (x) Yes Non. Equivalent course: Prefix Number See instructions on Replacement courses.o. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment: r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. .

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

Course Data Entry Form

MODIFY COURSE

FORM F
Modify Course
 Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

- Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
- If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (**See Proposed Changes a through p below**): b. Term Effective (6 digit code only): **Examples: 200801(Spring), 200805(Summer), 200808(Fall)****Note: The first four digits indicate year, the next two digits indicate month in which term begins.**

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

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDent Study – Check (x) Practicum: Seminar: d. Course Title:

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDent Study – Check (x) Practicum: Seminar: d. Course Title: (Limit to 30 characters/spaces.)e. College Code: f. Department Code:

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

g. Type: Variable Fixed h. Maximum Credit Hours i. Minimum Credit Hours j. May Be Repeated for Added Credit: Check (x) Yes Nok. Levels: Check (x) Undergraduate Graduate Professionall. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)m. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.n. Term(s) Offered: (See instructions for listing.) o. Max. Section Enrollment: p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

UCC Chair Signature/Date:

_____/_____/____/____

Academic Affairs Approval Signature/Date:

_____/_____/____/____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

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

Course Data Entry Form

DELETE COURSE

FORM F
Delete Course
Rev. 7/23/07

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

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

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

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Full Course Title:

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

Office of the Registrar use ONLY

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

Form F Instructions Rev. 07/23/2007

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

Three versions are provided to accommodate three course actions:

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

General Instructions:

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

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

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

Instructions for each version of Form F follow:**A. FORM F CREATE NEW COURSE****Section I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Indicate the term in which the change is to take place by clicking on – or tabbing to – the boxes for term and typing in appropriate text (Full year, plus month number the term starts. Example: 200801 for spring term, 200805 for summer term and 200808 for fall term). “Term Effective” refers to the term when the proposed course will first be offered.

Section II. PROPOSED FOR NEW COURSE

Using the tab key, complete each subsection.

Some Details:**II j. May Be Repeated for Added Credit**

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

The NO situation: A student may repeat a course whether it was previously passed or failed. When a course is repeated, the original course and grade remain on the transcript. The highest grade earned is used in computing the grade point average.

The YES situation: Includes courses that may be repeated for added credit. The student earns a grade and credit each time the course is taken. Examples are: experimental courses, experiential courses, special study courses, and some music courses.

II k. Levels

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

II m & n. Equivalent Course

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

II o. Catalog Description

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

II p. Term offered

Indicate term(s) offered from the list below.

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

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

II r. Prerequisites/Co-requisites/Restrictions

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

B. FORM F MODIFY COURSE

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

I a. List changes that are proposed: e.g. "change term offered," or "change prerequisites."

I b. Term Effective: Indicate the term changes are to first take effect.

Section II. CURRENT

Identify the course by completing the subsections in this section

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

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

C. FORM F DELETE COURSE

Section I. ACTION TO BE TAKEN: DELETE COURSE. (Course is removed from active status.)
Complete term and year when the change is to take effect.

Section II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS.
Complete each of the subsections.

GENERAL EDUCATION APPROVAL FORM

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

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

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

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

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

Initiator: _____ **Date Sent:** _____

Proposal Contact: _____ **Email:** _____

Department: _____ **Campus Address:** _____

Please Print

University General Education Committee: _____

Chair: _____ **Date Returned:** _____

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

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

Comments:
