2019-2020 Curriculum Planning and Procedures Manual

Ferris State University

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Recommended by the Academic Senate

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A Overview and Introduction

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

- The policies and procedures guiding curriculum development at Ferris State University.
- The processes that move the proposal through various approval stages, and the interrelatedness of these processes to the listing of courses and programs offered in the University Catalog.

The purpose of the UCC is to evaluate curriculum proposals to ensure that they are consistent with the best interests of the University and meet the rapidly changing needs of the workforce. It is the intent of the UCC to conduct the reviews as expeditiously as possible in a manner that facilitates development of new proposals and updating of existing programs. For more information see UCC website.

The purpose of the RAM group is to ensure that curriculum proposals are filled out accurately and the proposer's requirements are conveyed correctly. Each member of the RAM group has a unique lens through which they review curriculum proposals. The RAM group consists of the following individuals:

i. Chair of the UCC
ii. Senate Secretary
iii. Associate Provost of Academic Operations (APAO)
iv. Administrative Assistant to the APAO
v. MyDegree Director
vi. Registrar

While this Manual attempts to delineate the proposal submission process as thoroughly as possible, we recognize that innovative proposals may require special attention. Therefore, if your curriculum proposal needs are not addressed in this Manual, contact the Chair of the UCC or the Academic Senate Office.

The Academic Curriculum Development and Approval Process is designed to provide for open communication within the FSU community regarding proposed new programs and all curriculum changes. The process provides a means for faculty to participate in decision-making, revise academic programs and initiate curriculum changes. Deadlines for review and action by faculty and administrators ensure timely implementation. The roles and responsibilities of participants in the process are delineated in Appendix B.

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

Proposers are advised to thoroughly plan to allow adequate time for the process to occur. At each step of the process, opportunity must be given for advice from all relevant stakeholders. While planning a curriculum change, bear in mind that when students are admitted, they are admitted to a catalog year. Changes to existing curriculum can only be done once per year, in the fall, which coincides with the start of the catalog year. Indeed, all students admitted to that catalog year have the same requirements. A catalog year is made up of three terms, fall, spring, and summer.

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

A course-level proposal is expected to:

- have defined Student Learning Outcomes, listed on Form E/F, that are linked to how they will be measured or assessed.
- be mission oriented.
- demonstrate the benefits to students, employers, department, college, university, state and global community.
- describe the impacts on, or its relationship to, other programs, courses, departments and/or colleges.

A program-level proposal is expected to:

- have measurable Program Outcomes, listed on Form D, Checksheet, that are clearly linked to Program Assessment Strategies.
- be mission oriented.
- demonstrate the benefits to students, employers, department, college, university, state and global community.
- describe the impacts on, or its relationship to, other programs, courses, departments and/or colleges.

Each new or significantly modified program will be subject to a review by comparing the expected results with the program's realized performance within six years of implementation. Such a review will be initiated by the Office of Academic Affairs and conducted by the Academic Program Review Council. (For example, a program first offered in Fall 2020 will be reviewed no later than Fall 2026.)

The proposals for new or significantly modified programs will become public documents reviewed by the Ferris Board of Trustees and the Academic Officers of Michigan. All approved proposals are kept on permanent file in the Office of Academic Affairs and the Academic Senate Office and will be made available on-line. (*Proposal document location supported by the Academic Senate on September 6, 2011*).

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

A.1 Initiate a curriculum proposal when

- new knowledge, technologies or understanding of relationships are recognized by subject matter experts in a discipline, warranting the creation of new courses or course sequences (majors, concentrations, minors or certificates), identified as curricular offerings throughout this Manual. In this situation, it is appropriate to create new curricular offerings.
- new knowledge, technologies or understanding of relationships are recognized by subject matter experts in a discipline, warranting the redirection or modification of current curricular offerings.
- current curricular offerings are recognized by subject matter experts in a discipline as obsolete or have been made irrelevant by new or emerging knowledge, technologies or understanding of relationships. In this situation, it is appropriate to delete existing curricular offerings.
- to take corrective actions within a curriculum to meet programmatic outcomes under the college's curriculum governance structure or to meet accrediting body requirements associated with a curricular offering.

The initiating unit is often the subject matter experts in a discipline. It is appropriate for either a single individual or a team of individuals to initiate a proposal, but for efficiency during the curricular process one individual should be identified to champion the proposal to its conclusion. This individual is referred to as the Proposer.

A.2 Curriculum Process Flowchart

Proposal Creation

Proposer fills out a Form A, E/F, G and "marked up" checksheet, or template as needed. Forms are all sent, as Word docs, to FSUCurriculum@ferris.edu.

Does RAM have additional questions for the proposer?
— No → RAM creates full proposal packet, including all of the consultation forms and current/proposed checksheets.
— Yes → Proposer will be contacted by UCC Chair and may be invited to a meeting with RAM.

Proposer reviews and confirms proposal packet.*

RAM distributes consultation forms as needed (B,C,G,FIN) & a copy of the proposal.

Completed consultation forms are to be returned to FSUCurriculum@ferris.edu within 10 days.

The proposer has the opportunity to address concerns from consultation and adjust the proposal. "Curriculum Proposal Concerns Log" is maintained by the proposer to document responses and necessary edits to the proposal.

Proposer shares packet with the college for review and electronic signature.

**College Support **

Program Faculty Representative * → Department &/or School Faculty Representative * → Department/ School Administrator * → College Curriculum Committee *

Dean
— Yes → Fully signed proposal will be sent to the FSUCurriculum@ferris.edu
— No → Proposal STOPS Here

Senate Support

Proposal is forwarded to the members of the UCC for their review and placed on the agenda for the next meeting.

Does the UCC have questions for the proposer?
— No → UCC acts on the proposal
— Yes → Proposer will be contacted with list of questions and concerns. If issues warrant, a meeting between the UCC and proposer will be scheduled.

Does it require Academic Senate Action?
— Yes → Academic Senate signs as support or not support
— No → For Information Only

Academic Affairs Support and Implementation

Provost (APAO)
— No → Proposal STOPS Here
— Yes → Does it require Board of Trustees (BOT) &/or MASU approval?

Does it require Board of Trustees (BOT) &/or MASU approval?
— Yes → Do the BOT and MASU groups approve?
— No → Proposal sent to Registrar & MyDegree team to Implement

Do the BOT and MASU groups approve?
— No → Proposal STOPS Here
— Yes → Proposal sent to Registrar & MyDegree team to Implement

Proposal sent to Registrar & MyDegree team to Implement → Curriculum Implemented

* Responds within 10 Days
** Internal process may vary by college

A.2.a Proposal Creation

In general, proposal creation refers to the process of developing the proposal packet. Prior to proposal creation, a Proposer obtains an approved PCAF, if needed, and has created an initial dialog with all affected University parties as described in the introduction. With this complete, the Proposer fills out Form A, all needed Form E/Fs and Gs, then consults with RAM. It is during this point in the process that RAM may have questions the Proposer must answer before the proposal packet can be thoroughly completed. The Proposer will have an opportunity to review and confirm the proposal packet before RAM sends out any correspondence. After the Proposer accepts the created packet, RAM will send out correspondence for all consultation forms with a copy of the proposal included. If concerns about the proposal are raised at any point during the during the approval process, the proposer will log and respond to each concern on Form L. RAM will attach all completed consultation forms and Form L to the packet, then send it with the electronic signature page to the Proposer for shepherding through the entire college support process.

Note: If RAM determines a modification to the content of a proposal is significant enough, the proposal may be re-processed.

A.2.b College Support **

The first level of review for a proposal is the Program faculty. Their signature on the Form A signifies the date of the vote and that vote counts are accurate. This vote must occur within 10 business days of receipt. Whatever the vote, the proposal will continue unless the Proposer withdraws the proposal. All members of a unit should be represented by the Vote/Action Number Count on Form A.

Throughout the curricular process, any votes of "Support with Concerns" or "Not Support" must be expressed in writing and logged on Form L by the proposer. Indeed, the Proposer must address all concerns in writing to the concerned and again, log responses on Form L. This dialogue will be reviewed by all succeeding units in the curricular process.

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

The second and/or third level of review for a proposal is the representative for the Department and/or School Faculty. While units may vary in their infrastructure, this unit is typically the Department and/or School Curriculum Committee, a group of faculty representing the units within the department and/or School. The full proposal, as modified from the first level of consultation, is reviewed and voted on. Any concerns expressed at this level must be in writing and addressed in writing by the Proposer. The Proposer will add these concerns to the proposals Form L, the form used to track proposal concerns at all stages. This dialogue is attached to the proposal for succeeding units. The Department Curriculum Committee or correlate has 10 business days to review and vote on the proposal. All members of the committee must be accounted for in the Vote/Action Number count. It is the Proposer's responsibility to monitor the progress of the proposal, and to work with the Department Curriculum Committee to meet this timing deadline so that the proposal can move to the next level.

The fourth level of review for a proposal is the Department/School Administrator. In some cases, these terms describe separate steps in the administrative hierarchy and should be treated in sequence according to the unit's infrastructure. The Department/School Administrator reviews the proposal and indicates the appropriate action. In the case of "Support with Concerns" or "Not Support," any concerns must be expressed in writing to the Proposer and, the dialogue including the Proposer's response, is added to the proposal Form L. The proposal advances to the next level

regardless of the Action recorded at this level. However, it is in the best interest of the Proposer to return the proposal to the initiating unit for reconsideration if the Department/School Administrator does not support the proposal. The Department/School Administrator has 10 business days to review and act on the proposal.

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

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

**Individual colleges may adapt the college support portion of the process consistent with their approval process.

A.2.c Senate Support

The seventh level of review for a proposal is the UCC. The process described above continues. The UCC may request the Proposer to visit with the committee to explain the proposal and any concerns in the dialogue accompanying it. The UCC meets weekly to expedite proposals through the process; however, requests for revisions or additions to the proposal may occur. In the case of a proposal that needs further administrative review, the UCC can choose a vote of "Support with Concerns," signifying support of the proposal, but with the assurance that all technical aspects of the proposal will be met before final implementation.

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

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

A.2.d Academic Affairs and Implementation

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

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

A.3 Important Dates that Impact the Curriculum Process

As shown below, these events impact the semester indicated and influence the deadlines for curriculum change.

Fall Semester	
Event	**Date**
New Faculty Orientation	Two weeks before Fall term begins, usually 2nd full week of August
Welcome Week	One week before Fall term begins, usually 3rd full week of August
Fall Semester Classes Begin	Usually last week of August
Curriculum Proposals effective the following Fall Semester (Any changes to the checksheet), approved by Academic Senate	December Meeting
Departments build Class Schedules for Fall Semester	Due in January
Class Schedules for Fall Semester are published	3rd week of February
Fall Semester Registration Opens	3rd week of March
Spring Semester	
Event	**Date**
Departments build Class schedules for Spring Semester	Due in early September
Class Schedules for Spring Semester Published, Advising Begins	3rd week of September
Spring Semester Registration Opens	3rd week of October
Spring Semester Classes Begin	Usually the 2nd Monday in January
Curriculum Proposals with course (only) changes for the following Spring Semester due to Academic Affairs	End of Spring Semester
Summer Semester	
Event	**Date**
Curriculum Proposals with course (only) changes for Summer Semester due to Academic Affairs	October 15th
Departments build Class Schedules for Summer Semester	Due in late November, early December
Summer Class Schedules are published	2nd week of December
Summer Semester Registration Opens	3rd week of January
Summer Semester Classes Begin	Usually the 3rd Tuesday of May

A.1 Curricular Action and Approvals Table

The table on the next page is an overview of the various types of curriculum actions and their required approvals

GROUP I Type of Curriculum Action	PCAF	Dean	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers (MASU)
New Degrees, Program/Major	Yes	Action	Action	Action	Action	Action	Yes
Elimination of a Degree, Program/Major	No	Action	Action	Action	Action	Action	Yes
New Minor or Concentration requiring 3 or more new courses and/or new resources	Yes	Action	Action	Action	Action	Info Only	No
New Minor or Concentration with fewer than 3 new courses	No	Action	Action	Action	Action	Info Only	No
New Certificate requiring 3 or more new courses and/or new resources	Yes	Action	Action	Info Only	Action	Info Only	No
New Certificate with fewer than 3 new courses, Modification or Elimination of a Certificate	No	Action	Action	Info Only	Action	Info Only	No
Modification or elimination of a Minor, Concentration	No	Action	Action	Action	Action	Info Only	No
Substantial Redirection of Program/Major requiring 3 or more new courses and/or new resources	Yes	Action	Action	Action	Action	Info Only	Yes
Substantial Revision or Redirection of Program/Major with no additional resource requirements (program name changes, modification of program outcomes, etc.)	No	Action	Action	Action	Action	Info Only	(name changes only)
Non-degree offering(s)	No	Action	Info Only	Action	Action	Info Only	Yes
Customization of existing program for off-campus cohort group	Yes	Action	Action	Info Only	Action	Info Only	No
Delivering existing programs at new off-campus sites	No	Action	Info Only	No	Action	Action	No
Proposals must be completed by the December Academic Senate Meeting for program changes to take effect the following Academic Year.		Approved by 11/1	Support by 11/15	Supported by Dec Mtg	Approved by Dec	Approved by Dec Mtg	

GROUP II Type of Curriculum Action	PCAF	Dean	UCC	Academic Senate	Provost	Board of Trustees	Academic Officers (MASU)
PROGRAM or DEGREE UPDATE: Major/Minor - refine program outcomes, revisions to entrance, progression, or exit policies, changes to Course Title, Prefix, Credit hours, Term Offered, or Prerequisites or adjustment of course offerings.	No	Info Only	Action	Info Only	Action	No	No

COURSE(S) UPDATE (with no program checksheet modification):
• Course Creation
• Course Deletion
• Course Modifications
  ○ Course Descriptions, Outcomes, or Outline
  ○ Convert existing courses into modules
  ○ Creating Honors sections
  ○ Assigning General Education attributes
  ○ Course Caps (need Dean Approval)
	No	Info Only	Action	Info Only	Action	No	No

EXPERIMENTAL COURSE (Approved by the 7th week of the term prior to offering)	No	Action	Info Only	Info Only	Action	No	No

In order to expedite final approval and implementation, proposals may be concurrently reviewed by the Board of Trustees and the Academic Officers or, in some instances, by the Academic Officers first and then the Board of Trustees. Board of Trustees approval is *required* for implementation of new degrees, program/ majors, major redirection of a program/major (only if accompanied by an elimination of degree or program/major), elimination of degree or program/major, and non-degree offerings of 2 or more courses in a program of study. *Board of Trustees must be informed of new Concentrations and Minors prior to promotion and implementation. These informational items are brought to the Board of Trustees in October & February.* The Academic Officers do not review new or eliminated associate degrees, minors, or certificates. Certificates must be submitted to Higher Learning Commission (HLC) and approved before implementation. **As a general rule curricular changes will not take effect until fall semester of the following academic year.** Revised 8/6/19

B   The Curriculum Process

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

The forms required to initiate a proposal are discussed below.

B.1 Is a PCAF needed?

A PCAF is required primarily for a new program offering, or significant redirection of existing program and when significant new resources (equipment, library, facilities, funding, faculty/staff, etc.) will be required to implement the modification or addition. To see all cases when a PCAF is required, see the Curricular Action and Approvals Table.

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

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

B.2 Initiating a Proposal

B.2.a Form A – Proposal Summary

Once the PCAF (if needed) is approved, the Proposer will fill out [Form A](#). The Proposer should provide a detailed rationale including all curriculum action and desired date of implementation. The rationale should be succinct and clearly understandable by reviewers outside of the discipline, free from jargon or discipline-specific nomenclature. It should be supported by sufficient evidence from appropriate authorities, including but not limited to sanctioning or accrediting bodies in the field. The expected rationale will be in direct proportion to the degree of risk the proposal represents to the University.

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

1. creation of a new program offering,
2. modification of a current program offering including adding/deleting courses, and;
3. elimination of a current offering.

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

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

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

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

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

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

B.2.d Current Checksheet Markup (Optional)

As an option, a proposer may mark up a current checksheet or meet with the MyDegree team to have their checksheet created.

B.2.e Proposer Submits Forms to RAM

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

B.3 Initial Proposal Review by RAM

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

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

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

B.4 Processing the Proposal

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

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

> Note: Once the Dean has electronically signed proposal for approval or information only it is emailed to fsucurriculum@ferris.edu

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

Academic Affairs will:

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

B.5 UCC Proposal Review

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

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

B.6 Final Proposal Reviews

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

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

C Forms

C.1 Purpose of Curriculum Forms

Form	Purpose
PCAF Preliminary Curriculum Approval Form	▪ Identifies new resources necessary to implement the proposal ▪ Provides rationale in support of requested changes (articulates the need for the University and the benefit to students)
Form A Proposal Summary and Routing ***required for all proposals**	▪ Identifies the title and number of the proposal ▪ Identifies the Proposer ▪ Establishes the proposal's progression through the approval process with appropriate signatures and dates ▪ Presents the summary of the changes and the rationale for the proposal (Proposal Summary) ▪ Summarizes all course actions required and consultations needed
Form B - Undergraduate or UGPC Curriculum Consultation	▪ Identifies any unit that might be affected by the change ▪ Requests support for the change or identification of any concerns associated with the change
Form C FLITE Services Consultation	▪ Requests review of FLITE resources and services for proposals involving a new course or a significant modification of course content

Form	Purpose
Form D The requirements for completing a program. A program, certificate, and minor all have their own checksheet while a concentration will be on the same checksheet as the major that owns it.	▪ Creates checksheet for students and advisors that summarizes the entire program requirements ▪ Identifies any changes in existing program requirements ▪ Summarizes student learning outcomes and assessment plans for the program used to direct Improve collection of program outcomes data ▪ includes MyDegree checksheet for students and advisors to monitor program progression ▪ Includes all course prerequisites ▪ Includes any special admissions, continuation, or graduation requirements ▪ Includes General Education requirements
Form EF Course Information	▪ Summarizes all relevant information about a course, new or modified: including prefix, number, title, catalog description, student learning outcomes and assessment plan, outline of topics with time allocation ▪ Identifies all relevant information about a course for loading into the University Catalog, MyDegree and the Banner system (transcript and records) ▪ Identifies a course to be deleted from the University Catalog
Form FIN Financial Aid Consultation	▪ To be completed by all new degrees, certificates, programs, or certification programs. Must include credit hours needed. Identifies eligibility of financial aid.
Form G General Education	▪ Initiates consideration of a course to be identified as General Education ▪ Each General Education designation sought for a course should be listed on the Form G ▪ A General Education Competency Implementation Plan (CIP) for each applicable area is required. ▪ Must be accompanied by a rationale for why the course meets the General Education designation requirement for each designation requested
Form L Proposal Concerns Log	▪ Tracks the concerns brought to the proposer throughout the review process ▪ Proposers response to concerns documented ▪ Actions taken /changes to the proposal as a result of the responses are documented if taken ▪ May include supporting statements from faculty in response or in disagreement with the concerns expressed

C.2 Instructions for Completing Forms

If there are any questions about completing forms or submitting the proposal, contact the Academic Senate Office using fsucurriculum@ferris.edu.

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

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

Form A Section	Completed By	Instructions
Proposal Number	RAM	The number is assigned based on year and arrival sequence. EX: 18-009
Proposal Title	RAM	This will be completed by RAM
Type of Curriculum Action	Proposer	(Proposer) selects the action from the drop-down menu. If unsure choose the one you feel best applies. When RAM does the initial review, they will change if necessary.
College	Proposer	This is the college of the Proposer
Department	Proposer	This is the department of the Proposer
Proposer	Proposer	The Proposer's name

Contact Person's Name/Phone	Proposer	The person that should be contacted with questions. This may be different than the Proposer.
FSU Curriculum Review Dates	RAM	These dates represent the proposal creation process.
Each Signature area	RAM	RAM will add the name of the person to which the proposal should be forwarded for the next step. The actual signature will be made electronically. The Proposer will guide the proposal through the steps getting the correct electronic signature on the way.
Board of Trustees, Academic Officers, Date of Implementation	Academic Affairs	If the proposal needs these signatures, Academic Affairs will make sure this is completed
Is a PCAF Required?	Proposer	Provide the URL of the PCAF location
Proposal Summary	Proposer	*See instructions below
Summary of All Course Action Required	Proposer	Include the course prefix, number and title as they appear in the Banner system. Avoid abbreviations or other commonly used shorter versions of the course title.
Are there plans to offer blended or online courses?	Proposer	
Will External Accreditation be sought?	Proposer	Consider any sanctioning or accrediting body that might have interest in the proposal. Seeking and/or receiving accreditation is not a requirement for a proposal; however, the support of an external body should be sought whenever possible. Successfully receiving sanction or accreditation should be reported immediately to the Academic Senate Office.

*Proposal Summary Instructions

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

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

Program Outcomes are required for the following:
- all degrees (associate, bachelor, masters, professional, doctorate, certificate)
- minors

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

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

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

Undergraduate

A Form B must be sent to any stakeholder in the University (including Extended and International Operations for degrees delivered off-campus and online and Kendall College of Art and Design), impacted by the proposal. The consultation process begins when a Form B, accompanied by a copy of the proposal, is sent by RAM to all identified stakeholders for their feedback on the proposal, signature and date of review. The electronically signed Form B and feedback must be emailed to fsucurriculum@ferris.edu to be included with the original proposal. Feedback from the Form B will also be sent to the Proposer.

In the event of a response of "support with the modifications and concerns listed below" or "do not support the proposal for the reasons listed below," the Proposer must respond to the concerns in writing to the stakeholder. A copy of this correspondence must be sent to fsucurriculum@ferris.edu to be included with the proposal.

University Graduate and Professional Council (UGPC)

Any proposal involving a course numbered 500 or higher, or a course on a checksheet of program requirements for any graduate or professional program, must be reviewed by the University Graduate and Professional Council (UGPC). The consultation process begins when a Form B, accompanied by a copy of the proposal, is sent by RAM to the Chair of the UGPC, who will consult with the Council and include all feedback on the proposal, sign and date the review. The electronically signed Form B and feedback must be emailed to fsucurriculum@ferris.edu to be included with the original proposal. Feedback from the Form B will also be sent to the Proposer.

C.2.c Form C: Library & Instructional Services Consultation Form (FLITE)

Any proposal involving a new course or a significant modification of course content must include a Form C to ensure that proper library support will be available for the proposal. The consultation process begins when a Form C, accompanied by a copy of the proposal, is sent by RAM to the appropriate library liaison, who will include feedback regarding the library resources required to support the proposal, sign and date the review. The library liaison forwards to the Dean of FLITE (or designee) for review and confirmation that all librarians impacted by the proposal have been included in the review. The Dean will electronically sign the Form C and email the form and feedback to fsucurriculum@ferris.edu to be included with the original proposal. RAM will ensure any feedback from the Form C will also be sent to the Proposer.

C.2.d Form D: Checksheets

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

- Total credits required; specifying the minimum number of credits earned at FSU Including Ferris State University Seminar (FSUS) 100 where applicable.
- General Education requirements per the General Education Requirements document.
- Course prefix, number, title and prerequisites.
- Admissions, progression, or graduation requirements.
- Program Level Student Learning Outcomes clearly linked to measurable Program Assessment Strategies.
- A Term-by-Term plan for completion of the offering (not required for a minor or certificate).
- Information about when required courses are typically offered can be included if it helps the reader understand unusual sequencing.

RAM will create the Current and Proposed ADA Compliant checksheets for the Proposer based on the Form A, Form E/F(s), Form G(s) and additional information needed from the Proposer. The Proposer may meet with the MyDegree team to have a proposed checksheet created for them. If interested please contact fsucurriculum@ferris.edu.

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

Proposers must complete this form for the following reasons:

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

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

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

I. Action

The Proposer must indicate whether they are creating, modifying or deleting a course and the earliest term the proposal will take effect to ensure that all stakeholders have adequate notification. However, the time required to complete the proposal review process may extend beyond the deadline for making the new course available to students for early registration. The Proposer may request the addition of an approved course to the semester's listing after the deadline by consulting with the Registrar and the Associate Provost of Academic Operations (APAO).

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

6-digit code only. The first four digits indicate year, the next two digits indicate month in which term begins. Examples: 202101 (Spring), 202105 (Summer), 202109 (Fall)

II. Course Identification

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

III. Course Data

Section of Form	Instructions
A. Course title	Enter the title of the course. The limit in Banner is 30 characters/spaces. Abbreviations should be understandable to a lay reader. Punctuation marks and numbers count as "characters." This title will appear in the Banner system during registration and on student transcripts.
B. Contact Hours	Lab - how many hours per week the student will be in a lab Lecture - how many hours per week the student will be in a lecture Seminar - how many hours per week the student will be in a seminar
C. If not LEC/LAB/SEM	If the course is a Practicum or Independent study (x97) indicate here on the form. There will be no contact hours listed for the course in the system.
D. College Code	The college that will own the course. See the list for the official abbreviation of the owning college
E. Department Code	See the list for the official abbreviation of the owing department
F. Credit Hours	Fixed – the number of credits the course is worth Variable-the range of credits the course can be (Ex: internship that could range from 1-6 credits)
G. Hours may be repeated	If the course can be repeated for additional credits indicate that here. (Ex: a special topics course where the topics are always changing, and the student can repeat for additional credits
H. Levels	Chose the level of the course: Undergraduate, Graduate (Master's or Doctoral), Professional
I. Grade Method	Will the course have standard grading or be credit/no credit
J. Equivalent Course	If there is a course that is closing and this course should always be counted in place of the closing course, indicate the closing course here.
K. Terms Offered	List the terms the course will typically be offered. See Table E1 for possibilities
L. Max Section Enrollment	The maximum number of students that can be enrolled in the course. See more detail.
M. Pre-Requisite Courses	List all courses, including any required minimum grades, and any tests with the required minimum score. If none, leave blank. Limited to 100 characters including punctuation and spaces. For more than one item in this field, indicate the relationship with the other items using "and" if both/all items apply, or "or" if any of the items apply individually. Do not use punctuation between the items. The Banner system will honor all prerequisites or restrictions clearly identified and prevent a student from enrolling in the course. The Instructor may override the prerequisite or restriction on a case-by-case basis through the Department office.
N. Other Pre-requisites or restrictions	This is for other restrictions put on a course. Ex: can only be taken by students in a certain college; the student must have sophomore standing
O. Co-requisite	Courses that must be taken concurrently. If a student must enroll in more than one course in the program/offering at the same time, this box should

		be completed with the course prefix (es) and number(s) for the concurrent course(s). The Instructor may override the co-requisite requirement on a case-by- case basis through the Department office.
P.	Course/Catalog Description	The Course Description is the official summary of the course included in the University Catalog. It should be clear and comprehensive, but concise. Students and other readers of the University Catalog should be able to discern the nature of the content of the course. Consider the Course Description as if it were a marketing tool for encouraging students to enroll in the course. Any prerequisite courses or conditions required for enrollment should be included at the end of the Course Description on Form EF. (limited to 125 words including pre-requisites)
Q.	Course Outcomes and Assessment Plan	The Student Learning Outcomes for the course are clearly linked to measurable Assessment strategies for the course and must be included on Form EF. This material is critical for collecting data to assess the course in Improve. It also provides a basis of commonality for any instructor of the course; any student enrolling in any section of the course should expect to experience these Student Learning Outcomes as measured by the Assessment strategies listed on Form EF. (See Outcomes and Assessment)
R.	Course Outline Including Time Allocation	The Course Outline is not a syllabus for the course. It is a summary of the topics covered during the term. These topics or units are associated with the class time devoted to them ("time allocation"). Since method of delivery can vary from face-to-face, to blended (mixed) to fully-online, the actual number of "seat minutes" a student spends in contact with an instructor will vary. The Proposer should design the course time allocation to accommodate any method of delivery. Express Time Allocation in one of the following formats for a 3-credit hour course; adjust accordingly: ○ Weeks (15 weeks of content delivery. Examination week, the 16th week, should not be included; however, it is expected that instructors will use this time as an additional opportunity for assessment or some other appropriate activity.) ○ Hours (45 hours; assuming 3 contact hours per week) ○ Percentages (100 percent)

S.	Instructional Dollars Exception	Instructional Dollars Exception – courses for which faculty are assigned to the course, but the course will have no instructional dollars or FTE.
		
		      a. None – not applicable (most common)
		      b. FSU Faculty $0 – Courses for which a FSU faculty is assigned but there are no instructional dollars or FTE associated with the course (i.e. Independent Study - X97's).
		      c. Field Expert $0 - Courses for which an external professional/expert in the field is facilitating and administering the course outcomes, assessment and ultimately determining the grade (i.e. clinical rotations).

T. Minimum Faculty Qualifications	Determination facilitated by Department Chairs/Directors/Heads or designees. To provide evidence that each course has qualified faculty assigned to teach, the minimum qualifications needed to teach the course must be identified and faculty credentials mapped to that baseline. This process ensures compliance with the Higher Learning Commission (HLC). See FSU Faculty Qualifications Policy and Procedures for Implementation of Faculty Qualification Standards for complete details. In general, the minimum qualifications to teach this course should be provided according to the following format:
	• Minimum degree or credential (required) • Minimum work experience (if appropriate) • Minimum certifications, licensure, etc. (if appropriate) • Any other requirements needed to teach this course.

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

This form identifies a new program's eligibility for financial aid. Therefore, this form must be completed and submitted to the Director of Financial Aid for all new Associate, Bachelor, Master, Professional or Doctoral degrees (including new majors). It is important to include the number of credit hours required to earn the degree or credential being sought, as this form provides data that must be reported to the Department of Education as well as the National Student Loan Clearinghouse. All programs must include this form in their proposal.

C.2.g Form G: General Education Approval

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

C.2.h Form L: Proposal Concerns Log

The Form L will travel with the proposal ensuring all concerns are address and proposal edits are documented for future reviewers. The Form L is initially prepared by RAM when the consultation forms have been returned. Any concerns that were provided with those consultations are logged and the form is forwarded to the proposer to respond to them. If an action is taken in response to a concern results in a change to the proposal, it is documented on the Form L. RAM will process any changes to a proposal as requested by the proposer. The proposer maintains this document as the proposal travels through the review process.

D   Preliminary Curriculum Approval Form (PCAF)

D.1 Overview

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

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

 A PCAF is required for the following curriculum initiatives:

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

D.2 Approvals

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

E   University Requirements

University requirements are those requirements mandated by the University for a student to graduate. Currently the University requires a first-year seminar experience and general education.

E.1 First-Year Seminar

Ferris has adopted the practice of requiring students to have first-year seminar experience. The information about why and what students can be found on the First-Year Seminar Website.

E.2 General Education

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

From there, the Director of General Education will ensure the proper procedures are followed as outlined on the General Education website.

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

F   College Requirements

The college requirements are those requirements created by the program faculty for the individual degree being offered. This includes the requirements for a major, concentration, minor, certificate and includes but is not limited to courses, GPA requirements, admission requirements, and progression requirements. These requirements are often guided by accrediting and/or regulatory bodies.

A college requirement that impacts a university requirement may only be stricter than the university, it may not be more lenient. Ex: The University requires a cumulative GPA of 2.0 for all degrees. A program could have a cumulative GPA of 2.1 but not 1.9.

The university curriculum process will monitor all program checksheets to ensure that all policies are followed.

G   Review Timelines

G.1 Full Proposal Review Timelines

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

G.2 Sunset on Proposals and Signatures on Consultation Forms

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

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

G.3 Tracking Proposals

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

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

G.4 Deadlines for Entry of Curriculum Changes into Catalog

The official University catalog is in effect for a full academic year. All curriculum changes, including changes to general education, must be through the UCC and the Academic Senate portion of the process by December to be included in the University catalog for the upcoming academic year.

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

- For a curriculum change to be effective for Fall Term of the upcoming academic year, the Provost must approve the change by December of the preceding academic year (e.g., changes for Fall Term 2021 would need to be approved by the Provost by January 1, 2021).
- For a new program to be effective for Spring Term of the upcoming calendar year, the Provost must approve the change by the end of Spring semester of the preceding calendar year.
- For a new program to be effective for Summer Term of the upcoming calendar year, the Provost must approve the change by October 15th of the preceding calendar year

Exceptions to these guidelines must be approved by the Provost or their designee.

H   Curriculum Policies

H.1 Degree Requirements

(Degree Requirement language supported by the Academic Senate November 1, 2011)

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

Associate

A program leading to an associate degree should consist of approximately 64 credits, with a lower limit of 60 credits. Any proposed program fewer than 60 credits or with more than 66 credits shall not be approved by the UCC unless there is proper justification. A minimum of 15 semester credit hours from Ferris is required to fulfill the residency requirement. The University expects these hours are the final credits earned for the degree (see [Admission Transfer Policy](#)). For the Associate of Arts and Sciences (AA and AS) degrees, at least 36 credit hours must be General Education credits. For Associate in Applied Science (AAS) degree, at least 18 credit hours must be General Education credits. Additional information on General Education credit requirements can be found on the [General Education website](#).

Baccalaureate

A program leading to a baccalaureate degree should consist of approximately 128 credits with a lower limit of 120 credits. Any proposed program with fewer than 120 credits or with more than 132 credits shall not be approved by the UCC unless there is proper justification. A minimum of 30 semester credit hours from Ferris is required to fulfill the residency requirement. The University expects that these hours are the final credits earned for the degree. Additional information can be found on the [Transfer Policy website](#). There must be enough general education courses leading to the baccalaureate degree to meet the [General Education requirements](#). At least 40 credit hours leading to the degree must be numbered 300 or above.

Additionally, all baccalaureate graduates of the University are required to complete a capstone course or comparable major capstone course, which assesses the students' accomplishments in the major and in General Education. Course descriptions will be included in the catalog of courses. (*Supported by the Academic Senate on June 15, 1993.*)

Master's Degree

Contact the University Graduate and Professional Council or the Office of Graduate Studies website for further information.

Professional Doctoral Degree

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

Doctoral Degree

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

H.2 Minors

(Minor Policy language supported by the Academic Senate on November 1, 2011)

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

- An academic minor may only be granted in conjunction with, or subsequent to, the granting of a baccalaureate or higher degree.
- An academic minor shall consist of at least 18 credit hours in an area apart from the major concentration of the student's baccalaureate degree program.
- An average GPA of 2.0 or higher must be achieved for the courses within the minor. A department may require a GPA higher than 2.0 for the minor with the approval of the Provost.
- A minimum of 9 credit hours in course work at or above the 200-level must be included in that total. *(Academic Program Minor Policy language supported by the Academic Senate on December 2, 2003.)*
- At least one-half of the credits must be Ferris State University credits.
- A student may complete any approved academic minor as a component of a baccalaureate degree.
- A maximum of 1/3 of the credits, but no more than 7 credit hours, in a minor may overlap with the student's major. *(Academic Program Minor Policy language supported by the Academic Senate on March 13, 2001)*
- Students may apply 6 credit hours of overlap between minors. *(Academic Program Minor Policy language supported by the Academic Senate on April 19, 2001)*

Minors must have measurable Student Learning Outcomes statements clearly linked to measurable assessment strategies. For help in writing Outcomes and Assessment strategies, see Appendix C or contact the Faculty Center for Teaching and Learning (fctl@ferris.edu).

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

H.3 Certificates and Concentrations

Certificate

A certificate shall consist of at least 6 credit hours designed to demonstrate additional skills or training to complement the student's current skill set. It may be granted upon completion with an average GPA of 2.0 or higher in the course(s) designated for the certificate. A certificate is a stand-alone degree and can be earned on its own without seeking another degree.

Philosophy and Purpose

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

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

Policy (Certificate Policy language supported by the Academic Senate May 4, 1994)

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

Concentrations

(Concentrations Policy language supported by the Academic Senate May 4, 1994)

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

Non-Credit (Ad Hoc) Certificates

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

Certificate Type	Definition
Continuing Professional / Technical Training Certificates	These certificates would relate to offerings to participants who must meet education requirements by law or regulation such as Certified Public Accountants, assessors, etc. (e.g., CEUs, CUs, CPE hours)
Educational Programs	Specialty topics aimed at a specific audience where the content may be new information, condensed from a college-credit course, or prepared by professional / technical organizations. These programs could also be created for or at the request of corporations, associations, etc. The Provost shall approve all Non-Credit (Ad Hoc) Certificates.

Non-Degree Offerings	While they may be applied to a degree, minor or certificate, Non-Degree Offerings are courses or programs that do not, by themselves, result in the granting of a degree, minor or certificate. Examples might include a course like Ferris State University Seminar (FSUS), or a program like General Education.
	A Proposer must submit Form A, signed by his or her department/school administrator, with a description of the offering and a rationale, directly to the Provost. The Provost shall review and approve all Non-Degree Offerings.

H.4 University Policies

Academic Affairs Policies

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

Board of Trustees Policies

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

H.5 Course Definitions

H.5.a The Course Numbering System

The course numbering system shall be as follows:

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

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

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

The Last Two Digits

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

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

Additional detail appears below.

Assessment Courses (Capstone) (_99)

_99 is reserved for assessment courses.

Developmental Courses (001 through 099 level courses)

Developmental courses are preparatory in nature. They may not be applied toward graduation requirements for any degree program. *(Developmental Course Policy language supported by the Academic Senate on September 7, 2004)*

Experimental Courses (_90)

_90 is reserved for experimental courses to provide an opportunity to test courses for content or format prior to formal adoption. Experimental courses may be offered for any prefix. Generic course descriptions are included in the catalog, however, departments have the ability to include more section specific descriptions on the section itself. Normally, these courses would be taught to a group of students and would have an assigned instructor with a scheduled time and room. To ensure that these course designations do conveniently allow such latitude, the curriculum review process must not be unduly burdensome. However, there are curricula principles that must be adhered to maintain the academic integrity of _90 offerings.

Any _90 proposal must include Forms A and E/F and a course syllabus, including measurable student learning outcomes clearly linked to assessment strategies. The documents will be combined into a pdf and electronic signature fields added for support/approval by the department/school administrator, the Dean, and the APAO. The APAO will forward to the UCC for information only and the Registrar for processing. Proposers are encouraged to group multiple experimental courses into one proposal.

To ensure the course is available to students for early registration, the proposal must be approved **no later than the seventh week of the term prior to its offering.**

A _90 course shall be offered no more than two times. If the course is to be continued, it must follow the curriculum process for a new course with a new proposal.

See Section C for guidelines on proposal preparation for Experimental Courses

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

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

Independent Study Courses (_97)

_97 is reserved for courses of independent study. In an independent study course, the student works independently, with only minimal faculty direction. These courses generally explore topics not covered in detail in other courses. Generic course descriptions are included in the catalog, however, departments have the ability to include more section specific descriptions on the section itself. Normally these courses do not have a scheduled time and room. Uses of credits earned through independent studies courses could:

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

While proposals for independent studies courses are not submitted to the UCC for approval, they are submitted for information purposes. Form A and EF are completed and emailed to FSUcurriculum@ferris.edu. The documents will be combined into a pdf and electronic signature fields added for support/approval by the department/school administrator, the Dean, and the APAO. The APAO will forward to the UCC for information only and the Registrar for processing. Any _97 proposal must include completed Form A and E/F.

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

Requirements for Independent Studies Courses

1. Each College of the University will develop a policy statement to establish independent study courses in that college. Policy Statements should include but are not limited to:

   - A limit on the maximum number of independent study credits that may be applied to a student's program requirements.
   - An approval process for independent study courses.
   - An approval process for the substitution of an independent study course for a required course in the program, if applicable.

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

Lower Division Courses (100 through 200 level courses)

Lower division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation. While many restrictions exist, many lower division courses are open to all students, not just those majoring in the field. Enrollment restrictions should be noted. Survey courses, which are general introductions to a field of study offered for non-majors, are lower division courses, as are "orientation" courses or basic skills courses.

Upper Division Courses (300 and 400 level courses)

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

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

On- and Off-campus Field Experience (_91-_93)

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

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

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

Practicum (_95)

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

H.5.b Course Maximum Section Enrollment

All courses are recommended with a Maximum Section Enrollment (also known as the "cap"). Individual sections of a course that are offered, cannot exceed the recommended cap without consulting the instructor. This designation provides guidelines for the maximum number of students able to achieve the Student Learning Outcomes using the method of delivery the instructor has chosen: face-to-face, blended (mixed) or fully online. In some cases, the cap is determined by laboratory stations or student accessibility to equipment.

Proposers should identify the optimal cap for a face-to-face delivery of the course.

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

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

For pedagogical reasons (for example, online instruction), the subject matter faculty or Academic Affairs may recommend the reduction of the course cap for a section or sections. The decision to reduce the cap for the section(s) shall be made jointly between the subject area faculty and their immediate administrator subject to the review of the Dean and the Provost. See Form E/F. *(Maximum Course Section Enrollment language supported by the Academic Senate on December 6, 2011.)*

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

Appendix A: Roles of Participants

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

The UCC only acts on proposals that a Dean has either approved or approved with concerns. Action options are to "support," "support with concerns," "not support" or "abstain." Any proposals voted support with concerns or not support, the concerns must be communicated in writing. A support with concerns requires further communication, in writing, between the UCC and the Proposer regarding the concerns and the resolution(s). In all instances, the UCC forwards proposals to the Academic Senate for action or information. |

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

Appendix B: Outcomes and Assessment

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

A program-level proposal is expected to:

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

A course-level proposal is expected to:

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

For assistance on writing, or samples of writing student learning outcomes and aligning SLOs with assessment strategies, contact Faculty Center for Teaching and Learning at fctl@ferris.edu. Additional support is also available through the Assessment Resources website.

Appendix C: Glossary

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

If there any terms missing from the glossary, please contact fsucurriculum@ferris.edu.