University Curriculum Committee
Annual Report
2012-2013

Chair: Sandy Alspach (AS, Communication)
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Table 1 summarizes all of the major curriculum revisions processed by the Academic Senate University Curriculum Committee during the academic year 2012-2013 to date.

For details on an individual proposal, search the Ferris homepage: Academics / Academic Senate / University Curriculum Committee / Proposals before the University Curriculum Committee 2012-2013.

Table 2 summarizes all of the policy decisions made by the University Curriculum Committee.

For details on the discussion of a particular item, review the Minutes of the UCC.

Table 1 – Major Curriculum Revisions

New Majors or Combination Programs	College/Unit
BS in Architecture & Sustainability	Engineering Technology
AAS in Marketing	Business
New Minors	
Computer Information Systems	Business
Lean Systems	Business
New Certificates	
Positioning for Hydrographic Surveying	Engineering Technology
Other Major Changes	
Medical Technology changed to Medical Laboratory Science	Health Professions

Table 2 – Policy Decisions

Date		Decision
09/05/12		The Committee appreciated the action by the Academic Senate to approve UCC Policy 3.6 to establish "Modes of Instruction" (i.e. Lecture/ Laboratory/Seminar as distinct from Independent Study and Practicum).
		The Committee reaffirmed practices going forward for the Fall semester's agenda:
	a.	The 2012 UCC Manual directs all courses numbered 500 and above, as well as courses used by graduate or professional programs, to the UGPC for review.
	b.	Student Learning Outcomes (SLO's) should be clearly identified and linked to but

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	The Committee reaffirmed practices going forward for the Fall semester's agenda:	
	a.	The 2012 UCC Manual directs all courses numbered 500 and above, as well as courses used by graduate or professional programs, to the UGPC for review.
	b.	Student Learning Outcomes (SLO's) should be clearly identified and linked to but

		distinguished from associated assessment strategies. Program outcomes and assessment strategies should appear on checksheets.
	c.	"Course outline with time allocation" is meant to be a general overview of the course topics, not a full syllabus or unit by unit outline.
	d.	Whenever a vote of "support with concerns" or "no support" is noted on Form A, the written record of a conversation between the initiator (or representative) and the concerned party must be attached to the proposal.
	e.	Any course numbered 300 and above is expected to require some college-level experience or preparation to enhance the probability of students' successful completing of its stated student learning outcomes.
10/03/12		Failure to include Outcomes/Assessment on program checksheets will not delay a proposal; however, initiators will be strongly encouraged to work within their Colleges to re-design checksheets to include this information.
10/10/12		The Committee set January 2013 as a target for requiring Outcomes/Assessment on program checksheets.
		The Committee established the policy that checksheets must include all prerequisite courses for courses listed. We continue to advise programs about the implications of asking the Banner system to screen applicants from registering for a course in their curriculum based on prerequisite courses. Without a threshold of achievement in the prerequisite course, Banner will approve registration for a course if the prerequisite course appears in any form (e.g. W, I, F) on a student's record.
10/17/12		The Committee affirmed the policy that, while administrators may initiate curriculum action, faculty members must be fully involved in the development and offering of any curriculum proposal.
10/24/12		With support from the Academic Senate President, the Committee established the process of assigning a Chair Pro Tempore so that business can continue in the absence of the appointed UCC Chair.
10/31/12		The Committee continued to struggle with establishing a threshold for modifications to a course. While a suggestion was made to set changing 20% of a course's elements as the trigger for a "new course", this policy was not established. The Committee chose to deliberate on a case-by-case basis to determine the potential impact of a course modification.
		The Committee continued to examine the application of the new Form E "Modify a Course" which was designed to capture changes in courses for instructional direction and assessment purposes (TracDat).
11/07/12		The Committee reviewed the policy that establishes a student's required course of instruction as the checksheet that is in place as of the student's date of declaration. We confirmed that a student has the option to move to a more recent checksheet. We will remind our Colleges that all checksheets are archived by the Records Office and date of declaration is available in a student's records in Banner.
		The Committee reviewed the implications of assigning a specific semester for a course to be offered. We recommend initiators include all semesters (Fall, Spring and Summer) on Form F for greatest flexibility in scheduling. However, we encourage programs to identify the usual pattern of offering a course on their checksheets to assist in advising students.
11/14/12		The Committee established a position against using credit requirements to manage

	student progression to completion of a degree.	
	The Committee established a position against closing a program, and recommended instead a policy for "mothballing" a program or course, until administrative review recommends closure.	
01/16/13	The Committee supported several recommendations for Spring semester proposals, which were reinforced at a workshop for initiators:	
	Form A	Write proposal summary (rationale) for a lay reader, avoiding professional jargon and acronyms.
		Ensure that course titles match Banner in all proposal documentation
	Form B and C	Send all original consultation forms directly to the Academic Senate office.
	Form D	Include a recommended term-by-term progression for advising
	Form E and F	Include all prerequisites and/or co-requisites in the Course Description (Records Office will add this information when loading into Banner)
	Form F	Reinforce the direction to use the terms "and" or "or" in listing prerequisites for accuracy; not commas between items
02/05/13	The Committee reviewed the policy for requiring a PCAF (Preliminary Curriculum Approval Form). Since this process is primarily administrative to compare costs associated with a new proposal against value-added to the Ferris curriculum in the marketplace, it is required whenever a new proposal includes three or more new courses and/or significant supporting facilities, equipment or materials. We recommend that initiators establish a dialogue with their respective administrators to develop the PCAF as early as possible in the curriculum process.	
	The Committee recommended investigation of the current Catalog revision process. We observed that students may declare a major either in the Fall or the Spring semester. Our current practice allows programs to modify their curricula twice during an academic year. In order to establish the requirements for a student's completion of a program consistent with the checksheet of record for that semester, we encourage Academic Affairs to provide for revision of the Catalog at least twice annually.	
02/20/13	The Committee continued the practice of inviting initiators of major or contested proposals to attend the meeting to provide context for our deliberations.	
02/27/13	The Committee continued its policy to withhold support of a proposal until a signed and supporting PCAF had been received.	
03/20/13	The Committee reviewed the differences among programs in listing elective course options on checksheets. We decided to accept these differences as appropriate to the purview of individual programs.	
03/27/13	The Committee served as a sounding board for discussion of implications of one unit's curriculum change on another unit when concerns had been articulated during the consultation process. We discussed the challenges associated with proposals that appear to duplicate existing curriculum.	
04/03/13	The Committee discussed the difficulty of addressing proposals that have not received appropriate consultation, following the discovery at the Academic Senate meeting that we had approved a proposal without full information. We affirmed the importance of each academic unit having representation on the UCC to prevent this occurrence in the future.	
	The Committee continued to struggle with the timeline established for consultation on	

	proposals. Our goal is to move proposals along as efficiently as possible while maintaining the integrity of the consultation process. We will continue to monitor the present system of "checks and balances" as we improve this process.
	The Committee reflected on the Academic Senate's decision to postpone discussion of our proposal to amend the definitions of "Concentration" and "Certificate" in the UCC Manual. We will continue to investigate the implications of this proposal in order to address Senate questions at the September 2013 meeting.
	The Committee agreed to invite an initiator of a minor (individual course or minor curriculum cleanup) proposal when a number of dissenting votes appeared on Form A from a unit. Our purpose is to provide opportunity for all parties to be heard before we make a recommendation for supporting a proposal.
04/10/13	The Committee continued its policy to report all votes of "Support with Concern" and "No Support" in the Minutes and to share these concerns with initiators.
04/17/13	The Committee continued its policy to approve proposals "pending supportive administrative review".
	The Committee continued its policy to take electronic votes on "held" proposals as soon as all required materials have been received and reviewed positively in the Academic Senate office. We hope that this procedure will expedite moving proposals forward between UCC meetings, especially at the end of the semester.