2020-2021
Curriculum Proposal Statistics

Ferris State University

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Executive Summary

A total of 88 curriculum proposals went through the University's curriculum process during the 2020-2021 curriculum year. Seventy-eight individuals participated in the University's curriculum process bringing forth modifications to 42 percent of the University's programs and 311 courses. Two-thirds of these curriculum proposals were successfully passed during the 2020-2021 curriculum year.

A majority of the 88 curriculum proposals were submitted during the Fall semester, which greatly impacted the passing rate. Only 30 percent of the curriculum proposals that were submitted and reviewed less than six weeks before the last UCC meeting of the curriculum year were successfully passed. However, nearly 80 percent of the curriculum proposals that were submitted and reviewed at least six weeks before the last UCC meeting of the curriculum year were successfully passed.

This document contains statistics related to curriculum proposals and the various processes that are impacted by the curriculum process. For additional information or if you have any questions, comments, or concerns, please contact me at AshleyBurgess@ferris.edu.

Key Terms

Academic Year (AY)

An academic year starts at the beginning of the Fall semester (late-August) and ends at the end of the Summer semester (beginning-to-middle-of-August the following year). In short, the academic year runs August through July of the following year.

Curriculum Year (CY)

A curriculum year starts roughly in the middle of the Spring semester (mid-March) and ends at the end of the Fall semester (mid-December). In short, the curriculum year runs mid-March through mid-December. The gap in-between curriculum years is built-in for processing all of the curriculum modifications prior to starting the new curriculum year.

Prerequisite Check

During the beginning of the curriculum process, once it is determined that a program/checksheet is impacted by a proposal it goes through a process known as a "prerequisite check". During the prerequisite check, all of the information on the checksheet is verified for accuracy. Course information is compared to the information within Banner to determine accuracy. The checksheet is also reviewed for spelling, grammar, punctuation, and ADA compliance issues. If a checksheet goes through more than one curriculum proposal in a given curriculum year, it does not go through a second prerequisite check.

Transit Report

During the beginning of the curriculum process, once it is determined that a course is impacted by a proposal a Transit report is created for each impacted course. The Transit report shows what programs are currently using the course. If the course is being modified by items that impact a checksheet (i.e., prerequisites, course title, etc.) then it will assist in determining what programs will be impacted by the proposal and need to be included. If the course is not being modified by items that impact a checksheet, the Transit report can still assist in determining if any consultation forms still need to be sent out to notify other programs or departments of the modifications.

Section 1 - General Curriculum Proposal-Related Statistics

Section 1.1 - Total Number of Curriculum Proposals

There was a total of 88 curriculum proposals that went through the University's curriculum process during the 2020-2021 curriculum year. Roughly 8 percent of these curriculum proposals were moved from the previous curriculum year (2019-2020).

Curriculum Year (CY)	Number of Proposals
Moved from CY 2019-2020	7 (8%)
Received During CY 2020-2021	81 (92%)
Total	88
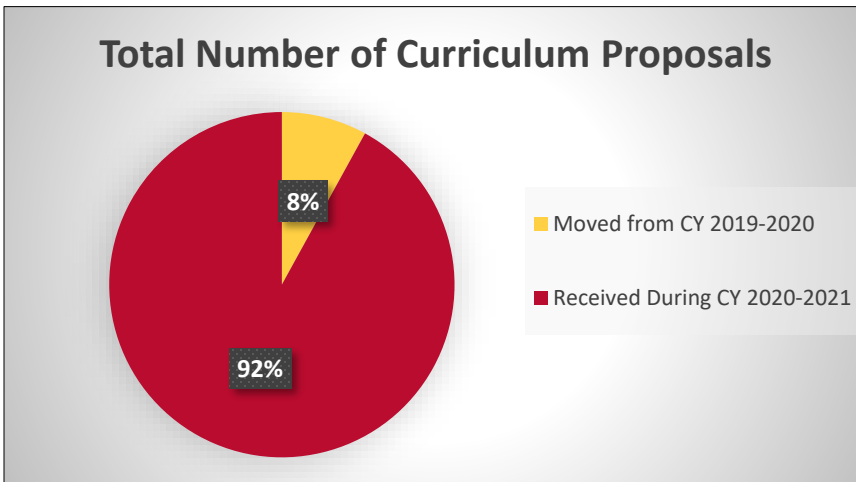
Section 1.2 - Total Number of Curriculum Proposals (by Semester)

A quarter of all curriculum proposals submitted during the 2020-2021 curriculum year were submitted during the Spring semester and the remaining three-quarters were submitted during the Fall semester.

This is consistent with previous curriculum years where approximately 20 to 25 percent of all curriculum proposals were submitted in the Spring semester and a majority of the proposals were submitted in the Fall semester. In the 2019-2020 curriculum year, 15 (or 18 percent) were submitted during the Spring semester and 68 (or 82 percent) were submitted during the Fall semester.

Please Note: This section does not include those curriculum proposals moved from CY 2019-2020 since they were submitted prior to the Spring 2019 semester.

Semester	Number of Proposals
Spring 2019	20 (25%)
Fall 2020	61 (75%)
Total	81

Total Number of Curriculum Proposals
(by Semester)

- 25% Spring 2019
- 75% Fall 2020
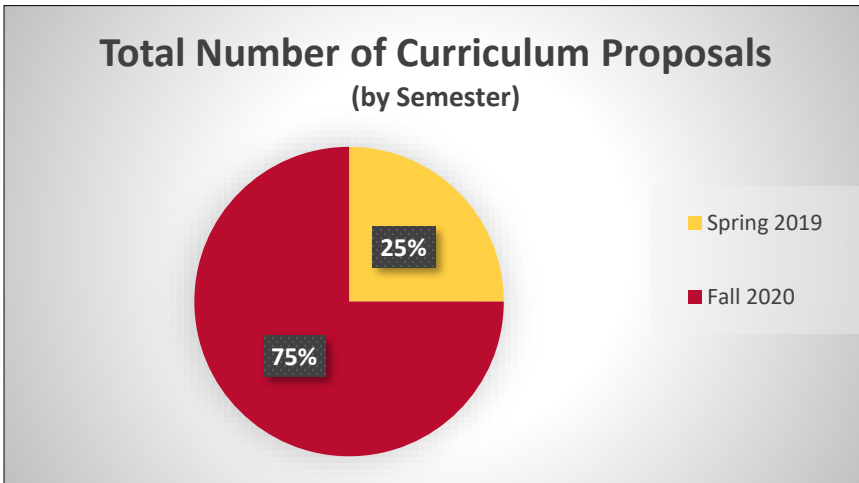
Section 1.3 - Total Number of Curriculum Proposals (by Proposal Type)

No "E - Experimental" curriculum proposals were moved from the previous curriculum year (2019-2020), however 14 were submitted during the 2020-2021 curriculum year.

One "G - General Education" curriculum proposal was moved from the previous curriculum year (2019-2020) and 14 were submitted during the 2020-2021 curriculum year.

<u>Please Note</u>: Some curriculum proposals contained both "E" and "G" attributes (also known as "EG" proposals), therefore the total number of proposals shown in this section may not equal the total number of proposals in Section 1.1.

Curriculum Year (CY)	Number of Proposals - G - General Education	Number of Proposals - E - Experimental	Neither - No Specific Type
Moved from CY 2019-2020	1	0	6
Received During CY 2020-2021	14	14	58
Total	15 (16%)	14 (15%)	64 (69%)

Total Number of Curriculum Proposals
(by Proposal Type)

- 16% G - General Education
- 15% E - Experimental
- 69% Neither - No Specific Type
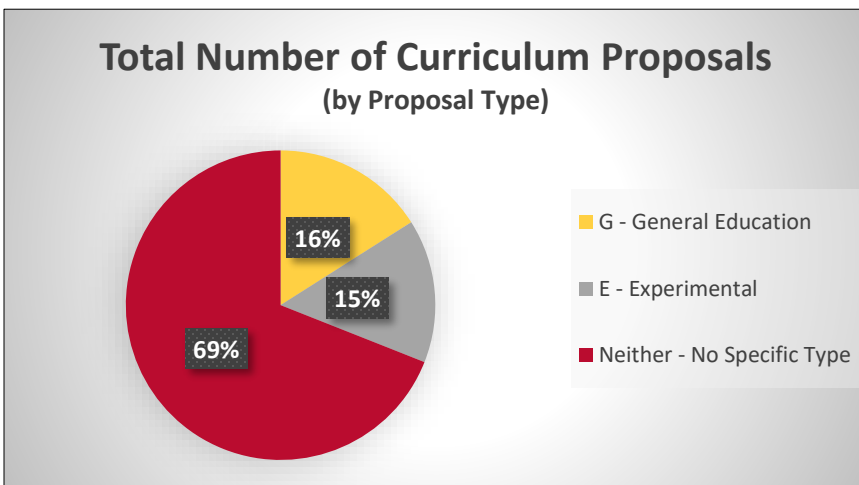
Section 1.3.1 - Total Number of "E - Experimental" Curriculum Proposals (by Status)

A total of 14 curriculum proposals were submitted during the 2020-2021 curriculum year which created an experimental course, and all of these proposals were passed.

Status	Number of Proposals - Moved from CY 2019-2020	Number of Proposals - CY 2020-2021
Passed	0 (0%)	14 (100%)
Not Passed (Expired)	0 (0%)	0 (0%)
Moved to Next Curriculum Year (2021-2022)	0 (0%)	0 (0%)
Total	0	14
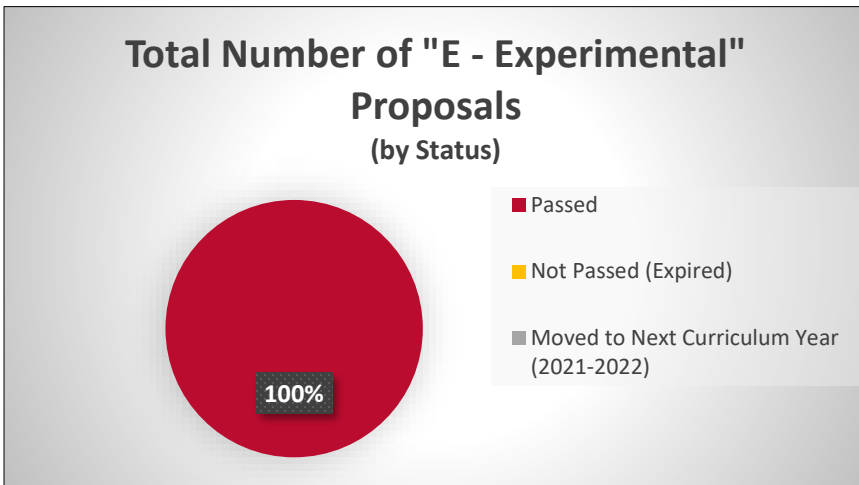
Section 1.3.2 - Total Number of "G - General Education" Curriculum Proposals (by Status)

A total of 14 curriculum proposals were submitted during the 2020-2021 curriculum year which either add or remove General Education attributes from one or more courses.

Approximately half of these curriculum proposals were approved, however a quarter were not approved or sent back for ongoing revisions. Another quarter of these proposals are currently still out for college support at the time this document was created and still have not made it to the General Education committee for their review.

Status	Number of Proposals - Moved from CY 2019-2020	Number of Proposals - CY 2020-2021
Approved	1 (100%)	8 (57%)
Not Approved	0 (0%)	3 (21.5%)
N/A - Out for College Support	0 (0%)	3 (21.5%)
Total	1	14
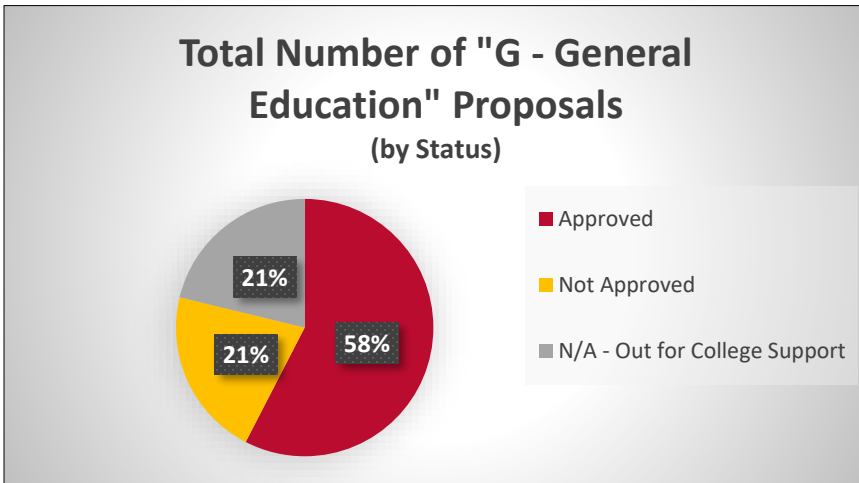
Section 1.4 - Total Number of Curriculum Proposals (by College)

The College of Business (BU) submitted the most curriculum proposals during the 2020-2021 curriculum year, followed by the College of Arts, Sciences and Education (AE) and the College of Engineering Technology (TE).

Each of the University's primary colleges submitted at least one curriculum proposal in the 2020-2021 curriculum year.

College	Number of Proposals - Moved from 2019-2020	Number of Proposals - 2020-2021	Total
College of Arts, Sciences and Education (AE)	3	23	26 (30%)
College of Business (BU)	1	28	29 (33%)
College of Health Professions (HP)	1	10	11 (13%)
Michigan College of Optometry (OP)	0	1	1 (1%)
College of Pharmacy (PH)	0	2	2 (2%)
College of Engineering Technology (TE)	2	16	18 (20%)
University College (UN)	0	1	1 (1%)
Total	7	81	88
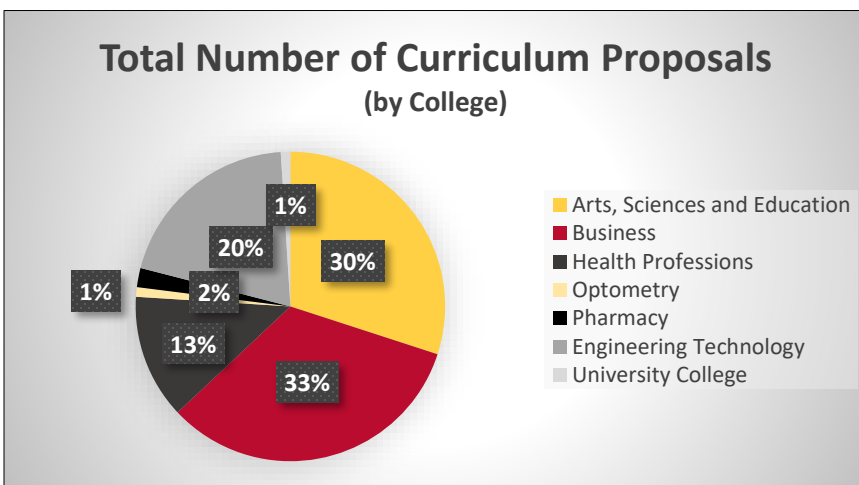
Section 1.4.1 - Total Number of Curriculum Proposals (by Department/School)

The Accountancy, Finance, and Information Systems (AFIS) department in the College of Business (BU) submitted the most curriculum proposals during the 2020-2021 curriculum year, followed by the Management (MGMT) department in the College of Business and the English, Literature and World Languages (ELWL) and Humanities (HUMN) departments in the College of Arts, Sciences and Education (AE).

Please Note: This section does not contain a complete list of all the departments at the University. It only contains those departments that submitted a curriculum proposal during the 2020-2021 curriculum year or had a curriculum proposal that was moved from the 2019-2020 curriculum year.

Department/School	Number of Proposals - Moved from CY 2019-2020	Number of Proposals - CY 2020-2021	Total
College of Arts, Sciences and Education (AE)			
All	0	1	1
Biological Sciences	1	0	1
College of Arts and Sciences	0	1	1
English, Literature and World Languages	0	6	6
Humanities	1	5	6
Mathematics	0	2	2
Physical Sciences	1	3	4
School of Education	0	3	3
Social and Behavioral Sciences	0	1	1
Social Work	0	1	1
College of Business (BU)			
Accountancy, Finance, and Information Systems	0	9	9
Management	0	8	8
Marketing	0	4	4
School of Digital Media	1	3	4
Sports, Entertainment, and Hospitality Management	0	4	4
College of Health Professions (HP)			
Dental Hygiene and Public Health	0	1	1
Diagnostic, Laboratory, and Therapeutic Sciences	1	2	3
Health Administration and Health Information	0	2	2
School of Nursing	0	5	5
Michigan College of Optometry (OP)			
Optometry	0	1	1
College of Pharmacy (PH)			
Pharmacy	0	2	2
College of Engineering Technology (TE)			
All	0	3	3
Architecture Technology and Facility Management	1	3	4
Automotive	0	1	1
Heavy Equipment	0	3	3
Mechanical Design	0	3	3
Manufacturing Engineering Technology	1	3	4
University College (UN)			
Developmental Curriculum	0	1	1
Total	7	81	88

Section 1.5 - Total Number of Curriculum Proposals (by Proposer)

During the 2020-2021 curriculum year, there were 78 individuals who participated in the curriculum process either as a proposer and/or contact person.

There were 10 curriculum proposals that had more than one proposer and there were 6 proposals where the contact person was an individual other than the proposer(s).

The most curriculum proposals submitted by an individual during the 2020-2021 curriculum year was 5.

Please Note: The information within this section includes curriculum proposals that were moved from the 2019-2020 curriculum year as well as those submitted during the 2020-2021 curriculum year. Also, these numbers do not add up to the total number of curriculum proposals in Section 1.1 due to several proposals having multiple proposers.

Name	Role(s)	Number of Proposals
Alban, David	Proposer	1
Alspach, Sandy	Proposer and Contact Person	1
Ballou, Felix	Proposer and Contact Person	1
Berghoef, Michael	Proposer and Contact Person	1
Bishop, Patrick	Proposer and Contact Person	1
Bishop, Rhonda	Contact Person	1
Bouthillier, Michael	Proposer	1
Brandly, Mark	Proposer and Contact Person	2
Briggs, Lianne	Proposer and Contact Person	2
Brown, David	Proposer and Contact Person	2
Colley, Sharon	Proposer and Contact Person	2
Conley, Kristin	Proposer and Contact Person	1
Cooper, Molly	Proposer and Contact Person	1
Courtright-Nash, Debra	Proposer and Contact Person	1
Dedeaux, Clay	Proposer	1
DeKoster, Mark	Proposer and Contact Person	1
Devuyst-Miller, Susan	Proposer and Contact Person	1
Dood, Florence	Proposer and Contact Person	1
Dunneback, Mark	Proposer and Contact Person	1
Eshbach, Lisa	Proposer and Contact Person	1
Foulk, Rachel	Proposer and Contact Person	1
Frank, David	Proposer	1
Fransted, Emily	Proposer and Contact Person	1
Furstenberg, Jim	Proposer and Contact Person	1
Giri, Namita	Proposer and Contact Person	1
Gogolin, Greg	Proposer and Contact Person	3
Goosen, Richard	Proposer and Contact Person	3
Green, Donna	Proposer	1
Gustman, Stephanie	Proposer and Contact Person	1
Heck, Fred	Proposer and Contact Person	1
Hedman, Hedman	Proposer and Contact Person	1
Herrington, Hira	Proposer and Contact Person	1
Ho, Henry	Proposer	1
Huey, Gary	Proposer and Contact Person, Proposer	2
Inabinett, Jean	Proposer and Contact Person	1
Ing, Liza	Proposer and Contact Person, Contact Person	2
Isler, Bradley	Proposer and Contact Person	1
Jadhav, Emmanuel	Proposer and Contact Person	1

Name	Role(s)	Number of Proposals
Johnson, Dane	Proposer and Contact Person	2
Johnson, Jennifer	Proposer and Contact Person	1
Killian, Bill	Proposer and Contact Person	1
Koepf, William	Proposer and Contact Person	1
Kuiper, Nick	Proposer and Contact Person	2
Leonard, Rusty	Proposer and Contact Person	1
MacEachron, Sheila	Proposer and Contact Person	2
Madziar, Aaron	Proposer	1
Maike, Gary	Proposer and Contact Person	1
Manga, Alex	Proposer	2
McNamara, Barbara	Proposer	2
Meyers, Daniel	Proposer and Contact Person	1
Murata, Hikaru	Proposer and Contact Person	1
Nagelkirk, Diane	Proposer and Contact Person	1
Niemeyer, Kathryn	Proposer	1
Njenga Kinuthia, John	Proposer and Contact Person	1
Ollenquist, Jody	Proposer and Contact Person	5
Partigianoni, Colleen	Proposer and Contact Person	1
Pattison, Nick	Proposer and Contact Person	1
Pavletic, Heather	Proposer and Contact Person	1
Peterson, Andrew	Proposer and Contact Person	2
Piercey, Victor	Proposer and Contact Person	1
Pisani, Jana	Proposer and Contact Person	3
Rettinger, Patty	Contact Person	2
Samuels, Wendy	Proposer and Contact Person	1
Scholten, Kristi	Proposer and Contact Person	1
Squires, Scot	Proposer	1
Staley, Mike	Proposer	3
Sukup, Leslie	Proposer and Contact Person	1
Taylor, Daniel	Proposer and Contact Person, Proposer	2
Thomson, Mark	Proposer and Contact Person	1
Vander Laan, Tim	Proposer and Contact Person	1
Wanink, Dan	Proposer and Contact Person	3
Waters, Margaret Sue	Proposer and Contact Person	1
Weller, Kirk	Proposer and Contact Person	1
Williams, Austin	Proposer and Contact Person	1
Wilson, Mark	Proposer and Contact Person	1
Wiltshire, Andrew	Proposer and Contact Person	1
Yost, Shannon	Contact Person	2
Zyla, Emily	Proposer and Contact Person	1

Section 1.6 - Total Number of Curriculum Proposals (by Proposal Status)

Roughly half of the curriculum proposals that were moved from the 2019-2020 curriculum year were passed and the other half were not passed (expired).

Roughly two-thirds of the curriculum proposals submitted during the 2020-2021 curriculum year were passed with the remaining one-third moved to the next curriculum year (2021-2022). The higher number of proposals moved to the next curriculum year versus previous years is likely due to the high number of proposals submitted late in the curriculum year (less than 6 weeks before the last UCC meeting). *Refer to Section 1.7 for more information.*

Proposal Status	Number of Proposals - Moved from CY 2019-2020	Number of Proposals - CY 2020-2021	Total
Passed	4 (57%)	58 (66%)	61 (64%)
Not Passed (Expired)	3 (43%)	0 (0%)	4 (4%)
Moved to Next Curriculum Year (2021-2022)	0 (0%)	30 (34%)	30 (32%)
Withdrawn	0 (0%)	0 (0%)	0 (0%)
Total	7	88	95
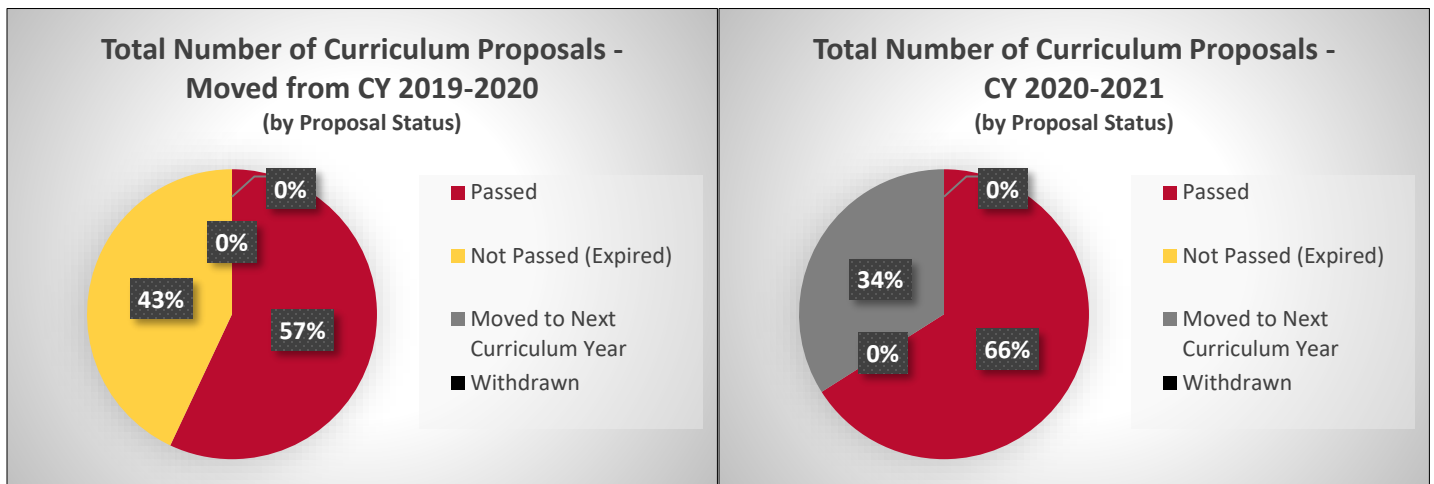
Section 1.7 - Total Number of Curriculum Proposals (by Submission Date)

Section 1.7.1 - Submitted Greater than 6 Weeks Before Last UCC Meeting in the Curriculum Year

A total of 30 curriculum proposals were submitted and reviewed less than 6 weeks before the last UCC meeting of the curriculum year. Over two-thirds of these proposals were moved to the next curriculum year (2021-2022).

Two-thirds (or 20) of these curriculum proposals were created and sent out for college support in less than 4 weeks during this period. This is roughly 2 weeks faster than the average time it takes for a proposal packet to be sent out for college support. However, many of these curriculum proposals spent a significant amount of time (anywhere from one to three months) at the college support phase of the curriculum process.

Seven of the curriculum proposals that were passed did not impact any checksheets. The other two proposals only impacted one checksheet.

A majority of the curriculum proposals that were moved to the next curriculum year consists of the creation of a new program and, at the time this document was created, are still being developed by the proposer.

Proposal Status	Number of Proposals
Passed	9 (30%)
Moved to Next Curriculum Year (2021-2022)	21 (70%)
Total	30

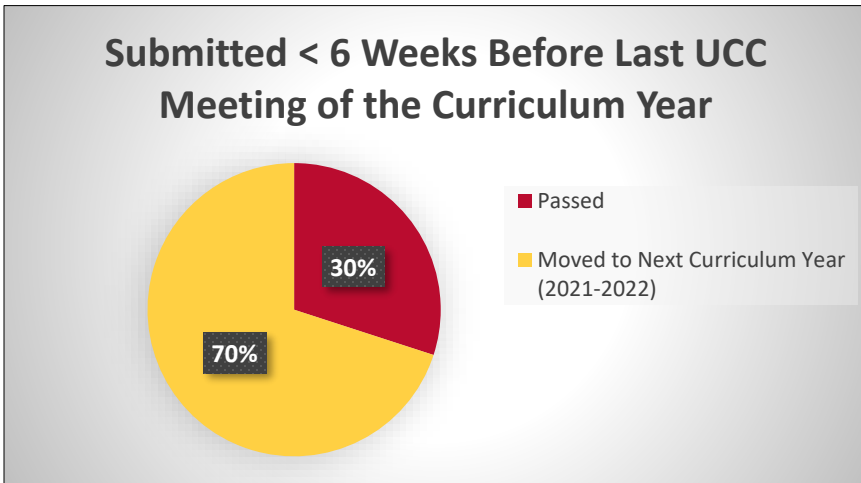## Section 1.7.2 - Submitted Less Than 6 Weeks Before Last UCC Meeting in the Curriculum Year

A total of 51 curriculum proposals were submitted and reviewed at least 6 weeks before the last UCC meeting of the curriculum year. Only one-fifth of these curriculum proposals were moved to the next curriculum year (2021-2022).

Twenty of these curriculum proposals were submitted during the Spring semester (*See Section 1.2 for more information*). Those proposals that were submitted during the Spring semester but were still moved to the next curriculum year were likely due to unresolved questions that carried over into the middle-to-late Fall semester. The remaining proposals that were moved to the next curriculum year, whether or not they were submitted during the Spring or Fall semester, were most likely due to the proposal being delayed or completely stopped at the college support phase of the curriculum process for a significant period of time.

Please Note: The information within this section excludes 21-008 which was created prior to any official curriculum documents being submitted and would otherwise decrease the accuracy of this information.

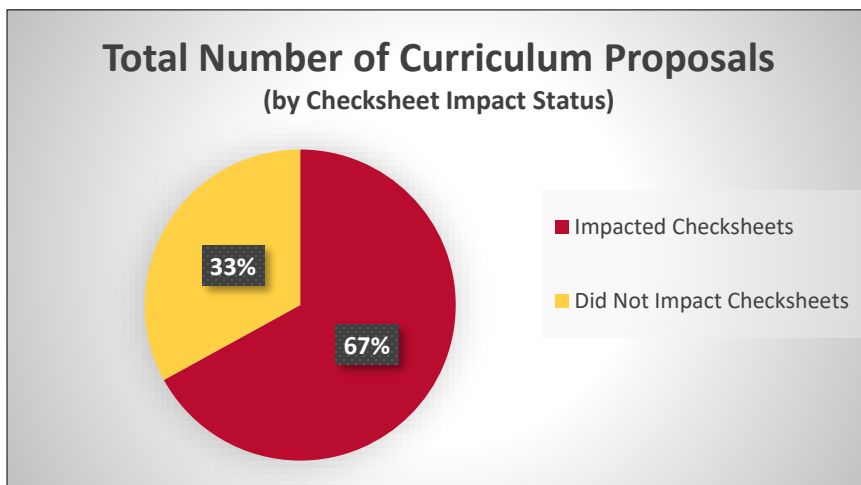| Proposal Status	Number of Proposals
Passed	41 (79%)
Moved to Next Curriculum Year (2021-2022)	10 (21%)
Total	51
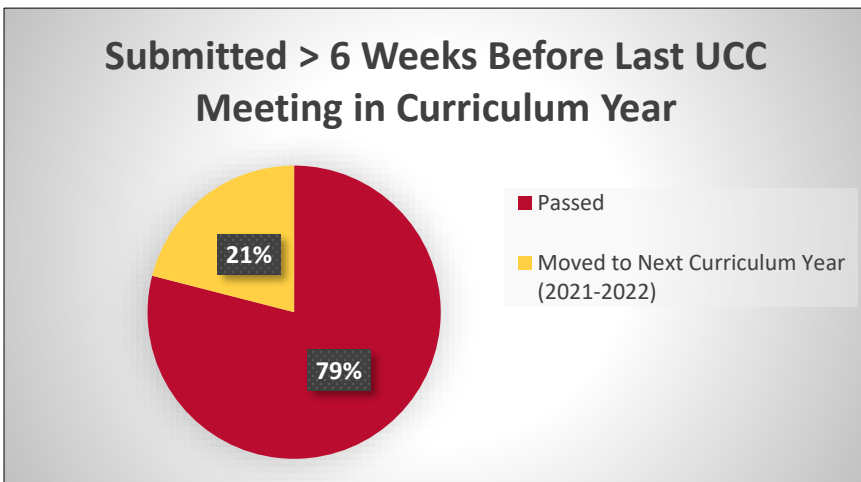
Section 1.8 - Total Number of Curriculum Proposals (by Checksheet Impact Status)

Approximately two-thirds of the curriculum proposals that went through the University's curriculum process during the 2020-2021 curriculum year impacted at least one of the University's checksheets.

All the curriculum proposals that were moved from the previous curriculum year (2019-2020) impacted at least one checksheet.

Please Note: The information within this section includes new, eliminated, and existing programs.

Impact Status	Number of Proposals - Moved from CY 2019-2020	Number of Proposals - CY 2020-2021	Total
Impacted Checksheets	7 (100%)	52 (64%)	59 (67%)
Did Not Impact Checksheets	0 (0%)	29 (36%)	29 (33%)
Total	7	81	88

Section 1.8.1 - Average Number of Checksheets Per Curriculum Proposal

Based on the 59 proposals that went through the University's curriculum process during the 2020-2021 curriculum year and at least one checksheet, the average number of checksheets per proposal was 4.

Category	Number of Checksheets
Average Per Curriculum Proposal	4

Section 2 - Program-Related Statistics

Section 2.1 - Total Number of University Programs (by Impact Status)

Forty-two percent of the University's programs went through the University's curriculum process during the 2020-2021 curriculum year. However, only 32 percent were impacted by at least one curriculum proposal that was successfully passed. The remaining 10 percent were initially impacted by at least one curriculum proposal; however, the proposal was later moved to the next curriculum year or not passed (expired), which means late in the curriculum process this program became one that was not impacted by any curriculum proposals.

Please Note: This section does not include any new programs created during the 2020-2021 curriculum year. This section only includes active or not admitting programs from the 2019-2020 academic year.

Impact Status	Number of Programs
Impacted by 1+ Proposals	134 (42%)
Not Impacted by Proposals	189 (58%)
Total	323
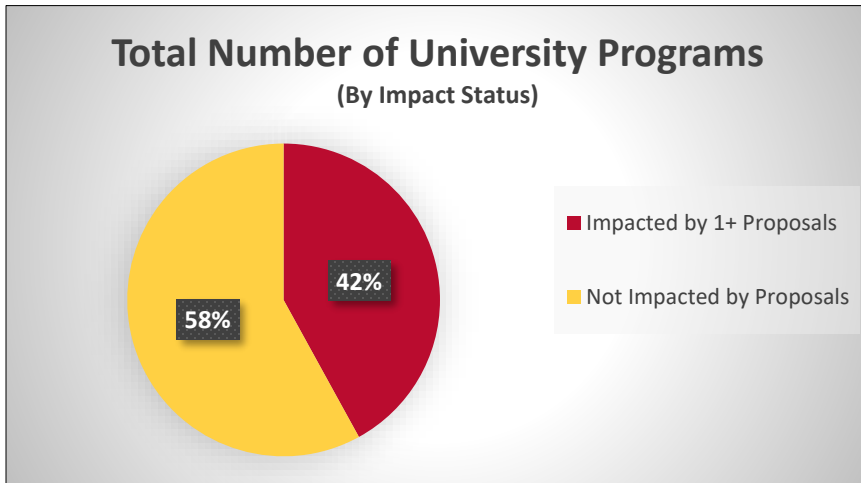
Section 2.2 - Total Number of University Programs (by Impact Status/Degree Type)

A majority of the programs impacted by at least one curriculum proposal were bachelor's programs and minors, which combined made up 75 percent of all impacted programs.

Bachelor's programs and minors also had the highest percent of programs impacted by proposals. A total of 63 percent of all bachelor's programs went through at least one curriculum proposal and 44 percent of minors went through at least one curriculum proposal. Certificate programs had the lowest percent of programs impacted by proposals.

Please Note: This section does not include any new programs created during the 2020-2021 curriculum year. This section only includes active or not admitting programs from the 2019-2020 academic year.

Degree Type	Number of Programs - Impacted by 1+ Proposals	Number of Programs - Not Impacted by Proposals	Total
Certificate	13 (15%)	71 (85%)	84
Minor	34 (44%)	43 (56%)	77
Associate	15 (34%)	29 (66%)	44
Bachelor's	66 (63%)	38 (37%)	104
Graduate and Professional	6 (35%)	11 (65%)	17
Total	134 (42%)	192 (58%)	326

Section 2.3 - Total Number of Impacted Programs (by Number of Proposals)

Over half of those programs impacted by curriculum proposals during the 2020-2021 curriculum year only were impacted by one proposal. However, a quarter of all programs impacted by curriculum proposals during the 2020-2021 curriculum year were impacted by two proposals.

Fourteen programs were impacted by three or more proposals during the 2020-2021 curriculum year.

The most curriculum proposals to impact a program was 4.

Please Note: This section does not include any new programs created during the 2020-2021 curriculum year. This section only includes active or not admitting programs from the 2019-2020 academic year.

Impact	Number of Programs
Impacted by 1 Proposal	86 (64%)
Impacted by 2 Proposals	34 (25%)
Impacted by 3+ Proposals	14 (11%)
Total	134

Section 2.4 - Total Number of New, Eliminated, or Suspended Programs

There were 19 programs that were seeking creation and 16 current programs seeking elimination or suspension by using the University's curriculum process during the 2020-2021 curriculum year.

Please Note: This section does not factor in the status of those programs seeking creation, elimination, or suspension and only provides information about those programs that were seeking creation, elimination, or suspension.

Action	Number of Programs
Program Creation	19
Program Elimination or Suspension	16
Total	35

Section 2.4.1 - Total Number of New Programs (by Proposal Status)

There were 8 new programs that were successfully passed and added to the University's catalog for the 2021-2022 academic year.

The remaining 11 programs are, at the time this document was created, still in various phases in the curriculum process and were ultimately moved to the next curriculum year (2021-2022).

Proposal Status	Number of Programs
Passed	8 (42%)
Moved to Next Curriculum Year (2021-2022)	11 (68%)
Total	19
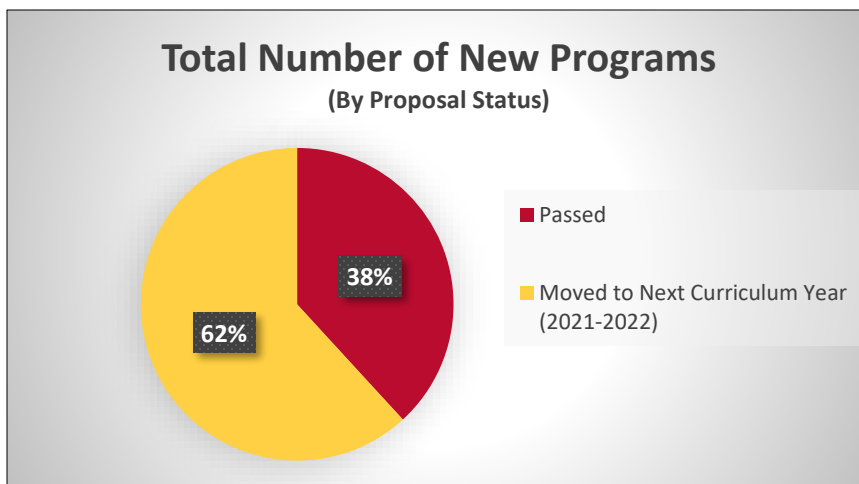
Section 2.4.2 - Total Number of Eliminated or Suspended Programs (by Proposal Status)

A majority of the programs seeking elimination or suspension were successfully passed through the University's curriculum process during the 2020-2021 curriculum year. However, three of the programs seeking elimination or suspension are, at the time this document was created, still in various phases in the curriculum process and were ultimately moved to the next curriculum year (2021-2022).

One program that was seeking elimination was included in a curriculum proposal that was already moved from the 2019-2020 curriculum year and has now expired. Therefore, this program will remain in a suspended status until further actions are taken.

Proposal Status	Number of Programs
Passed	12 (75%)
Moved to Next Curriculum Year (2021-2022)	3 (19%)
Not Passed (Expired)	1 (6%)
Total	16

Total Number of Eliminated or Suspended Programs

(By Proposal Status)

- Passed
- Moved to Next Curriculum Year (2021-2022)
- Not Passed (Expired)

6%
19%
75%
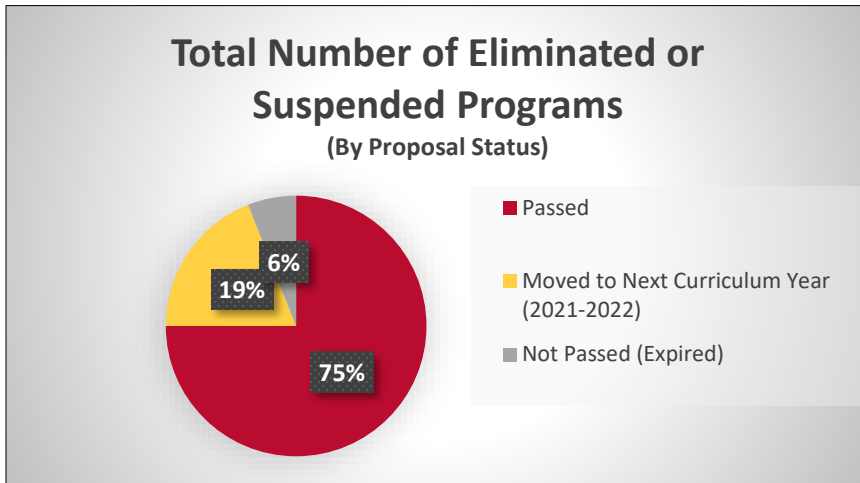
Section 2.5 - Total Number of Prerequisite Checks Performed

During the 2020-2021 curriculum year, 153 individual checksheets went through a prerequisite check. It is important to note that this number does not match the total number of programs/checksheets impacted by at least one curriculum proposal in Section 2.1 due to other factors, such as a program/checksheet was initially impacted by a proposal but was later removed for various reasons.

Please Note: For more information about what a prerequisite check is, see the Key Terms section.

Curriculum Year (CY)	Number of Prerequisite Checks
Performed During CY 2020-2021	153

Section 3 - Banner-Related Statistics

Section 3.1 - Total Number of Banner Codes Created

A total of eight new programs and 17 new concentrations were created and added to the University's catalog for the 2021-2022 academic year, which resulted in a total of 22 new codes being created in Banner.

Banner Code Type	Number of Banner Codes
Concentration Codes	17
Program Codes	8
Total	22

Section 4 - Course-Related Statistics

Section 4.1 - Total Number of Transit Reports Created

During the 2020-2021 curriculum year, a total of 226 Transit reports were created. It is important to note that this number does not match the total of courses modified in Section 4.4 due to other facts, such as process changes mid-curriculum year.

Please Note: For more information about what a Transit report is, see the Key Terms section.

Curriculum Year (CY)	Number of Transit Reports
Created During CY 2020-2021	226
Total	226

Section 4.2 - Total Number of Existing Courses Added to a Program

The total number of existing courses that were added to one or more programs in a curriculum proposal that was passed during the 2020-2021 curriculum year is 188.

Please Note: The total number of courses only includes those courses added in proposals that were successfully passed and does not include those proposals that were not passed (expired) or moved to the next curriculum year. It also may include duplicates of the same course that were added to multiple programs.

Action	Number of Courses
Add Existing Course to Program	188

Section 4.3 - Total Number of New Courses Created

The total number of new courses that were created in a curriculum proposal that was passed during the 2020-2021 curriculum year is 52.

Please Note: The total number of courses only includes those courses created in proposals that were successfully passed and does not include those proposals that were not passed (expired) or moved to the next curriculum year.

Action	Number of Courses
Create a New Course	52

Section 4.4 - Total Number of Existing Courses Modified

The total number of courses modified in a curriculum proposal that was passed during the 2020-2021 curriculum year is 107.

Please Note: The total number of courses only includes those courses modified in proposals that were successfully passed and does not include those proposals that were not passed (expired) or moved to the next year.

Action	Number of Courses
Modify Existing Course	107

Section 4.4.1 - Total Number of Existing Courses Modified (by Modified Type)

Approximately one-third of the total number of modifications being made to existing courses during the 2020-2021 curriculum year were modifications to course prerequisites or other restrictions. Course/catalog description, max section enrollment, and the course title were also among the highest number of course modifications during the 2020-2021 curriculum year.

Modified Type	Number of Courses
Contact Hours	4
Corequisite(s)	2
Course Outcomes and Assessment Plan	15
Course Outline including Time Allocation	14
Course Title	28
Course/Catalog Description	44
Credit Hours	3
Grade Method	0
Hours May Be Repeated for Additional Credit	1
Max Section Enrollment	29
Minimum Faculty Qualifications	8
Prerequisite Course(s) or Other Prerequisite(s) or Restriction(s)	84
Term(s) Offered	14
Total	246

Section 4.5 - Total Number of Courses Removed from a Program

A total of 24 existing courses were removed from at least one program during the 2020-2021 curriculum year.

Action	Number of Courses
Remove Existing Course from Program	24

Section 4.6 - Number of Courses Deleted from the Ferris State University Catalog

A total of 37 courses were deleted from the Ferris State University catalog and removed from all University programs during the 2020-2021 curriculum year.

Action	Number of Courses
Delete Course from FSU Catalog	37

Section 4.7 - Total Number of Courses that Added General Education Attributes

A total of 10 courses successfully added at least one General Education attribute during the 2020-2021 curriculum year.

Action	Number of Courses
Adding General Education Attribute(s)	10

Section 4.7.1 - Total Number of Courses Added General Education Attributes (by Attribute Type)

The most common General Education attribute to successfully be added to a course during the 2020-2021 curriculum year was Global Diversity (DIVG), shortly followed by Culture (CLTR) and Written Communication (COMW).

Please Note: The total number of courses within this section does not equal the total number in Section 4.7 due to one course successfully adding multiple General Education attributes.

Attribute Type	Number of Courses
Culture (CLTR)	2
Written Communication (COMW)	2
Global Diversity (DIVG)	3
U.S. Diversity (DIVU)	1
Natural Sciences (NSCI)	1
Problem Solving (PROB)	1
Self and Society Foundation (SSOF)	1
Total	11

Section 4.8 - Total Number of Courses that Removed General Education Attributes

A total of 2 courses successfully removed at least one General Education attribute during the 2020-2021 curriculum year.

Action	Number of Courses
Delete Course from FSU Catalog	2

Section 4.8.1 - Total Number of Courses Removed General Education Attributes (by Attribute Type)

The most common General Education attribute to be successfully removed from a course during the 2020-2021 curriculum year were Natural Sciences (NSCI) and Natural Sciences with Lab (NSCL).

Please Note: The total number of courses within this section does not equal the total number in Section 4.8 due to one course successfully removing multiple General Education attributes.

Attribute Type	Number of Courses
Natural Sciences (NSCI)	2
Natural Sciences with Lab (NSCL)	2
Total	4

Section 5 - Program Outcome-Related Statistics

Section 5.1 - Total Number of Programs that Added or Modified Program Outcomes

All of the 19 potentially new programs that went through the curriculum process during the 2020-2021 curriculum year included the addition of program outcomes. Nine existing programs either added program outcomes for the first time or modified their existing program outcomes.

Please Note: This section does not factor in the status of the curriculum proposal the program outcomes were created or modified in and may include proposals that were not passed (expired) or still within various phases in the curriculum process.

Action	Number of Programs
Adding Program Outcomes (New Programs)	19
Adding or Modifying Program Outcomes (Existing Programs)	9
Total	28

Appendix 1 - 2021-2022 Total Number of Programs

Appendix 1.1 - Total Number of Programs (by College)

The University has a total of 323 programs for the 2021-2022 academic year; however, this includes those programs that are currently suspended. The College of Arts, Sciences and Education (AE) has the most programs, followed by the College of Business (BU).

Please Note: This section includes those programs created during the 2020-2021 curriculum year and excludes those that were eliminated. This section also includes non-degree certificates.

College	Number of Programs
College of Arts, Sciences and Education (AE)	117
College of Business (BU)	114
College of Professional and Technical Studies (CP)	1
College of Health Professions (HP)	31
Michigan College of Optometry (OP)	1
College of Pharmacy (PH)	1
College of Engineering Technology (TE)	55
University College (UN)	3
Total	323

Appendix 1.2 - Total Number of Programs (by Degree Type)

Nearly one-third of the total number of the University's programs for the 2021-2022 academic year are bachelor's programs.

Please Note: This section includes those programs created during the 2020-2021 curriculum year and excludes those that were eliminated. This section also includes non-degree certificates and currently suspended programs.

| Degree Type	Number of Programs
Certificate	84
Minor	74
Associate	44
Bachelor's	104
Graduate and Professional	17
Total	323

Appendix 2 - 2021-2022 Program Outcomes

Appendix 2.1 - Program Outcomes

Two-thirds of the University's active programs contain program outcomes on their checksheets. A majority of the remaining one-third that do not have program outcomes on their checksheets are minors (*see Appendix 2.2 for more information*).

Please Note: This section excludes those programs that are in suspended status during the 2021-2022 academic year.

Category	Number of Checksheets
Contains Program Outcomes	237 (76%)
Does Not Contain Program Outcomes	75 (24%)
Total	312
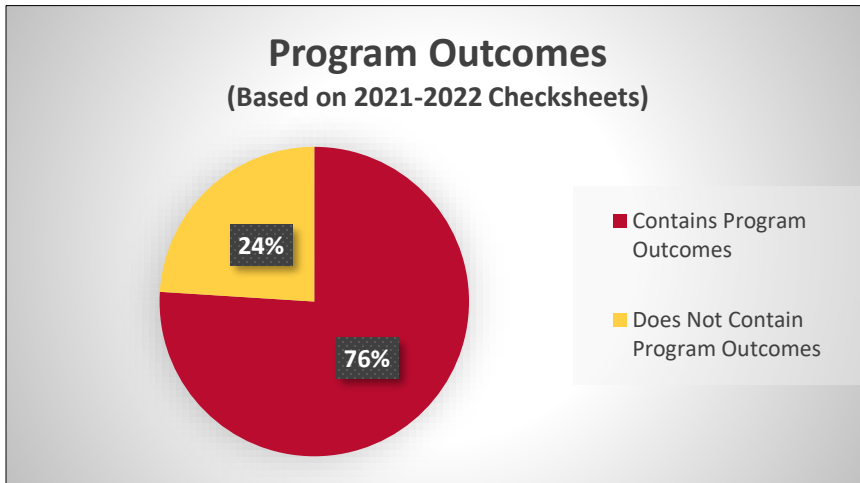
Appendix 2.2 - Program Outcomes (by Program Type)

All graduate and professional programs have program outcomes on their checksheets. A majority of associate, bachelor's, and certificate programs also have program outcomes on their checksheets. However, only approximately half of minors have program outcomes on their checksheets.

Please Note: This section excludes those programs that are in suspended status during the 2021-2022 academic year.

| Degree Type	Number of Checksheets - Contain Program Outcomes	Number of Checksheets - Does Not Contain Program Outcomes	Total
Certificate	70 (83%)	14 (17%)	84
Minor	32 (46%)	38 (54%)	70
Associate	35 (85%)	6 (15%)	41
Bachelor's	83 (83%)	17 (17%)	100
Graduate and Professional	17 (100%)	0 (0%)	17
Total	237 (76%)	75 (24%)	312

Appendix 3 - 2021-2022 Semester Layouts

Appendix 3.1 - Semester Layouts; Including Certificates and Minors

Only approximately one-third of all University programs have at least one semester layout on their checksheets. It is important to note that this section includes certificate and minors even though the current UCC guidelines do not state that certificates or minors should have a semester layout.

Please Note: This section excludes those programs that are in suspended status during the 2021-2022 academic year.

Category	Number of Checksheets
Contains Semester Layout(s)	110 (35%)
Does Not Contain Semester Layout(s)	202 (65%)
Total	312

2020-2021 Curriculum Proposal Statistics

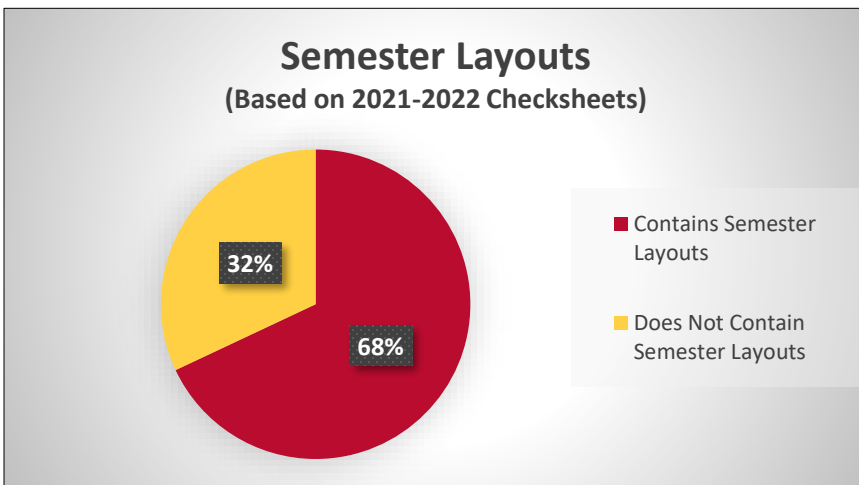**Semester Layouts**
(Based on 2021-2022 Checksheets)
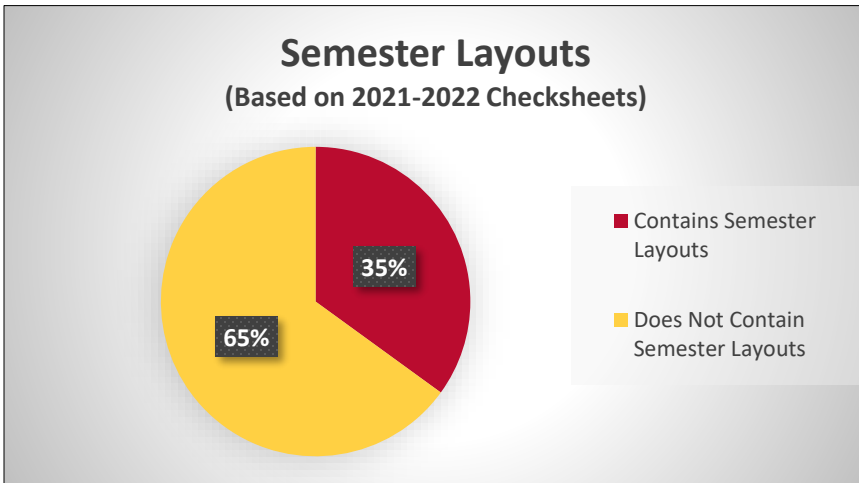
Appendix 3.2 - Semester Layouts; Excluding Certificates and Minors

Two-thirds of all University programs have at least one semester layout on their checksheets. It is important to note that this section includes only associate, bachelor's, and graduate and professional programs which, according to the current UCC guidelines, should have a semester layout.

Please Note: This section excludes those programs that are in suspended status during the 2021-2022 academic year.

Category	Number of Checksheets
Contains Semester Layout(s)	107 (68%)
Does Not Contain Semester Layout(s)	51 (32%)
Total	158

Semester Layouts
(Based on 2021-2022 Checksheets)

Appendix 3.3 - Semester Layouts (by Program Type)

None of the University's certificates contain at least one semester layout on their checksheets and only three minors contain at least one semester layout on their checksheets.

A majority of associate programs have at least one semester layout on their checksheets, however only one-third of the graduate and professional programs have at least one semester layout on their checksheets.

Excluding certificate and minors, bachelor's programs make up a majority of the programs that do not have at least one semester layout on their checksheets.

Please Note: This section excludes those programs that are in suspended status during the 2021-2022 academic year.

Degree Type	Number of Checksheets - Contain Semester Layouts	Number of Checksheets - Does Not Contain Semester Layouts	Total
Certificate	0 (0%)	84 (100%)	84
Minor	3 (4%)	67 (96%)	70
Associate	35 (85%)	6 (15%)	41
Bachelor's	66 (66%)	34 (34%)	100
Graduate and Professional	6 (35%)	11 (65%)	17
Total	110 (35%)	202 (65%)	312

Appendix 4 - 2021-2022 Concentrations

Appendix 4.1 - Concentrations (by Program Type)

A majority of the programs that contain concentrations are bachelor's programs, followed by graduate and professional programs.

Please Note: This section only includes those programs and concentrations that are currently active during the 2021-2022 academic year.

Degree Type	Number of Programs - Contain Concentrations
Associate	2 (7%)
Bachelor's	20 (74%)
Graduate and Professional	5 (19%)
Total	27

Appendix 4.2 - Total Number of Concentrations

The 27 active programs which contain concentrations have a combined total of 97 active concentrations.

Please Note: This section only includes those programs and concentrations that are currently active during the 2021-2022 academic year.

Category	Number of Concentrations
Total	97

Appendix 4.3 - Average Number of Concentrations per Program

The 27 active programs which contain concentrations have an average of four concentrations per program.

Please Note: This section only includes those programs and concentrations that are currently active during the 2021-2022 academic year.

Category	Number of Concentrations
Average	4

Appendix 4.4 - Highest Number of Concentrations

The highest number of active concentrations that a program contains is 11.

Please Note: This section only includes those programs and concentrations that are currently active during the 2021-2022 academic year.

Category	Number of Concentrations
Highest	11