

2024-2025 Curriculum Planning and Procedures Manual

Ferris State University

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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 following:

- The policies and procedures guiding curriculum development at Ferris State University.
- The processes that move the proposal through various approval flows 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 the UCC website.

The purpose of the RAM group is to ensure that curriculum proposals are filled out accurately and the Originator'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 Assessment and Accreditation (APAA)
- iv. Administrative Assistant to the APAA
- v. MyDegree Director
- vi. Registrar

While this Manual attempt 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 an Originator has accepted the role, the Originator should consult with all parties in the University who might have a stake in the change and solicit input at least 20 calendar days prior to contacting the RAM group (see: C.2.b). 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.

Originators are advised to thoroughly plan to allow enough time for the process. At each step of the process, an 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 the existing curriculum can only be made 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 a [Course Assessment Plan](#) that includes the following: 1) student learning outcomes, 2) assessment methods to be used, 3) criterion for success, 4) assessment implementation schedule.
- 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 a Program Assessment Plan: 1) student learning outcomes, 2) assessment methods to be used, 3) criterion for success, 4) assessment implementation schedule.
- 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 Committee](#). (For example, a program first offered in Fall 2025 will be reviewed no later than Fall 2031).

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 Originator.

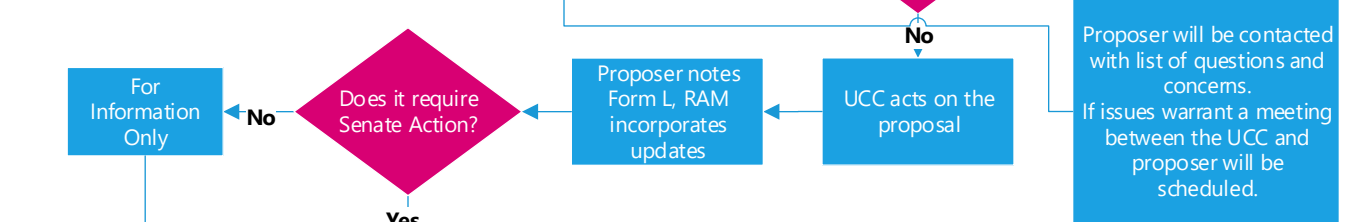
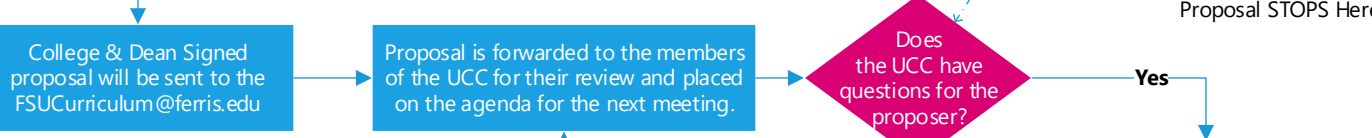
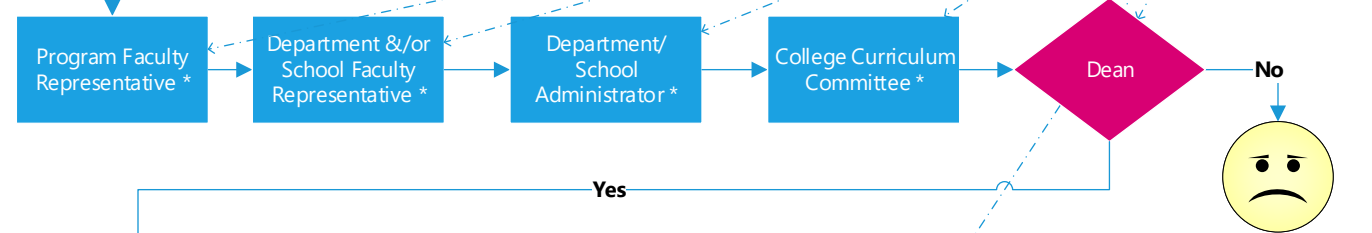
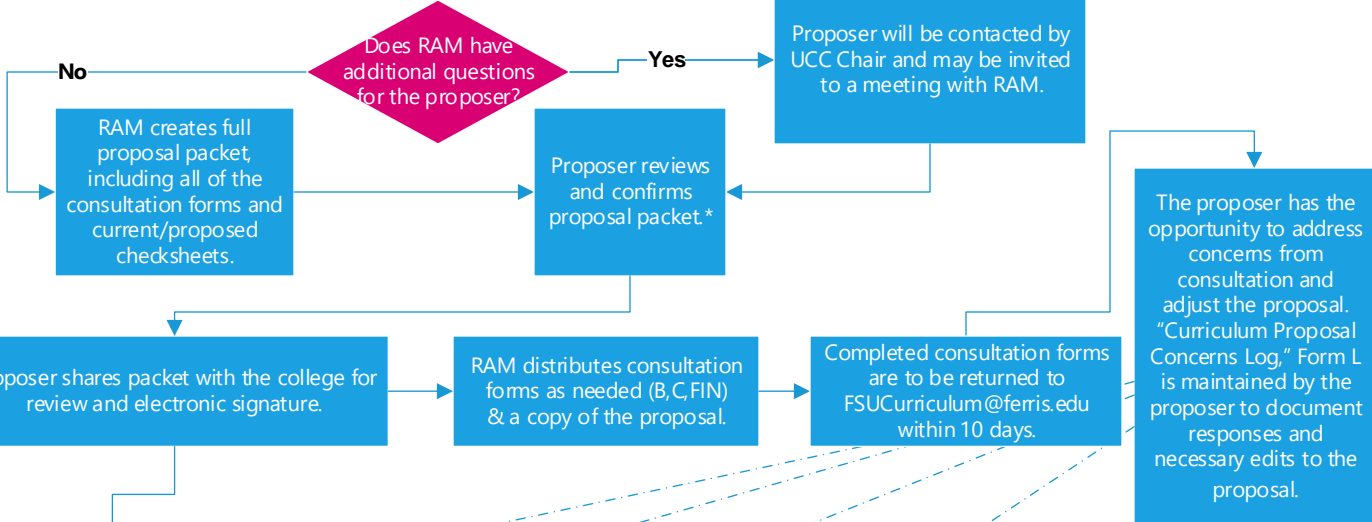
Proposal Creation

College Support **

Senate Support

Academic Affairs Support and Implementation

LEGACY PROCESS FLOWCHART
 After 20 day consultation with Department Member, Proposer fills out a Form A, E/F, and "marked up" checklist, or template as needed. Forms are all sent, as Word docs, to FSUCurriculum@ferris.edu.



* Responds within 10 Days
 ** Internal process may vary by college
 ← - - - - - Feedback correspondence with proposer



After 20 day consultation with Department Member, Originator fills out appropriate form in the Curriculog system and launches proposal..

Originator, as the first step in the approval flow, selects "approve".

RAM reviews proposal/ communicates with originator as needed and must approve or reject proposal in 14 calendar days.

If Denied-Proposal is sent back to Originator for changes and resubmission

If Proposal is denied at any step of the approval process, the Proposal is sent back to the originator for updates/relaunch and the approval flow resets.

If approved, Proposal will be reviewed for approvals by the following entities: Program Faculty, Department Chair, College Curriculum Committee, Dean, UCC, Academic Senate and Academic Affairs

Once Approved by Academic Affairs, Proposal will be reviewed again by RAM to ensure checksheets, Banner and all catalog information are updated prior to implementation.

Additional Approval Flows Contingent Upon Type of Proposal

Does the Proposal Include Adding, Modifying or Deleting Program or Course Outcomes?

Proposal will also be submitted to UAC for Notification and Approval

Does the Proposal Include adding a General Education Attribute?

Proposal will also be submitted to the UGEC for Notification and Approval

Does the Proposal Involve a Graduate, Professional or Doctoral Level Program or Course?

Proposal will also be submitted to the UGPC for Notification and Approval

Is this a NEW Program, Major Program Revision or Program Deletion?

Proposal will also be submitted to: MASU, HLC and Board of Trustees for Appropriate Notification and/or Approval

Fully approved Proposals will be pushed to Acalog system. Proposer will be notified via email

A.2.a Proposal Creation

In general, proposal creation refers to the process of developing the proposal packet. Prior to proposal creation, an Originator obtains an approved [PCAF](#), if needed, and initiates dialog with all affected University parties as described in the introduction. With this complete, the Originator follows the appropriate curricular action. The following sections describe the action steps for both the Legacy and the Curriculog processes.

Legacy Process

The Originator fills out Form A and all needed Form E/Fs, then submits them to FSUCurriculum@ferris.edu. It is during this point in the process that RAM may have questions the Originator must answer before the proposal packet can be thoroughly completed. The Originator will have an opportunity to review and confirm the proposal packet before RAM sends out any correspondence. After the Originator accepts the created packet, RAM will send out correspondence for all consultation forms with a copy of the proposal included at the same time the proposal is released for college support. If concerns about the proposal are raised at any point during the approval process, the Originator will log and respond to each concern on [Form L](#). RAM will attach all completed consultation forms and the Originators updated Form L, making any modifications recommended by the Originator to the packet before Academic Senate review.

Curriculog Process

The Originator fills out the appropriate Curriculog forms based on the curricular action type of either program-level or course-level changes, launches the proposal. During this point in the process, RAM may have questions the Originator must answer before the proposal can be approved. The Originator will review and confirm any edits before RAM moves the proposal to the next step.

Note: If RAM determines a modification to the content of a proposal is significant enough, at any point in the process, the proposal may be re-processed under Legacy or Curriculog.

A.2.b College Support **

The first level of review for a proposal is the [Program Faculty](#). The Program Coordinator's signature on Form A signifies the date of the vote and that vote counts are inclusive of all members and accurate. This vote must occur within 14 calendar days of receipt. Whatever the vote, the proposal will continue unless the Originator withdraws the proposal. All members of a unit present should be represented by the Vote/Action Number Count on Form A.

Legacy Process

Throughout the curricular process, any votes of "Not Support" must be expressed in writing to the Originator and logged on Form L by the Originator. Indeed, the Originator 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.

An Originator 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.

Curriculog Process

Throughout the curricular process, any overall vote of "Approve" must include the vote count in the comments section. Any Concerns must also be included in the comments section. An overall vote of "Reject" must include the vote count and rationale for the rejection in the comments section. Indeed, the Originator must address all concerns in writing in the comments section and relaunch. This dialogue will be reviewed by all succeeding units in the curricular process.

An Originator must consider all comments raised at all levels during the process and make appropriate

proposal modifications and/or respond in writing to address the concerns.

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 proposal, as commented upon from the first level of consultation, is reviewed and brought to a vote. Any comments expressed at this level must be in writing and addressed in writing by the Originator. The communication of these concerns will be in the comment section. This dialogue is part of the proposal for all approvers to view at any time during the process. The Department Curriculum Committee or correlate has 14 calendar 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 Originator'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" or "Not Support," any concerns must be expressed in writing to the Originator and the dialogue, including the Originator'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 Originator 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 14 calendar 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 14 calendar 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 Originator, the Dean, and the Associate Provost of Assessment and Accreditation (APAA) resolves the issue(s) or the proposal is withdrawn. The Dean will review, act, sign, and forward all proposals to fsucurriculum@ferris.edu within 14 calendar days. The Dean must, in writing, include any concerns if their action is “Approved” or “Not Approved” by emailing a Word document of the concerns to the Originator and the APAA.

**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 Originator 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,” signifying support of the proposal, and document any concerns on the form L, so 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 typical 14 calendar 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 Originator.

Note: Some proposals do not go to the UCC and/or Senate for discussion/action. See the [Curricular Action and Approvals Table](#) for details. These “info only” proposals are a notification that is not actionable. If any concerns arise, address them to FSUCurriculum@ferris.edu. However, it is a courtesy for the APAA 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 (APAA). The APAA 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 APAA informs the Originator and other units whose signature appears on Form A. At this point, the proposal is now ready for implementation as approved. *Please note: Students should not be advised of a new program or to begin taking classes until the curriculum is approved by any required approval entities such as the Board of Trustees, MASU, HLC, etc.*

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. Exception: Experimental/Independent Study courses must be approved by the 7th week of the term prior to offering. It is important to note that current checksheet, Banner, course catalog, and/or MyDegree modifications are only implemented/updated once per year for the fall semester.

Fall Semester	
Event	Date
New Faculty Orientation	Two weeks before Fall term begins, usually 2 nd full week of August
Welcome Week	One week before Fall term begins, usually 3 rd full week of August
Fall Semester Classes Begin	Usually, in the 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	3 rd week of February
Fall Semester Registration Opens	3 rd 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	3 rd week of September
Spring Semester Registration Opens	3 rd week of October
Spring Semester Classes Begin	Usually, the 2 nd Monday in January
Curriculum Proposals with changes to an existing course(s) only for the following Spring Semester are due to Academic Affairs (must not involve any checksheet changes)	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	2 nd week of December
Summer Semester Registration Opens	3 rd week of January
Summer Semester Classes Begin	Usually, the 3 rd Tuesday of May

A.4 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.

Any step in the proposal process that requires “action” must have a signature in order to advance to the next step; those with votes must include vote count. Any step in the proposal process that is designated for “info only” will be recorded with the appropriate date upon which it is presented as an informational item and will

advance to the next step. Any concerns regarding an “Info Only” step may be submitted to fsucurriculum@ferris.edu for inclusion on Form L.

Ferris State University Curriculum Actions Table

Type of Curriculum Action/GROUP I	PCAF	PROG	DEPT	CCC	DEAN	UCC	ACAD SEN	AA	BOT	MASU	HLC
New Degree: Associates	YES	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	N/A	ACTION
New Degree: Bachelor, Masters, Doctorate	YES	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION
New: Minor, Concentration or Certificate	YES	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	N/A	ACTION
Substantial Redirection of a Program/Major, Minor, Concentration, or Certificate requireing 3 or more new courses and/or new resources	YES	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY
Customization of existing program for off-campus cohort group	YES	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY	N/A	ACTION
Elimination of a Degree: Associates	NO	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	N/A	ACTION
Elimination of a Degree: Bachelor, Masters, Doctorate	NO	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION
Elimination: Minor, Concentration or Certificate	NO	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	N/A	ACTION
Substantial redirection or revision with no additional resources requirements (e.g. program name changes, signification modification to program outcomes, etc.)	NO	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY
Non-degree offerings (FSUS)	NO	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY
Non-degree offerings (General Education/Honors, etc.)	NO	ACTION	N/A	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY
Delivering existing programs at newly opened off-campus sites	NO	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	ACTION	N/A	ACTION
Type of Curriculum Action/GROUP II	PCAF	PROG	DEPT	CCC	DEAN	UCC	ACAD SEN	AA	BOT	MASU	HLC
Program/Degree Updates: Major/Minor/Concentration/Certificate-Small modifications of program outcomes, admissions, requirements, progression/exit requirements, change to course titles, prefixes, credit hours, terms offered, or prerequisites, or adjustments of course offerings.	NO	ACTION	ACTION	INFO ONLY	INFO ONLY	ACTION	ACTION	ACTION	N/A	N/A	INFO ONLY
Courses Updates: Creation/Deletion/Modifications (i.e. descriptions, outcomes, or outlines, converting existing courses into modules, assigning general education attributes, course caps (need Dean approval)	NO	ACTION	ACTION	INFO ONLY	INFO ONLY (except Course Caps need Dean approval)	ACTION	ACTION	ACTION	N/A	N/A	INFO ONLY
Type of Curriculum Action/GROUP III	PCAF	PROG	DEPT	CCC	DEAN	UCC	ACAD SEN	AA	BOT	MASU	HLC
Independent Study/Experimental Courses (approved by the 7th week of the term prior to offering)	NO	ACTION	INFO ONLY	INFO ONLY	INFO ONLY	INFO ONLY	INFO ONLY	ACTION	N/A	N/A	N/A
Online Program (converting existing program to fully online option)	NO	ACTION	ACTION	INFO ONLY	INFO ONLY	INFO ONLY	INFO ONLY	ACTION	N/A	N/A	INFO ONLY
Non-credit continuing professional/technical training certificates and education programs	NO	ACTION	N/A	N/A	INFO ONLY (when applicable)	N/A	N/A	ACTION	N/A	N/A	N/A
Delivering existing programs at current off-campus sites	NO	ACTION	ACTION	ACTION	ACTION	ACTION	INFO ONLY	ACTION	INFO ONLY	N/A	INFO ONLY

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 (MASU) do not review new or eliminated associate degrees, minors, or certificates. All new programs 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. | Updated October 2024

PROPOSALS MUST BE APPROVED BY THE ACADEMIC SENATE NO LATER THAN DECEMBER OF EACH ACADEMIC YEAR FOR PROGRAM CHANGES TO TAKE EFFECT THE FOLLOWING ACADEMIC YEAR

B The Curriculum Process

B.1 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. [Is a PCAF needed?](#)

A PCAF is required primarily for a new program offering or significant redirection of an 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

For AY 2024-25, software (Curriculog) is being implemented. During this transition the UCC will process proposals through both the Legacy and Curriculog processes. This section describes the steps for the Legacy process. Steps for the Curriculog process are available at:

The forms required to initiate a proposal through the legacy process are described below.

B.2.a Form A – Proposal Summary

Once the PCAF (if needed) is approved, the Originator will fill out [Form A](#). The Originator 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 presents to the University.

The Originator 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, changes to the admissions or graduation requirements, 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.

Note: New programs must define new and transfer student admission requirements, graduation requirements, program outcomes and assessment methods, contact information for the checksheet, and semester layout (term-by-term plan). A semester layout is optional for minors and certificates.

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

B.2.e Originator 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 Originator submits the Forms to 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 Originator'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 Originator if needed.

To assist in developing the proposal, RAM will do the following:

1. Give the proposal a proposal # and title.
2. Contact the Originator if further information is needed.
3. Add section 7 to Form A; a list of all consultation forms, needed including Form Bs for programs outside the Originator's department impacted by the proposal.
4. Add section 8 to Form A; a list of all checksheets within the Originator's department that are impacted by the proposal.
5. Create all additional needed forms (B, C, FIN).
6. Create the current and proposed Form D's (checksheets) for the proposal.
7. Contact the Originator 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 Originator, the Department, CCC Chair, and Dean are copied.

The Originator will:

1. review the proposal packet thoroughly. Reworking the proposal after it has been approved bypasses the faculty review process, so significant changes will require the creation of a new proposal.
Note: Areas to focus on during the review are spelling/grammar. Form A summary includes all proposal changes. Checksheet accurately captures intent and course list.
2. ensure the proposal is electronically signed at each of the college-level reviews.
3. monitor the process at each step.
Note: Once the Dean has electronically signed the proposal for approval or information only, it is emailed to fsucurriculum@ferris.edu.

Administrative Assistant to the Academic Senate will:

1. ensure 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 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, assessment methodologies, and includes criteria for success levels.

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 Originator once the proposal is completely approved and is ready for implementation.

C Forms

C.1 Purpose of Curriculum Forms

Form	Purpose
<p>PCAF Preliminary Curriculum Approval Form</p>	<ul style="list-style-type: none"> ▪ 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)
<p>Form A Proposal Summary and Routing *Required for all proposals</p>	<ul style="list-style-type: none"> ▪ Identifies the title and number of the proposal ▪ Identifies the Originator ▪ 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
<p>Form B Undergraduate Programs UAC Curriculum Consultation Graduate/Professional Programs UAC UGPC Curriculum Consultation</p>	<ul style="list-style-type: none"> ▪ Identifies any unit that might be affected by the change; All course prefixes added/subtracted from a proposal will trigger a consultation to the course prefix home department ▪ Requests support for the change or identification of any concerns associated with the change

Form	Purpose
Form C FLITE Services Consultation	<ul style="list-style-type: none"> Requests review of FLITE resources and services for proposals involving a new course or a significant modification of course content
Form D The requirements for completing a program. A program, certificate, and minor all have their own checklist while a concentration will be on the same checklist as the major that owns it.	<ul style="list-style-type: none"> Creates checklist 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 checklist 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tracks the concerns brought to the Originator throughout the review process Originators' 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 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. e.g., 25-009
Proposal Title	RAM	This will be completed by RAM
Type of Curriculum Action	Originator	(Originator) 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.

Form A Section (continued)	Completed By	Instructions
College	Originator	This is the college of the Originator
Department	Originator	This is the department of the Originator
Originator	Originator	The Originator's name
Contact Person's Name/Phone	Originator	The person that should be contacted with questions. This may be different than the Originator.
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 Originator will guide the proposal through the steps of 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?	Originator	Provide the URL of the PCAF location
Proposal Summary	Originator	*See instructions below
Summary of All Course Action Required	Originator	Include the course prefix, number, and title <u>as they appear in the Banner system</u> . Avoid abbreviations or other commonly used shorter versions of the course title.
Are there plans to offer blended or online courses?	Originator	
Will External Accreditation be sought?	Originator	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.
Update or add program outcomes to a checksheet	Originator	A program-level proposal is expected to have a Program Assessment Plan: 1) student learning outcomes, 2) assessment methods to be used, 3) criterion for success, 4) assessment implementation schedule. A form provided by the UAC will be linked to Form A. Note: Assessment methods and thresholds only appear in the assessment software, not on the checksheet.

Proposal Summary Instructions

Provide a detailed rationale including all curriculum action(s) and desired date of implementation; generally, 1 page. If adding a 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 or modifying course level outcomes, Student Learning Outcomes must be provided on the UAC form linked on Form E/F and will be added to University assessment management system. When creating a new program or modifying program-level outcomes, Program Outcomes must be provided on the UAC form linked on the Form A and will appear on the Form D (Checksheet) and in University assessment management system. 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.

If this proposal creates a new program, the following are required:

- ✓ Suggested semester layout – submit the [semester layout template](#) with this proposal. The suggested semester layout provides a recommended plan for when students should take specific courses. The suggested semester layout should include First Year, Second Year, etc. Each year should also include Fall, Spring, and Summer semesters.
- ✓ New Program Catalog Information - submit this [new program form](#) to provide Admission & Graduation Requirements, catalog description, and program contact information.
- ✓ Select the appropriate six-digit [CIP \(Classification of Instructional Programs\)](#) code & title.

The Classification of Instructional Programs (CIP) is a six-digit code that provides a taxonomic scheme to support the accurate tracking and reporting of fields of study and program completions activity. A general guideline for selecting the CIP is to start with selecting the two-digit series, which best describes the content of the program, and then look for the six-digit CIP code, which best describes your program of study. In some cases, instructional programs may be found in one or more series. For example, a person can receive a degree in Statistics from a program that focuses on mathematical models; this program would be coded under code 27.0501 Statistics, General. On the other hand, a person can receive a degree in Statistics from a program that focuses on the applications of statistical methods to the description, analysis, and forecasting of business data; this degree would be coded under code 52.1302 Business Statistics. Cross-references are included throughout the CIP for codes that are related to help the user select the code that best describes their instructional program. The Office of International Education will be consulted to provide input regarding CIP code selection and the potential impact on international students. Originators should use them to look up and determine the appropriate six-digit code.

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

In order to ensure compliance with the thirty (30) calendar day requirement cited in 7.5 of the CBA, proposers [Originators] shall seek department Member input not less than twenty (20) calendar days before submitting a curriculum proposal to fsucurriculum@ferris.edu. Following that, all affected parties will have an additional (10) calendar days to return Form B.

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 Form B will also be sent to the Originator.

In the event of a response of "support with the modifications listed below" or "do not support the proposal for the reasons listed below," the Originator 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 in the proposal.

University Assessment Committee (UAC)

Any proposal creating a new program or course offering must have the program and/or course outcomes reviewed by the [University Assessment Committee](#) (UAC). The UAC reviews and advises on outcomes and assessment methods, including thresholds.

Note: A new program offering includes all majors, minors, and certificates.

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, on behalf of the Originator, 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 Form B will also be sent to the Originator.

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 Originator.

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 contains 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 Semester Layout (Term-by-Term plan) for completion of the offering (optional 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 Originator based on the Form A, Form E/F(s), Form G(s), and additional information needed from the Originator. The Originator 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

Originators must complete this form for the following reasons:

- A new course, including “Experimental” courses (x90), or Independent Study (x97), is being offered.
- When any change is made to an existing course.
- When a course is to be deleted.

It is recommended that an Originator of a Practicum (x95), “Special Topics” (x96), or “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: Originators should NOT include a full syllabus with this form.

I. Action

The Originator 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 Originator 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 Assessment and Accreditation (APAA).

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 the year; the next two digits indicate the 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)

Section of Form	Instructions
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	Choose 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	<p>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.</p> <p>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.</p> <p>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.</p>
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	<p>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.</p> <p>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)</p>
Q. Course Outcomes, Assessment Plan, and Threshold Levels	<p>Course-level proposal is expected to have a Course Assessment Plan that includes the following: 1) student learning outcomes, 2) assessment methods to be used, 3) criterion for success, 4) assessment implementation schedule.</p> <p>A form provided by the UAC will be linked on the form E/F.</p>

Section of Form	Instructions
R. Course Outline Including Time Allocation	<p>The Course Outline is <u>not</u> 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 Originator should design the course time allocation to accommodate any method of delivery.</p> <p>Express Time Allocation in one of the following formats for a 3-credit hour course; adjust accordingly:</p> <ul style="list-style-type: none"> ○ 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	<p>Instructional Dollars Exception – courses for which faculty are assigned to the course, but the course will have no instructional dollars or FTE.</p> <ul style="list-style-type: none"> a. None – not applicable (most common) b. FSU Faculty \$0 – Courses for which an 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	<p>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:</p> <ul style="list-style-type: none"> ● 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 for every General Education designation sought for a course. 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

A Form L, initially prepared by RAM, is included in the proposal to ensure that all concerns are addressed and documented. As concerns arise, it is the responsibility of the Originator to document them along with any action taken on the Form L. Prior to the Academic Senate review, RAM will process all necessary changes to a proposal.

Concerns or minor corrections discovered after the proposal has been received by Academic Affairs will be documented on the Form L. This step is done in consultation with the Originator, and dean when necessary, and will be remedied prior to implementation.

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 **rationale for the initiative demonstrating market demand while also detailing a 3-year budget and enrollment plan**. The PCAF is reviewed by department administrators, deans, the Provost or his/her designee, and the President's 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 [internally](#) 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
- 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 Originator 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 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. Information about why and what students will learn can be found on the [Ferris State University 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 Originator 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 are 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	14 calendar days
Originator Approval	14 calendar days
Program Faculty	14 calendar days
Department Faculty	14 calendar days
School Faculty	14 calendar days
Department/School Administrator	14 calendar days
College Curriculum Committee	14 calendar days
Dean	14 calendar days
University Curriculum Committee (UCC)	14 calendar days * see G.2
Academic Senate	14 calendar days * see A.2.C
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 Originator 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 Originator will be notified by Academic Affairs when the proposal has made it through all approval steps. Originators 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 to be 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).*

Graduate (Master's, Professional, Doctorate)

Programs leading to master's or doctoral-level degrees and graduate-level certificates must address policies specific to graduate level curriculum, as reviewed and approved by the University Graduate and Professional Council (UGPC). This includes policies related to admission requirements and process, and academic dismissal, which can be found on the University's [ferris.edu/policies](#) page. Early consultation during the proposal development phase with the UGPC and the Office of Graduate Studies is recommended. 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.
- 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 B 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 typically consists 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.

(Certificate credit-hour language supported by the Academic Senate February 1, 2022)

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.)

Stackable Certificates

Stackable Certificates (Stackables) often work as building blocks toward a higher degree or as a way to upskill a degreed individual. Additionally, Stackables can be small or large clusters of courses that are earned in a shorter amount of time than a degree and, thus, are a quicker way for individuals to earn the skills they need for a particular field.

Certificate Designation

The Originator, with guidance from the UCC, will determine a certificate designation. The determination of a certificate designation 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. As shown below, there are three graduate level certificate designations from which to choose. Certificates must have Student Learning Outcomes statements clearly linked to measurable assessment strategies.

The certificate designation choices are as follows:

- CERT is for Certificate (undergraduate level)
- ASCT is for Advance Studies Certificate (graduate level)
- GRCT for Graduate Certificate (graduate level)
- PGCT Postgraduate Certificate (graduate level)
- PRCT for Professional Certificate (professional level)

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. The following are examples of Non-Credit (Ad Hoc) Certificates:

Certificate Type	Definition
Continuing Professional / Technical Training Certificates	The content of these certificates would serve 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.

Certificate Type	Definition
Non-Degree Offerings	<p>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 Honors and General Education.</p> <p>An Originator must submit support/approval according to the curriculum actions table.with support/approval according to the curriculum actions table.</p>

H.4 University Policies

Academic Affairs Policies

There are several policies from Academic Affairs that impact curriculum. An Originator 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. An Originator 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/Doctoral/Professional	500-899

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

96	Special Topics
97	Independent Study
99	Assessment Course (Capstone)

Assessment Courses (Capstone) (x99)

x99 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 (x90)

x90 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 Banner; however, departments have the ability to include more section specific descriptions in 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 x90 offerings.

Any x90 proposal must include Forms A and E/F and a course syllabus, including measurable student learning outcomes clearly linked to assessment strategies and a course outline. The documents will be combined into a pdf and electronic signature fields added for support/approval according to the curriculum actions table. The APAA will forward to the UCC for information only and the Registrar for processing. Originators are encouraged to group multiple experimental courses into one proposal.

Experimental course proposals are processed during the academic year (Fall/Spring) to ensure the course is available to students for registration. The proposal is due **no later than the seventh week of the term prior to its offering**. For further details see [Important Dates that Impact the Curriculum Process](#). Fall & Summer experimental courses are typically due the 1st week in March; Spring experimental courses are typically due the 1st week in October.

A x90 course shall be offered no more than three times. If the course is to be continued, it must follow the curriculum process for a new course with a new proposal.

x90 Course Titles should reflect: “Experimental Course in [specific program/subject area].”

x90 Course description language should reflect: “Experimental course to increase awareness of specialized or recently emerging content that is not represented in the current [specific program/subject area] curriculum. Students are introduced to selected topics in [specific program/subject area]. Topics and texts vary. Students may repeat the course for credit as long as they do not repeat the topic. Typically Offered on Demand.”

x90 courses will no longer be listed in the catalog but will be available internally through the course’s specific department.

x90 courses may only award repeatable credits when a different experimental course using the same subject and course number is taken. Each experimental course approved may only award credit once per student.

See [Section C](#) for guidelines on proposal preparation for Experimental Courses.

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

Graduate, Professional, and Doctorate 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 (x97)

x97 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 Banner; however, departments have the ability to include more section specific descriptions in 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 APAA. The APAA will forward to the UCC for information only and the Registrar for processing. Any x97 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.
4. x97 Course Titles should reflect: "Independent Study in [specific program/subject area]."
5. x97 Course description language should reflect: "Independent Study course that allows students to pursue a topic of specialized interest in [specific program/subject area]. This course allows the student to work independently with the guidance and supervision of a faculty member. The course may include directed readings, applied work, assisting with faculty research, carrying out an independent research project, or other activities deemed appropriate. Topics for study and project requirements will be negotiated jointly between the faculty member and the student prior to registration."

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) that 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 that 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 (x91-x93)

x91 through x93 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 (x94)

x94 is reserved for projects associated with on and off campus field experiences. Course descriptions will be included in the catalog of courses.

Practicum (x95)

x95 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.

Special Topics (x96)

x96 is reserved for special topics courses. Special topics courses are not independent studies and are intended to allow for covering current or special topics within the subject area. Form A and Form E/F are required to create a x96 course.

Zero Credit Course (xxx Z)

These are courses listed in the university catalog that award no earned academic credit upon their successful completion. The university catalog and a student transcript shall indicate that these courses carry and award zero academic credits.

Zero Credit Course Requirements:

Zero credit courses are appropriate in academic settings where students are participating in coursework that is largely self-directed, or activities that that may be repeatable as part of a co-curricular experience.

A zero-credit course may be approved through the curriculum approval process if some the following conditions are met:

- The course has designated student learning outcomes
- The course is not offered as a credit-bearing course or is offered simultaneously with a credit-bearing course.
- The course requires minimal faculty involvement and minimal use of other university resources (e.g., equipment or library resources)
- The course is largely independent or practical experience and does not meet as a class regularly, or the course is a focused area of study, practical experience, or creative expression.

A zero-credit course proposal must (1) justify the unique nature of the course to account for a student earning no credit; (2) justify why earning zero credits is appropriate; (3) demonstrate how utilization of university resources is nominal; and (4) present a plan for inclusion of faculty time associated with the course in the allocation of faculty workload within the respective department or college.

Programmatic Use of Zero Credit Courses:

The inclusion of zero-credit courses as requirements for program completion shall be deemed reasonable and appropriate only if the following conditions are met: (Exceptions for music-based and extracurricular courses may be evaluated on a case-by-case basis.)

- The course includes no more than 50 minutes of instructor contact time per week, for no more than 15 weeks in an academic term, or equivalent.
- The amount of in-class student work is typically minimal. This is defined as no more than 20 minutes of in-class work that does not require outside-of-class preparation.
- Assignments, homework, projects, and related activities are not appropriate for zero-credit courses.
- Minors, certificate programs, and associate programs may not include required zero-credit courses. Baccalaureate programs may include no more than two required zero-credit courses, and required repetition of zero-credit courses is not permitted. Programs at all other levels may include no more than one zero-credit course, though repetition of the course each semester is permitted.
- Zero-credit course requirements apply to all students irrespective of student status (e.g., full-time or part-time) or location/modality of instruction. Waivers of requirements to complete zero-credit courses, when included as degree requirements, are not permitted.
- Zero-credit courses are available for student course evaluations, in accordance with departmental procedures.

Course Number:

Zero credit courses will be designated with a “Z” at the end of their course number. For example, MUSI 280 is a for-credit Jazz Ensemble. An approved zero-credit version for Jazz Ensemble created MUSI 280Z. If a for-credit version of the course is not offered, a new number ending with “Z” will be created.

Section Number:

When building course sections for a semester, the ‘Section Number’ shall be formatted as “Z##”. For example, the zero-credit section for a term for the class would be MUSI-280Z-Z01. If another section is needed, it would be MUSI-280Z-Z02.

Grade: Grading is accomplished with minimal assessment. Courses offered as Zero-Credit will have a default grade mode of “Credit / No Credit”. This grade will not weigh into a student’s GPA but will display on the transcript. Credit is indicated as “CR”, and No Credit is indicated as “NC”.

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.

Originators should identify the optimal cap for 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 Assessment and Accreditation (APAA).

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 arguments 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 APAA.

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 APAA. An Originator submitting a course cap modification in their proposal must justify the action based upon, but not limited to, the current body of research, equipment limitations, cohort size, current practice, pedagogy, other best practices, etc.

Appendix A: Roles of Participants

Role	Duties/Responsibilities
Originator	<u>An Originator</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 Originator 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. Originators 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”, “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,” “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,” “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.
Office of Graduate Studies	The Office of Graduate Studies coordinates with Academic Deans and University Graduate and Professional Council to provide support for graduate degree programs.
Honors Curriculum Committee	In accordance with the policies and procedures governing the honors program, this committee will review and act on proposals forwarded by honors program faculty. Action options are to “support,” “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. To create an honors section, follow this link .
Dean	The Dean will consider action taken at all the college levels as well as any concerns and questions raised choose to “approve,” or “not approve” a proposal. Some proposals are sent to the Dean for information only and no action is required. A “not approve” requires communication in writing, between the Dean and the Originator 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.

Role	Duties/Responsibilities
University Assessment Committee (UAC)	The UAC receives a Form B consultation for any new offering (program or course) and reviews the outcomes and assessment methods to assist the Originator with further refining of the outcomes and assessment methods.
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 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 concern. Action options are to “support,” “not support,” or “abstain.” A vote of “Not Support” <u>must</u> include identification of specific concern(s) with appropriate rationale. In all instances, the UCC forwards proposals to the Academic Senate for action or information.
University Graduate and Professional Counsel (UGPC)	The UGPC receives a Form B consultation for any graduate or professional offering (program or course) and reviews the overall academic integrity and assists the Originator with aligning the curriculum to graduate standards. It is suggested that, if you have any curriculum changes that fall under the graduate studies umbrella, Originators contact the UGPC for discussion prior to submitting any forms to FSU Curriculum.
The Academic Senate	The Academic Senate considers and acts on proposals received from the UCC. Action options are to “support,” “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” and “not approve,” rejecting the recommendations and stopping the process, or to “hold” the proposal pending additional information or additional new/reallocated resources. A “not approve” requires communication in writing between the Provost and the Originator regarding the concerns and the resolution(s).
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: 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 Ferris360.

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