

Curriculum Committee (CC) Proposal Guidelines and Glossary

What is the function of the curriculum committees?

The primary charge of the Curriculum Committees (CC) is to review curricular proposals submitted by the academic colleges and either make recommendations for proposal improvement or recommend support for the proposal to the appropriate Council for vote. You may revise and resubmit your proposal for reconsideration based on the feedback you receive from the Curriculum Committee. The Undergraduate Council (UC) reviews undergraduate proposals; the Graduate Council (GC) reviews graduate proposals. Committee approval does not guarantee that the proposal will pass the appropriate Council. The curriculum committees exist to ensure that proposals forwarded to the appropriate Council are in proper form and meet acceptable standards for final consideration.

Who are the current members of the curriculum committees?

The curriculum committees are elected or appointed within each respective organization and their membership may change on a yearly, bi-yearly, or tri-yearly basis. Names of your colleagues holding these positions in any academic year can be found as follows: enter Blackboard, select Organizations, select UF Committees, select Committee list, select appropriate year, and appropriate Council.

What is the function of each curriculum committee?

Graduate Curriculum Committee (GCC)

Duties of the Committee include:

1. Promote consistency in new graduate programs and curricular proposals.
2. Review proposals submitted to the Graduate Council by one of the academic colleges regarding new graduate programs.
3. Review proposals submitted to the Graduate Council by one of the academic colleges regarding revisions to existing graduate programs including but not limited to: course, catalog, curriculum and prerequisite changes.
4. Review proposals related to the development or modification of admission requirements for graduate programs.
5. Make proposal decisions and appropriate recommendations to the Graduate Council, college deans, and program directors regarding graduate program and curriculum standards.
6. Carry out other assignments consistent with the function of the committee.

(Revised 9 May 2011; Revised 16 Feb. 2015)

Undergraduate Curriculum Committee (UCC)

Duties of the Committee include:

1. To review all undergraduate courses, program and curricular proposals submitted to the Undergraduate Council for review and action;
2. To determine if a proposal is in compliance with the Undergraduate Curriculum Committee (UCC)/Graduate Curriculum Committee (GCC) Proposal Guidelines;
3. To hold faculty training sessions upon request to help faculty understand the process and how to complete the required forms;
4. To provide systematic feedback on all course, program and curricular proposals to ensure that all proposals are dealt with in a consistent manner;
5. To review proposals to the development and modification of admission requirements for undergraduate programs;
6. To determine if a proposal should or should not proceed to the Undergraduate Council for its consideration and to make a recommendation regarding each proposal to the Undergraduate Council for action, if required.

(Established 18 Feb. 2008; Revised 6 April 2009; Revised 15 Oct. 2012; Revised 7 April 2015)

What are the functions of your college's representatives on the Undergraduate or Graduate Curriculum Committee?

Your college representatives help with the proposal process by acting as your college's voice during the meeting in which the proposal is reviewed. They may also assist you in the application process by offering clarifications or assistance in filling out the forms when needed. You can request a college representative to review a proposal prior to sending it for any vote at the college or council level. This provides you as the proposal sponsor, based on the guidance from your college representative, an opportunity to modify any sections of the proposal that are unclear.

You may access guidelines and blank templates for these forms at:

<https://oilernation.findlay.edu/Offices/Academic/Pages/Undergraduate-and-Graduate-Council-Forms.aspx>

What is the process for proposal review?

1. A completed proposal with supporting documentation needs to be approved on a college level before it is submitted to either Curriculum Committee. It is at the college level that your colleagues should be judging the program/course quality, viability, and sustainability within the college and university as a whole. Some colleges may have a college-level curriculum committee; you should verify the college process with your Dean.
2. Once college-level approval has been granted the proposal is submitted to the respective curriculum committee (UCC or GCC) and undergoes a review process. During its review, the Curriculum Committee is looking for the following:
 - i. A Completed proposal form (i.e., Background Statement, Proposal Statement, Current Catalog Copy, Proposed Catalog Copy, Rationale Statement, Projected Impact Statement, Student Transition Statement, and possibly Supporting Documentation such as a Curriculum Review Memorandum).
 - ii. Completed supporting evidence, if required (i.e., UF Syllabi, Degree Plan, Curriculum Review Memorandum, Modified Degree Plan, Program Mission Statement, Program Goal Statement, Implementation or Teach-out Timeline, Evidence of Needs Assessment and Budget Memorandum, Evidence of Student Matriculation Support, as indicated by your choice of Proposal Option type).
 - iii. Any course syllabus submitted as supporting evidence should follow the current University-approved template. Course objectives should be assessable and use verbs from the Revised Bloom's Taxonomy (<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>). Generally, 100- and 200-level classes use verbs from lower order thinking skills on the Revised Bloom's Taxonomy, which are more appropriate for introductory and general classes. Use higher-order thinking skills associated for advanced coursework in 300-, 400-level, and graduate-level classes.
 - iv. If using a Program Update Form, then the course objectives must match your program goals.
 - v. If using a Program Update Form, then the program goals must match your mission statement.
 - vi. If the proposed changes to a course/program have an impact on other courses/programs and/or colleges, then a Curriculum Review Memorandum must be submitted, which indicates that the impacted program has been notified of your proposed changes.

- vii. The forms must be largely free of typographical errors as well as errors of grammar and usage.

Since these forms are circulated widely within the University and are periodically reviewed by external bodies for accreditation purposes, please ensure that forms are carefully revised prior to submission. If errors in the proposal content produce a lack of clarity or are numerous enough to seem unprofessional, documents may be returned to you for further revisions.

- viii. The forms you complete and send to the UCC must be a .doc or .docx format. The Undergraduate Council cuts and pastes the proposals we send to them into the agenda—thus, a .pdf format is not an acceptable format.

Overall, the curriculum review process looks for: a) proposal coherence; b) proper documentation; and c) proposal clarity so that we may present, defend, and answer questions that council members may have regarding your proposal.

Proposal sponsors may request FYI Status by checking the upper-right corner box when no subsequent vote by UC/GC is needed. Use the following criteria to determine when to check FYI status box.

Course Update forms have FYI status if the proposal is a:

- Course Title Change
- Prerequisite/Co-requisite change
- Minor Catalog Change (e.g., Course Description Change)

Program Update forms have FYI status if the proposal is a:

- Program/Major/Minor Title Change
- Program Major/Minor Admission Standards

If the proposal contains additional items that do not fall under these categories as listed above, FYI status cannot be requested since the proposal is more robust and will need to be considered for a vote by the UCC/GCC. The UCC/GCC confirms or rejects the FYI status on all proposals submitted. The FYI proposal can only be implemented by the proposal sponsor after it has been presented to the UC/GC.

3. Once the proposal(s) has passed the respective committees' review process, then the committee chair submits it for the Council agenda.

Which proposal document do I need to fill out?

Undergraduate Council and Graduate Council have elected to use the same proposal form for the purposes of each committee, so whether you are submitting an undergraduate or graduate proposal, the form is the same. There are currently two forms being used: the Course Update Form and the Program Update Form. If your proposal involves the addition, deletion, or alteration of a course, then use the Course Update Form. If your proposal involves the addition, deletion, or alteration of a program, then use the Program Update Form. If you are adding a new or altering an existing program, you may also be adding or altering courses. You may submit a Program Update Form and a Course Update Form(s) in the same review cycle. The Course Update Form(s) will be addressed before the Program Update Form.

How many proposal forms do I need to fill out?

The number of proposal forms will be dependent on the type of request you are making. The following examples are provided for clarification:

- a) Each course, program, or major you wish to add requires a separate proposal.
- b) Modifying an individual course can be done within one proposal (Course Update Form). A proposal might reflect multiple changes within the same course, including increasing credit hours and modifying a course title.
- c) Modifying a program/major by adding courses and eliminating others from the major/program should be done on the same Program Update Form.
- d) If creating a new major or program and adding new or altering existing courses, a proposal will need to be included for each new or altered course within the new major/program (Course Update Form) and a Program Update Form will need to be submitted reflecting the proposed major/program.

When do I submit proposals for review and to whom?

The submission dates to UCC and GCC are different. Please check the Blackboard system for the committee to which you are submitting for due dates and review dates. If submissions are being directed to the Graduate Council, please contact the current chair of the Graduate Curriculum Committee and copy your e-mail to Heather Riffle. If submissions are being directed to Undergraduate Council, please contact the current chair of the graduate Curriculum Committee and copy your e-mail to Renee Schafer. No late submissions will be accepted.

What are common reasons a proposal does not receive curriculum committee approval?

1. The proposal format was not followed or was altered by the proposal sponsor.
2. The proposal has typographical and/or usage errors that hinder the clarity of the document and/or are pervasive enough to seem unprofessional.
3. The proposal is incomplete or completed incorrectly (i.e., sections such as background, rationale, projected impact).
4. The proposal does not have the proper supporting documentation.
5. The supporting documentation is incomplete (i.e., signatures missing, section descriptions missing).
6. The syllabus is not submitted using the approved UF syllabus template.
7. There are no stated objectives for the program or course, or the objectives are not stated in measurable terms.
8. There are no stated program goals.
9. The proposal has not passed your own college review.
10. Changes to more than one course have been made on a Course Update Form.

Proposal Glossary

(Terms listed as they appear in proposal forms.)

1. **Proposal Number:** a number assigned yearly and should include your college abbreviation and a numerical number that represents what number proposal it is for that year. For example COLA03-U is the third undergraduate proposal put forth by COLA in that academic year; and COLA03-G is the third graduate proposal from COLA that year. Please note that proposal numbers should be assigned sequentially for how proposals should be reviewed. Therefore, a new course being added to a program needs to have the Course Update Form proposal number lower than the Program Update Form.
2. **Short Title:** a short title facilitates conversation about the form and proposal. Include the course discipline and level along with the action requested. For example, if your proposal is making a change to a course entitled *BLMC220 Introduction to Culture: Bridging Differences*, your short title could be "Title Change BLMC 220." Another proposal might ask briefly, "Remove COMM 330 from course offerings."
3. **Current Academic Year:** the year in which the proposal was submitted, i.e., 2015-16.
4. **Degree:** an indication of whether the proposal is associated with a minor, Certificate, Associate, Bachelor, Post Baccalaureate, Master, Doctorate or other educational programming.
5. **FYI:** the UCC/GCC reviews and confirms the FYI status as indicated by the proposal sponsor. While an FYI Update must be submitted to the UC/GC before it can be implemented by the proposal sponsor, it does not need to be voted on by Undergraduate or Graduate Council. When the UCC/GCC reviews an FYI proposal, it may determine that FYI status is not appropriate under the following conditions:
 - Course Title Change: The new course title mirrors a course offered within another department. If a CRM is not included FYI status will not be approved.
 - Prerequisite/Co-requisite change: If a pre-requisite or co-requisite from another department is added without a CRM, FYI status will not be approved.
 - Minor Catalog Change: Rather than a clarification of the language of the course description, the changes are profound enough to make it seem as if the proposal is for a new course rather than a change to an existing course.

Under these circumstances, FYI status will not be granted and the proposal will go before UCC/GCC for a vote.
6. **Program:** the program in which the proposed update takes place. For example, the TESOL/Bilingual Education Program is one program situated within the Department of Language and Culture within the College of Liberal Arts.
7. **College Approval Date:** the date in which your proposal passed your college's review. Those proposals that have not gone through a college review process will not be viewed by either UCC or GCC.
8. **Dean:** the dean of the college in which the proposal originates.
9. **Program Director and/or Chair:** the name of the Program Director and/or Chair. Some administration hierarchies are different from college to college; therefore you may only have a chair and not a program director, if you have both please report both.
10. **Proposal Sponsor:** the person who is writing the proposal.
11. **Proposal Options:** On the Course Update Form, you must select addition of a course, elimination of a course, or modification of a course. You may have multiple kinds of modifications of the same course on the same proposal form. If you are proposing the same change to multiples courses with the same rationale, you may use a single Course Update Form (e.g., adding the same prerequisite for multiple courses). In most other cases, if you are changing more than one course, then submit a proposal for each course being changed.

On the Program Update Form, you may select an addition, elimination, modification, title change, or admissions standards change to a program/major/minor. If you are making more than one change to a program/major/minor, then be sure to provide a complete rationale and impact for all changes being made. Multiple changes can be made to a program using one Program Update Form. For example, one form can be used indicating a change in title as well as requirements.

12. **Required Documentation:** the supporting documents for your chosen proposal option; if one of these supporting documents are not provided or are not completed, then your proposal will be tabled and/or rejected by the committee.
13. **UF Syllabus:** a syllabus must be submitted for the addition of a course and some course modifications listed on the Course Update Forms. Submitted syllabi must use the UF current syllabus template; those syllabi that are not written with the approved template will be returned for revisions and the proposal will only be forwarded for consideration when the syllabi are updated. Syllabi must be embedded into the proposal document rather than sent as a separate file. When you are finalizing your proposal, please ensure that the course description in the syllabus matches the proposed catalog copy given on the Course Update Form.
14. **Program Mission:** the mission statement as defined by your program. If you are unsure of your program's mission statement please check the Graduate/Undergraduate Catalog (<http://catalog.findlay.edu/>) and/or with your department chair or program director. If you are proposing a new program, your college must approve this mission statement before you continue.
15. **Program Goals:** the stated goals of your program. If you are unsure of your program's goals please check the Graduate/Undergraduate Catalog (<http://catalog.findlay.edu/>) and/or with your department chair or program director. If you are proposing a new program, your college must approve the program goals before you continue.
16. **Degree Plan:** an overview of the curricular courses and the recommended sequencing of coursework for degree/major completion. Degree Plan (if applicable) refers to when a course being added or deleted is included as a specific major/minor/degree requirement. In this circumstance, only one Degree Plan will be required and it should be submitted within the Proposal Update Form where the program change is being requested. Within the Course Update Forms, please give the Proposal Number and Short Title for the Program Update Form that includes the Degree Plan. A Degree Plan is required as part of your proposal if there is a change in the list of required courses. A Degree Plan is not required if there is a course sequence change.
17. **Implementation/Teach-out Timeline:** if you are proposing a new program or a change to an existing program or a deletion of a program, you must provide a timeline showing how you will: a) phase the new program and the courses into the university schedule over the course of academic years until the program at all stages are operational; b) phase the new changes into your existing program; or c) phase the program out of existence over the upcoming university schedule and academic years.
18. **Evidence of Needs Assessment and Budget Memorandum (NABM):** This form should be submitted upon approval of a new program by the Development Process Review Committee. The Development Process Review Committee will assist proposal sponsors in the completion of the first (Evidence of Need) and second (Feasibility and Alignment) phases of the development process. This form may be submitted as a separate document.

19. **Evidence of Student Matriculation Support Memorandum (SMSM):** if you are phasing out a program, then provide evidence that all of the current students in the program will matriculate under the conditions of the catalog of that student's entry into the program. Explain what courses, if any, will be used as substitutions in the event that the course(s) have been eliminated before the student graduates.
20. **Curriculum Review Memorandum (CRM):** a document that demonstrates you have contacted any program(s) and college(s) affected by your proposal, which gives them the opportunity to note whether or not they have any concerns related to the impact of the proposal. This form may be submitted as a separate document. One of the duties of the UCC/GCC is to address course proliferation. At UF course proliferation is defined as when versions of the same course with a similar title and/or course content are being offered in several departments or programs. For example, if your course addition or change creates a class very similar to one offered elsewhere. Under this circumstance, the proposal sponsor will be directed to include a signed CRM for the proposal to have FYI status or if no CRM is included the proposal will be moved forward to the UCC/GCC for a vote.
21. **Background:** a brief summary that indicates what internal or external review has led to identifying this change as necessary. The Background should answer the question, "What led to this proposal being made?" The more you can tie the request to assessment purposes or changes in standards the better.
22. **Proposal:** a concise statement of what you intend to do with your course and/or program update (e.g., change credit hours for CSCI 240 from four (4) to three (3) hours, add admission requirements for animal science programs, modify prerequisite for MBA 610, etc.).
23. **Current Catalog Copy:** the current catalog copy information. Use the official current catalog information given on <http://catalog.findlay.edu/>. Include the discipline, course level, title, and credit hours. If you are cutting and pasting from the website, use the "clear formatting" tool in your word document to remove the bold, links, and other formatting that will appear after the paste. Catalog text pertaining to major, minor, and certificate requirements will copy in using a table format. Therefore, some adjustments may need to be made to the table for display purposes including adjusting column width and line spacing. If you are unsure of what the current catalog copy states, please contact Academic Affairs at x5455; hingson@findlay.edu.
24. **Proposed Catalog Copy:** the new, proposed text you wish to include in the catalog. Review your proposal to ensure that it reflects any new or previous changes to pre-requisites or co-requisite courses. Catalog text pertaining to major, minor, and certificate requirements will copy in using a table format. Therefore, some adjustments may need to be made to the table for display purposes including adjusting column width and line spacing. Be sure to remove or add rows as needed within the table to indicate the adjustments being made to the requirements. Because of approval sequences, there is a slim possibility that some changes will not appear on the <http://catalog.findlay.edu/> website before another change is being proposed. Therefore, it is important that proposal sponsors are aware to double-check the proposal to ensure up-to-date information is reflected in the proposed text. If you have questions regarding what you are proposing, then you should contact Academic Affairs at x5455; hingson@findlay.edu. In some cases you may need to contact the Office of the Registrar as well.
25. **Rationale:** this statement should indicate how the requested changes address the need you identified in the Background. The Rationale for Course Updates should address the question, "How does the course change being requested meet the needs I've identified in the Background?" For example, if the Background indicates after assessment that a course level is not appropriate than the Rationale should state that a change in course number is being requested to more accurately reflect the rigor of the course. For all proposals except Program/Major/Minor Title Changes, Course Title Changes, and Minor Catalog Changes, evidence supporting the requested change will be required in the rationale section. Examples of evidence could include: accreditation standards (link to the standards or copy of language), best practice (i.e., 5 comparable institutions-what

institutions did you look at), results of course evaluations/student surveys (what courses, what years, how many students, etc.), peer reviewed publications, etc.

26. **Projected Impact:** an explanation of the **positive** and **negative** implications and effects that these changes could have on the institution. Each of the following items must be addressed:
- Tuition and income.
 - Faculty. For example, if you are adding or removing classes, address the impact on faculty course rotation.
 - Support staff.
 - Other programs/majors/minors.
 - Current and potential students.
 - Facilities (including library).
 - Equipment.
27. Other potential costs. Note the statement “no impact” is not an acceptable response. Carefully address the impact statement for each item. For example, will ITS need to increase its support if you offer a new online course? Will you need to use the van for increased field trips? Will you have more adjunct faculty teaching this course until a new hire is approved?
28. **Proposal Implementation Timeline:** an indication of when the proposal will go into effect.
29. **Student Transition:** a concise statement regarding how you will transition students to the new requirements if your proposal is accepted. If desired, request that the registrar’s office retroactively apply these changes to past degree audits. Examples of common transition statements, which you can modify to fit your proposal, include:
- “The degree audit should be modified to reflect that current students can use COMM 308 or COMM 315. Student entering the university in Fall 2015 or after can only use COMM 308.”
 - “It is requested that ENGL 270 and COMM 2xx (Newswriting) be included as options within the degree audits for COMM majors so that letters of substitution will not be required.”
 - “Students currently pursuing a major where COMM 217 is required will have that course waived if not already completed. The Department of Communication will work with the Office of the Registrar to have this course waiver document for the students who are impacted by this course elimination.”
 - “The Department of Psychology asks that degree audits be changed so that current students can fulfill the requirement with either PSYC 213 or PSYC 3xx Clinical Psychology.”

If you are unsure of how to phrase the transition statement, you may contact the Office of the Registrar for advice.

30. **Supporting Documents:** attach all necessary documents within the content of this protected document. Refer to the list of required documents to determine whether additional information is required as part of this proposal. If you feel that a supporting document is not applicable, please include a comment such as, “an exit plan is not required because there are no currently enrolled students within this program” as justification for an exception to the supporting document requirement.

- ❖ If you have questions regarding how to complete the proposal process, please contact the chair of the respective curriculum committee or your college’s representative on the committee.

This document was updated on 3/13/2011_JRFB

This document was updated on 8/18/2011_HS

This document was updated on 7/19/2012_HS/SAH

This document was updated on 8/28/2012_HS/SAH

This document was updated on 8/19/2015_CB/SAH

This document was updated on 11/09/2016_LE/CD/SAH

This document was updated on 8/16/2018_SAH

Editing and Troubleshooting Forms

As you finalize your proposals using the directions above, please use the information below to help you proofread and polish your document. The committees' time is best spent focused on the content of your proposal rather than copyediting. It is especially important that your proposed catalog copy be error-free, since it will be broadly available online. The other portions of the document should be largely free of error.

- Review the document to ensure that the original formatting has remained the same as the blank template. Have you accidentally changed the section lettering of the boxes (this occurs most often because of trying to tab within a box)? Did you delete the FYI Status box? Have you accidentally added a great deal of white space to the form?
- Reformat the size, font, and color within the proposal to be consistent within the form whenever you cut and paste from <http://catalog.findlay.edu/>. The easiest way to fix the format is to highlight the inserted text and select Normal and the black theme color option from the Home toolbar. You will also want to select Paragraph and change the Before and After spacing to "0" and select "single" line spacing. This will condense the text within the proposal.
- Review to ensure that you have completed all of the necessary spaces on the form.
- Include the department code and course number (e.g., COMM 110) throughout your proposal. This will help when transitioning the text into the SmartCatalog thus making links between online pages and degree audits. For example, list prerequisites as ENGL 106, ENGL 107, or ENGL 206. When proofreading your proposal, replace any phrases such as "this class" with the course abbreviation. If you have not had a number approved yet, you can use a placeholder. For example: COMM 2xx (Newsriting).
- Do not use ~~striketroughs~~ in the current catalog copy to show material you are removing and **bold** to show new additions. Although it seems helpful, those changes do not actually appear in the catalog—the proposal must document the exact catalog copy as it appears now and how it should display in the catalog.

Common Punctuation and Usage Errors and Advice for Revising

- The Undergraduate Catalog uses the serial comma; the Graduate Catalog does not. When you create your proposal, please conform to the respective comma usage. For details, see https://en.wikipedia.org/wiki/Serial_comma
- Use a hyphen between two adjectives before a noun such as *first-year experience*, *upper-level course*, *under-enrolled class*. For details, see <https://owl.english.purdue.edu/owl/resource/576/01/>
- Use *that* for restrictive clauses and *which* for nonrestrictive clauses. For details, see <http://www.quickanddirtytips.com/education/grammar/which-versus-that-0>
- Use clear antecedents, strong verbs, and explain your ideas. For example, revise "This is helpful" to "This new prerequisite enables students to successfully transition to a college-level course."
- Break up or re-word long or confusing sentences.
- Revise any sentence fragments to be complete statements.
- Ensure that you use complete sets of quotation marks and parentheses.
- Check for appropriate capitalization.