

# Curriculum Committee (CC) Proposal Guidelines and Glossary

## What is the function of a curriculum committee?

The primary charge of a Curriculum Committee (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. Curriculum 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 within the committee repository and in the Committee on Committee's membership list.

## What are the functions of each curriculum committee?

### Graduate Curriculum Committee (GCC)

Functions:

- To review all graduate courses, programs and curricular proposals submitted to the Graduate Council for review and action.
- To determine if a proposal is in compliance with the Undergraduate Curriculum Committee (UCC)/Graduate Curriculum Committee (GCC) Proposal Guidelines.
- To conduct faculty training sessions upon request to help faculty understand the process and how to complete the required forms.
- To provide systematic feedback on all course, program, and curricular proposals to ensure that all proposals are dealt with in a consistent manner.
- To review proposals related to the development and modification of admission requirements for graduate programs.
- To determine if a proposal should proceed to the Graduate Council for its consideration and to make a recommendation regarding each proposal to the Graduate Council for action, if required.
- To conduct other assignments consistent with the function of the committee.

(Revised 9 May 2011; Revised 16 Feb. 2015; Revised April 2021; Revised 7 March 2022)

### Undergraduate Curriculum Committee (UCC)

Functions:

- To review all undergraduate courses, program and curricular proposals submitted to the Undergraduate Council for review and action;
- To determine if a proposal is in compliance with the Undergraduate Curriculum Committee (UCC)/Graduate Curriculum Committee (GCC) Proposal Guidelines;
- To hold faculty training sessions upon request to help faculty understand the process and how to complete the required forms;
- To provide systematic feedback on all course, program and curricular proposals to ensure that all proposals are dealt with in a consistent manner;
- To review proposals to the development and modification of admission requirements for undergraduate programs;
- 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; Revised 29 April 2019)

### **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 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://www.findlay.edu/offices/academic/undergrad-and-grad-council-forms>

### **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., Proposal Title, Need Discovery, Current Catalog Copy, Proposed Catalog Copy (and supplemental information, if necessary), Rationale, Projected Impact, Proposed Effective Date, Student Notification, Retroactive Impact, Supporting Documents, and, if necessary, CRMs).
  - ii. Necessary information for Workday or needed for a Higher Learning Commission submission as noted in section D. of the Course and Program Update Forms.
  - iii. A detailed breakdown on the projected impact of the changes, including each of the following:
    - Tuition and Income; Faculty; Support Staff; Other Programs/Majors/Minors; Current and Potential Students; Facilities (including the library); Equipment and other Potential Costs.
  - iv. Completed supporting evidence, if required (i.e., UF Syllabus, Degree Plan, Curriculum Review Memorandum, Program Mission Statement, Program Goal Statement, Implementation or Teach-out Timeline, as indicated by your proposal).
  - v. Any course syllabus submitted as supporting evidence should follow the current University-approved template.
  - vi. If using a Program Update Form, then the course objectives must match your program goals.
  - vii. If using a Program Update Form, then the program goals must match your mission statement.
  - viii. If the proposed changes to a course/program adds or removes a course or courses housed in a different department or college or would alter the curriculum of another program, then a Curriculum Review Memorandum must be submitted, which indicates that the impacted program has been notified of your proposed changes.

- ix. The forms should use Calibri 10pt font and 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 the sponsor for further revisions.

- x. The forms you complete and send to the UCC/GCC must be in a .docx format. The Graduate/Undergraduate Council cuts and pastes the proposals sent to them into the agenda. Thus, a PDF is not acceptable. You are asked to name the files as follows:

GCCorUCC.meeting.date UCCorGCC ProposalNumber Proposal Short Title

Example: 2019.09.24 GCC COHP03G Modify MSHI

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

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

- Title Change of Program, Major, Minor, Department, Certificate, Endorsement, or College
- Addition or Change of Admission Standards for Program, Major, Minor, Certificate, Endorsement
- Addition or Revision of Mission, Goal, or Vision Statements for an Academic Program, Department, or College

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 UC/GC. 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 to the appropriate Council for inclusion in its meeting 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 or delete requires a separate proposal. Note, if adding or deleting a course to the program offerings and the course is to be included or removed from a program of study, then a Program Update is required.
- 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. For new graduate programs, the Program Update should include the degree as well as admission requirements.

### **When do I submit proposals for review and to whom?**

The submission dates to UCC and GCC are different. Please check the committee's repository site 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. If submissions are being directed to Undergraduate Council, please contact the current chair of the Undergraduate Curriculum Committee via [uccproposals@findlay.edu](mailto:uccproposals@findlay.edu). Late submissions may be accepted at the discretion of the UCC/GCC chair. Please submit the file using the naming convention described in 2.x.

### **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 need discovery, rationale, projected impact).
4. The proposal does not have the proper supporting documentation.
5. The supporting documentation is incomplete (e.g., 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, if applicable.
10. Different changes to more than one course have been made on a Course Update Form. Note, there are cases when one Course Update Form is acceptable to make modifications to multiple courses. Some examples: splitting a lecture course into lecture/lab courses; deleting courses due to a program being discontinued.
11. Insufficient information is provided in one or more area(s) of the proposal.

## 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, CAHSS03-U is the third undergraduate proposal put forth by CAHSS in that academic year; and CAHSS03-G is the third graduate proposal from CAHSS 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 to change the title of *BLMC 220 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." This short title could be rewritten as follows: Eliminate COMM 330. Terms such as modify, eliminate, or add are appropriate descriptors for changes typically made in curriculum proposals. Therefore, one of these terms plus the subject (e.g., course number, major title) are effective short titles.
3. **Current Academic Year**: the year in which the proposal was submitted, e.g., 2025-2026.
4. **Program Type**: an indication of whether the proposal is associated with a minor, Certificate, Associate's, Bachelor's, Post-Baccalaureate, Master's, Doctorate, Dual Enrollment Certification, Endorsement, 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 prerequisite or co-requisite from another department is added or removed 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 UC/GC 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 Arts, Humanities, and Social Sciences.
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 & Email**: the person who is creating the proposal and is the point of contact regarding any questions about the proposal. Include the proposal sponsor's UF email address.

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, admissions standards change, or mission, vision, or goal statements change to a program of study. If you are making more than one change to a program of study, 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 may not move forward until required documents are provided 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 (<https://findlay.smartcatalogiq.com/>) 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 (<https://findlay.smartcatalogiq.com/>) 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 program of study completion. Degree Plan (if applicable) refers to when a course being added or deleted is included as a specific program of study 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. **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. If the curriculum committee determines the proposed changes may result in course proliferation, the committee will first look to see if a CRM from the impacted department/college is included. If not, the proposal will be sent back to the sponsor so that a CRM can be obtained.

19. **Proposal Title:** 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).
20. **Need Discovery:** a brief summary indicating how the need for this proposal was discovered. Include what review process led to identifying this need as well as, if applicable, any supporting evidence that led to the discovery. The Need Discovery should answer the question, “How was it discovered that this proposal was necessary?”
21. **Current Catalog Copy:** the current catalog copy information. Use the official current catalog information given on <https://findlay.smartcatalogiq.com/>. 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](mailto:hingson@findlay.edu).
22. **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 prerequisites or co-requisite courses. Catalog text pertaining to program of study 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 <https://findlay.smartcatalogiq.com/> 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](mailto:hingson@findlay.edu). In some cases, you may need to contact the Office of the Registrar as well.
23. **Rationale:** this persuasive statement should explain how the proposal offers the best solution to the need discovered. Indicate a) how the changes offer a solution to the need, b) why this is the best solution for the need, and c) evidence that support this as the right solution. For example, if the Need Discovery indicates after assessment that a course level is not appropriate than the Rationale should state a) what new course level is being proposed, b) why this is the appropriate course level to change to, and c) what evidence supports this decision. 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.

24. **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:

- a. Tuition and income.
- b. Faculty. For example, if you are adding or removing classes, address the impact on faculty course rotation or course load.
- c. Support staff. (It is unnecessary to add the Office of the Registrar or the Office of Marketing and Communication since they are automatically notified, if applicable.)
- d. Other programs/majors/minors.
- e. Current and potential students.
- f. Facilities (including library).
- g. Equipment.
- h. 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 part-time faculty teaching this course until a new hire is approved?

25. **Proposal Effective Date and Term of First or Last Expected Offering.** The effective date is an indication of whether or not what is being proposed requires only internal approval or both internal and external approvals. Proposals requiring only internal approvals will have the effective date of when the proposal is internally approved (i.e., Council meeting date). Proposals requiring both internal and external approvals will have the effective date associated with the final approval date from the most senior external approving agency (e.g., Ohio Department of Higher Education for program of study name change, Higher Learning Commission for new degree offering). The term of first or last expected offering should indicate when the program plans to either first offer a course or program or last offer a course or program.

26. **Student Notification:** A concise statement that explains how current students will be notified of the changes to the course or program and the impact of those changes on their degree completion.

27. **Retroactive Impact:** If desired, request that the Office of the Registrar retroactively apply these changes to past degree audits.

Examples of common impact statements, which you can modify to fit your proposal, include:

- a. “The degree audit should be modified so current students can use COMM 308 or COMM 315. Student entering the university in Fall 2015 or after can only use COMM 308.”
- b. “It is requested that ENGL xxx and COMM xxx be included as options within the degree audits for COMM majors so that letters of substitution will not be required.”
- c. “Students currently pursuing a major where COMM xxx is required will have that course waived if not already completed. The Department of Media and 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.”
- d. “The Department of Mathematics asks that degree audits be changed so that current students can fulfill the requirement with either MATH xxx or MATH xxx.”

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

28. **Supporting Documents:** attach all necessary documents within section J of the Course/Program Update Form. 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.



### 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 or using Google docs rather than Word)? 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 <https://findlay.smartcatalogiq.com/>. Font should be Calibri 10pt. 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 sections on the form.
- Include the discipline prefix and course number (e.g., COMM 110) throughout your proposal. This will help when transitioning the text into the catalog 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 information (e.g., MATH 123). If you need a course number, you are encouraged to utilize Workday to determine available course numbers by entering "Find Course Definition" to determine which numbers in a discipline have not been used. If necessary, speak with the Office of the Registrar, to determine available numbers.
- Do not use ~~strikethroughs~~ in the current catalog copy to show material you are removing or **bold** or **highlighting** 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](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 sentences.
- Ensure that you use complete sets of quotation marks and parentheses.
- Check for appropriate capitalization.