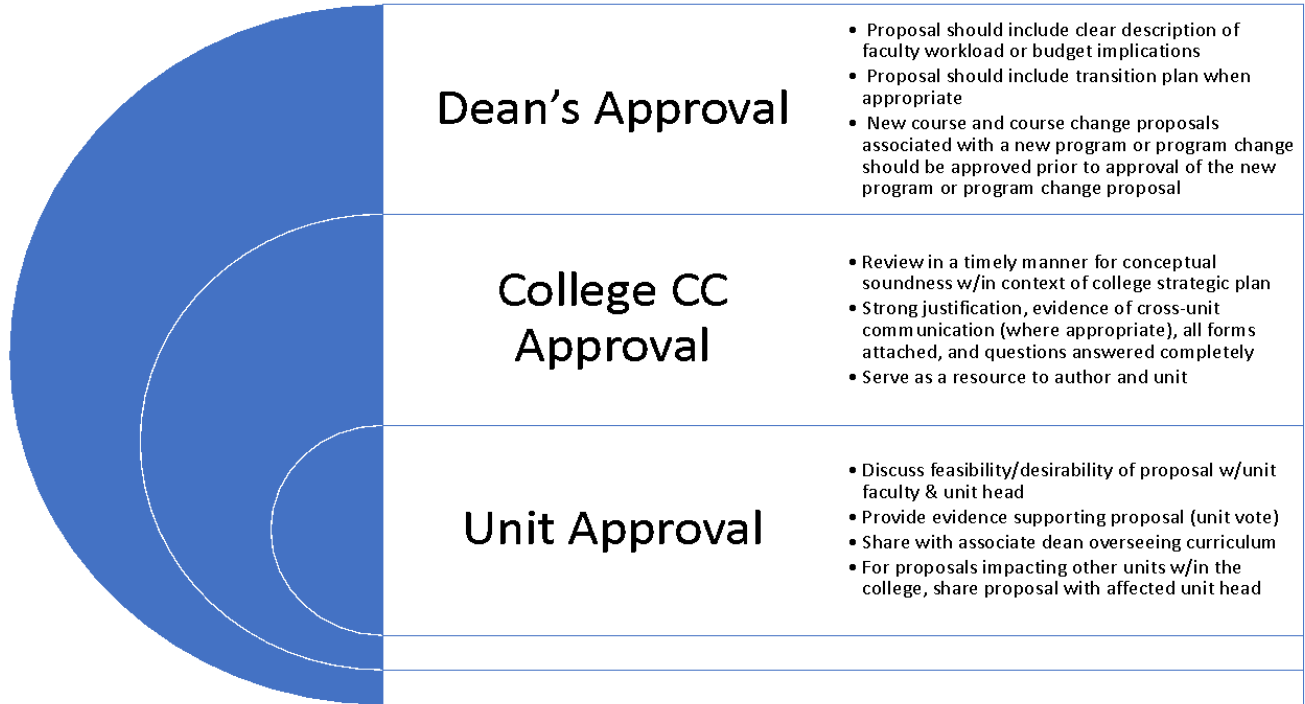


College of Education and Community Innovation  
Curriculum Guide

Within College Review Process Highlights



General suggestions for authors, reviewers, and review committees:

1. Please attend to the overall congruence within a proposal: consistency with course titles and credit hours throughout the proposal.
2. Please consider and address the impact of the proposed change on the program in terms of changes in credit hours and time to graduation.
3. Please provide a strong justification for any required courses that are proposed as summer only offerings.
4. For accredited programs, consider including the type of rationale for program or course changes that provide evidence that decisions were data driven. For example, whenever possible, please explain how the course or program change proposal resulted from analysis of measures used in Student Learning Objectives or Strategic Plans. Or how it can be supported by evidence found in LIFT evaluations, student exit surveys, or career services data. Furthermore, please indicate a measure that will be used to monitor the effectiveness of the change in obtaining the desired result.

Faculty member/proposer responsibilities:

1. Discuss the feasibility/desirability of the proposed curriculum changes with unit faculty and the Unit Head and provide evidence supporting the proposal. These discussions should include exploring the

availability of adequate numbers of faculty who have the qualifications and ability to guide students in the proposed program.

2. Request that the Unit Head discuss the feasibility/desirability of New Program or Program Change Proposals with the Dean.
3. Develop and present a strong compelling justification for the curriculum proposal.
4. Identify and complete appropriate forms related to the desired curricular action.
5. Present documentation of communication effort with other units and or Colleges regarding proposals that may be impacted by the curriculum proposal. Using General Education courses from another unit in a program or as prerequisites does not need the “approval” of the other unit.
6. Seek reviewers/editors in the development stage of the proposal who can offer input/feedback from various perspectives.
7. Check curriculum proposals for details: correct formatting, grammar, all questions answered completely, letters/words counted where necessary, consistency between forms, etc.
8. Follow-up on proposals to make sure they are forwarded in a timely manner to each set of reviewers.
9. If the proposal is being developed for a graduate program, consult the Graduate Council document, Graduate Education at GVSU-- [Curriculum Standards for Ensuring Quality](#), to determine the appropriateness of content, evaluation methods, and student objectives/outcomes as related to best practices.
10. If a Syllabus of Record is required, ensure it follows the [UCC's Syllabus of Record Guidelines](#) document.

#### Unit level tasks:

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the program's discipline, level of study (100, 200, etc.), and unit strategic plan.
2. Check for congruence between the proposed curriculum and the unit's strategic plan.
3. Check to ensure the proposed curriculum is current/up to date in the discipline.
4. Check to ensure the proposals include documentation of communication with other units or Colleges that may/will be affected by the proposal. Using General Education courses from another unit in a program or as prerequisites does not need the “approval” of the other unit.
5. Check that all forms are attached, and all questions are answered completely and correctly.
6. Check curriculum proposals for details: correct formatting, grammar, all questions answered completely, letters/words counted where necessary, consistency between forms, etc.
7. College Curriculum Committee Representatives can be available to serve as a resource to unit faculty and the Unit Head, and the unit faculty or Unit Head should inform their unit's College Curriculum Committee Representative regarding proposals being developed within the unit.
8. If a proposal is for a graduate program, evaluate it in relation to rigor and appropriateness of content for graduate education. Consult Graduate Education at GVSU-- Curriculum Standards for Ensuring Quality for guidance
9. If a Syllabus of Record is required, ensure it follows the [UCC's Syllabus of Record Guidelines](#) document.

#### College Curriculum Committee tasks:

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the College's strategic plan.
2. Review proposals for strong and compelling justification for program/course changes.

3. Check for evidence of cross-unit/College communication, everywhere it is needed. Using General Education courses from another unit in a program or as prerequisites does not need the “approval” of the other unit.
4. Check that all forms are attached, and all questions are answered completely.
5. College Curriculum Committee Representatives should be available to serve as a resource, and communicate with unit, UCC, Grad Council, and/or GenEd Representatives regarding proposals before the CCC from their areas, as well as proposals that may have an impact on their areas and be prepared to discuss their unit’s concerns and interests at CCC meetings.

Helpful tips and links:

Prerequisite changes must be submitted to SAIL. The fast-track paper form is no longer being used.

[UCC Webpage](#)

[UCC’s Syllabus of Record Guidelines](#)

[Syllabus of Record Verbs](#) (appear in drop down window of syllabus of record template in SAIL)

[Online Education and Microcredential Council](#) website

[OEMC Courses Proposal Exemplar](#)

[OEMC Badge Proposal Exemplar](#)

[Community Based Learning Designation](#)

[Community Based Learning Syllabus Exemplar](#)

[General Education Program Website](#)

[Link to General Education SAIL form](#) and SOR guidelines

[SWS Course Proposal Information and Online Submission form](#)

[Graduate Council](#) webpage

\*Sample SOR with tips for SAIL on the following page

## Syllabus of Record Template

Course Prefix and Number:

Course Title: May not exceed 100 characters.

Credits:

Prerequisites and/or co-requisites: Only include items that are enforceable by Banner; items such as 25 hours of community service are not enforceable in Banner.

Course Description: May not exceed 50 words. Do not include prerequisites, credits, or when the course is offered.

Student Learning Objectives:

After successful completion of the course, students will be able to...

- 1.
- 2.
- 3.

Notes for the SLO section of the SOR: Notes for this section:

Please refer to the Bloom's verb list linked below and choose ONE verb from the right-side column of the list to place at the beginning of each student learning objective. List the educational objectives that students will achieve regardless of which section, semester, year, or instructor teaches the course (i.e., "common objectives"). Additional objectives beyond those required of each section may be specified for informational purposes and should be labeled as such (e.g., "discretionary objectives"). All objectives must be specific, assessable, and student-centered, although the level of specificity may vary depending on the nature of the course, discipline, and needs of the proposing unit. Objectives must complete the sentence "Upon successful completion of this course students will be able to..." The list of objectives on the syllabus for the course may be much more extensive. <https://www.gvsu.edu/facultygov/syllabus-of-record-objective-verbs-220.htm>

Topics:

- 1.
- 2.
- 3.

Notes for the Topics section of the SOR: List the topics covered regardless of which section, semester, year, or instructor teaches the course (i.e., "common topics"). Additional topics beyond those required of each section may be specified for informational purposes and should be labeled as such (e.g., "discretionary topics"). Give the approximate amount of coverage devoted to each topic or group of topics. Coverage can be specified as a proportion, percentage, or a unit of time assuming a 14week instructional semester.

Methods of Evaluation:

- 1.
- 2.
- 3.

Notes for the MOE section of the SOR: List the common methods of evaluation that will be used to assess students in their meeting of the course objectives, regardless of which section, semester, year, or instructor teaches the course (e.g., exams, papers). Additional evaluation techniques beyond those required of each section may be specified for informational purposes and should be labeled as such (e.g., "discretionary methods of evaluation"). It is not required for the syllabus of record to include a range of percentages for each evaluation. However, if the proposers believe percentages are necessary, it must be possible for those percentages to equal at least 100% (e.g., papers 20-40%, exams 40-60%, homework problems 20-40%). It should be reasonably clear to the reader of the syllabus of record how objectives will be assessed in the methods of evaluation section. For example, it would make no sense to have the objective "students will be able to write a research paper on topic X", but to have no mention of writing, research methods, literature review, etc. in the methods of evaluation. When creating a syllabus of record, for each objective ask yourself "how will I find out if the student can do this or not?" MOEs should not be overly detailed or provide lengthy descriptions of assignments.

Sample Source(s) of Information:

Notes for the Sample Sources section of the SOR: Provide a list of representative sources (e.g., textbooks, course packs, online resources, etc.) that are appropriate for the course, this does not need to be an exhaustive list of all sources.