



# **CURRICULUM PROPOSAL OVERVIEW**

Updated May 1, 2018

Sherril Carter

# GUIDELINES FOR PROPOSING CURRICULUM CHANGES

- STEP 1

- Proposals written in the approved format are submitted to the Curriculum Specialist by College Deans.

➤ *The deadline for submission of proposals to the Office of Curriculum is the Last Thursday in October to guarantee inclusion (upon approval) in the subsequent catalog.*

- STEP 2

- The Office of Curriculum will send notification to CAAC of proposals to be viewed in Acalog. The notification will be sent with other CAAC materials prior to each meeting.

- STEP 3

- Questions regarding the proposal are directed to the author and members of the CAAC.

# GUIDELINES FOR PROPOSING CURRICULUM CHANGES CONT'D

- **STEP 4**
  - Author of proposal, supported by the associated college dean, presents proposal to the CAAC.
- **STEP 5**
  - CAAC moves that requested revisions to the proposal be made by the author.
- **STEP 6**
  - CAAC authorizes the review of the proposals by all faculty. Proposals that require revisions must be edited by the author prior to faculty review.

# GUIDELINES FOR PROPOSING CURRICULUM CHANGES CONT'D

- **STEP 7**

- Faculty submit suggestions/comments/objections to proposal within one week of proposal distribution. Suggestions/comments/objections are sent to the Assistant Provost of Curriculum and Instruction and the Curriculum Specialist for distribution to CAAC.

- **STEP 8**

- Committee discusses any objections/comments/suggestions received from the University.

- **STEP 9**

- Committee decides on action (approve or return proposal to author with comments).

# GUIDELINES FOR PROPOSING CURRICULUM CHANGES CONT'D

- **STEP 10**

- Proposals for curriculum changes are presented to the Vincennes University Faculty Senate for approval.

- **STEP 11**

- Proposals for curriculum changes are presented to the Provost and President for approval.

- **STEP 12**

- Proposals for curriculum changes are presented to the Vincennes University Board of Trustees for approval.

**Note: These 12 steps require a minimum of 8 weeks to complete the approval process. Exceptions: (1) Administrative Approvals (2) Course changes need approval at the Senate level only**

# GUIDELINES FOR PROPOSING CURRICULUM CHANGES CONT'D

- **STEP 13**

- Proposals for curriculum changes involving new programs are presented to the Indiana Commission for Higher Education for approval. (+3 months to complete the approval process)

**Note:** Proposals for new concentrations and Certificates of Program Completion do not require ICHE approval.

Certificates of Graduation derived from existing associate degrees require expedited ICHE approval. The Curriculum Specialist will submit an API Change Request Form for approval; therefore, a full proposal is not required.

- **STEP 14**

- The academic affairs or curriculum change will be made in the Banner catalog and DegreeWorks with the effective date of the change. Changes in the Vincennes University on-line catalog and schedule will appear in the next publication.

# ADMINISTRATIVE APPROVAL VS CAAC CONSIDERATION

## Proposals requiring CAAC Consideration:

### COURSES

- All new courses
- Deletions of courses taken by students in multiple colleges
- Credit or contact hour changes in courses taken by students in multiple colleges
- Prerequisite changes in courses taken by students in multiple colleges
- Course subject code changes in courses taken by students in multiple colleges

### PROGRAMS

- All new programs
- All program deletions/suspensions
- Changes in graduation requirements affecting other colleges

### ALL ACADEMIC POLICY CHANGES

# ADMINISTRATIVE APPROVAL VS CAAC CONSIDERATION CONT'D

## Proposals for consideration of Administrative Approval and CAAC reporting:

### COURSES

- Changes in or deletion of courses taken by students in a specific college only
- Course title or number changes
- Changes in semester offering
- Changes in content mandated for articulation, specialized accreditation, or other externally mandated requirements
- Corrections or clarifications to descriptions
- Intensive recommendations by UCC Committee

### PROGRAMS

- Minor changes in program narrations
- Changes in program mandated for articulation, specialized accreditation, or other externally mandated requirements



# OUTLINE FOR DEVELOPING A PROPOSAL

- Body of Proposal
  - Author
  - Department
  - Identify proposal following the proposal number by including program title or course code with one or a combination of the following:
    - Program Addition
    - Program Description Revision
    - Program Course Requirement Revision
    - Program Title Revision
    - Program Suspension

# OUTLINE FOR DEVELOPING A PROPOSAL CONT'D

- Program Extension
- Course Addition
- Course Deletion
- Course Title Revision
- Course Subject Code Revision
- Course Numeric Code Revision
- Course Credit Hour Revision
- Course Contact Hour Revision
- Course Semester Offering Revision
- Course Description Revision
- Course Prerequisite Revision
- Course Corequisite Revision

# OUTLINE FOR DEVELOPING A PROPOSAL CONT'D

- Description
  - Make sure every change being made is described in this section. For moving courses to different semesters, write "adjust semester sequencing of courses." Defining each move is not necessary as reviewers will see the changes when they review the proposal in Acalog.
- Rationale: Describe why you are making the revisions.
- Projected Enrollment (Required for new program proposal. Project enrollment over a 5 year period.)
- Campus/Site Offering(s): (Required for program additions only.)
- Impact on University Core Curriculum
- Fiscal Impact
- Impact to Other VU Colleges and Areas

# OUTLINE FOR DEVELOPING A PROPOSAL CONT'D

- Impact on TSAP Agreement (Note any changes to the map.)
- Course Outcomes (Required for new courses or change in course content) List the course outcomes and give a brief summarization of methods and activities that will be used to achieve outcomes.
- Course Description(s) (Copy description from the In-Process catalog and paste in Word proposal document; use strikethroughs and highlight changes in yellow.)
- Program Outline (Copy program from In-Process catalog and paste in Word proposal document; use strikethroughs and highlight changes in yellow.)

- Publisher Home
- User Accounts
- Account Types
- Catalogs
- Gateway Options
- Gateway & Content
- PermaLink Usage
- Item Types
- Hierarchy
- Programs & Cores
- Courses
- FlashPoint™ Links
- Version Auditing
- Courses Import
- Export
- Remote Services
- Portfolio Options
- Portfolio Accounts

In-Process 2017-18 Vincennes University Catalog Go Alerts Recent Items Help

- Custom Pages
Hierarchy Items
Programs
Shared Cores
Courses

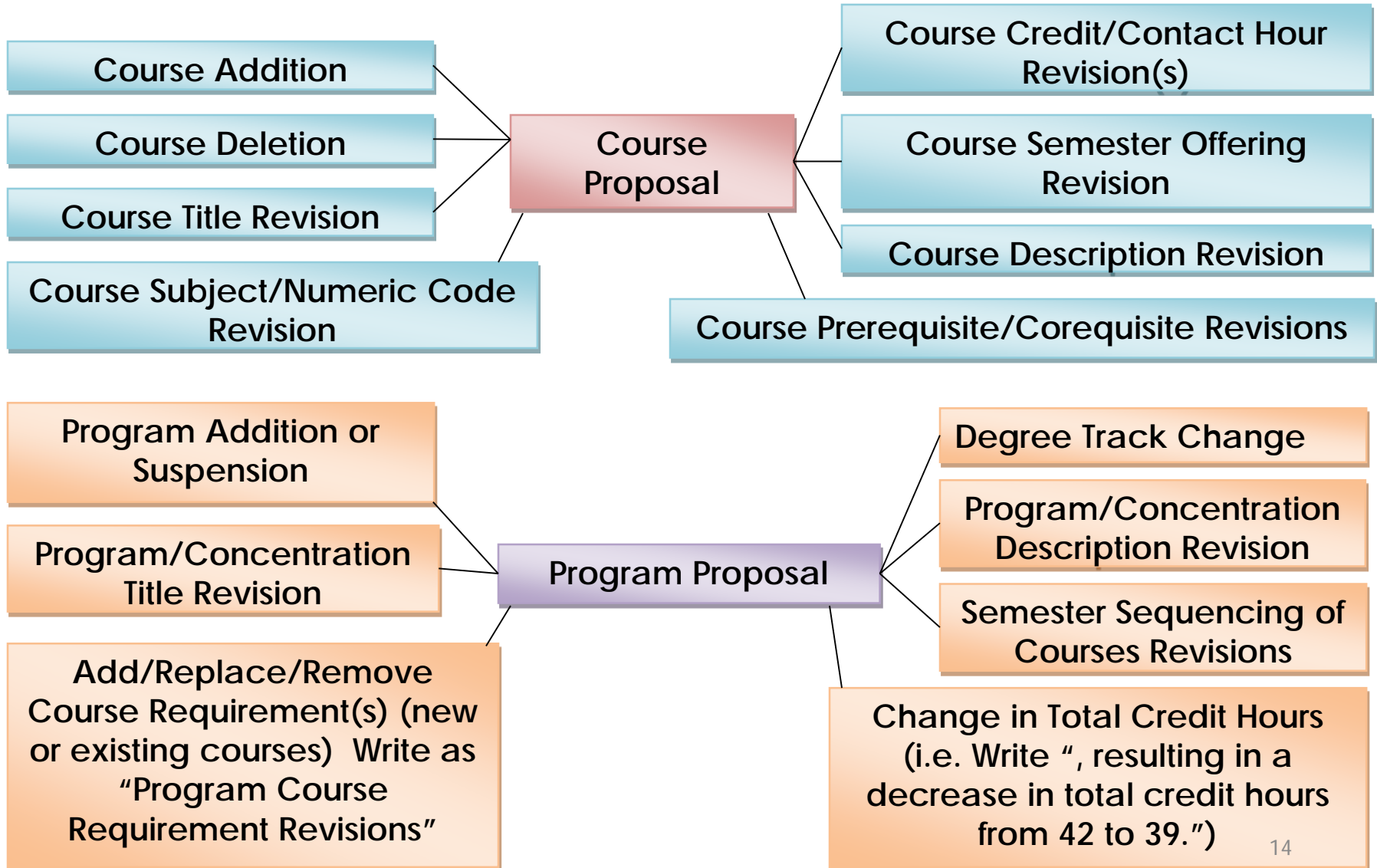
### All Events

#### Summary of All Audit and Route Events

All version auditing events may be reviewed and managed in this section, which is available to manager-level accounts only. The summary below provides a global status of all alerts for the chosen catalog. Choose a tab above to generate detailed reports for custom pages, hierarchy items, programs, shared cores, or courses.

	Custom Pages	Hierarchy Items	Programs	Shared Cores	Courses
Open Audit Alerts:	No Events	No Events	1 Event	No Events	No Events
Closed Audit Alerts:	No Events	No Events	1 Event	No Events	No Events
Active Routes:	No Events	No Events	No Events	No Events	No Events
Closed Routes:	No Events	No Events	No Events	No Events	No Events

# FLOWCHART FOR DEVELOPMENT OF CURRICULUM PROPOSALS



# PROPOSAL EXAMPLE 1

COLLEGE OF BUSINESS AND PUBLIC SERVICE  
CURRICULUM PROPOSALS, 2016-17  
09/30/15 BPS-3

**Author:** Professor Cara Gilmore

## I. LAW AND SAFETY DEPARTMENT

### **Proposal 1:** *Course Addition* – CORR 100

**Description:** Add the following CORR course to support adding a Corrections Concentration 7503 to the Law Enforcement 7500 major.

- CORR 100 Survey of Corrections (Sem I), 3 cr/3 lec hrs

**Rationale:** With the overcrowding of prisons in America and the increasing numbers of those involved with the criminal justice system, there is a need for professionals in corrections. Prisons are seeing a greater need for staff and as a result of overcrowding of jails and prisons, community corrections are being utilized at a greater rate. This course will provide students majoring in law enforcement but interested in corrections the opportunity to acquire more knowledge specific to the field of corrections.

**Impact on University Core Curriculum:** This will have no impact on University Core Curriculum or requirements.

**Fiscal Impact:** This will increase the teaching load of the Law Enforcement Program.

# PROPOSAL EXAMPLE 1

## CONT'D

**Impact to Other VU Colleges and Areas:** This course could impact the amount of students enrolled in required Law Enforcement courses.

### **Course Outcomes:**

Students completing CORR 100 will be able to:

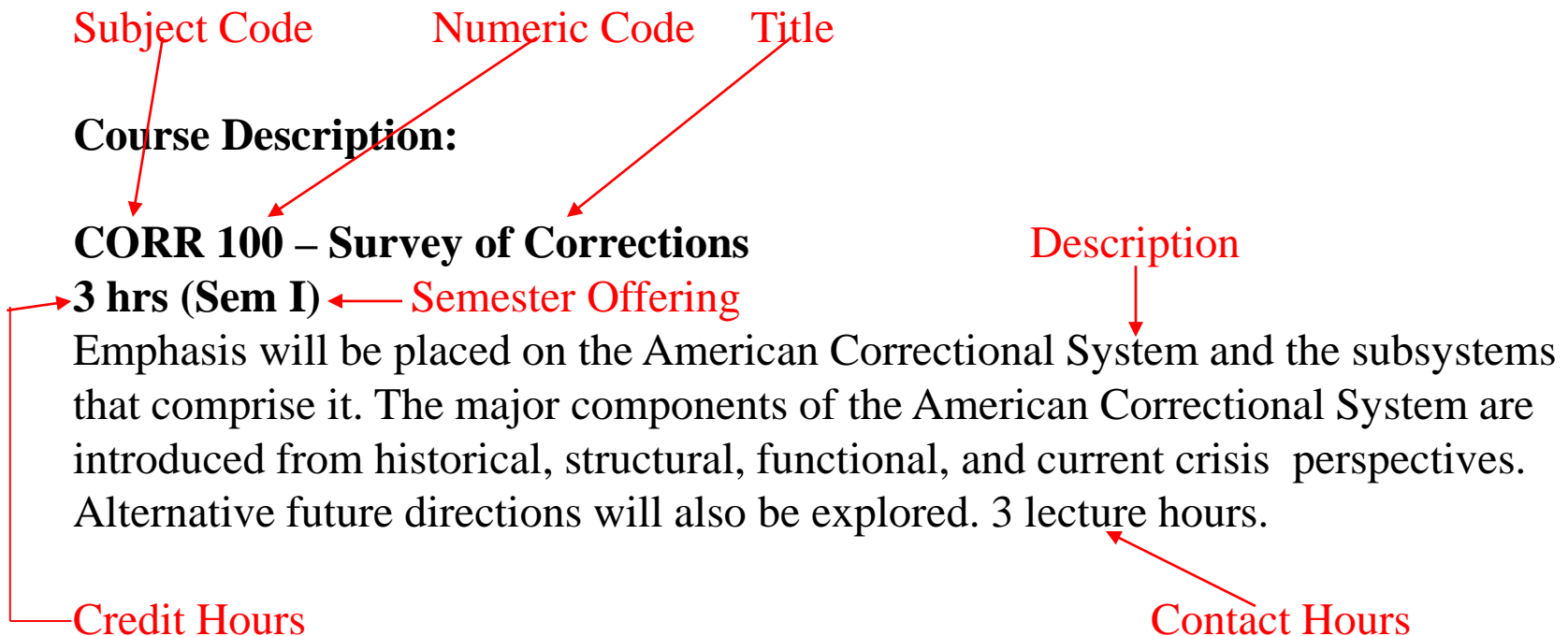
- Understand the history and development of the correctional System
- Understand the role of different agencies within the criminal justice system: probation, parole, courts, juvenile justice, community corrections, jails and detention facilities, and prisons
- Analyze the structural and functional perspectives of the correctional systems in America
- Appreciate the complexity of the current issues facing the current correctional system
- Describe the goals of corrections, including incapacitation, retribution, deterrence, rehabilitation, and restoration

Five to six exams, homework assignments to include essays, and in class discussion are the principle tools that will be used to assess the outcomes. Exams will include matching, multiple choice and true false. This will give students the opportunity to demonstrate their understanding of key concepts, terms, and material covered. Essays will allow students to apply their understanding of the complexity of the current issues facing the correctional system in relation to information covered. In addition, in class discussion will help the students analyze different perspectives of the correctional system.



# PROPOSAL EXAMPLE 1

## CONT'D



### Snapshot

The snapshot below shows how this course looked when this audit event was created.

<b>Course:</b>	CORR 100 - Survey of Corrections
<b>Event Creation Date:</b>	11/20/2015 11:26:00
<b>Event Creator:</b>	Sherril Carter
<b>Routed to:</b>	Not routed.
<b>Event Comments:</b>	Author: Professor Cara Gilmore Proposal 1: Course Addition – CORR 100 Description: Add the following CORR course to support adding a Corrections Concentration 7503 to the Law Enforcement 7500 major. • CORR 100 Survey of Corrections (Sem I), 3 cr/3 lec hrs Rationale: With the overcrowding of prisons in America and the increasing numbers of those involved with the criminal justice system, there is a need for professionals in corrections. Prisons are seeing a greater need for staff and as a result of overcrowding of jails and prisons, community corrections are being utilized at a greater rate. This course will provide students majoring in law enforcement but interested in corrections the opportunity to acquire more knowledge specific to the field of corrections. Impact on University Core Curriculum: This will have no impact on University Core Curriculum or requirements. Fiscal Impact: This will increase the teaching load of the Law Enforcement Program. Impact to Other VU Colleges and Areas: This course could impact the amount of students enrolled in required Law Enforcement courses. Course Outcomes: Students completing CORR 100 will be able to: • Understand the history and development of the correctional System • Understand the role of different agencies within the criminal justice system: probation, parole, courts, juvenile justice, community corrections, jails and detention facilities, and prisons • Analyze the structural and functional perspectives of the correctional systems in America • Appreciate the complexity of the current issues facing the current correctional system • Describe the goals of corrections, including incapacitation, retribution, deterrence, rehabilitation, and restoration Five to six exams, homework assignments to include essays, and in class discussion are the principle tools that will be used to assess the outcomes. Exams will include matching, multiple choice and true false. This will give students the opportunity to demonstrate their understanding of key concepts, terms, and material covered. Essays will allow students to apply their understanding of the complexity of the current issues facing the correctional system in relation to information covered. In addition, in class discussion will help the students analyze different perspectives of the correctional system.

There are no attachments associated with this course.

Compare to:

### CORR 100 - Survey of Corrections

#### 3 hrs (Sem I)

Emphasis will be placed on the American Correctional System and the subsystems that comprise it. The major components of the American Correctional System are introduced from historical, structural, functional, and current crisis perspectives. Alternative future directions will also be explored. 3 lecture hours.

# COREQUISITE VS. CONCURRENCY

- **Corequisites** are courses that must be taken at the same time as the required course. Courses are stated as corequisites in Banner and in the course descriptions (i.e. "**Corequisite:** ACCT 100").
- **Concurrency** is part of the prerequisite, indicating that the prerequisite course **is satisfied if completed in a previous term or must be taken at the same time** as the required course. Concurrency must be included in the prerequisite statement of the course description (i.e. "**Prerequisite:** A grade of C or better or concurrent enrollment in ACCT 100").

# COMMON PROPOSAL ERRORS

- **Incorrect total credit hours:** Check Major Program requirement, UCC requirement, and semester sequence totals to confirm all totals balance. The **total credit hours** in the Major Program Requirement/UCC areas must parallel with the **total credit hours** in the semester sequencing layout.
- **Courses listed in Major Program and UCC Requirement areas do not parallel with courses listed in semester sequencing areas:** Confirm that all course changes have been applied to all areas of the program layout.
- **WR/S designation missing from semester sequence of courses:** Check to confirm that you have included WR/S Major Program Requirement course(s) and that the WR/S designation has been applied to the course(s) in the semester sequence.
- **Proposal description does not address all revisions:** Review and compare the description with the changes made in the program layout or course description to confirm that all changes have been explained. **Note:** Only detail the changes. Save the reasons why you are making the changes for the **Rationale** section.

# COMMON PROPOSAL ERRORS CONT'D

- **Change in program total credit hours missing from proposal description:** If the total credit hours are changing for a program, you must include how they have changed. (i.e. . . .resulting in a decrease in total credit hours from 65 to 60)
- **15 hours at 200-level in Major Program Requirement Area:** Before submission, check to confirm that you have included 15 hours of 200-level courses in the Major Program Requirement Area.
- **Contact Hours missing from new course description:** When developing a new course, it is necessary to include contact hours (i.e. 3 lecture hours) at the end of the course description.
- **Required Hours for UCC requirements not fulfilled:** Confirm that the required hours for the various categories in the UCC Model for the respective degree are fulfilled.
- **Bulleated Course Outcomes not parallel:** Make sure the bulleted statements begin with an action word (i.e. produce, demonstrate, identify, understand, analyze, describe, recognize, etc.)

# COURSE OUTCOMES SECTION

When proposing a new course or revising a course that results in content change, the **Course Outcomes** section must be completed.

Please see **SAMPLE** below of the list of course outcomes with a brief summarization of methods and activities to be used to achieve outcomes for the following course (PHIL 313—Contemporary Ethical Issues)

## Course Outcomes

Students completing PHIL 313 will be able to:

- Understand key moral concepts, theories, and principles.
- Understand the qualitative method.
- Analyze moral theories in order to identify the strengths and weaknesses of each.
- Apply the moral principles and qualitative method to real-life moral dilemmas.
- Work collaboratively to solve moral dilemmas.
- Appreciate the complexity of moral issues and the different moral positions taken by others

One research paper, three to five short writes, four exams, one oral presentation, and in-class discussion are the principle tools that will be used to assess the outcomes. Exams include both matching and essay response sections; the latter will give students the opportunity to demonstrate their understanding of and ability to employ key concepts, theories, and principles. Essay responses will also demonstrate student abilities to analyze moral theories. Papers and an oral presentation will allow students to apply theories and use the qualitative methods, including an appreciation of other points of view. The in-class discussion and an oral presentation (a panel discussion) will require students to work collaboratively on moral issues. Rubrics will be used to assess both the research paper and the oral exam.

# QUESTIONS???

Contact:

Sherril Carter, Curriculum Specialist

[scarter@vinu.edu](mailto:scarter@vinu.edu)

Phone - 5468; WAB 140