

Curriculum Change Guide for Revising an Existing Course

This guide applies to curriculum changes to a course prefix, course number, course title, credit hours, enrollment restrictions, title, general education area for any existing course, credit/no grading, and other course changes. General education changes, including general education re-approvals also follow this guide.

Some general guidelines are as follows:

- Course numbers cannot be re-used. Doing so will break the on-line degree audit system. Since there are 4000 possible numbers for undergraduate courses and over 2000 possible numbers for graduate courses, this shouldn't be a problem for decades.
- Undergraduate courses are numbered 1000 through 4999. Courses at the 1000-2000 levels are generally considered to be introductory in nature and are primarily intended for freshmen and sophomores and for general education. Courses number at the 3000-4000 levels are considered advanced courses primarily intended for juniors and seniors. Courses at the 5000-7000 levels are graduate courses, although undergraduates are allowed to register in 5000 level courses provided that prerequisites have been met.
- One curriculum proposal document can be used for multiple simultaneous changes to a course. For example, if you want to change a course title and prerequisites at the same time, only one proposal is required.
- A separate course proposal should be prepared for each course a department wants to revise.
- New academic programs and revisions to academic programs often require that course revisions be made. The course proposals should accompany the proposal for the new or revised academic program.
- Proposals that change general education can only be effective at the start of a fall semester.
- Other changes to courses can start in a fall or spring semester. Changes effective in a fall semester must have all the necessary approvals by October 31 of the preceding academic year. Changes starting in a spring semester must be approved by March 31 of the preceding academic year.

1. **Obtain faculty approval in the department that will offer the course.** Departments vary in how this approval is obtained, according to their policy statements. If the proposed course is interdisciplinary, approval must be obtained in each participating department. Interdisciplinary proposals must also identify the policies on administering the course. If a course is used by another department (as a prerequisite, as an elective in an academic program, or as a requirement in an academic program), consultation with the other department should begin as soon as possible. Colleges and departments vary in the mechanisms used for this consultation.
2. **Prepare a formal curriculum change form.** In most departments, this is done through consultation with the department chair and the faculty members who

initiated the proposal. For the proposal to be complete, all sections must be filled in. The proposal must have the old and new catalog copy attached if there is a change in the course description or catalog copy. The old catalog copy must be from the most recent catalog posted by the registrar. If the proposal is related to a new or revised academic program, the proposal must accompany that proposal through the curriculum approval process.

3. **The department chair signs the proposal and forwards to the college curriculum committee.** In some colleges, this is managed through the dean's office. In others, the chair should send the proposal directly to the college curriculum committee chair. Before doing so, the chair should determine that the proposal is complete. The chair may consult with college advising offices, in particular, to complete the section related to transfer articulation. Chairs and faculty are encouraged to consult with the curriculum manager and with the appropriate deans, including the graduate dean if it is a revised graduate course. Deans should advise the provost on proposals that are being developed that have resource implications.
4. **The college curriculum committee chair schedules the proposal for review by the college curriculum committee.** That committee is composed of faculty representatives from the departments, according to the policies of the college. Before an undergraduate proposal is reviewed by a college curriculum committee, the section on transfer articulation should be completed.
5. **The college curriculum committee chair sends approved proposals to the dean.**
6. **If the revision creates new demands for library resources, the dean should consult with the library dean and obtain a letter of support.**
7. **The dean should obtain the approval of the graduate dean for graduate course changes, including the graduate dean's signature on the proposal form.**
8. **If the dean approves the proposal, the dean will send four copies of the proposal to the curriculum manager.** The dean should indicate how resource issues have been resolved, if relevant. If the course is a general education course (or if it is proposed to be a general education course), the proposal must include a detailed justification based on the general education policy of the university.
9. **The curriculum manager will review the proposal for completeness.** Most course revisions will be final at this step. If there are policy issues that arise with the proposed revisions, the curriculum manager will forward the proposal to the faculty senate for review by the appropriate council. Proposals that involve general education courses will be forwarded to the faculty senate office for review by the Committee to Oversee General Education.

10. **If the revised academic course is part of a teacher education program:** It may be necessary for the proposal to be reviewed by the curriculum committee of the Professional Educator's Board. This will be the case for any course that is a requirement in any teacher education proposal. In that instance the curriculum manager will send the proposal to the College of Education for that review. Exception: A revised academic program proposal originating in the College of Education and which will be part of a teacher education proposal, will be reviewed by the curriculum committee of the Professional Educators Board *before* it is sent to the curriculum manager.
11. **The curriculum manager forwards the proposal to the catalog editor.** The proposal will be incorporated into the next version of the catalog, consistent with the approved deadlines.

How to Complete the Curriculum Change Form, Page 1:

1. The proposed effective semester may be a fall or spring semester, except for general education changes, which can only take place with a fall semester.
2. Check all of the boxes at the top of the form that apply, including those listed as "substantive course changes" and "miscellaneous course changes."
3. If the course is part of a teacher education program (meets any requirements in such programs), then the teacher education program should be listed included in the space for "Title of degree, curriculum, major, minor, concentration, or certificate."
4. Indicate the existing and proposed course prefix and number, credit hours, course title, and prerequisites and co-requisites.
5. Complete the section on prerequisites and co-requisites completely.
 - A prerequisite is a course that must be completed and graded prior to taking the another course. For example, ENGL 1050 is a prerequisite for ENGL 1010.
 - A co-requisite is a course that must be taken at the same time as the existing course. To work effectively, both of the courses must be revised to indicate that the other is a co-requisite.
 - A course prerequisite that can also be taken concurrently is a course that can be taken either before or at the same time as another. For example BIOS 1100 requires that BIOS 1050 or BIOS 1120 be completed before BIOS 1110 or that one of them be taken at the same time as BIOS 1110.
6. If your proposal is part of a proposal to revise an existing academic program or to create a new one, it should accompany that proposal through the curriculum change process.

7. The department chair must sign the form before sending to the Dean's office. The chair should check to see that all parts of the proposal are complete, including page 2.

How to complete the curriculum change form, page 2:

The narrative section of the curriculum proposal must also be completed. Here are some guidelines:

1. **Explain briefly and clearly the proposed improvement.** "This proposal changes the description of HIST 2110 American History." Both old and new catalog copy must be attached. Be sure to use the most recent catalog copy from the on-line catalogs at <http://catalog.wmich.edu>.
2. **Rationale. Give your reason(s) for the proposed improvement.** The rationale needs to be understandable by someone outside your discipline. This may be contained in an attached proposal document. If so, indicate that here.
3. **Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.** Check carefully to identify other departments and colleges who use the course as a requirement, prerequisite, co-requisite, or elective in their programs. If so, their support must be obtained.

When you revise a course, all intra-college and inter-college support issues must be re-established. Deans are required to deal with support issues within a college and letters indicating that support do not have to be forwarded to the curriculum manager. If inter-college support is required, those letters must be attached and must be signed by the dean (or the dean's designee) when the proposal is sent to the catalog manager. If the inter-college levels of support are not included, the curriculum manager will return the proposal to the dean's office.

4. **Effect on your department's programs. Show how the proposed change fits with other departmental offerings.** As with the other sections, this should be brief, but it should be explained.
5. **Effects on enrolled students.** Indicate how students enrolled under current catalogs will be able to complete the program. Note: Students transferring from Michigan community colleges may graduate under catalogs in place while they were enrolled at the community college. Consult the admissions office or the transfer office for more detail.
6. **Student or external market demand.** Provide recent fall enrollment numbers for the course being revised or for another semester/session if that is when the course is most often offered. These numbers can be obtained through Cognos reports. For help in using Cognos or for obtaining a Cognos account, please contact the office of Student Academic and Institutional Research at 387-4422.

7. **Effects on resources.** Describe any resource needs (faculty, laboratory equipment and space, studio equipment or space, advising support, administrative support, library acquisitions, or other needs) created by this proposal. Before the proposal is sent to the curriculum manager, there must be a letter of support from the dean of University Libraries if there are any resource implications for the library. These issues may be addressed in an attached proposal document. If so, indicate that here.
8. **General Education criteria.** This section does not apply unless the revised course is part of general education, is proposed to become part of general education, or is submitted for general education re-approval. In these cases, a separate document is usually required to detail how the course meets the requirements of the General Education Policy and the requirements of the Committee to Oversee General Education.
9. **List the learning outcomes for the major, minor or concentration. These are the outcomes that the department will use for future assessments of the course.** List the learning outcomes for this course and how they relate to the learning outcomes of the major, minor, concentration, or general education in which the program fits.
10. **Describe how this curriculum change is in response to assessment outcomes that are part of departmental or college assessment/accreditation review.** It is expected that most curriculum changes are related to departmental or college assessments. You should describe how assessment/accreditation led to this change or indicate that it is not related. If this proposal was not prompted by assessment, then this section should state that.
11. **Describe, in detail, how this curriculum change affects transfer articulation from Michigan community colleges.** This section does not apply to graduate programs. This step will take a lot of time, but will save time later on. In consultation with advisors, your department chair, or your college advising office, identify how students at Michigan community colleges can transfer into this program. The offerings of all Michigan community colleges should be reviewed for this purpose.