Memorandum of Action- 15/05:
General Principles of Curriculum Change

Ad Hoc Curriculum Change Workgroup
Revision Status

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Presentation Outline

- Motivation, Purpose, and Audience
- Ad Hoc Curriculum Change Workgroup Membership
- MOA Structure
- Key Challenges and Issues
- Next Steps

Motivation, Purpose, and Audience

- Motivation: Increase clarity with WMU curriculum process and to adapt to new electronic system

- Purpose:
  - Revise current MOA to include processes and not just roles
  - Add clarity to the process
  - Establish clear decision-making/approval steps
  - Clarify appeals process

- Audience: Average, non-curriculum expert faculty member

Ad Hoc Curriculum Change Workgroup Members

- Bret Wagner, Marketing, Executive Board Member (Chair)
- Decker Hains, Management/Engineering, Executive Board Member (Vice Chair)
- Sue Brodasky, Faculty Senate Administrator
- Adriana Cardoso Reyes, Institutional Effectiveness
- Laura Ciccantell, Director of Teacher Certification
- Lisa DeChano-Cook, Geography, Environment, and Tourism, Executive Board Member
- Ashley Glass, Executive Assistant, CAS
- Kelley Oliver, Associate Registrar
- Terri Schrimpf, Business Intel Analyst, Institutional Research
- Nic Witschi, Associate Dean, CAS/Curriculum Manager
- Marcel Zondag, Marketing

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MOA Structure

- Principles
  - Guiding principles
  - Definitions and abbreviations

- Processes
  - All (through Dean level)
  - K-12, WMU Essential Studies, graduate
  - New program, rename program, delete program
  - Levels of approval
  - Appeals
  - Timelines

- People
  - Roles

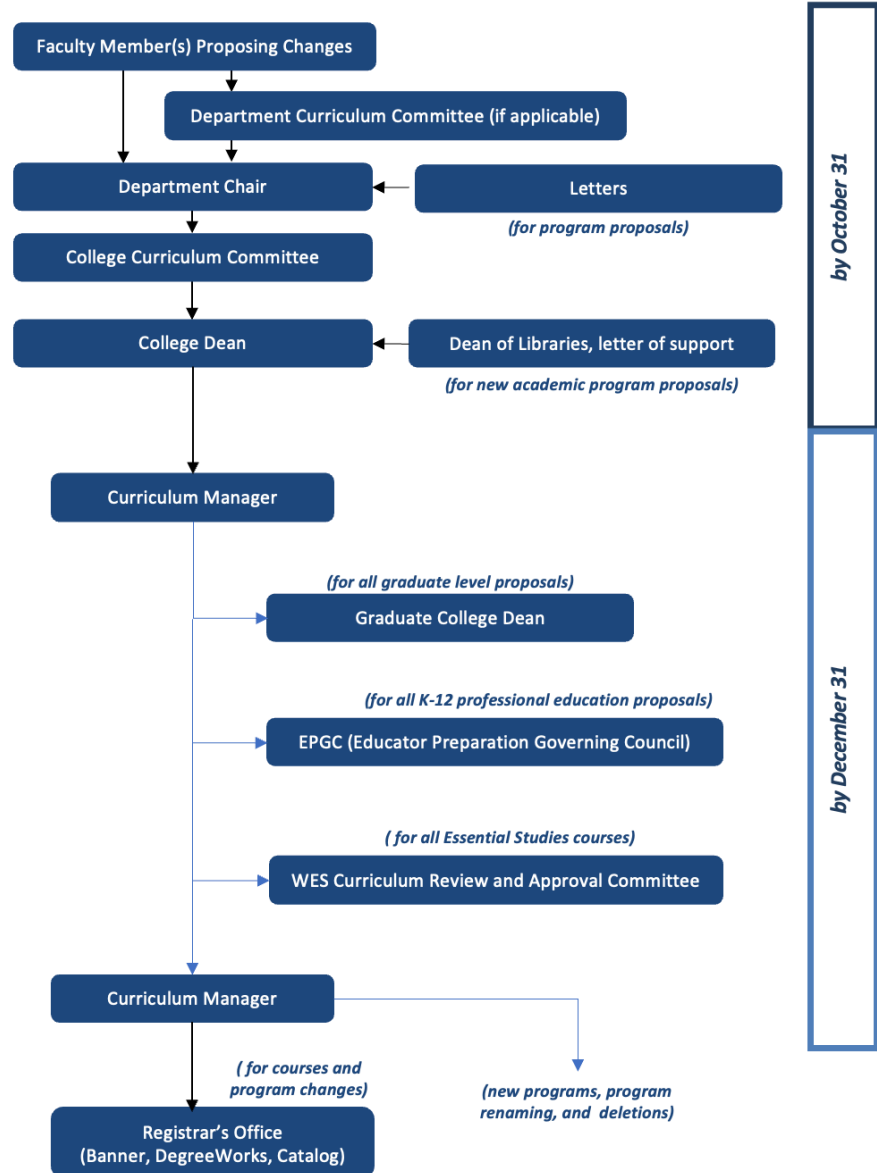WESTERN MICHIGAN UNIVERSITY

Principles

- Development and Execution of Undergraduate and Graduate Curricula:
  - Fundamental to the University's educational mission, and
  - A cornerstone for shared governance between faculty and administration

- Always Student-Focused
  - Student needs drive curricular change
  - Must consider impact on current and future students

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Definitions and Abbreviations

- Definitions
  - Clear terms to remove ambiguity
  - Adds clarity
  - Consistent throughout
- Abbreviations
  - Clarity and easy reference
  - Consistent throughout
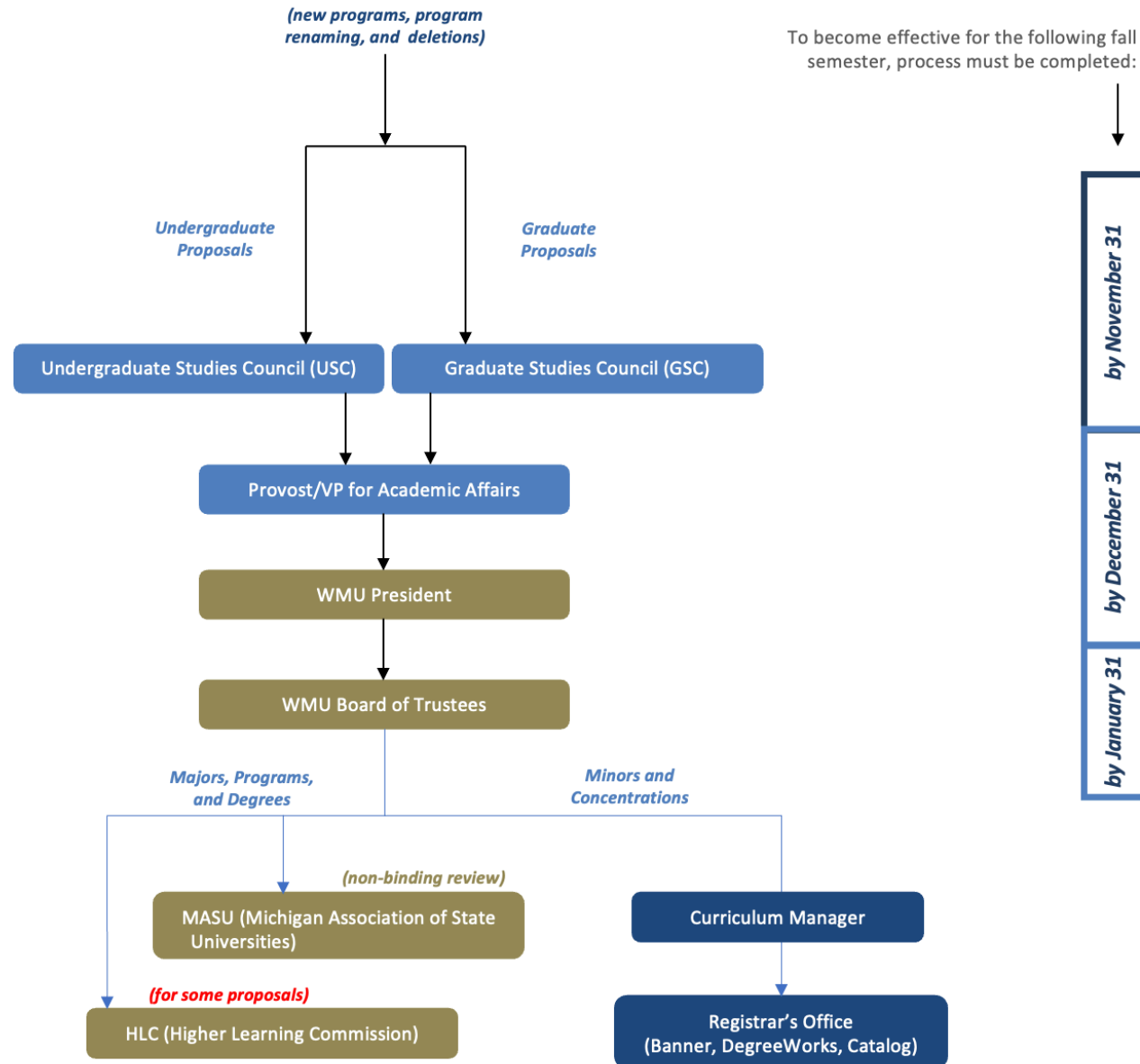
Preliminary Process Map

To become effective for the following fall semester, process must be completed:

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Faculty Member(s) Proposing Changes
            ↓
Department Curriculum Committee (if applicable)
            ↓
Department Chair  ← Letters
            ↓        (for program proposals)
College Curriculum Committee
            ↓
College Dean  ← Dean of Libraries, letter of support
            ↓        (for new academic program proposals)
Curriculum Manager
            ↓
(for all graduate level proposals)
Graduate College Dean

(for all K-12 professional education proposals)
EPGC (Educator Preparation Governing Council)

( for all Essential Studies courses)
WES Curriculum Review and Approval Committee
            ↓
Curriculum Manager
            ↓                              ↘
( for courses and              (new programs, program
program changes)               renaming, and deletions)
            ↓
Registrar's Office
(Banner, DegreeWorks, Catalog)
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by October 31

by December 31

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Preliminary Process Map

WMU Curriculum Revision Process
Proposals which Create, Delete or Rename an Academic Program

(new programs, program renaming, and deletions)

To become effective for the following fall semester, process must be completed:

Undergraduate Proposals

Graduate Proposals

Undergraduate Studies Council (USC)

Graduate Studies Council (GSC)

Provost/VP for Academic Affairs

WMU President

WMU Board of Trustees

Majors, Programs, and Degrees

Minors and Concentrations

(non-binding review)

MASU (Michigan Association of State Universities)

Curriculum Manager

(for some proposals)

HLC (Higher Learning Commission)

Registrar's Office (Banner, DegreeWorks, Catalog)

by November 31

by December 31

by January 31

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Appeals

- Clarify Appeals Process
- Appeals
  - Faculty committee recommendations
  - Administrative decisions
- Grounds for Appeal
  - Review of what led to the decision
  - Not content or substance

Timelines

- Included in Process Diagrams

- Programs
  - Fall only
  - Approved through Dean by October 31 of preceding year

- Courses
  - Spring or fall
  - October 31 for following fall
  - March 31 for following spring (not in catalog)

Roles

- Derived from process

- Align with process

- Reasonable

- Balance specificity with flexibility, especially at department level

Challenge - Interdisciplinary Programs

- Issue - programs that include courses from more than one department
- Examples
  - Majors and minors
  - Curricula (CASE in A&S, BBA in HCoB)
  - Graduate and undergraduate certificates
- Considerations
  - Explicit vs. Implicit
    - Explicit case- joint ventures between faculty
    - Implicit case- including courses from other departments in programs
  - Intra- vs. Inter-College
    - Intra-college - within same college
    - Inter-college - between two different colleges
- Key Question - How are changes managed?

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Interdisciplinary Program Ideas

- Explicit - recommend detailed agreement

  Memorandum of Understanding (MOU)

  - How changes are made
  - Enrollment targets/sunset clause
  - How to end/delete

- Implicit

  - Good faith discussions among faculty
  - Student-focused
  - Compromise

Next Steps

- Present Revision for Review to Additional Stakeholders

- Feedback Sessions- Late March/Early April
  - In-person
  - Virtual
  - Online feedback form

- Update MOA Based on Feedback Sessions

- Begin Faculty Senate Approval Processes
  - Additional feedback as needed
  - Revisions as needed

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Thank you!