

**University of Detroit Mercy
McNichols Faculty Assembly (MFA)
1 May 2011, approved 15 September 2011**

PROPOSED PROCEDURE FOR APPROVAL OF AN OUTCOMES-BASED CORE CURRICULUM

This procedure encompasses the work completed and documents generated by the Core Curriculum Task Force (2005-2011), the MFA Core Curriculum Implementation Committee (2011-2013) and the MFA Core Curriculum Committee (2013)

| Task | Date |
|---|-----------------------------|
| 1. Core Curriculum Task Force (CCTF) Delivers Final Report detailing Learning Outcomes and Basic Core Structure to MFA | 21 March 2011 |
| 2. MFA accepts CCTF Final Report by formal vote | 19 May 2011 |
| 3. Approval of the process detailed below by the MFA | Summer 2011 |
| 4. MFA generates and populates Core Curriculum Implementation Committee (CCIC) | Summer 2011 |
| 5. MFA vests CCIC with charges | Summer/Fall 2011 |
| 6. CCIC's charges executed, as per processes defined below, and two documents ("Process for Reviewing Course Satisfaction of Core Learning Outcomes" and "Core Curriculum Integrated Outcomes and Courses Proposal") delivered to the MFA for approval as appropriate | Fall 2011, Winter-Fall 2012 |
| 7. Amendment of "Core Curriculum Integrated Outcomes and Courses Proposal," if necessary, by MFA | Winter 2013 |
| 8. MFA vote on amended "Core Curriculum Integrated Outcomes and Courses Proposal" document(s) | Winter/Spring 2013 |
| 9. Delivery of approved document(s) to AVP by MFA | June 2013 |
| 10. AVP facilitates approval of "Core Curriculum Integrated Outcomes and Courses Proposal" by Academic Leadership Team (ALT), President's Council (PC) and Board of Trustees (BOT) | June 2013 |
| 11. After "Core Curriculum Integrated Outcomes and Courses Proposal" is approved by BOT, CCIC becomes MFA's Core Curriculum Committee (CCC), which becomes vested with charges detailed below | Summer 2013 |
| 12. CCC delivers "Process for Reviewing Program Satisfaction of Core Learning Outcomes" | Summer 2013-Spring 2014 |
| 13. First freshmen class held to outcomes-based Core Curriculum matriculates | September 2014 |

PROPOSED GENERATION AND INITIAL/ONGOING CHARGES FOR THE MFA'S CORE CURRICULUM IMPLEMENTATION COMMITTEE (CCIC) AND CORE CURRICULUM COMMITTEE (CCC)

PREAMBLE

The committee structure proposed in this document is premised on three values important to the design and implementation of the outcomes-based Core Curriculum proposal as work progresses:

1. Recognition of the work embodied in the Final Report of the Core Curriculum Task Force.
2. Active input and invited participation of all MFA-represented units in decisions affecting their students and curricula.
3. The recognition that subject matter experts are key players in the determination of what does and what does not sufficiently meet the agreed-upon learning outcomes within their disciplines.

To this end, the mechanism for approving courses for the New UDM Core Curriculum proposal will consist of two key bodies:

1. An MFA CCIC as specified below, and
2. The College/School Curriculum Committees that house the departments primarily responsible for teaching to and the evaluation of the different learning outcomes stated in the Core.

THE MFA CORE CURRICULUM IMPLEMENTATION COMMITTEE

I. Membership

A. Representatives

1. Voting Members

- a. Member of the MFA
- b. Writing professor from the Dept. of English
- c. Professor from Communication Studies
- d. Mathematics professor from Dept. of Math, Computer Science and Software Engineering
- e. Professor from Biology, Biochemistry, Chemistry or Physics
- f. Two professors from Counseling/Addiction Studies, Criminal Justice, Economics, Education, Political Science, Psychology or Sociology/Social Work/Human Services
- g. Professor from Religious Studies
- h. Professor from Philosophy
- i. Two Professors from History, Performing Arts or Literature professors from English
- j. Professor from the College of Health Professions
- k. Professor from College of Business Administration

2. Nonvoting Members

- a. Professor from Dental Hygiene
- b. Ex Officio administrative members appointed by the Academic Vice President

- B. As per the Final Shared Governance Proposal (approved January 2007 by UDM), the Core Curriculum Task Force (CCTF) can only be formally dissolved after the work of the CCIC is complete
- C. Members of the CCIC will be asked to serve until the generation of the MFA Core Curriculum Committee (CCC, see III below)

II. Charges of the Core Curriculum Implementation Committee

- A. Select a Chair (set meetings, meeting agendas) and Secretary (record and post minutes online)
- B. Author a founding document titled "Process for Reviewing Course Satisfaction of Core Learning Outcomes;" this document will include a:
 1. Core Curriculum Faculty Handbook and Course Materials Guide that will:

- a. Provide a general overview of the criteria, methods and timeline which will be used to evaluate and select courses appropriate to meet the outcomes for the Core Curriculum
- b. Inform and educate colleagues through appropriate measures about:
 - i. the use of an outcomes-based approach to the Core Curriculum
 - ii. Bloom's Learning Taxonomy and its application to course material development, including the specific learning objectives for each course (as defined by the CCTF Final Report)
 - iii. the types of evidence required to demonstrate satisfaction at each learning level
 - iv. the writing and research requirements of upper level courses
 - v. any additional information identified by faculty and/or administrators to assist in enhancing understanding of or address a specific need with regard to the process of generating an outcomes-based Core Curriculum
- c. Clearly and concisely describe the specific criteria to be used for evaluating submitted course materials and selecting courses appropriate for an outcomes-based Core Curriculum, including:
 - i. Identification of the specific outcomes the course proposes to satisfy (i.e., course outcomes should be explicitly linked to the relevant Core outcomes described in the Core Curriculum Task Force Final report)
 - ii. Development of learning objectives associated with specific outcomes
 - iii. Appropriateness of standards (rubrics) to be used for the assessment of student performance
- d. Provide a template for course material submission that establishes expected content and supporting material required to generate a consistent basis for evaluation and comparison (akin to MFA's established annual Program Review)
- e. Develop and implement a procedure for coordination with all College/School Curriculum Committees and the Registrar for the purpose of degree audit, including:
 - i. Attaining the learning expectations of the CCTF Final Report in the context of existing curricular structure and accreditation requirements
 - ii. Developing specific implementation strategies relevant and appropriate to each program
 - iii. Developing and coordinating assessment procedures especially in those areas where the entirety of the outcomes is not addressed by a single course, but rather are satisfied by multiple courses

2. Plan for the organization and conducting of one or more Core Curriculum Workshops to advise and assist faculty in the preparation of course materials to be submitted for consideration

C. Request, review and recommend courses for a "Core Curriculum Integrated Outcomes and Courses Proposal" based on the learning outcomes and assessment objectives provided by the CCTF and the process listed below (see Appendix A):

1. Issue a formal request for course materials to all McNichols Colleges and Schools
2. Encourage faculty and/or departments to submit new courses that may satisfy those areas that would benefit from the generation of new courses to satisfy learning outcomes
3. Proposed courses and their course materials will be submitted to the CCIC, which will decide the College/School Curriculum Committee(s) with expertise in the area of the stated learning outcomes and send course proposal materials to said Committee(s)
4. Using criteria defined (as described above) by CCIC, College/School Curriculum Committees evaluate proposals and send recommendations to CCIC
5. CCIC uses criteria listed above to evaluate submitted proposals on a rolling basis
6. If necessary, College/School Curriculum Committees are consulted for clarification
7. CCIC decides for or against course inclusion in the New UDM Core Curriculum within 90 days of proposal receipt from College/School Curriculum Committee
8. If decision is made to decline a proposal, the CCIC will:

- a. Provide written feedback regarding strengths, deficiencies and questions resulting from the course material submissions to the proposers and appropriate College/School Curriculum Committee
- b. If a course is not accepted as new Core-eligible, course materials may be modified and re-submitted prior to the predetermined deadline; Modifications must address deficiencies and respond to questions raised during the review process
- c. In cases where the decision of the CCIC is at odds with a College/School Curriculum Committee, the MFA will act as arbitrator

D. Author a document titled “Core Curriculum Integrated Outcomes and Courses Proposal;” this document will:

1. Populate a Core Curriculum with courses that conform to the learning outcomes defined by the CCTF Final Report
2. Define and coordinate new Core Curriculum assessment procedures; this may include, but is not limited to:
 - a. Utilizing current Core-wide models of assessment
 - b. Generating assessment strategies for those areas where the entirety of an outcome is not addressed by a single course
 - c. Generation of a new Core Curriculum Assessment governing body
3. Coordinate the implementation and operation of the outcomes-based Core Curriculum with the administrative requirements of the Office of the University Registrar
4. Supply the MFA with a narrative that details the process by which the outcomes-based Core Curriculum was constructed

E. Timeline: The MFA shall be responsible for keeping the work of the CCIC to the following timeline

1. August-December 2011: Population of the CCIC; generation of document titled “Process for Reviewing Course Satisfaction of Core Learning Outcomes;” Workshops
2. January 2012: Workshops; First call for submitted course materials for the new Core Curriculum (deadline August 2012)
3. February-December 2012: Ongoing course review and selection
4. January 2013: Request for courses ends; Generation of document titled “Core Curriculum Integrated Outcomes and Courses Proposal;” submission to the MFA
5. May 2013: MFA amends proposal (if needed) for vote; Proposal is delivered to AVP
6. June 2013: AVP delivers proposal to ALT, PC and BOT

NOTES:

1. “Course Materials” include syllabi and any other supplementary material that would aid in evaluation.
2. The CCIC is highly advised to state in their criteria that the submission of only a course syllabus for new Core consideration is unacceptable.
3. It has not escaped the notice of the MFA that the above procedure puts the vast majority of work in the hands of the College of Liberal Arts and Education Curriculum Committee.
4. The announcement and implementation of the outcomes-based Core Curriculum must provide sufficient time for the orientation of academic advisors and coordination with the Office of the University Registrar's office. This includes, but is not limited to, publication in the Undergraduate Catalog, transfer student concerns and TitanConnect issues.

THE MFA CORE CURRICULUM COMMITTEE

III. Charges of the Core Curriculum Committee

- A. MFA Constitution and Bylaws (approved 13 January 2007) provide descriptions for this body's existence and charge
- B. Population and operating procedures to be determined by the MFA upon investiture
- C. Provide regular progress reports to the MFA
- D. Author a document titled “Process for Reviewing Program Satisfaction of Core Learning Outcomes;” the document will accomplish the same as II.B above, but come from the programmatic perspective

E. Request, review and recommend program materials for a “Core Curriculum Integrated Outcomes and Programs Assessment Proposal” based on II.C above

F. Author a document titled “Core Curriculum Integrated Outcomes and Programs Assessment Proposal;” this document will:

1. Agglomerate reviewed integrated outcomes and programs for all McNichols degree programs
2. Plan for Annual outcomes-based Core Curriculum Assessment
 - a. Assessment of subsections of the Core should occur once every five years and assessment of the entire Core should occur once every ten years
 - b. Work must be completed in conjunction with the UDM Director for Assessment, including the establishment of Departmental and Knowledge Area Review Committees
 - i. Departmental Review Committees – to review student work samples from all sections of the same course for consistency in assessment.
 - ii. Knowledge Area Review Committees – to review student work samples from all sections from different courses which address the same learning outcomes
 - c. The CCC will establish a timeline and procedures for the focused review of each of the subsections of the new Core Curriculum modeled after the structure of the MFA’s Program Review Committee and will report to the Shared Governance Clearinghouse at the close of each academic year.
 - d. After a schedule of annual review is established, evidence submitted by the two Review Committees must be reviewed by the CCC for:
 - i. Consistency of learning outcomes
 - ii. Maintenance of statistical data and record of new Core Curriculum assessment
 - iii. Communication with College/School curriculum committees
 - iv. Regularly review of new Core Curriculum offerings for currency

G. Author a document titled “Process for Maintenance of the Core Curriculum,” in accordance with II.C above

1. Proposal must use criteria established by CCIC for future course addition/subtraction in the Outcomes-Based Core
2. Proposal must provide for future modification of overall outcomes in response to accrued assessment data

H. The MFA reserves the right to modify III, within reason, during or after the work of the CCIC.



Appendix A: Proposed Process for Integrating Core Outcomes to Courses by the CCIC

