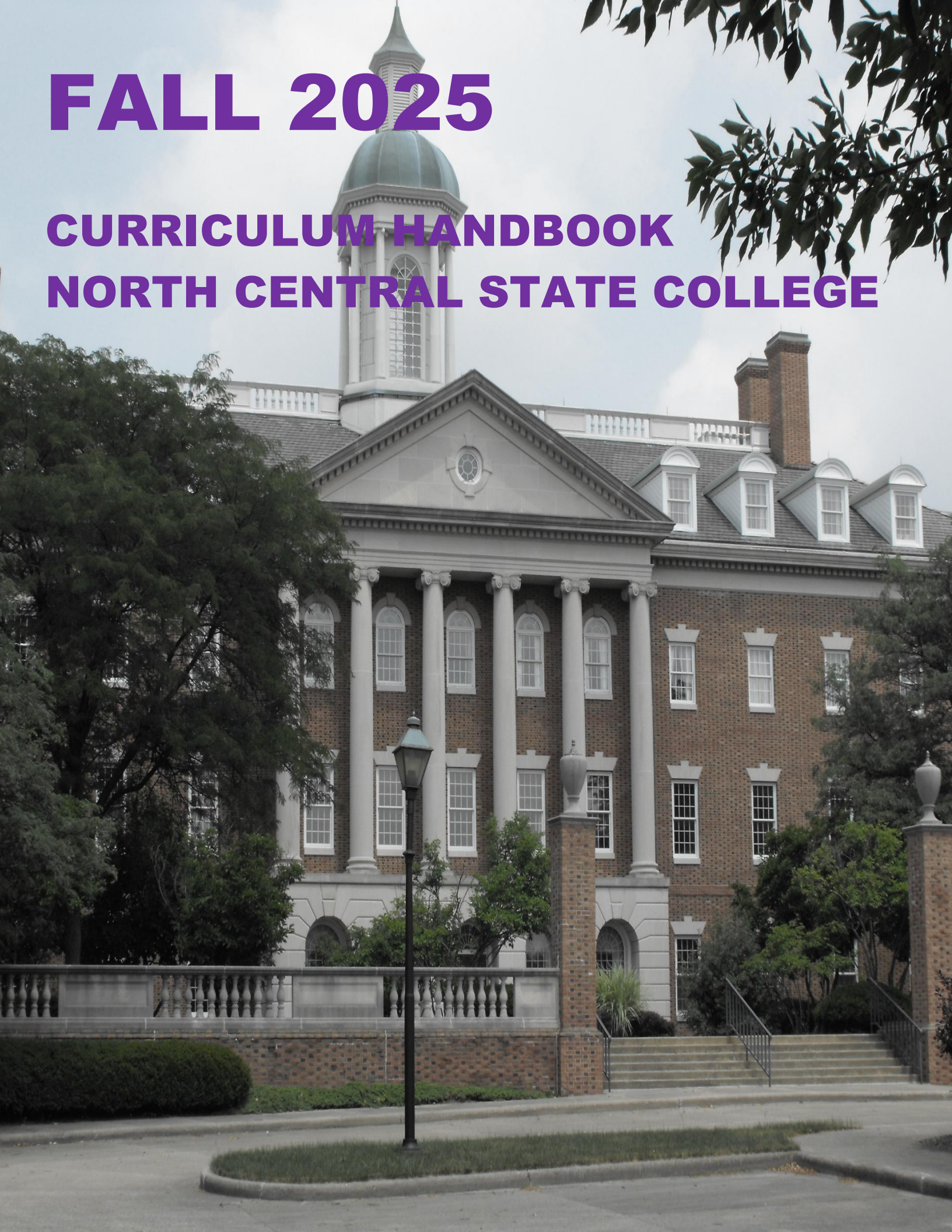# FALL 2025

CURRICULUM HANDBOOK
NORTH CENTRAL STATE COLLEGE

Table of Contents

COMMITTEE MISSION, AUTHORITY AND SCOPE

Purpose of the Curriculum Handbook

The Curriculum Handbook is designed to provide North Central State College faculty and staff with the fundamental information to develop courses and programs, create and update official syllabi, navigate through the process of course and program development and approval, and understand the institutional and state requirements that dictate college curriculum. It is also designed to facilitate the development of strong, integrated academic excellence and institutional student learning outcomes. Every instructor working on a course or a program contributes to this process.

Mission:

The mission of North Central State College's Curriculum Committee is to provide oversight for the College's curriculum by ensuring that the curriculum is **academically sound**, **comprehensive** and **responsive** to the evolving needs of the students and community while also ensuring that the college **mission,** learning outcomes and educational delivery to students are well served.

Purpose of Committee:

The purpose of the Curriculum Committee is to ensure that the proposed curriculum changes meet the needs of the students and community served by the college. The committee will achieve this purpose by performing the following actions:

- review curricular changes in terms of, but not limited to, quality, coherence, continuity, consistency, and appropriateness

- seek input from stakeholders as needed

- recommend proposed curriculum changes to the Vice President of Academic Services

Scope of Committee:

The Curriculum Committee is not responsible for generating or implementing curriculum proposals that it approves; such responsibility rests with the faculty, departments, and the administration. The committee is not responsible for the budgetary consequences of curricular proposals and does not use such considerations as the basis for its recommendations. It is the **responsibility of the submitting faculty and deans of the division** in which the changes are taking place to notify the Marketing Department, Student Services areas (Admissions, Advising, Registrar, Financial Aid) and other divisions that are impacted by the change.   Specifically, it is their responsibility to inform **admissions, advising, the registrar, other faculty, advisory committees and the marketing department**.

It is also the responsibility of the departments to work with the dean of liberal arts to develop any transfer agreements. It is the responsibility of faculty to request submissions for OTM (now referred as Transfer 36)/TAGs/CTAGS. Faculty know best if their courses meet these requirements.

Curriculum Committee Function:

The Curriculum Committee will be responsible for:

- The recommendation of all new programs, technical majors and AA/AS concentrations for approval by the Vice President of Academic Services.

- The recommendation of all changes and deletions in programs, technical majors and AA/AS concentrations for approval by the Vice President of Academic Services.

- The recommendation of all new credit courses for approval by the Vice President of Academic Services. Credit courses must meet the standards set forth by the Ohio Department of Higher Education and, when applicable, be Transfer Module or TAG approved.

- The recommendation of all program, technical major and course changes and deletions for approval by the Vice President of Academic Services.

Specifically, the committee is charged with recommending action on the following:

- Creation of a new Course

- Creation of a new Two-Year Associate Degree Programs

- Creation of a new Four-Year Baccalaureate Degree Programs

- Creation of a new Certificate

- Creation of a new Technical Major

- Creation of a new Arts and Sciences Concentration

- Change in a Course

- Change in existing course Pre or Co-Requisite(s)

- Change in existing Course Description

- Change in attribute(s) (i.e., Honors, Diversity Course, etc.)

- Change in existing Course Title

- Change in Curriculum Worksheet

- Change in an Associate Degree Program

- Change in a Baccalaureate Degree Program

- Change in a Technical Major

- Change in a Certificate

- Change in an Arts and Sciences Concentration

- Deletion of Course

- Deletion of an Associate Degree Program

- Deletion of a Baccalaureate Degree Program

- Deletion of a Technical Major

- Deletion of Certificate

- Deletion of an AA/AS Concentration

Other changes in programs/courses that **must** be reported to the Curriculum Committee include:

- New Admission Requirements for a degree, technical major, or certificate

- Changes in Admission Requirements for a degree, technical major, or certificate

- Deletion of Admission Requirements for a degree, technical major, or certificate

- Change in Program Learning Outcomes

- Addition of new Program Learning Outcomes

- Deletion of a Program Learning Outcome

These changes above are also originated in the Curriculum™ software. All faculty/staff have logins for this software.

Communication to other departments impacted by any of the reportable changes in the bulleted list directly above, should be completed before any submission is made to the Curriculum Committee. The Curriculum Committee is not the final approval body. Curriculum Committee approval does not guarantee Vice President of Academics (CAO), nor guarantee the viability of any item.

Committee Calendar/Rules

Curriculum Committee will meet on a set schedule determined at the end of each academic year. The meeting schedule will be published on the bottom of the Curriculum Committee page of the website [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].

The Curriculum Committee will review curriculum changes during the fall and spring semesters. Curriculum changes that impact the course syllabus or curriculum worksheets should be reviewed during the fall semester. This allows the appropriate time for changes to be approved, submitted to external entities (if required) and be included on all advising sheets, and the catalog (for accurate advising purposes) for the next academic year. Curriculum changes that are submitted during the spring semester that will change worksheets will not be included in the catalog until the following academic year. Please review Appendix A for a complete list of curriculum elements and the preferred timing for Curriculum Committee review.

Curriculum changes that are required during the summer semester, please contact the Chief Academic Officer for directions.

The faculty member who is the subject matter expert in the curriculum being reviewed, is expected to attend or send a knowledgeable designee. Curricular items may be tabled if there is not a representative able to answer questions.

Roles and Responsibilities

- Chair/Vice Chair
    - The chair/vice chair roles have all duties of the other committee members including:

    - Facilitate Curriculum Committee meetings.

    - Oversee who will communicate all curriculum decisions to all parties with a vested interest on both the academic and non-academic side.

    - Review abbreviated materials.

- Committee Members/Division Representatives
    - Act as a representative and a spokesperson for the department/division.

    - Educate their department/division regarding curriculum changes and procedural issues.

    - Assist (as needed) faculty members from their divisions in completing curriculum forms and review for accuracy before submission.

    - Review all curriculum submissions for academic soundness, comprehensiveness and **completeness before scheduled meetings**. Examples of this include but are not limited to incongruent course descriptions to course content and delivery; duplication of courses; development by qualified personnel; consistency with transferability (when applicable); links to student need.

    - Participate in discussion and give input on any curricular concerns during meetings.

    - Inform their department/division of pertinent information from curriculum meetings, using the notes from the AA meeting summary to ensure completeness and consistency.

    - Participate in subcommittees as necessary to maintain the quality of the curriculum and committee.

    - Report committee decisions that affect their division to their division/department.

    - Provide assistance to the successive representative from their area.

- Recorder
    - Record the minutes of each meeting, distribute the minutes, and maintain the official records of the meetings.

    - Reserve the meeting place each semester.

Committee Membership

The membership of the Curriculum Committee will be comprised as described below.

- Voting members:

  - One academic dean
  - Registrar
  - Two faculty representatives from each of the three academic divisions
    - Engineering Technology, Business and Criminal Justice (EBC)
    - Health Sciences (HS)
    - Liberal Arts (LA)
  - One adjunct faculty representative
  - Director of Student Success and Transition Services
  - Total number of voting members: 10

- Non-voting members:

  - Chief Academic Officer
  - Accreditation Liaison Officer (ALO)

Curriculum Committee Voting Process

- Voting will follow Robert's Rules of Order, Revised

- Voting will occur following each proposal.

- A quorum (more than 50%) of voting members must be present (or proxy) for voting to occur

- Committee members who present a proposal cannot vote on their own proposal

- In the event that a voting member of the committee cannot attend a meeting, another member of the same department can be given a proxy to vote. The voting member will inform the chair of the designation of proxy at least 24 hours in advance of the meeting. A voting member of the committee who leaves a meeting prior to an action may designate another committee member in attendance to vote on his or her behalf.

OHIO DEPARTMENT OF HIGHER EDUCATION GUIDELINES

Awarding of Academic Credit

The number of credits which should be awarded for the completion of courses in associate degree programs is determined by the instructional arrangements as follows:

(1) *Classroom hour:* A classroom hour is a nominal hour (fifty minutes) of formalized instruction, conducted on- or off-campus, in which the teacher presents an educational experience to students, applying any combination of instructional methods.

This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all students in the class. Students will be expected to work at out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the classroom hour for credit purposes.

- One credit (semester) shall be awarded for each classroom hour which is scheduled in the standard week of the quarter or semester.

(2) *Laboratory hour*: A laboratory hour is fifty minutes of educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.

- One credit (semester) shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required. One credit (semester) shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of- class study preparing for or following-up the laboratory experience.

(3) *Clinical laboratory hour*: A clinical laboratory hour applies only to health technology programs. A clinical laboratory consists of a fifty- minute period during which students are assigned to laboratory sections which meet at a health-related agency rather than in on- campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. These laboratory hours should be directly supervised by regular faculty members, full-time or part-time, of the college.

- Credit hours for the clinical laboratory experience will be awarded on the same basis as laboratory hours.

(4) *Directed practice hour*: This definition applies primarily to programs in the health technologies. A directed practice hour consists of a sixty-minute period during which the student is assigned to practice experiences under constant supervision at an external agency. The student should receive individual instruction and critique in the performance of a particular function. Adjunct faculty, who may or may not be paid by the college, may be used for the direct supervision of students, and for the delivery of part of the didactic phase of the experience.

The faculty member coordinating the directed practice conducts at least one lecture session each week for participating students, provides the final grade for each student, and visits students at least once a week.

- One credit (semester) shall be awarded for a minimum of five clock hours of directed practice in a week.

(5) *Practicum hour*: A practicum hour is an on- or off-campus work experience, integrated with academic instruction. Students concurrently apply theoretical concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once biweekly, provides the final grade, and teaches at least one course on the campus.

Each student who is enrolled in a practicum shall also be enrolled in an on-campus seminar.

- One credit (semester) shall be awarded for a minimum of seven clock hours per week in a practicum. A maximum of thirteen quarter (or nine semester) credit hours may be earned in practicum, or any combination of practicum cooperative work experience, over the associate degree program.

(6)   *Cooperative work experience*: A cooperative work experience is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a faculty member of the college who visits the job site for a conference with the student and supervisor at least once during the quarter or semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

Each student who is enrolled in cooperative work experience shall also enroll in an on-campus seminar.

- One credit (semester) shall be awarded for a minimum of ten clock hours of cooperative work experience which is scheduled during a week. A maximum of thirteen quarter (or nine semester) credit hours may be earned in cooperative work experience, or any combination of cooperative work experience and practicum, over the associate degree program.

(7)   *Field experience*: Field experience is planned, paid work activity which relates to an individual student's occupational objectives. With permission of a faculty advisor, the field experience replaces elective or required courses in a student's associate degree program. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the quarter or semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor.

- One credit (semester) shall be awarded for a minimum of twelve clock hours of field experience which is scheduled during a week. A maximum of nine semester credit hours may be earned in field experience, or in any combination of field experience, cooperative education experience, and practicum over the associate degree program.

(8)   *Observation hour*: An observation hour is an hour during which students participate in an educational experience as observers of practitioners representative of the occupational area. Students may participate at times in the actual work activity. Observation hours are coordinated by faculty members who receive reports from the students of their observational experiences and provide assessments of students' progress toward the achievement of the objectives of the experience.

- One credit (semester) shall be awarded for a minimum of fifteen clock hours of observational experience in a week.

(9)   *Seminar:* A seminar is a less formal educational experience than a classroom/lecture/discussion class. A relatively small number of students engage in discussions directed by a faculty member.

- Credit is awarded for seminar hours on the same basis as that for the classroom hour discussed above.

(10)   *Miscellaneous applications courses*: Courses in this category are those for which extended periods of concentrated practice are required of the student subsequent to sessions of individualized instruction. Courses in applied music and journalism or courses of an independent study nature are examples.

Instructors who teach such courses have primary responsibility for assigning the work activity or skills objectives to the student and personally provide whatever instruction is required. In addition, the instructor periodically assesses the student's progress, and assigns the final grade.

- One credit (semester) shall be awarded for a minimum of seven scheduled clock hours of such activity per week.

OHIO DEPARTMENT OF HIGHER EDUCATION: ACADEMIC PROGRAM REVIEW GUIDELINES

<u>Appendix C: General Education Guidelines, Revision: August 2025</u>

The guidelines for general education are divided into two sections — one for public institutions and one for private institutions. Although the general education credit hour expectations and breadth of experience are the same for public and private institutions, the general education requirements are more specific for public institutions because they must align their general education curriculum with Ohio's Articulation and Transfer Policy. Any deviation from the general education guidelines below must be explained and justified.

Throughout the document, the following definitions are used:

General Education Courses: Those courses in written and oral communication, quantitative principles, biological and physical sciences, social and behavior sciences, and the arts and humanities that provide the foundation and common experience expected among individuals holding associate and baccalaureate degrees. These courses, along with courses within a major, provide opportunities for critical thinking, problem solving, and analytic skills.

Applied General Education (Basic Education) Courses: Those courses within applied associate degrees that emphasize the application of general education to an occupational or technical area.

Courses such as technical communication, business mathematics, calculations for health professionals, study skills, applied computing, and practical psychology are examples that fall in this category. Applied general education coursework cannot be counted toward meeting the minimum requirements for general education courses in associate or baccalaureate degrees (i.e., 15 semester hours in applied associate degree programs and 36 semester hours in associate of arts, associate of science, and bachelor's degrees).

General Education Courses in the Arts: Courses in this category do not include "performance" courses such as painting, sculpting, or dance, but may include courses in the history of art, dance, film, or theater.

Note: Developmental (remedial) courses cannot be counted toward meeting the minimum requirements for general education courses in associate or baccalaureate degrees.46

GENERAL EDUCATION GUIDELINES: OHIO PUBLIC INSTITUTIONS

Applied Associate Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies, and Associate of Individualized Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and

applied general education (i.e., "basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:

- At least one course (three semester credit hours) in the English composition from the English composition and oral communication area (e.g., first writing and/or second writing)

- At least one course (three semester credit hours) in the mathematics, statistics and logic area (e.g., algebra, trigonometry, calculus, statistics, formal/symbolic logic)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented:

- At least one course (three semester credit hours) in the arts and humanities area (e.g., art history, ethics, history, literature, philosophy, religion, ethnic or gender Studies)

- At least one course (three semester credit hours) in the social and behavioral sciences area (e.g., communication, history, economics, political science, psychology, sociology)

- At least one course (three semester credit hours) in the natural sciences area (e.g., anatomy, biology, chemistry, environmental science, physics, physiology)

In order to ensure maximum transferability, public institutions are strongly encouraged to implement general education programs that include coursework in all aforementioned general education categories.

Institutions are expected to use approved Ohio Articulation and Transfer Network courses for their applied associate degrees. However, certain applied degrees may utilize an alternative mathematics course if there is a compelling reason to do so.

Associate of Arts (AA) and Associate of Science (AS) Degrees

Consistent with the belief that the AA and AS degrees serve as the first two years of a bachelor's degree and to provide maximum transferability of courses from the associate level to the bachelor's level, the general education component of the AA and the AS degrees at Ohio's public institutions must align with Ohio Articulation and Transfer policy.

Ohio Transfer 36

The Ohio Transfer 36 contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of this transfer component, all coursework is subject to a review by the statewide Ohio Transfer 36 faculty panels against the Ohio Transfer 36 learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved Ohio Transfer 36 courses as outlined below:

- At least three semester credit hours in English composition (e.g., first writing, second writing)

- At least three semester credit hours in mathematics, statistics and logic (e.g., college algebra, pre-calculus, trigonometry, calculus, statistics, formal/symbolic logic, quantitative reasoning)

- At least six semester credit hours in arts and humanities (e.g., art history, ethics, American history, literature, philosophy, religion, ethnic or gender studies)

- At least six semester credit hours in social and behavioral sciences (e.g., anthropology, economics, geography, political science, psychology, sociology)

- At least six semester credit hours in natural sciences (e.g., astronomy, biology, chemistry, environmental science, geology, physical geography, physics)

The additional 12-16 semester credit hours needed to complete the Ohio Transfer 36 are distributed among the aforementioned general education categories, including oral communication. The credit hours may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically, an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas.

Baccalaureate Degrees

For bachelor's degrees (e.g., Bachelor of Arts—BA, Bachelor of Fine Arts—BFA, Bachelor of Music—BM, Bachelor of Science—BS, or Bachelor of Applied Studies—BAS), the minimum general education requirements are the same as for the Associate of Arts and Associate of Science degrees. However, many baccalaureate programs require general education coursework beyond those minimum expectations, and students may be required to complete additional general education requirements beyond the minimum upon transfer.

HOW DOES CURRICULUM CHANGE AT NCSC?

Curriculum Change Procedures

At North Central State College, faculty will submit curriculum changes through Curriculum™ (formerly known as Curriculog™). Curriculum™ is the official curriculum management system for the college. Curriculum™ allows for faculty to create a proposal which documents specific changes and routes said proposal through the system for review/approval. Curriculum™ proposals must be submitted for all new programs and courses, modifications to existing programs and courses as well as the deactivation of programs and courses.

The Curriculum™ workflow includes review and approval process to include various college stakeholders: Deans, Curriculum Committee, Registrar, Business Office and the Vice President of Academic Services.

Instructions for creating and submitting proposals through Curriculum™ can be found in Appendix C.

ANY OF THE THINGS BELOW CAN TRIGGER A CURRICULUM CHANGE			
Accreditation	Advisory committees	Assessment Feedback	Other External Stakeholders

THERE ARE TWO DOCUMENTS WHERE CURRICULUM CHANGES MUST BE REFLECTED: ON THE SYLLABUS AND/OR THE WORKSHEET

CHANGE TO SYLLABI	CHANGE TO WORKSHEET

Procedures

To Modify Existing Program or Course:

1. Faculty create a proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
    a. For program modification, choose Program Modification for YYYY (where YYYY is the current academic year designation).
    b. For course modification, choose Course Modification for YYYY (where YYYY is the current academic year designation).
2. Faculty will "import" the desired program or course information from the database. (See section, Curriculum™ Instructions for details.)
    a. Once the data has been imported, faculty will update the applicable fields, enter the appropriate justification narrative(s) and ensure that all of the questions identified in the "Curriculum Committee Presentation Questions" section of this handbook have been addressed.
3. When the proposal is complete and ready for the review, the faculty will "launch" the proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
4. Once the proposal is launched, all tracking and edits will be managed through Curriculum™.
5. Faculty will schedule a review date with the Curriculum Committee. Reviews are scheduled using the calendar app located at the bottom of the Curriculum Committee webpage. [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].
6. Faculty prepare for the review meeting by ensuring that all of the applicable questions identified in the "Curriculum Committee Presentation Questions" sections can be addressed.

To Create a New Program

1. When it has been determined that a new program (degree or certificate) is needed, the designated faculty (Originator) will schedule time to meet with a Curriculum™ Administrator.
    a. Curriculum™ Administrator will work with the faculty (Originator) to identify and/or create the appropriate program schema and the first draft of the Curriculum™ proposal.
    b. Faculty (Originator) will continue to work with the Curriculum™ Administrator as needed until the full proposal is complete.
2. When the proposal is complete and ready for the review, the faculty will "launch" the proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
3. Faculty (Originator) will schedule a review date with the Curriculum Committee. Reviews are scheduled using the calendar app located at the bottom of the Curriculum Committee webpage. [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].
4. Faculty (Originator) prepare for the review meeting by ensuring that all of the applicable questions identified in the "Curriculum Committee Presentation Questions" sections can be addressed.

To Create a New Course

1. Faculty create a proposal in Curriculum™. (See section, Curriculum™ Instructions for details.) For the new course, choose Course Creation for YYYY (where YYYY is the current academic year designation).
    a. All fields must be completed in the proposal before the proposal can be launched.
    b. A completed syllabus must be attached to the proposal before it is launched.

2. Obtain a syllabus template from the Administrative Assistant for your division. A completed syllabus (in Microsoft Word format) must be submitted with the proposal. All sections must be completed appropriately:
    a. Academic Division:
    b. Discipline:
    c. Course Number and Title:
    d. Assistant Dean:
    e. Credit Hours:
    f. Prerequisites:
    g. Syllabus Effective Date:
    h. Textbook information
    i. Course Description:
    j. College-Wide Learning Outcomes:
    k. Course Outcomes and Assessment Methods
3. When the proposal is complete and ready for the review, the faculty will "launch" the proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
4. Once the proposal is launched, all tracking and edits will be managed through Curriculum™.
5. Faculty will schedule a review date with the Curriculum Committee. Reviews are scheduled using the calendar app located at the bottom of the Curriculum Committee webpage. [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].
6. Faculty prepare for the review meeting by ensuring that all of the applicable questions identified in the "Curriculum Committee Presentation Questions" sections can be addressed.

To Deactivate an Existing Program

Once it has been determined that a program should be deactivated, a curriculum proposal must be presented and approved by the Curriculum Committee *__before__* the program is removed from the admissions application or the college website.

1. Faculty create a proposal in Curriculum™. (See section, Curriculum™ Instructions for details.) For the program deactivation, choose Program Deactivation for YYYY (where YYYY is the current academic year designation).
2. The following questions should be researched and responses must be included in your proposal:
    a. Why is this program of study being discontinued?
    b. Has this deactivation been discussed with the advisory committee?
    c. How many students are currently enrolled in the program?
        *   What is the plan for advising students who are affected by the deactivation?
        *   Will a teach-out plan be required? If a teach-out plan is required, it must be presented in writing and attached to the proposal.
    d. How does this program deactivation impact the overall Guided Pathways strategy of North Central?
        *   Describe any impact that this deactivation will have on other existing programs. How are you planning to communicate this deactivation to the other academic divisions, CCP and Student Services?
    e. Does this program impact any College Credit Plus (CCP) course offerings or Career Technical Education (CTE) articulation agreements? Have you communicated this deactivation with the CCP Team or academic division leadership?

  f. Are there any certificate programs that will need deactivation as a result of the program deactivation? If so, a separate Program Deactivation proposal must be submitted for each certificate.

  g. Are there any individual courses that will need deactivation as a result of the program deactivation? If so, a separate Course Deactivation proposal must be submitted for each course.

- An Impact Report should be executed for any course that is proposed for deactivation. It is imperative to ensure that the individual course is **_not_** included in any other program (degree or certificate).

3. When the proposal is complete and ready for the review, the faculty will "launch" the proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
4. Once the proposal is launched, all tracking and edits will be managed through Curriculum™.
5. Faculty will schedule a review date with the Curriculum Committee. Reviews are scheduled using the calendar app located at the bottom of the Curriculum Committee webpage. [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].
6. The Curriculum Committee will meet with the designated faculty and either Assistant Dean or Dean to review the detail of the proposal.
   a. Upon concurrence that the program can be deactivated, the Curriculum Committee will discuss and plan the appropriate timeframe for the deactivation to be effective.
7. Once the proposal has been approved by the Curriculum Committee, the applicable teams will be notified of the deactivation either through a "work task" in Curriculum™ or email notification through the Curriculum_Changes email distribution list.
   a. Curriculum™ "work task" roles:
      - Admissions Application (i.e. Cathy Craig)
      - Marketing / Website (i.e. Keith Stoner, Terri Myers)
   b. Curriculum_Changes email distribution recipients:
      - Deans and Assistant Deans
      - Academic Administrative Assistants and Office Assistants
      - Academic Liaisons
      - Student Success team (Director, all advisors, administrative assistants & coordinators)
      - Admissions Director
      - Admissions Recruiters
      - Financial Aid Director
      - Registrar
      - College Credit Plus (CCP) team
      - Information Systems Director
      - Marketing team
      - TRIO Director and Assistant Director
      - Vice Presidents (CAO, CSO, CFO)

To Deactivate an Existing Course

Once it has been determined that a COURSE should be deactivated, a curriculum proposal must be presented and approved by the Curriculum Committee.

1. Faculty create a proposal in Curriculum™. (See section, Curriculum™ Instructions for details.) For the COURSE deactivation, choose Course Deactivation for YYYY (where YYYY is the current academic year designation).
2. The following questions should be researched and responses must be included in your proposal:
   a. Why is this COURSE being discontinued?
   b. Has this deactivation been discussed with the advisory committee?
   c. According to the Impact Report, are there any additional programs that have this course included? If so, has this deactivation been discussed with the Program Coordinators for the impacted program(s)? The responses from this discussion must be documented in the proposal.
   d. Is a teach-out plan or course substitution plan necessary for the smooth transition of this deactivation?
      - If a teach-out plan is required, it must be presented in writing and attached to the proposal.
   e. Does this COURSE deactivation impact the overall Guided Pathways strategy of North Central?
      - Describe any impact that this deactivation will have on other existing COURSE(s).
      - Have you communicated this deactivation to the other academic divisions, CCP and Student Services? The responses from this discussion must be documented in the proposal.
   f. Does this COURSE impact any College Credit Plus (CCP) course offerings or Career Technical Education (CTE) articulation agreements?
      - Have you communicated this deactivation to the other academic divisions, CCP and Student Services? The responses from this discussion must be documented in the proposal.
   g. Are there any individual courses that will need deactivation as a result of the COURSE deactivation? If so, a separate Course Deactivation proposal must be submitted for each course.
3. When the proposal is complete and ready for the review, the faculty will "launch" the proposal in Curriculum™. (See section, Curriculum™ Instructions for details.)
4. Faculty will schedule a review date with the Curriculum Committee. Reviews are scheduled using the calendar app located at the bottom of the Curriculum Committee webpage. [Navigation: NCStateCollege.edu \ Menu \ Faculty and Staff \ Committees \ Curriculum Committee].
5. The Curriculum Committee will meet with the designated faculty, Assistant Dean or Dean to review the detail of the proposal.
   a. Upon concurrence that the COURSE can be deactivated, the Curriculum Committee will discuss and plan the appropriate timeframe for the deactivation to be effective.
6. Once the proposal has been approved by the Curriculum Committee, the applicable teams will be notified of the deactivation either through a "work task" in Curriculum™ or email notification through the Curriculum_Changes email distribution list.
   a. Curriculum™ "work task" roles:
      - Admissions Application (i.e. Cathy Craig)
      - Marketing / Website (i.e. Keith Stoner, Terri Myers)

     b.   Curriculum_Changes email distribution recipients:
- Deans and Assistant Deans
- Academic Administrative Assistants and Office Assistants
- Academic Liaisons
- Student Success team (Director, all advisors, administrative assistants & coordinators)
- Admissions Director
- Admissions Recruiters
- Financial Aid Director
- Registrar
- College Credit Plus (CCP) team
- Information Systems Director
- Marketing team
- TRIO Director and Assistant Director
- Vice Presidents (CAO, CSO, CFO)

Curriculum Committee Presentation Questions

These are questions that the Curriculum Committee will review/discuss with the Faculty during the curriculum change presentation.

For course creation and modifications:

1. Did the course name change at all, if so why?
2. Is the CIP code still valid?
3. Is effective date (identified on the syllabus) realistic? Is it allowable at this time?
4. Is this a change to the academic division and/or department?
5. How did you decide on the credit hours, contact hours if there is a change to them?
6. What is the instructional method? Is it indicated clearly?
7. Have you included a lab fee sheet? Course modifications must indicate if the change will impact the existing lab fees.
8. Grading Options- If Pass/Fail or a change, please explain.
9. Are there any changes to restrictions of who can take the course?
10. What is the impact to CCP (College Credit Plus)?
11. Identify the subsidy level for this course.
12. Are there any other restrictions?
13. Please explain any change of pre-requisites and/or co-requisites. As an example, tell us what outcomes must be met before a student can be successful in the course.
14. Are there equivalent courses? (example: creating a new course to reduce the hours of a previous course)
15. What is being accomplished by this change?
16. For new courses, what colleges did you compare the material of your course to, to ensure transferability in content, widespread textbook acceptance, etc.? This relates to transfer and Transfer 36/TAGs.
17. Which programs does this course impact? Please describe any potential impact that this course creation or modification could have on existing programs. (Changes to the pre-requisites, hours, etc. for General Education classes ALWAYS affect other programs)
18. Please elaborate on how you have (or plan to) communicated the change with other programs, faculty from your area etc.

19. Will Open Educational Resources (OER) being investigated instead of traditional textbooks for this course?
20. Syllabus Components
    a. For new courses, is this a new course number? If so, do you have enough space between numbers, and it is the appropriate level? You will need to change number if more than 50% of the course has changed or credit hours have changed.
    b. For new courses, is this a standard title, so that evaluators at other institutions can give credit to the student's easily?
    c. Are we certain there are no outcomes in this course that need prior knowledge besides what you have indicated in the pre-requisite area?
    d. How was the text book chosen? Was Open Educational Resources (OER) considered? Was affordability a parameter? Is the ISBN number correct?
    e. Verify that if any College-Wide Outcomes are being assessed in this course, the appropriate VALUE rubric or applicable assignment is identified in the College-Wide Outcomes section. A statement about how and when the outcome will be assessed must also be included.
    f. Review each of the Course Outcome and related Assessment measures. Are the outcomes measurable? Does each outcome begin with the most appropriate Bloom's verb? Is the assessment measure and timing appropriate?

For program creation and modifications:

1. Does the proposed program change affect your program outcomes? (i.e. does including a class, or taking one out change the emphasis of a program outcome)
2. Does the proposed program change affect college wide outcomes?
3. Does the program change affect transferability? Please share the student impact of this.
4. How are you dealing with advising for students who are affected by the change?
5. Please describe how the other programs are affected by this program change? How have you communicated this change to other programs?

APPENDIX A: SYLLABI CHANGES & REVIEW TIMELINE

SYLLABI CHANGES IN RED THAT CHANGE THE CURRICULUM WORKSHEET OR CATALOG MUST GO THROUGH A REVIEW IN FALL SEMESTER. CURRICULUM™ PROPOSAL IS REQUIRED.

- Division name
- **Course name/Course number**
- Course coordinator/ Assistant Dean
- **Credit hours**
- **Pre-requisites/co-requisites**
- Textbook/workbook
- Effective date
- **Course description**
- Outcome change
- Assessment change

SYLLABI CHANGES IN GREEN THAT DO REQUIRE A CURRICULM REVIEW. CAN COME TO THE COMMITTEE IN FALL OR SPRING. CURRICULUM™ PROPOSAL IS REQUIRED.

- Division name
- Course name/Course number
- Course coordinator/ Assistant Dean
- Credit hours
- Pre-requisites/co-requisites
- Textbook/workbook
- Effective date
- Course description
- **Outcome change**
- **Assessment change --**

SYLLABI CHANGES IN BLUE THAT DO NOT REQUIRE A CURRICULM REVIEW.

- **Division name**
- Course name/Course name
- **Course coordinator/ Assistant Dean**
- Credit hours
- Pre-requisites/co-requisites
- **Textbook/workbook**
- Effective date
- Course description
- Outcome change
- Assessment change

NOTE: Changes in the method of delivery (face-to-face, hybrid, online) or delivery length (5-week, 8-week, 16-week) does not require curriculum review.

APPENDIX B: NEW PROGRAM SUPPORT DOCUMENTS

Dean Approval Form New Courses/Programs

Please provide <u>any</u> or <u>all</u> evidence of the criteria below. The information provided will be used by the Dean in the process of approving the development of proposed courses.

Rationale/Evidence: Provide explanation of why course/program is needed. Include evidence from any surveys/sources indicating economic need in the community.

Proposed Start: Provide semester and year in which proposed course/program changes are to be implemented. Plan sufficient time for review and approval to meet schedule book publication and class registration deadlines.

Overview: Give a brief description of what is being proposed. Please discuss how the change impacts your program learning outcomes.

Related Disciplines: Please indicate any programs or areas that the proposed change impacts. Report any disciplines whose feedback you want. All selected programs that will be notified of proposed changes.

Provide Evidence of:
- Meeting existing curriculum TAGS/Transfer 36/CTAGS/MTAGS,
- Transferability to TWO regionally-accredited Ohio colleges and/or universities as specific course credit.
- Transferability as area credit.

Additional Cost: List Costs for new equipment/facilities required for course.

Qualifications: List required qualifications if new faculty must be hired.

Additional Funding: Grants/other funding sources to cover additional costs.

Student Transition: Define plan for transitioning curriculum changes for current students. -- ***Deactivate***

Entry Skills or Prerequisites: This rationale includes the justification for the courses that are being proposed as required prerequisites and the explanation for why a course that is currently required is being removed. It is very important to address both of these issues in the rationale when modifying prerequisites.

Enrollment Recommendations? (Apprenticeship, Admission to Program or None). For courses, please indicate enrollment limitations and rationale for those limitations.

The Methods of Instruction is used to indicate the ODHE approved instructional modes that are being used in the course/program: lecture, lab, clinical lab, practicum, directed practice, co-operative experience, field experience, and seminar.

_____   _____
Faculty Initiator Signature   Date

_____   _____
Program Director Signature   Date

_____   _____
Assistant Dean/Dean Signature   Date

Approved: _____ Yes   _____ No

Dean: Please send copy of completed proposal to the VP of Academic Services KGray@ncstatecollege.edu

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New Program Decision Rubric

	Factor	Points Value	Comments	Total Pts
1.	Is there a local employee shortage?	Strong +2 Some +1 Little -1		0
2.	Is there a State employee shortage?	Strong +2 Some +1 Little -1		0
3.	Is there student demand for the program?	Strong +2 Some +1 Little -1		0
4.	Does this program have a potential appeal to non-traditional student?	Strong +2 Some +1 Little -1		0
5.	Is there industry support or interest for starting program?	Strong +2 Some +1 Little -1		0
6.	Is there a licensure or certification that may be attained?	Required +2 Available not required +1		0
7.	Is there potential for articulating to BS?	Yes +1 No -1		0
8.	Is there a specific tie-in to a Career Center?	Yes +1 No -1		0
9.	Is there a specific tie-in to a high school program?	Yes +1 No -1		0
10.	Are new grads expected to earn more than $25,000.00 / year	Yes +1 No -1		0
11.	Is the certificate offered within 50 miles of NCSC?	Yes +1 No -1		0
12.	Does the program require accreditation process?	Yes +1 No -1		0
13.	Will new facilities be required for the program?	None +1 Minor -1 Major -2		0
14.	Will new equipment be required for the program?	None +1 Minor -1 Major -2		0
15.	Can this be a Tech Prep program?	Yes +1 No -1		0
16.	Will new courses need to be developed?	None +2 Less than 5 +1 Less than 10 -1 More than 10 -2		0
17.	Can this program be developed online?	Completely +2 Some +1 None -2		0

	Factor	Points Value	Comments	Total Pts
18.	Is there a new pool of potential students?	Many +2 Some +1 Draw existing -2		0
19.	Does program require new full-time faculty be hired?	Prior to program -2 Once begins -1 None 0		0
20.	Is there currently someone on staff to see development phase of program?	Yes +1 No -1		0
21.	Is there current funding available to begin development?	None -1 Some +1 Fully Funded +2		0
22.	Is there potential grant funding to support program?	Definitely +2 Probably +1 No -1		0
23.	Is the program a good fit with the mission, vision and values of the college?	Yes +2 No -2		0
	Total Points = 35			**0**

APPENDIX C: CURRICULUM™ INSTRUCTIONS

Program Changes

North Central State College

Starting and Launching a Proposal (PROGRAM)	Editing and Approving a Proposal
→ Contact Academic Services to receive the most current worksheet	→ Go to NCSTATECOLLEGE.CURRICULUM™.COM
→ Go to NCSTATECOLLEGE.CURRICULUM™.COM	→ Click "LOGIN" in the upper right corner (this is your ncstate login)
→ Click "LOGIN" in the upper right corner (this is your ncstate login)	→ Click "My Tasks" top left
→ For instruction text click 🛈 any time if needed	→ Click 🔧 to edit the proposal (to the right of the proposal name)
→ Click ⊕ New Proposal (top left)	→ Click 🛈 for additional information regarding tasks you can perform here
→ Click the form for the appropriate process (It will highlight)	→ Make any changes to the information imported from the catalog
→ Click ✅ to start the proposal (to the right of the form name)	→ Update and attach the new worksheet 📋
→ Check the button next to Program (We only have one "shared core" at this time at that is our development courses.	→ To add or remove courses from a program.
→ Click ⬇ to import the most current information from the catalog	→ Once all changes are complete and correct, you will need to click on ✅ to make your decision. There is an option to request review by your department (please contact Academic Services prior to making your decision if you would like your change reviewed by others in your department prior to going to the next step)
→ Click the catalog to import the information from (should only be one)	→
→ You can search all curriculum for all programs or filter by 'Name'. If you filter by name, you will need to type in the name as it appears in the catalog.	
→ Click "Search Available Curriculum"	
→ Scroll down to view available programs and click on desired program	
→ Review Data (import all fields even if changes are to be made)	

Starting and Launching a Proposal (PROGRAM)	Editing and Approving a Proposal
→ Scroll to the bottom and click "Import This Item"	
→ Complete Required fields marked with an * *DO NOT MAKE ANY CHANGES TO IMPORTED INFORMATION AT THIS TIME.*	*YOU MUST APPROVE YOUR CHANGES BEFORE THE PROPOSAL WILL MOVE TO THE NEXT STEP.*
→ Click ▶ to Launch the proposal → *YOU MUST LAUNCH THE PROPOSAL PRIOR TO MAKING ANY CHANGES*	

Course Changes

North Central State College

modern campus
curriculum™

Starting and Launching a Proposal (COURSES)	Editing and Approving a Proposal
→ Contact Academic Services to receive the unlocked syllabus	→ Go to NCSTATECOLLEGE.CURRICULUM™.COM
→ Go to NCSTATECOLLEGE.CURRICULUM™.COM	→ Click "LOGIN" in the upper right corner (this is your ncstate login)
→ Click "LOGIN" in the upper right corner (this is your ncstate login)	→ Click "My Tasks" top left
→ For instructions text click 🛈 any time if needed	→ Click 📲 to edit the proposal (to the right of the proposal name)
→ Click ⊕ New Proposal (top left)	→ You must run an impact report 📘 and paste the information into the area designated for the information *(Not required for NEW courses)*
→ Click the form for the appropriate process (It will highlight)	→ Click 🛈 for additional information regarding tasks you can perform here
→ Click ✅ to start the proposal (to the right of the form name)	→ Make any changes to the information imported from the catalog
→ **FOR NEW COURSES** o Enter all Information	→ Update and attach the new syllabus 📲

→ **FOR EXISTING COURSES**
  o Click ⬇ to import the most current information from the catalog
  o Click the catalog to import the information from (should only be one)
  o Select Filter from the Drop Down Menu (Prefix is best option)
  o Type in Prefix (e.g. MATH) and code if wanted (e.g. 1110)
  o Click "Search Available Curriculum"
  o Scroll down to view available courses and click on desired course
  o Review Data (import all fields even if changes are to be made)
  o Scroll to the bottom and click "Import This Item"
	→ Once all changes are complete and correct, you will need to click on ✅ to make your decision.

→ Complete Required fields marked with an * *DO NOT MAKE ANY CHANGES AT THIS TIME.*	*YOU MUST APPROVE YOUR CHANGES BEFORE THE PROPOSAL WILL MOVE TO THE NEXT STEP.*
→ Click ▶ to Launch the proposal *YOU MUST LAUNCH THE PROPOSAL PRIOR TO MAKING ANY CHANGES*	

LAB FEE UPDATE PROCESS

Overview of the Fee Cycle

Lab fees must be reviewed every year early in the fall semester (August/September). Changes in lab fees (reduction or increase) must be signed-off and approved by faculty, deans and CAO. Approved (signed-off) lab fee changes are due to Academic Services by September 15th.

Lab fee changes must be submitted to ODHE by October 1st each year.

Once approval has been received from ODHE, Academic Services will provide lab fee data to the business office.

> NOTE: Lab fee change requests received after the September 15th deadline will not be processed or approved until the following academic year.

Repository of Lab Fee documents

During the upcoming academic year, the lab fee approval process will be managed through Curriculum™ and Acalog in a manner similar to curriculum management.

Review / Audit Lab Fee Documents

To ensure that there is a "master set" of lab fee documents before creating a repository in Acalog, an audit must be completed.

1. AA's will print out the "Course Billing and Fee Report" from Report Manager.
   https://reports.ncstatecollege.edu/NCSCReports/

Follow the file path shown below- *Home, Curriculum Management, Course Information, Course and Section Billing and Fees, Course Billing and Fee Report*

2. Download the Course Billing and Fee Report to an Excel spreadsheet. This spreadsheet will be used as your tracking spreadsheet throughout this process.

3. Next, obtain the most current Lab Fee files for your division. HINT: Some divisions are located on the K drive.

a. If you do not have the most up to date fee sheets saved on the K drive, please find them and upload them into a folder, under your division on the k drive. Please create a new folder in your division for 2021.

4. You will compare the lab fee showing on the Course Billing Fee Report, with the lab fee displayed on your AY 2020-2021 OFFICIAL LAB FEE SHEET:

a. Enter any notes about discrepancies in an appropriate Notes/Comments column on the tracking sheet. Highlight the entire row in **red**. This will help faculty and deans to quickly identify courses that will need additional analysis.

b. If there are no discrepancies, enter "matched" in the Notes/Comments column.

NOTIFICATION TO FACULTY & DEANS

After the audit is complete, the tracking sheet is to be shared with faculty and deans.

A. Please use the following naming convention when sending email messages pertaining to the Lab Fee process: LAB FEE – Course Prefix and Number. EXAMPLE: LAB FEE - RNUR 1010.

B. Faculty will be given the modified Excel sheet and asked to review the fees and indicate whether an increase, decrease or no changes are required.

1. Faculty will indicate a fee increase (I), a fee decrease (D), or no change (N) in the appropriate column.

2. Faculty will sign next to each course, to verify that they have reviewed the fees.

C. For any courses that require an increase or decrease to lab fees, faculty will need to log into Curriculum™ and create a proposal to begin the FEE CHANGE process.

1. The review/approval process will be managed within Curriculum™.

D. Faculty will return the signed tracking form to the AA for document archival.

E. The week before September 15th, the AA's will follow up with faculty to ensure they have logged into Curriculum™ and submitted the change forms for the courses they have marked as I or D.

1. Prior to September 15th, the AA's will submit a report to the Dean/Asst. Dean indicating any faculty member who have not submitted the required proposals in Curriculum™.

CREATING REPOSITORY IN ACALOG -- PROJECT FOR SPRING 2022

A. Once all fee sheets have been verified Fall 2021, the AA's of each division will begin the upload of approved fee documentation to the Acalog repository. This will require an attachment within the Courses module in the catalog.

B. All fee sheets will be saved in Acalog, attached to the appropriate course- see below:
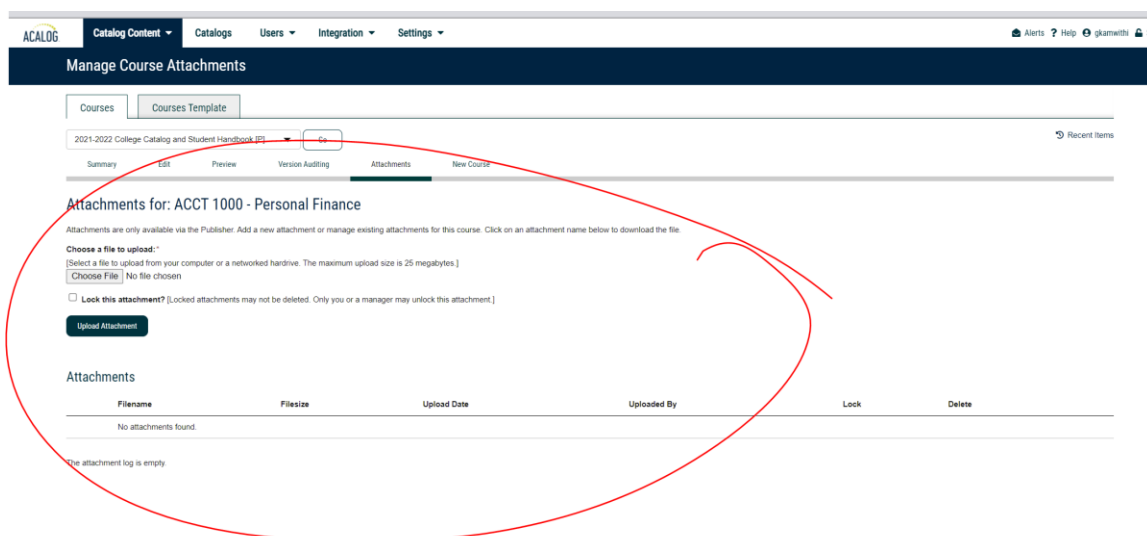
C. The attachment sheets will roll over every year with the catalog, subsequently the AA will only need to upload new fee sheets, if there is a change.

    1. Every course that has a lab fee should have at least the current OFFICIAL LAB FEE sheet as an attachment. Additionally, most courses with lab fees (especially in the Health Sciences Division) will have documentation for the disposable and semi-disposable fees, as well as an OFFICIAL EQUIPMENT REFRESH document.

    2. This process will also ensure that we can easily see the last time the fee was changed by viewing the date on the excel sheet attachment within the catalog.

    3. **Please note: these attachments are not visible to students.**

D. Here is an example of the files the RNUR 1010 course submitted. Please note the RNUR faculty provided invoices for the more expensive items. These types of documents are submitted to ODHE to support the narrative for increases to fees on a course.

Name	Date modified	Type	Size
1 mannequin 3G sim OFFICIAL EQUIPMENT REF...	12/14/2018 2:21 PM	Microsoft Excel Work...	
3 mannequins Nurse Ann Simulator OFFICIAL E...	12/14/2018 2:21 PM	Microsoft Excel Work...	
Alaris IV pump.xlsx	12/14/2018 2:21 PM	Microsoft Excel Work...	
Crash Cart.xlsx	12/14/2018 2:21 PM	Microsoft Excel Work...	
hospital bed.xlsx	12/14/2018 2:21 PM	Microsoft Excel Work...	
IV pole refereshsheet.xlsx	12/14/2018 2:21 PM	Microsoft Excel Work...	
Master Lab Fee Sheet for RNUR 1010.xlsx	12/17/2018 10:00 AM	Microsoft Excel Work...	
RNUR 1010 Form.docx	12/17/2018 8:50 AM	Microsoft Word Doc...	
Simlab Computers OFFICIAL EQUIPMENT REFR...	12/14/2018 2:21 PM	Microsoft Excel Work...	

Name	Date modified	Type	Size
1 mannequin 3G sim OFFICIAL EQUIPMENT REF...	12/14/2018 2:21 PM	Microsoft Excel Work...	
Alaris IV pump.xlsx			

Lab Fee Update Form

NCSC Course Billing and Fees Update Form

	Current Course Details	Requested Course Update
Course	ACCT-1010	ACCT-1010
Course Title	Financial Accounting	Financial Accounting
Department	01201	
Department Description	Accounting	
Division	Business, Industry, and Tech	
Billing Method	T	T
Billing Period Type	T	T
Course Minimum Credits	4.00	4.00
Course Maximum Credits		
Course Billing Credits	4.00	4.00
Contact Fee	$0.00	
Lab Fee	$12.00	
Alternative Delivery Fee	$0.00	
Liability Insurance Fee	$0.00	
Directed Study Fee	$0.00	

	Signature	Date
Submitted by:		
Dean Approval:		
VP of Academics Approval:		
Controller's Office - Updated by:		
Controller's Office - Verified by:		

> Grayed out areas cannot be changed on this form, but you can still check for accuracy and start the process to fix any mistakes. As an example, perhaps ACCT 1010 has been given a new name through curriculum committee. But, the change did not get made on ENCORE. This would be displayed here.
>
> Or perhaps the course has been moved to a new division. This would be corrected here.

> It is essential that annually we have faculty signatures indicating that faculty have **seen**, and updated lab and contact fees. Even if no change has occurred, this must be indicated annually.

I.   **Overview of Issues/Anomalies**
   1.   **Contact Fee Questions**
       a.   How do we standardize embedded tutor contact fees?
       b.   How do we charge for contact hours for labs that are taught strictly online?
       c.   ESOL and other low enrollment courses have contact fees that do not allow the institution to break even. What are the list of principles we will use to decide when the burden is too heavy for the student. What benchmarks in terms of cost might we use IE: over 499.00 the college will incur the overage cost of paying the contact hour fees?

       d.   Are there any issues with the current 684.00 per load hour calculations, for RESP/RADS, other departments?

       e.   When using average number of students for lab fees and the contact fees, do we ignore outlier years? IE-RESP used the Fall 2016 cohort total of 24 students, and not the average which was 17

       f.   How often do we want to change contact hour fees? All have been adjusted this year because of the three year averages we obtained Fall 2018. Data from Fall 2015-Summer 2018. Three Fall Semesters (15, 16, 17). Three Spring semesters (16, 17, 18). Three Summer Semesters (16, 17, 18).

2. **Lab Fee Annual Questions**

       a.   Has anyone found issues with disposable/semi disposable definitions?

3. **Lab Fee Banked Questions**

       a.   What rules might we enact for how far out the banked fees will project? Less than 5 years, no more than 10 years? Also, will we use present cost of goods, or an estimate of what the goods could cost in 10 years?

       b.   How do we want to document the department's justification for seeking grants. See RADS example below.

       c.   What do you do when the enrollment for a course in the program is very low, and not all of the students take the course (PNUR-RNUR articulation class) and the burden for the usage of equipment is too high in that class? IE: we took all of the RNUR classes, and made the average cost exactly that same, irrespective of enrollment levels. Sometimes this makes sense, at other times it is not needed. What will the philosophical parameters for making those decisions be?

RADS Equipment Refresh Sample

Subtotal				$	-	
Banked Fees for Multi year Equipment Purchases **						These totals are from the individual "Equipment
Examples: PLC's, MAC computers						
Total RAD lab refresh, 170,000. over 20 years				$	20.40	
Program faculty propose student burden						
50%, rest obtained by grants						

DocuSign Envelope ID: 1BD208F1-3A0D-44FA-ABD1-A436221BE0FE

CR Cassette and Pixie Refresh 10 years				$	10.75	Refresh" sheets for each piece of equipment. Please attach sheet.
Annual Equipment Maintenance 7,000.00				$	33.60	
Subtotal				$	64.75	

Example of Lab Fee sheet with the blue area to designate equipment refresh costs.