University Catalog Review

AACRAO Consulting Report for Florida Atlantic University

July 19, 2017

Completed by: Howard Shanken
                  Senior Consultant
                  howard.shanken@aacrao.org

Contents

Project Overview

Florida Atlantic University (FAU) engaged AACRAO Consulting to conduct a comprehensive review of their current catalog. Recommendations were sought for the following:

⇒ Structure and design of the university catalog

⇒ Streamlining and improving:

- Organization
- Content
- Usability
- Accreditation Requirements
- Web alignment or unified changes to program and course updates
- A review of the online University Catalog including:

    ▪ Presentation to the user in terms of content, user-friendly access to information, layout and organization.
    ▪ Identification of gaps in information, if applicable.
    ▪ A review of policies in comparison with department web pages to identify inconsistencies in policy information.
    ▪ A review and comparison of degree requirement information provided to ensure consistency of information.
    ▪ An assessment of the catalog process, evaluating what information is included, how information is added, and oversight of the process.
    ▪ A report of findings and recommendation to improve usability and consistency of policies.

In addition, it was requested that this report specifically identify the top five to ten highest priority changes which would have the most impact on improving the usefulness of the university catalog.

Review activities and analysis

This was an off-site engagement. Therefore, the primary research regarding usability and content was using the current, past, and preliminary online FAU catalogs, as well as a series of conference calls that aimed at invoking a 360-degree user response (See Appendix A). These interviews focused on what was working well with the current catalog and what currently

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needs improvement. Themes emerged during these discussions around common areas of concern about the service levels and potential use of technology to support an efficient, easy to use, and comprehensive knowledge-based online catalog.

Executive Summary

The Registrar's Office staff maintains the catalog and works with the academic departments to develop the FAU preliminary catalog each year. The catalog no longer is printed but rather made available online. Content updates and coordination of the catalog are managed by an assistant registrar. The preliminary catalog hosts approved changes for the coming year and is available on the FAU website for viewing by the general public. Changes and/or updates in the preliminary catalog are noted in red throughout the sections. The catalog revision process includes several methods for the assistant registrar to receive communications from University constituents regarding approved updated information to the catalog. These communications include, but are not limited to, hard copies, emails, and curriculum meeting minutes.

Academic departments have direct access to updating their own websites which may or may not be reflected in the catalog. Therefore, the catalog and the associated websites may not have identical information or reflect the same effective dates for revisions to take place. Comprehensive capturing of these types of changes throughout the various touch points, or steps in the processes, have been identified as a primary concern by the University Registrar. As well, several issues were brought forward by participants in the various group conference calls. These identified issues are listed in this report as observations with respective recommendations to help address the areas of concern when appropriate.

It is important to note that the FAU catalog has become a part of the web but was originally designed as a fixed source of information. Now, the catalog exists in a dynamic online environment. This makes it a layered and comprehensively connected document that can be used as a resilient or living tool to disseminate timely and accurate information. The question

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really comes down to this: What does a catalog in a web environment offer and how might FAU benefit and arrive at its own effective design?

Essentially, most issues around organizational layout, content, order, reducing errors and misstatements can best be solved by soliciting a third-party vendor. There are many products on the market being used at other colleges and universities, each with the capacity to address the primary issues identified in this report. Considering the cost of internal development and demands on staff time and resources, it appears clear that a turnkey solution should be investigated by FAU. By policy, AACRAO Consulting does not endorse specific vendors, but can help to identify potential companies for institutions to include as a part of their own product evaluation process. There are several vendors that could be considered such as:

⇒ CourseLeaf https://www.courseleaf.com/

⇒ Digarc https://www.digarc.com/solutions/academic-catalog-management/

⇒ Smart Catalog http://www.academiccatalog.com/

Many recommendations are made in this report. However, here are seven priority recommendations to consider:

⇒ The catalog should be designed with the web in mind, searchable, and intuitive;

⇒ FAU should implement a standardized catalog template to help departments provide necessary information in a consistent format;

⇒ The catalog should be separated into two sections – one for undergraduate studies and one for graduate studies;

⇒ Revision of curriculum should align itself with the production of the catalog, using technology to create an integrated and streamlined approach to assure accuracy in articulating program or degree requirements throughout the website and associated databases;

⇒ In order to assure integrity, the Registrar's Office should continue to track changes within the preliminary catalog, while having multiple points of data entry;

⇒ Use the catalog more effectively to support institutional branding and marketing, and to enhance support for FAU's Strategic Enrollment Management (SEM) efforts; and

$\Rightarrow$ A third-party vendor software should be selected for both management of the curriculum and the catalog.

Finally, the report is intended to help stir thoughtful conversations around the purpose(s) of the catalog at FAU and the potential it can have on everything from recruitment to retention. Whether the focus is on curriculum, academic policies, developing effective tools to aid students academically, meeting accreditation standards, using intuitive logic in organizing and designing the layout, including opportunities for branding used to market FAU, or just addressing general questions and concerns around the catalog, this report is intended to help with those discussions. Additionally, there are several attached items (Appendices A -I) that may be of benefit as FAU moves forward with this project.

Curriculum and the Catalog

Observations

The academic curriculum lies at the heart of an academic catalog. The curriculum collectively is the articulation of programs ideally written with clarity, consistency, and conciseness. The catalog has been the long-standing vehicle to explain program details, degree requirements, and the associated rules or policies of an institution. It may also identify what makes a program unique or how it might be applicable to transfer or career development. The curriculum, at its core, offers course descriptions with anticipated learning outcomes, which extends to the detail level of course syllabi, instructional mode, and delivery method. Providing a comprehensive catalog presence online allows an institution to capture these curriculum aspects in an organized fashion from course to class section. Institutions, like Stanford University, have proven it is possible to use the web environment to link program requirements, courses, class offerings (sections), and learning outcomes to the documentation on student transcripts.

Traditionally, curriculum at an institution is primarily created and overseen by faculty and operates in shared governance with the registrar to maintain the taxonomy of courses as part

of the student information system. The registrar is also typically assigned to track changes to the curriculum for a yearly catalog or bulletin. A recent AACRAO publication, *Curriculum Management and the Role of the Registrar* (2016), suggests "…an institution's curricula must be documented in such a way that they can be communicated to institutional constituencies and archived for later reference." (p. 26) To better manage the documentation of business processes, it is becoming more common for colleges and universities to utilize curriculum management software (CMS).

When it comes to selecting a CMS, "Generally there are three choices: (1) develop in house (2) utilize the CMS that may be a part of the institutions existing SIS (3) select a separate vendor solution." (*Curriculum Management and the Role of the Registrar*, AACRAO publication, 2016, p. 72) Regardless of which method is selected it is important to consider the cost of the systems needed to integrate with the SIS and related systems, such as degree audit software (i.e. DARS).

Keeping all systems and the FAU community informed about curriculum changes can be a significant challenge. Advisors expressed concern about how challenging it was to keep current on curricular changes, because messages can be missed. Further, maintaining degree audit software, in tandem with managing curriculum processes, creates a window of opportunity where information can become out-of-sync with changes made to program requirements. Therefore, keeping curriculum changes automated not only reduces the potential for errors but can become an effective tool for keeping the community informed as a part of the content management process. Trying to understand the general curriculum requirements across programs was also not easy, as will be discussed later in the report. Simply, the catalog is burdensome to use, whether it be for advisors, faculty, staff, or students. This was repeated often in conversations with the consultant, who also experienced spending considerable time trying to find specific information about policy and procedures. Therefore, the catalog, which is intended to document and clarify curriculum, is not achieving the desired results for many FAU stakeholders.

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Recommendations

Making use of technology which can be purchased to create a vibrant and useful tool is essential. The organization of the catalog must present the key curriculum and program elements clearly. Several automated catalog vendors provide standard templates that can help with the layout, so that the essential elements and required information are both being captured and can be easily found. This will allow departments across the institution to maintain a similar look and feel within the catalog. This use of technology eliminates or reduces potential human error that can happen when submitting catalog updates. Many of these vendor products include functionality which provide for real time updates of course information, thus helping to keep program changes current throughout the catalog.

The importance of utilizing technology to enhance both the curriculum and catalog development processes is vital in creating the comprehensive and significant changes needed. Looking beyond individual instances of misprints, conflicting information, and generally inefficient processes, is an array of opportunities to make marked improvements. Software is now designed to help maintain curriculum and general catalog information in one place. The web interfaces simplify the process for submitting new programs or curriculum proposals. Web forms can easily become a part of standard or customized workflows which may include the routing of approvals, notifications to designated groups, or simply capturing committee commentaries. Most importantly, it becomes a record of all decisions and can, in turn, operationally move items like course information directly to the SIS, eliminating delays, duplication of steps, and potential errors.

Technology alone will not resolve all of the issues associated with building and publishing the catalog. The timing of changes to curriculum and policies in light of the "publication" of the catalogs needs to be adjusted. Since students and advisers need the catalog to plan degree requirements and completion based on the year they start in a program, it is especially important that freshman and transfer students have access to the finalized version of their respective catalog. Students currently attending will also need any updated information

especially if the changes have an impact on their degree planning. Certainly, deadlines need to be enforced for program changes, so that requirements do not appear to be constantly shifting. This way, students and advisers can plan with confidence around any changes that may have been prescribed for the coming year. Typically, universities will have their next academic year's catalog in place prior to enrolling new students in the spring. This means targeting the beginning of March for online catalog publication.

The catalog's main purpose, to articulate the curriculum, is typically at the core of what accrediting bodies examine during their reviews. In addition to this, it is important to look at what items the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expects to see in the institutional catalog (See Appendix E). Additionally, an internal content and readability audit should take place every few years. This audit needs to include a cross-section of individuals, including students, to determine if the content is still relevant, accurate, and easy to understand.

Academic Policy

Observations

Consistently throughout the conference calls, participants identified that a primary role of the catalog was to present academic policy. This is what most institutions provide to students as the summation of all they may need to be successful. These rules are intended to guide the student, protect the institution, and serve as official compliance notifications. However, at FAU, the policies are not always written or laid out clearly for students. For example, since the undergraduate and graduate catalogs are combined, it can be easy for students to confuse which rule applies to them. The information may not always be clearly defined or be accurate because of the catalog's layout and organization. Further, even with the best of intentions by administration and faculty, creating and communicating policies do not always align or are consistently applied. The School of Medicine, for instance, is currently updating their handbook

for accrediting purposes, but those changes may not be immediately reflected in the catalog as they are designed as stand-alone documents.

Catalogs will vary across institutions as to how they are specifically organized. For instance, many institutions separate out academic policies from code of conduct items by placing academic policies in the catalog and code of conduct items in a student handbook. However, integration in an online environment changes the mindset over how a catalog fits together and serves the needs at large.

Recommendations

FAU will want to determine which publications they wish to continue to maintain, and address how best to present the information online. These publications typically include the student handbook, department specific handbooks, such as the School of Medicine handbook, and freshman student and transfer brochures. It is essential that the catalog be viewed by all constituents as the authoritative source of information and policies for students. When it comes to policies, they need to be written with the student and end users in mind. They also need to be organized in a way so that they are easily searchable and consistent across publications.

This is also an opportunity to separate the undergraduate and graduate information into two separate catalogs. Again, a third-party template typically will assist with this effort. It is also advisable, as previously mentioned, to create a student and advisor focus group to proof the policies for readability, so the intended understanding is validated. This involvement of students at various levels and backgrounds can serve FAU in a significant way. A good example of a catalog layout, which is very readable and designed to assist the student, is California State University, Fullerton. http://catalog.fullerton.edu/

The Catalog as a Tool for Students and FAU Community

Observations

The catalog has long been seen at institutions as a tool for students to assist them in understanding the rules of the institution and in planning for graduation requirements. "The catalogue, or bulletin (as it is often referred to) serves, in many respects, as the institution's roadmap for its relations with the student. Institutions usually produce an undergraduate and a graduate catalogue (i.e. catalog), if both programs are offered. The catalogue should be designed to guide the student through what is required by the institution to obtain a degree in a major. "(*The Registrar's Guide Evolving Best Practices in Records and Registration*, Lauren, AACRAO Publication, 2006, pg. 123)

The catalog is not only a tool designed to benefit students, but it is also considered to be a requirement by many agencies and accrediting bodies. In *Curriculum Management and the Role of the Registrar* (2016), AACRAO suggests:

> "Institutions must also document and publish their policies for student processes, including registration, payments, refunds and even access to records. Most institutions publish this additional information in their catalogs and some in their handbooks. Typically, accrediting bodies and regulatory agencies require the information to be published, they just are not specific as to where." (Page 26)

Everyone involved in helping the students to understand rules, regulations, or requirements will likely refer to the catalog at some point. Individuals who use this tool to help guide the students are typically administrators, advisors, faculty members, and even parents. Therefore, many rely on the catalog as a primary tool for information. Yet, in interviews with staff and faculty, it was made clear that the greatest complaint about the current FAU catalog is that it is not intuitive in its layout or in its presentation of information. In fact, one advisor admitted during discussions that he has a seven-year-old printed catalog he still uses just to find information. Simply, even if

an individual knew what they were looking for in the catalog, it was not necessarily easy to find online.

Students today often have very busy schedules and a low tolerance for having to find information. The website, if it is not an effective or user-friendly tool, will be abandoned. Advisors report students come to them or the Registrar's Office because the FAU catalog is difficult to navigate. In some cases, they report students simply stop attending due to difficulties associated with not finding important academic information.

Advisors also expressed concerns around the processes associated with development and publication of the yearly catalog. Specifically, they expressed often feeling out of the loop with changes being made; of which they remained unaware except by happenstance. Also, they found it difficult to adequately advise students, when registration begins for the fall in March, but the catalog publication date is June. The consensus by advisors was that the catalog has lost some of its authority due to the updated catalog version not being available in time for advising

Concerns were also voiced that there were academic departments who maintained websites that had the potential for incongruities in information posted. Tracking changes in such a multifaceted structure with numerous people making changes on the web or in other possible publications can become quite challenging to manage. This can result in management by exceptions for students who may have received outdated information, which undermines consistency of decisions and potentially quality of programs. Conflicting information can create serious problems for individually accredited programs. More than a mere inconvenience, it can negatively impact the student experience. Clarity of the catalog is important. Whether it is a potential prospect searching for an institution to attend or using the catalog as a resource for current students, the catalog plays a significant role throughout the student experience from recruitment to retention.

There were several examples provided during the phone conferencing with FAU that indicated inconsistencies in information. For instance, some advisors claimed that academic information sources (i.e., University Catalog, the IFP Checklist, the flight plans, the departmental websites) do not display the same information; that information is missing or information that does not align with each other. This creates confusion for students. Instances were confirmed in which the catalog information did not entirely match departmental websites. For example, under the Master of Fine Arts, the catalog references a degree in Communication, yet on the website the Communications Department has it listed as a Master of Arts in Communication Studies.

Further, layout of programs differed in the catalog including different sequence of topics. For example, the School of Architecture accreditation information includes program information detail and then program admissions information, whereas the School of Criminology and Criminal Justice does not include any accreditation information, identifies the program, provides admissions information and then program level requirements detail. These and other incongruities discussed with FAU staff and confirmed by the consultant, lend themselves as examples of a system subject to discrepancies and without an approved or recommended framework to guide faculty and administration when submitting information for the catalog.

Recommendations

There is an opportunity to close the gap with information discrepancies of program content, layout and descriptions. Students may experience the same levels of concerns around specific issues identified by staff or faculty. Therefore, creating a multi-use tool to serve the various constituents adequately includes layering and linking information with the end users in mind. Again, standardized templates provided by various vendors is a better place to begin rather than trying to build this internally. Implementing a turnkey solution will eliminate product development time. The turn-around time for going live would also be significantly reduced. There are examples of college and universities who have created useful online catalogs which FAU may wish to reference as this work moves forward (see Appendix C). The sample template provided in Appendix H includes what FAU should consider in looking for a vendor solution.

To align department websites with accurate and timely information, FAU should implement a policy that all websites refer to the catalog as the source of information on degree names, requirements and policies. This likely means that greater oversight over approval of website content be implemented. This would include training of CMS personnel to understand the relationship between site content and the catalog. Having an approval chain of content should include those trained in this relationship and the approval process for academic policies. Simply put, FAU should not allow any policies that have not met full institutional approval requirements for academic policy and curriculum to be posted to the department's website. Degree checklists and other degree planning tools must be reviewed against catalog requirements; this may involve registrar's office personnel to be included in the approval chain.

These are only a few options to review when designing a tool for students and stakeholders to use. Along with this investment, there needs to be the internal commitment to keep the information current and relevant. It is not just the role of the Registrar's Office, but a commitment to quality across the institution. While a vendor solution may help with the operational issues it does not solve the actual information conflicts. The Registrar's Office will want to help facilitate the necessary discussions in a forum that encourages flexibility and cooperation in expediting decisions and resolutions. This should be a collaborative effort demonstrated by the creation of a small team that could include, as a part of an implementation team, representatives from academic and service departments. It could be co-led by Advising, thus it becomes a joint effort to rollout a vendor solution.

Accreditation and Compliance

Observations

In reviewing the role of the catalog with FAU staff, leadership, and faculty, it was fascinating to see how the catalog was not only used, but defined. The uses ranged from articulating "flight plans" to establishing degree and graduation requirements. Several times it was mentioned that the catalog served as the official policy statement or it was a contract with the students

about their programs and courses. However, the FAU catalog clearly states it is not a contract. It states:

> Published annually by the Office of the Registrar, the catalog serves as an informational publication for the University community and the public. This catalog does not constitute an offer for contracts and should not be used for verifying the equivalency of courses to transfer courses or for recording credit on transcripts. (http://fau.edu/academic/registrar/FAUcatalog/introduction.php#univcat)

Therefore, on one hand, it is implied to students and others that this is a contract and its requirements stand based on entry into the University and/or specific program. Yet the catalog, like so many other college and university catalogs across the country, includes a disclaimer, giving the institution a sense of inherent discretion over its offerings and right to self-determination if you will. The courts however appear to continue to side with the appearance of an implied contract.

Based on conversations with FAU leadership, the management of academic programs and development of curriculum appears to proceed generally well with good dialogue during development. Information is well disseminated at least to the respective departments. Keeping the information current is a priority for meeting the requirements of the accrediting bodies, as well as keeping in compliance for those receiving financial aid or military benefits. It is especially important to keep programs and their required courses up to date. This means inactivating those programs that are no longer offered, and maintaining clear and accurate taxonomy of courses.   This practice creates an additional management burden for maintaining an accurate account of offerings and programs not only in the catalog but in other institutional *reports.* Regulatory agencies, both State and Federal, as with accrediting bodies expect program and course information to be current and applicable to degrees and awards being offered.

Recommendations

As already referenced, the catalog is viewed typically as the official word of the institution and therefore should be treated that way. As differences in policies or requirements are discovered, it is essential these be clarified in the catalog.

Aligning the curriculum with the catalog means changes need to be reflected as they are made or the date they become effective. This most often can impact transfer students who are trying to assess the likelihood of being awarded equivalency credit. It is also important to consistently make the changes across published materials, as incongruent information can create compliance issues with accrediting bodies. It also includes State metrics and accountability measures which the registrar and others must assure are being met.

Again, a third-party solution will help to manage this ever-growing knowledge base. There needs to be one source of the truth without opposing information. The goal for the audience is clarity. During a SACSCOC review, these items can quickly escalate. Right now, the registrar sits on the University Undergraduate Programs Committee, so he is made aware of changes and discussions around curriculum. Typically, a university registrar is an expert at connecting the dots and anticipates impacts on systems. Therefore, the earlier in a process the registrar is made aware of changes, or the closer they are to the decisions being made, the more advantageous it is in identifying potential challenges in providing resources, or discrepancies in policies or procedures.

Regarding the catalog elements and compliance, there are two potentially helpful documents. One is a checklist for independent institutions in Florida and though not specific to the public university, the same type of criteria of content should be considered (Appendix I). The other is the public notification requirement (Appendix F) which indicates that information such as tuition and fees needs to be made public. FAU appears to be in compliance, however, as the University moves forward with catalog revisions it will be important to collect usability or feedback information from the end users.

Logic and Organization of Content

Observations

Currently, the FAU catalog offers little in the way of a logically sequenced or intuitive way of finding information. It was consistently stated by staff and faculty that even the knowledgeable or experienced users struggled to find information. Advisors expressed frustration on behalf of the students who simply gave up looking online for what they needed. Advisors stated that without a standard template being used by academic departments, it was often difficult to advise. This was especially applicable when comparing things like certificate completion requirements, which are quite varied across departments. Specifically, when reviewing the FAU catalog, it quickly became evident that there is a variation of how information is laid out from one department to the next. There is no specific order of how or what topics are listed for programs. This absence of a uniform look and easy to search content is at the heart of the report findings.

FAU does have a large transfer population. It can be a challenge for these students to get the course equivalency information they need, as several thousand courses stand to be evaluated each year. This impact on advising can be significant, as they await the evaluation results. Aligning transfer work with program requirement needs, catalog updates, and department online information can be complicated. Advisors reported course programs are inconsistent on the website, which presents obstacles when trying to provide the most up-to-date information for students who are seeking advice prior to registering for classes.

Keeping program information current across systems is an additional challenge. The catalog needs to be in sync with Banner and DARS for instance. FAU uses DARS as their graduation audit software. A change to a course may be noted in the catalog but may not always be reflected in DARS according to advisors. Likewise, a change may not be reflected in Banner or remains as a pending action, so course information is not always instantly available or completely accurate system-wide. The information for other course lists, such as flight plans,

are also subject to error when processes are not fully integrated. Organizing around all of the touch points where information connects is not easy. It is a bigger problem than just the catalog.

Recommendations

The catalog layout and organization needs to be more intuitive. Students want to know what their program choices are and necessary degree requirements. They may not know the naming conventions of programs and the associated degrees, therefore having a broader range of searchable terms in the index would be beneficial. They also may need to find additional assistance. Advisors and staff commented that students often need guidance when switching programs or majors and may need frequent or easily available links to personal help whether it be specific contact phone numbers (i.e., a directory, chat line). Therefore, placing this additional information for further assistance can be of value to students and should be maintained in the catalog whenever possible.

In a printed version of the catalog, there have long been discussions around what really needed to be included. Especially as the price of publishing increasingly became a factor, it was common to see sections become stand-alone publications. Transfer guides, view books and student handbooks became an alternative means to communicate information deemed more appropriate elsewhere. However, a catalog in an online environment enables colleges and universities to strategize and organize the catalog as their primary knowledge base with an opportunity to provide supporting artifacts or resources in the same online environment. Therefore, including more is not only possible, but recommended.

Opportunity for Branding

Observations

The catalog production is coordinated by the Registrar's Office. They work across the university and its multiple campuses to assure the best quality product. Yet, with all of their expertise and

high level of commitment to quality, the outcome of the online catalog tends to fall short of expectations. Using a static document and turning it into a dynamic resource creates many great opportunities to maximize the exposure of the institution by its online presence. Certainly, it becomes a significant branding opportunity for FAU.

Admissions staff identified the catalog as a primary recruitment tool to help capture the interest of prospective students. They have all worked with many catalogs at various institutions. Comparatively, in their collective view, the FAU catalog is difficult to navigate. It is not uncommon, therefore, to rely on additional documentation such as student handbooks or department webpages. This can lead to losing identity recognition in the absence of consistent designs across printed and online materials.

Advisors see the catalog as extremely helpful not only with keeping students informed about what is required for their program but with retention of those students. Thus, branding of the catalog not only helps with standardizing FAU's online identity, it also has great potential for helping to market the university and its programs to the community at large. The challenge of course is it still needs to have enough flexibility to consider individual department identities while retaining the FAU look and feel.

Recommendations

A catalog hosted in an online environment has great possibilities. In a static or printed publication, content is easier to control. However, it now becomes an online opportunity to connect potential students or current learners to information on opportunities, internships, or career paths. This includes using drill down menus to facilitate the exploration of topics including possible majors or concentrations using scenarios for students to explore in an organized and cohesive way. Because it is no longer linear, the catalog needs to incorporate consistent branding to maintain the FAU identity.

The use of common templates will allow for a pattern of a recognizable brand. This means having cross-departmental discussions, as a part of an implementation rollout. Mission statement information, as an example, is helpful for those who are charged with meeting accrediting standards or looking to establish academic program excellence. In the printed version less was more, but now with intuitive structures for drilling down including more can be very beneficial for the end users.

It is recommended to consider having the marketing department more involved in the catalog management. They should be able to provide professional guidance in keeping the context of the schools or departments with content and pictures consistent with the University's message and strategic plan. Here is where academic and marketing areas cross paths. From the academic perspective, the catalog helps to establish or build the program as a product definition. Integrating this with marketing helps to create a more Strategic Enrollment Management (SEM) approach through "…integrated use of the web is an opportunity to elevate and enhance the intuition's market position by leveraging its brand." (*SEM Core Concepts, Building Blocks for Institutional and Student Success*, Wayne Sigler, AACRAO Publishing, 2017, pg. 22)

General Issues

Observations

Quality online services are essential to student satisfaction. In this hand-held device and app-oriented world, institutions are being driven to find solutions that give them additional leverage in working through the challenges associated with developing a catalog. This includes balancing elements such as building schedules, managing enrollments, and providing students with comprehensive tools to not only make enrollment decisions, but also to document their learning and learning outcomes.

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Recommendations

FAU needs a catalog product that is easy to build, maintain, and expedite as a business solution. There needs to be streamlined management of changes, approvals, signoffs, and documented history of curriculum development. There needs to be opportunities to allow multiple people to make secured edits, but only one manager who will monitor the process. Information updates like a What's New page, may be a better solution than keeping the preliminary catalog open for all to see.

The implementation of a vendor solution is the primary recommendation being made in this review. All other key issues whether it be the searchability of topics or content quality control would easily be addressed from a product implementation. Most importantly, the desired template FAU seeks would be front and center of this effort. The template is key in standardizing the information across department lines. The order may vary but all the following elements need to be present:

"At a minimum, the catalogue should include:
⇒ A listing of available undergraduate and graduate programs, majors and minors
⇒ General information about the institution, including information about admissions, financial aid and student services.
⇒ Information about support and academic services available
⇒ A reference to where students can obtain information about tuition and fees (website, etc.)
⇒ A policy section detailing those requirements and standards applicable to all undergrad and graduate students. Examples of such topics include: student conduct code, liberal or general education requirements, probation and suspension criteria, full-time student status, leave of absence, graduation with honors and/or distinction and graduation requirement
⇒ College and program information including detailed degree requirements by major setting forth required and elective courses.
⇒ Course descriptions including a brief statement of course content and any applicable prerequisites.
⇒ Listing of the intuition's faculty and administrators

⇒ Campus maps "

(*The Registrar's Guide: Evolving Best Practices in Records and Registration*, Barbara Lauren, Editor, AACRAO Publishing, 2006, pgs. 123-124)

All of the elements mentioned above are present in the FAU online catalog, so it is important to include them in any migration to a new platform. Prioritizing sections by placing general institution and accreditation information first and then following with admission, financial aid, and requirements for graduation with basic program information, is a common practice in higher education.

Templates vary but the key components tend to be similar. A sample has been provided of what Grand Valley State University currently uses in Appendix H (Appendix H and I will be sent separately from the report). Typically, a vendor will provide a selection of frameworks designed based on industry experience and capable of being tailored by the client. Appendix G and I may also be helpful in confirming future decisions about content, and what to include as the FAU catalog is revised.

Closing

Thank you for the opportunity to work with FAU on this project. It is our mission to provide subject matter expertise and to transfer knowledge so that institutions can provide outstanding customer service to students and meet their enrollment goals. This report contains several large scale and mutually dependent changes to policy, practice and technology. It is recommended that FAU develop a project plan and working group to manage these changes. If needed and preferred, AACRAO Consulting can provide ongoing subject matter expertise to help implement these changes.

Appendix A: Scheduled Interviews

Registrar Staff – Primary Responsibilities with the Catalog

Brian Hodge, Registrar

Maria Jennings, Assistant Registrar, Catalog, Course Inventory

Elissa Rudolph, Coordinator, Course Inventory, Publications

Group A

James Capp, Assistant Provost, Academic Operations

Russ Ivy, Associate Provost, Programs and Assessment

Debra Szabo, Assistant Director, Programs and Assessment

Group B

Edward Pratt, Dean of Undergraduate Studies

Deborah Floyd, Dean of the Graduate College

Stuart Markowitz, Senior Associate Dean for Student Affairs and Admissions; College of Medicine

Tracy Boulukos, Assistant Provost for Enrollment Management & Director of Student Financial Aid

Group C

Nora Barragan, Assistant Dean, Graduate Enrollment Management

Jessica Acevedo, Director, Office of Undergraduate Admissions

Monica Lopez, Direct of Admissions, College of Medicine (MD program)

Miguel Hernandez, Director, Academic Support Services – Broward Campus

Group D

Joe Murray, Director, University Advising Services

Jess Tuck, Director, ACCESS

Undergraduate Advising Directors

Group E

Jeff Hendricks, Associate Registrar

Marie Claire DeMassi, Associate Registrar

Richard Thompson, Associate Registrar

Dave Morgan, DARS

Appendix B: FAU Current Catalog Process

Appendix B

Maintenance, Revisions and Publication of the University Catalog

Maintenance and Revisions

Proposals – new course, course revision or termination, new program (degree, concentration, minor, certificate), program revision or termination – begin with individual faculty members or departmental committees and follow this procedure and additional divergent pathways depending on type of proposal. A hypothetical timeline is in parentheses:

1. Individual faculty/committee submits proposal to chair of department (Aug. 31)
2. Chair brings it forward to departmental meeting (Sept. 10)
3. Upon approval, it moves to college curriculum committee (Sept. 25)
4. Upon approval, college dean approves and signs off (Sept. 25)
5. The item moves to either the university undergraduate or graduate curriculum committee, and if approved, the respective committee chair and dean signs off (Oct. 20)
6. The proposal moves to the faculty senate steering committee (Nov. 20, typically one month after undergraduate, graduate curricular meetings)
7. Upon approval, proposal moves to full faculty senate (Nov. 30, typically 10-day timeframe)
8. Upon approval, proposal moves to provost's office for the last signature (Dec. 1, ideally)
    - If the proposal is a new degree program (or termination of a degree program), the provost's office handles this by presenting the proposal to the Board of Trustees. Upon approval, the provost's office sends the proposal to the board of governors
    - Upon approval, the Office of the Registrar is notified to create new code (or delete one) and enter new information in Banner and University catalog
    - If the proposal is of any other type, the next step follows (Dec. 8, ideally)
9. Final paperwork goes to the Office of the Registrar. Depending on the type of proposal, the item follows a particular pathway:
    - New course, course revision, course termination – item sent to Statewide Course Numbering System (SCNS). When returned/approved item is entered into Banner and University catalog (Dec. 10, sent; Jan. 2 returned; appears in Banner/catalog by Jan. 15)
    - Concentration, minor, certificate – item receives a code and is entered into Banner and University catalog. If item is a termination, Banner and university catalog are adjusted (Jan. 15)

Other types of catalog revisions – new or changed university policies, addition or deletion of faculty members, revisions to text for grammatical or syntax reasons – usually do not follow as extensive a path

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as other proposals. They originate in the departments and are submitted directly to university catalog editors with approval of the department chair. The exceptions are new or changed university policies. Those must go through all the steps above, but they may originate in the undergraduate or graduate deans' offices or even the president's office.

Publication

The university catalog is published annually in early June. This edition contains all the approved revisions from the last edition through the February curricular committee meetings. Two staff members work on catalog production, including handling the curricular steps above, processing and entering all course and program changes in the catalog and producing the annual catalog. This is the typical timeline:

1. Call for revisions goes out in fall, but changes are accepted (as long as they are approved by the proper authority) throughout the year
2. Final catalog revisions are due from university entities in January
3. Committee meeting changes (course and curricular) are incorporated each month as they receive final approval, starting with the previous spring's (March) meetings forward to the next spring's (February) meetings. Items approved at March meetings may not receive final approval until sometime in April; therefore, they are entered in the next catalog edition (the working catalog for the next year called the preliminary catalog).
4. New catalog cover created in April, links checked, front/back matter updated
5. Preliminary catalog revisions (red text) are converted to black; strikeouts become deletions during May
6. New edition published in June; no changes are made to this catalog. Then a mirror image is created of the published catalog to serve as next year's preliminary catalog. Any material approved while the catalog was in production is now incorporated into the preliminary catalog in red and thus begins the next cycle.

Provided by Brian Hodge, University Registrar

Appendix C: Sample College and University Catalogs

The following list contains various samples of different layouts of content, style and inclusion of essential catalog elements. Each has its strengths and depending upon the culture at FAU, you may wish to obtain opinions from various stake holders to see if there is a favored design.

American Career College
http://americancareercollege.smartcatalogiq.com/en/2015-2016/Catalog

Arizona State University
https://students.asu.edu/programs

Central Connecticut State
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog

Elon University
http://elon.smartcatalogiq.com/en/2015-2016/2015-2016-Academic-Catalog

Grand Rapids Community College
http://catalog.grcc.edu/

Stanford University
http://exploredegrees.stanford.edu/

University of Portland
http://sample-up.smartcatalogiq.com/2013-2014/Undergraduate-Catalog

University of South Florida
http://usfweb.usf.edu/academics/undergraduate-majors.aspx

Appendix D: AACRAO Publications

http://www4.aacrao.org/publications/catalog.php?category=1#.WW07t4jyuUk

Curriculum Management and the Role of the Registrar, AAACRO Publishing, 2016

http://www4.aacrao.org/publications/catalog.php?item=0145#.WW9pr4TyuUk

Handbook of Strategic Enrollment Management, Hossler, Bontrager and Associates, AACRAO
Publishing, 2015.

http://www4.aacrao.org/publications/catalog.php?item=0141#.WW9pwoTyuUk

The Registrar's Guide: Evolving Best Practices in Records and Registration, Barbara Lauren,
Editor, AACRAO Publishing, 2006

http://www4.aacrao.org/publications/catalog.php?item=0110#.WW9p2oTyuUk

SEM Core Concepts: Building Blocks for Institutional and Student Success, Wayne Sigler,
AACRAO Publishing, 2017

http://www4.aacrao.org/publications/catalog.php?item=0149#.WW9pk4TyuUk

Appendix E: SACSCOC Institution Obligation for Public Disclosure

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

INSTITUTIONAL OBLIGATIONS FOR PUBLIC DISCLOSURE
Policy Statement

A candidate or accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information provided to the public includes the following:
•The institution's current catalogue describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. Institutions relying on electronic catalogues ensure the availability of archival editions sufficient to serve the needs of alumni and former and returning students.
•All forms of print and electronic communications officially representing the institution are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.
•The institution publishes the locations and programs available at branch campuses, and other off-campus instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.
•The institution publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.
•The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.
•The institution's statements about its current accredited status are accurately and explicitly worded as indicated in Comprehensive Standard 3.14.1 (Publication of accreditation status) of the *Principles of Accreditation*.
Document History
Approved: SACSCOC Board of Trustees, June 2014

Appendix F: State of Florida Fair Consumer Practices Regulations

6E-1.0032 Fair Consumer Practices.

(1) This rule implements the provisions of Sections 1005.04 and 1005.34, F.S., and establishes the regulations and standards of the Commission relative to fair consumer practices and the operation of independent postsecondary education institutions in Florida.

(2) This rule applies to those institutions as specified in Section 1005.04(1), F.S. All such institutions and locations shall demonstrate compliance with fair consumer practices.

(3) The definitions contained in Section 1005.02, F.S., and Rule 6E-1.003, F.A.C., apply equally herein unless expressly indicated otherwise.

(4) All advertising and promotional literature shall be accurate and not misleading to the public. The level of educational programs provided shall be disclosed. Compliance with subsection 6E-2.004(5) and paragraph 6E-2.004(11)(c), F.A.C., regarding recruitment, admissions, and advertising, is required of all institutions operating or soliciting students in Florida. See paragraph (6)(j) of this rule for requirements for statements regarding job opportunities. Salaries shall not be used in advertising. If any information is provided to students regarding salaries, such information shall be limited to accurate and unexaggerated representations of entry level salaries reflective of employees having the same skills, education, and experience as the students will have upon graduation. If advertising violations occur, the Commission shall require an institution to receive prior approval of future advertising copy before publication or broadcasting. Continued advertising violations shall result in probation with conditions and fines, or revocation of licensure pursuant to Sections 1005.34 and 1005.38, F.S.

(5) Any licensed institution offering a program which does not qualify the graduate to take required professional examinations in that field or to practice regulated professions in that field in Florida must publish a disclosure statement which is determined by the Commission to inform prospective students clearly and unambiguously of this fact.

(6) Each prospective student shall be provided a written copy, or shall have access to an electronic copy, of the institution's catalog prior to enrollment or the collection of any tuition, fees or other charges. The catalog shall contain the following required disclosures, and catalogs of licensed institutions must also contain the information required in subsections 6E-2.004(11) and (12), F.A.C.:

(a) Purpose of the institution: The purpose of the institution must be disclosed, and must be consistent with Section 1005.01, F.S.

(b) Educational programs and curricula: The curricula shall be published in the catalog and shall state objectives specific to each curriculum and the requirements to be met for successful completion of each curriculum or program. Information relating to course availability and prerequisites shall be available for students. The catalog shall also contain brief course descriptions for each course offered.

(c) Description of physical facilities: All licensed institutions must describe their physical facilities in Florida, which must meet the requirements as set forth in subsection 6E-2.004(9), F.A.C. Information showing compliance with relevant local safety and health standards, such as

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fire, building, and sanitation shall be available to students.

(d) Licensure and accreditation status: The institution shall disclose its status regarding licensure by the Commission and its status as an accredited institution or program, as applicable. The level and scope of licensure or accreditation shall be disclosed, and any ramifications of accreditation or lack of accreditation (such as ability to sit for professional examinations, eligibility for financial aid, or transferability of credits) shall be disclosed. If the institution makes claims that it is accredited by an accrediting agency that is not recognized by the U.S. Department of Education, the following disclosure statement must be made in large bold type, all capital letters, and is to be inserted in the publications or advertising, as defined in subsection 6E-1.003(5), F.A.C., prior to identification of or mention of any accrediting association or agency. The required statement is:

THE ACCREDITING AGENCY(S) OR ASSOCIATION(S) LISTED BELOW IS/ARE NOT RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION AS AN APPROVED ACCREDITING AGENCY. THEREFORE, IF YOU ENROLL IN THIS INSTITUTION, YOU MAY NOT BE ELIGIBLE FOR TITLE IV FEDERAL FINANCIAL ASSISTANCE, STATE STUDENT FINANCIAL ASSISTANCE, OR PROFESSIONAL CERTIFICATION. IN ADDITION, CREDITS EARNED AT THIS INSTITUTION MAY NOT BE ACCEPTED FOR TRANSFER TO ANOTHER INSTITUTION, AND MAY NOT BE RECOGNIZED BY EMPLOYERS.

This disclosure statement shall be inserted in all advertisements or publications wherever accreditation by an unrecognized accrediting agency is mentioned.

(e) Fee schedule: The institution shall disclose all fees required to be paid by students (including tuition, laboratory fees, graduation fees, other required fees), and any nonrefundable fees must be so identified.

(f) Transferability of credits: The institution shall disclose information to the student regarding transferability of credits to other institutions and from other institutions. The institution shall disclose that transferability of credit is at the discretion of the accepting institution, and that it is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice. If a licensed institution has entered into written articulation agreements with other institutions, a list of those other institutions may be provided to students, along with any conditions or limitations on the amount or kinds of credit that will be accepted. Such written agreements with other institutions must be valid and in effect at the time the information is disclosed to the student. The agreements shall be kept on file at all times and available for inspection by Commission representatives or students. Any change or termination of the agreements shall be disclosed promptly to all affected students. No representation shall be made by a licensed institution that its credits can be transferred to another specific institution, unless the institution has a current, valid articulation agreement on file.

(g) Admissions: The institution shall disclose its method of assessing a student's ability to successfully complete the course of study for which he or she has applied. The requirements for admission and for graduation shall be disclosed. If the practice of a career has special requirements or limitations, such as certain physical or language capabilities or lack of a criminal record, such requirements or limitations shall be disclosed to prospective students interested in training for that career.

(h) Student financial assistance: Information about the availability of financial assistance

shall be disclosed to prospective students. In addition, each institution shall make such disclosure in writing, to be signed and dated by each student applying for and receiving a student loan, to the effect that the student understands that he or she is obligated to repay the loan, the terms and amounts of repayments, and when repayments will begin. References to financial assistance availability in any school catalogs or advertising shall include the phrase, "for those who qualify."

(i) Student refund policies: This rule establishes the Commission's minimum refund guidelines for licensed institutions. Refund policies which pertain to students who are receiving Title IV Federal Student Financial Assistance or veterans' benefits shall be in compliance with applicable federal regulations.

1. All institutions shall have an equitable prorated refund policy for all students, which shall be disclosed in the catalog and enrollment agreement or similar documents, and must be uniformly administered. Any nonrefundable fees or charges shall also be disclosed.

2. The institution's refund policy shall provide a formula for proration of refunds based upon the length of time the student remains enrolled, up to a minimum of 40 percent of a program, if the student is charged tuition for an entire program; or 20 percent, if the institution charges the student for a term, quarter, semester, or other time period that is less than the duration of the entire program.

3. As an alternative, an institution that charges tuition for a term, quarter, semester or other time period that is less than the duration of the entire program may establish a drop/add period which shall be no less than 10 percent of the period for which the student is financially committed, or one week, whichever is less. If the student withdraws before the end of the drop/add period, the student will be refunded all tuition and fees, as well as any funds paid for supplies, books, or equipment which can be and are returned to the institution.

4. The refund policy shall not consider that all or substantially all tuition for an entire program or term is earned when a student has been enrolled for only a minimal percentage of the program or term. The refund policy shall provide for cancellation of any obligation, other than a book and supply assessment for supplies, materials and kits which are not returnable because of use, within 3 working days from the student's signing an enrollment agreement or contract. Refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn.

5. Institutions need not keep attendance, but must adopt and publish an equitable policy by which withdrawal dates will be determined, which may include notification by the student or reports from faculty. This policy shall be submitted to the Commission before publication.

6. Nonrefundable fees regarding admission and registration of Florida students shall not exceed $150. The requirements regarding refund policies as stated herein do not apply to dormitory or meal fees. Refund policies for those fees, if charged, shall be set by the institution and also disclosed in conjunction with the refund policy.

(j) Employment placement services: The extent of placement services shall be specifically described. No guarantee of placement shall be made or implied. The institution may disclose information relating to market and job availability, if verified through statistical research; however, the institution shall not promise or imply any specific market or job availability amounts.

(k) A statement that additional information regarding the institution, if licensed, may be

obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

(7) Reduction of tuition or fees: A reduction in tuition, fees, or other charges may be implemented when there are specific criteria for student eligibility and selection procedures precisely disclosed within a policy at the institution. All students within the enrollment period that the reduction is offered must be eligible to apply for this reduction under the same circumstance. The institution must maintain verifiable records including detailed and complete data when students are granted a bona fide reduction in tuition or fees. This must include copies of all application records, notes of selection committee meetings, and copies of notices to the student who received the reduction. This information shall be kept on file at the institution for on site review by CIE.

(8) A licensed institution which is not accredited by a USDOE recognized institutional accrediting agency shall use an enrollment agreement or application for admission which, in addition to the catalog, shall be the binding contract between the institution and the student. The binding document shall include, but not be limited to, the following:

(a) Title. The binding document shall be identified by title as a "Contract", "Agreement", "Application" or similar title and clearly indicate that it will constitute a binding agreement upon acceptance by the institution and the student;

(b) Name of the institution. Name, phone number, and physical address of the institution;

(c) Title of Program. Program title as licensed and identified in the catalog;

(d) Time Required. Number of clock hours or credit units, including the number of weeks or months, or credit hours required for completion;

(e) Credential for Satisfactory Completion;

(f) Costs. All costs shall be clearly stated;

1. Tuition. The total tuition for the program must be listed by the total length of the program, the tuition cost per credit hour, clock hour, term or academic year.

2. Fees. All refundable and nonrefundable fees payable by the student.

3. Books and supplies. The cost for books and supplies may be estimated if necessary. This item may be omitted if the binding document states that the costs for books and supplies are included in the tuition charges as stated in the document.

4. Any other costs. Any other costs required to be paid by the student, whether or not purchased from the school. These costs may be stated as a listing of goods or services not included in the tuition.

(g) Terms of payment. The method of payment of all costs shall be clearly stated in the binding document and shall comply with federal and state laws.

(h) Class Start.

(i) Anticipated Program Completion Date (for Institutions that are not Colleges or Universities).

(j) Class Schedule. The day, evening or other schedule of class attendance must be clearly stated (if known at the time of signature by student).

(k) Termination or Cancellation by the Institution or Student. Grounds or procedures for cancellation of a binding document by an institution or student shall be clearly stated.

(l) Refund Policy. Institutions shall comply with refund policy as provided in subsection 6E-

1.0032(6), F.A.C.

(m) Employment Guarantee Disclaimer. Institutions shall publish the disclaimer as provided in paragraph 6E-1.0032(6)(j), F.A.C.

(n) Statement that all signers have received and read a copy of the binding document and catalog.

(o) Signatures and Acceptance. The binding document shall contain the date and signature of the applicant and parent or guardian, if the applicant is under eighteen (18) years of age and the acceptance date and signature of the appropriate official at the institution.

(p) Format. If the binding document is not completed on one (1) side of a single sheet of paper, each side must clearly and conspicuously refer to the conditions on the other side as being part of the document. If more than one (1) page is used, each page must be numbered page 1 of ___ pages, page 2 of ___ pages, etc.

(9) If the Commission determines that ongoing complaints show a pattern of misinformation, lack of disclosure, or discrepancies between printed, electronic, and verbal information being given to prospective students, the Commission shall require that institutions prepare additional documents, to be individually signed and dated by students, to address the problem. Significant deviations from fair consumer practices shall be grounds for probation, denial or revocation of licensure pursuant to Sections 1005.32(7), 1005.34(3), and 1005.38(1), F.S., and Rule 6E-2.0061, F.A.C.

(10) The institution shall develop, publish, and follow a procedure for handling complaints, disciplinary actions and appeals. The procedure shall ensure that complaints and disciplinary actions are not handled in a capricious or arbitrary manner, but are given careful consideration by appropriate levels of administration. It is understood that the health and safety of students and staff are the institution's primary concern. In the event of extreme cases, it may be necessary for the institution to take immediate disciplinary action. If the institution has an emergency disciplinary procedure, this procedure shall be disclosed to prospective students, and grounds for such action shall be specified in as much detail as possible.

(11) An institution is responsible for ensuring compliance with this rule by any person or company contracted with or employed by the institution to act on its behalf in matters of advertising, recruiting, or otherwise making representations which may be accessed by prospective students in Florida, whether verbally, electronically, or by other means of communication.

Specific Authority 1005.22(1)(e)1., 1005.34 FS. Law Implemented 1005.04, 1005.22(1)(k), 1005.31(13), 1005.32(5), 1005.34 FS. History–New 10-19-93, Amended 4-2-96, 11-5-00, 1-7-03, 1-20-04, 3-29-04, 3-28-05, 5-18-05, 6-13-05.

Fair Consumer Practices 2016 Report

Pursuant to Section 1005.04, Florida Statutes

Office of Articulation

Florida Department of Education

325 West Gaines Street, Suite 1401

Tallahassee, Florida 32399-0400

(850) 245-9549

articulation@fldoe.org

Institution:

Address:

Person Completing Form:

Contact Information:

Current Enrollment:

FT: **PT:**

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This is an: Annual Review   Initial Application

1. This institution is accredited by (accrediting agency and commission):

   _____

2. Level of accreditation:

   _____

3. Types of degrees approved by accrediting agency:

   _____

4. Is this institution chartered in Florida?

   _____ Yes   _____ No   _____ For Profit   _____ Not for Profit

5. Does the institution also offer non-degree (certificate or diploma) programs?

   _____ Yes _____ No

The following consumer practices information must be completed. Attach additional pages if necessary, clearly identified as to item of reference. Published documents, such as the catalog or student handbook, may be attached or copies of pertinent pages of such documents which are clearly indexed and identified as to source and item of reference. If the documents are web-based, please provide an accurate URL link to the specific page.

NOTE: **If the current catalog and other documents do not meet any of these standards, attach a copy of proposed wording which does meet the standards and which will be included in future printings.**

1. The following information must be made available to students, in writing, at least one week prior to collection of fees. If the disclosure is made through some other document than the catalog, please indicate and attach a copy of appropriate pages.

   A.   A statement of the institution's purpose.

         (Catalog page #, URL address)

   B.   A listing of the college's educational programs and curricula, including course

         availability and prerequisites.

         (Catalog page #, URL address)

   C.   A description of the college's physical facilities.

         (Catalog page #, URL address)

   D.   A description of the college's status regarding licensure and/or accreditation.

         (Catalog page #, URL address)

   E.   A description of the college's fee schedule and policies about retaining student

         fees if a student withdraws.

         (Catalog page #, URL address)

   F.   A statement regarding the transferability of credits to and from other colleges.

         (Catalog page #, URL address)

2. Outline the institution's method of assessing a student's ability to complete successfully the course of study for which he/she has applied before accepting the student into the program.

3. Outline the specific manner in which students are accurately informed about financial assistance and obligations for repayment of loans.

4. Outline the published equitable prorated refund policy for all students, as well as both

the federal refund guidelines for students receiving federal financial assistance and the minimum refund guidelines set by commission rule. **Include URL links and/ or catalog page numbers where this policy can be located.**

5. Outline any employment placement services provided and the limitations thereof.

6. Outline how the institution provides prospective and enrolled students accurate information regarding the relationship of its programs to state licensure requirements for practicing related occupations and professions in Florida.

7. Attach one copy of all advertising issued on behalf of the institution during the current academic year.

8. Outline how the institution makes available to students and prospective students, information regarding campus crime statistics and the assessment of physical plant safety and compliance with local safety and health standards.

9. Outline the published procedures for handling the following: student complaints (academic and grievance), disciplinary actions and the appeals process.

   Include URL links and/ or catalog page numbers where procedures for each can be located.

   A. Student complaints

   B. Disciplinary actions

   C. The appeals process

This certification is executed by the Chief Administrative Officer of the institution to attest that:

- The foregoing information regarding fair consumer practices, including attachments, is true and accurate and the institution shall observe the policies and practices as reported.

- Information about foregoing policies is provided, in writing, to all prospective students at least one week prior to enrollment or collection of tuition fees.
- Each prospective student has access to a copy of the college catalog at least one week prior to admission.

Appendix H: Grand Valley State University Template

Please see the attachment to this report.

Appendix I: Checklist for Independent Institution

Please see the attachment to this report.

325 West Gaines Street
Suite 1414
Tallahassee, Florida 32399-0400

Phone: (850) 245-3200
Fax: (850) 245-3234

Commission for Independent Education

CATALOG CHECKLIST

Purpose: The purpose of this checklist is to provide institutions with a method to ensure catalog compliance with Rule 6E-1.0032(6), F.A.C., Rule 6E-2.004, F.A.C., Rule 6E-2.004(11)(b)2., F.A.C., Rule 6E-2.004(11)(b)3., F.A.C., and Rule 6E-2.0041(10), F.A.C., and to provide a tool for staff when evaluating catalogs. The checklist is a compilation of the catalog requirements contained in Rule 6E.

Instructions:
1. This form must be submitted each time a catalog is submitted to the Commission office. At a minimum, this form should accompany any application for Provisional License, Annual License, Extension of Annual License, License By Means of Accreditation, Annual Review, Substantive Change, or Program Addition/Modification.
2. For each rule section, enter "Y" if the item is included in the catalog, "N" if it is not included in the catalog, or "N/A" if the rule section is not applicable.
3. Enter the page number(s) where each rule section is addressed in the catalog.

Rule – 6E-1.0032(6), F.A.C. Each prospective student shall be provided a written copy, or shall have access to an electronic copy, of the institution's catalog prior to enrollment or the collection of any tuition, fees or other charges. The catalog shall contain the following required disclosures, and catalogs of licensed institutions must also contain the information required in Subsections 6E-2.004(11) and (12), F.A.C.:

Institution Data		
Institution Name:		**ID #:**
Included in Catalog Y/N OR N/A	**Page Number(s)**	**Rule 6E-1.0032(6), F.A.C., Checklist**
		<u>Purpose of the institution</u>: The purpose of the institution must be disclosed, and must be consistent with Section 1005.01, F.S.
		<u>Educational programs and curricula</u>: The curricula shall be published in the catalog and shall state objectives specific to each curriculum and the requirements to be met for successful completion of each curriculum or program. Information relating to course availability and prerequisites shall be available for students. The catalog shall also contain brief course descriptions for each course offered.
		<u>Description of physical facilities</u>: All licensed institutions must describe their physical facilities in Florida, which must meet the requirements as set forth in subsection 6E-2.004(9), F.A.C. Information showing compliance with relevant local safety and health standards, such as fire, building, and sanitation shall be available to students.
		<u>Licensure and accreditation status</u>: The institution shall disclose its status regarding licensure by the Commission and its status as an accredited institution or program, as applicable. The level and scope of licensure or accreditation shall be disclosed, and any ramifications of accreditation or lack of accreditation on the ability to sit for professional examinations and eligibility for financial aid shall be disclosed. If the institution makes claims that it is accredited by an accrediting agency that is not recognized by the United States Department of Education, the following disclosure statement must be made in large bold type, all capital letters, and is to be inserted in the publications or advertising, as defined in subsection 6E-1.003(5), F.A.C., prior to identification of or mention of any accrediting association or agency. The required statement is: THE ACCREDITING AGENCY(S) OR ASSOCIATION(S) LISTED BELOW IS/ARE NOT

		RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION AS AN APPROVED ACCREDITING AGENCY. THEREFORE, IF YOU ENROLL IN THIS INSTITUTION, YOU MAY NOT BE ELIGIBLE FOR TITLE IV FEDERAL FINANCIAL ASSISTANCE, STATE STUDENT FINANCIAL ASSISTANCE, OR PROFESSIONAL CERTIFICATION. IN ADDITION, CREDITS EARNED AT THIS INSTITUTION MAY NOT BE ACCEPTED FOR TRANSFER TO ANOTHER INSTITUTION, AND MAY NOT BE RECOGNIZED BY EMPLOYERS. This disclosure statement shall be inserted in all advertisements or publications wherever accreditation by an unrecognized accrediting agency is mentioned.
		Fee schedule: The institution shall disclose all fees required to be paid by students (including tuition, laboratory fees, graduation fees, other required fees), and any nonrefundable fees must be so identified.
		Transferability of credits: The institution shall disclose information to the student regarding transferability of credits to other institutions and from other institutions. The institution shall disclose that transferability of credit is at the discretion of the accepting institution, and that it is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice. If a licensed institution has entered into written articulation agreements with other institutions, a list of those other institutions may be provided to students, along with any conditions or limitations on the amount or kinds of credit that will be accepted. Such written agreements with other institutions must be valid and in effect at the time the information is disclosed to the student. The agreements shall be kept on file at all times and available for inspection by Commission representatives or students. Any change or termination of the agreements shall be disclosed promptly to all affected students. No representation shall be made by a licensed institution that its credits can be transferred to another specific institution, unless the institution has a current, valid articulation agreement on file. Units or credits applied toward the award of a credential may be derived from a combination of any or all of the following: 1. Units or credits earned at and transferred from other postsecondary institutions, when congruent and applicable to the receiving institution's program and when validated and confirmed by the receiving institution. 2. Successful completion of challenge examinations or standardized tests demonstrating learning at the credential level in specific subject matter areas. 3. Prior learning, as validated, evaluated, and confirmed by qualified instructors at the receiving institution.
		Admissions: The institution shall disclose its method of assessing a student's ability to successfully complete the course of study for which he or she has applied. The requirements for admission and for graduation shall be disclosed. If the practice of a career has special requirements or limitations, such as certain physical or language capabilities or lack of a criminal record, such requirements or limitations shall be disclosed to prospective students interested in training for that career.
		Student financial assistance: Information about the availability of financial assistance shall be disclosed to prospective students. In addition, each institution shall make such disclosure in writing, to be signed and dated by each student applying for and receiving a student loan, to the effect that the student understands that he or she is obligated to repay the loan, the terms and amounts of repayments, and when repayments will begin. References to financial assistance availability in any school catalogs or advertising shall include the phrase, "for those who qualify."
		Student refund policies – See Refund Policy Checklist
		Employment placement services: The extent of placement services shall be specifically described. No guarantee of placement shall be made or implied. The institution may disclose information relating to market and job availability, if verified through statistical research; however, the institution shall not promise or imply any specific market or job availability amounts.
		A statement that additional information regarding the institution, if licensed, may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

		Reduction of tuition or fees: A reduction in tuition, fees, or other charges may be implemented when there are specific criteria for student eligibility and selection procedures precisely disclosed within a policy at the institution. All students within the enrollment period that the reduction is offered must be eligible to apply for this reduction under the same circumstance; however there shall be no reduction based upon the timing or method of payment. The institution must maintain verifiable records including detailed and complete data when students are granted a bona fide reduction in tuition or fees. This must include copies of all application records, notes of selection committee meetings, and copies of notices to the student who received the reduction. This information shall be kept on file at the institution for on site review by CIE.
		The institution shall develop, publish, and follow a procedure for handling complaints, disciplinary actions and appeals. The procedure shall ensure that complaints and disciplinary actions are not handled in a capricious or arbitrary manner, but are given careful consideration by appropriate levels of administration. It is understood that the health and safety of students and staff are the institution's primary concern. In the event of extreme cases, it may be necessary for the institution to take immediate disciplinary action. If the institution has an emergency disciplinary procedure, this procedure shall be disclosed to prospective students, and grounds for such action shall be specified in as much detail as possible.

Rule - 6E-2.004, F.A.C. Standards and Procedures for Licensure

Included in Catalog Y/N OR N/A	Page Number(s)	Rule 6E-2.004, F.A.C., Checklist
		Standard 1: Name. If using a fictitious name, the institution must disclose its official corporate name in its catalog.
		Standard 2: Purpose. An institution must adopt a clearly defined purpose or mission statement appropriate to the offerings of the institution, as well as to its specific educational objectives. This statement must describe clearly the characteristics and components of the institution and its operations. The statement of purpose must be accurately stated in the institution's current catalog.
		Standard 4: Educational programs and curricula. Acceptable admission scores must be in accordance with the standards of the individual examination as it relates to the student program. These minimum test scores must be published in the current school catalog.

Rule - 6E-2.004(11)(b), F.A.C.
1. Pursuant to Section 1005.04(1)(a), F.S, certain disclosures are required to be made in writing to prospective students one week prior to enrollment or collection of tuition. If the institution uses its catalog as the sole source of those required disclosures, the institution shall ensure that each prospective student is provided a written copy, or has access to an electronic copy, of the catalog one week prior to enrollment or collection of tuition.
2. Each institution shall publish and provide to each enrolled student a catalog in written or electronic form. Written catalogs shall be professionally printed and bound. If electronic catalogs are used, the two versions shall contain the same information, except for updates that may be provided more quickly in electronic versions. The catalog shall constitute a contractual obligation of the school to the student and shall be the official statement of the school's policies, programs, services, and charges and fees. The catalog shall include, at a minimum, the following information:

Included in Catalog Y/N OR N/A	Page Number(s)	Rule 6E-2.004(11)(b)2., F.A.C., Checklist
		Name, address and telephone number of the institution;
		Identifying data such as volume number and effective dates of the catalog;
		Table of contents or index. Pages of the catalog shall be numbered and included in the table of contents or index;

		A statement of legal control which includes the names of the trustees, directors, and officers of the corporation;
		If the institution is accredited as defined in Section 1005.02(1), F.S., a statement of accreditation. If an institution claims accreditation by an accrediting agency that is not recognized by the United States Department of Education, the disclosure required in paragraph 6E-1.0032(6)(d), F.A.C., is to be inserted in the catalog and in all publications or advertising, as defined in subsection 6E-1.003(6), F.A.C., wherever the unrecognized accrediting association or agency is mentioned;
		The following statement: "Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684;"
		The names and titles of all full-time and part-time administrators;
		A listing of all faculty indicating degrees held and institutions or agencies awarding the credentials;
		A statement of the purpose of the institution;
		An academic calendar showing beginning and ending dates of enrollment periods, programs, terms, quarters, or semesters; holidays; registration dates; and other significant dates and deadlines;
		The institution's admission requirements, policies, and procedures, including the basis for admissions, and test requirements, if applicable, for each program offered. Admissions requirements shall be in compliance with the provisions of paragraph 6E-1.0032(6)(g), F.A.C.;
		Specific procedures for the granting of credit for prior learning or by examination, if offered, including the maximum amount of credit which can be obtained in this manner, pursuant to Rule 6E-2.0041, F.A.C.;
		A statement regarding the transfer of credit both to and from the institution, in compliance with the provisions of paragraph 6E-1.0032(6)(f), F.A.C.;
		A description of the curricula for all programs offered, including for each: a statement of the objective or purpose of the program; an accurate and complete listing of the courses included in each program, each with a unique identifying number and title; identification of courses that are general education courses, if applicable; the credit or clock hours awarded for each course; the total credits or clock hours and grades required for satisfactory completion of the program; requirements for certification, licensing or registration in the program career field, as applicable; and any additional or special requirements for completion;
		A description of each course offered, including identifying number, title, credit or clock hours awarded, a description of the contents of the course including language of instruction if other than English, and prerequisites, if any;
		A description of the course numbering system, in compliance with Section 1007.24(7), F.S., and applicable State Board of Education rule(s).
		An explanation of the grading or marking system, which is consistent with that appearing on the transcript;
		A definition of the unit of credit. If credit hours, the institution shall clearly specify whether quarter or semester credit hours, as defined in Rule 6E-1.003, F.A.C.;
		A complete explanation of the standards of satisfactory academic progress. This policy shall include, at a minimum: Minimum grades and standards considered satisfactory; conditions for interruption due to unsatisfactory grades or progress; a description of the probationary period, if applicable; and conditions of re-entrance for those students suspended for unsatisfactory progress;
		A description of all diplomas or degrees awarded, together with a statement of the requirements to be met for satisfactory completion of each;
		A detailed description of the charges for tuition, fees, books, supplies, tools, equipment, student activities, service charges, rentals, deposits and any other applicable charges. All nonrefundable charges shall be clearly indicated as such;
		A detailed description of all financial aid offered by the institution. This shall include, but is not limited to, scholarships, in-house loan and grant programs, third-party loan and grant programs, and federal or state financial aid. Any student eligibility

		standards and conditions shall be stated for each type of financial aid offered. Tuition or fee discounts are not permissible; any reductions of tuition or fees must comply with subsection 6E-1.0032(7), F.A.C. Obligations to repay loans shall be clearly disclosed and explained to students, along with anticipated repayment terms, dates and amounts;
		A statement of the refund policy and procedures for the refund of the unused portion of tuition, fees and other charges in the event the student does not enter the program, withdraws from the program, or is discharged from the program. The refund policy shall comply with the provisions of paragraph 6E-1.0032(6)(i), F.A.C., and other applicable federal and state requirements;
		A complete description of the institution's physical facilities and equipment;
		A description of the nature and extent of student services offered;
		The institution's policy on student conduct and conditions of dismissal for unsatisfactory conduct;
		The institution's procedures for students to appeal academic or disciplinary actions;
		If required by law, the institution's anti-hazing policy;
		The procedures by which complaints will be considered and addressed by the institution;
		If the institution offers courses through distance education or other alternative means, the catalog shall include the information specified in subsection 6E-2.0041(10), F.A.C.;
		If the institution offers courses taught in any language other than English, then the catalog must contain the following disclosure: COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Rule - 6E-2.004(11)(b)3., F.A.C.

Included in Catalog Y/N OR N/A	Page Number(s)	Rule 6E-2.004(11)(b)3., F.A.C. Checklist
		All institutions utilizing a common catalog must be of common ownership.
		Photographs of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted.
		The faculty and staff of each institution and the members of the administration for the group of institutions shall be clearly identified with respect to each institution and to the overall administration.
		Any information contained in the catalog that is not common to all institutions in the group shall be clearly disclosed.

Rule - 6E-2.0041(10), F.A.C. Delivery of Programs Through Nontraditional Assessments, Modes and Methods.
Catalog. Each institution licensed in Florida and wishing to offer nontraditional programs or courses shall comply with all requirements of Rules 6E-1.0032 and 6E-2.004, F.A.C., and in addition shall publish information in the catalog, whether printed or electronic, pertaining to each of the following:

Included in Catalog Y/N OR N/A	Page Number(s)	Rule 6E-2.0041(10), F.A.C. Checklist
		The institution's policies and procedures for the award of credit for prior learning, including confirmation and validation, assessment policies and procedures, provisions for appeal of decisions, limitations on the number of credits that may be awarded in this manner, and all fees that a student may be required to pay.
		The institution's policies regarding the acceptance of credits earned by the student through successful completion of challenge examinations or standardized tests, acceptable scores for each, whether and how many times examinations may be repeated to achieve an acceptable score, limitations on the number of credits that may be awarded in this manner, and all fees that a student may be required to pay.
		If the institution offers instruction by correspondence, schedules for normal progress

		or completion of the course or program, and all fees that a student may be required to pay.

2017-2018 Example of Catalog Layout – Undergraduate

Note: Your program may not use all of the headings in this example. If a heading does not apply to your program, please disregard.

PROGRAM TITLE

Title of program and program description. Follow with intro paragraph, mission or vision, etc.

Anthropology

Anthropology is the study and understanding of humans in all places and throughout time, including the effects of culture on individuals and of individuals on their society. Anthropology offers a perspective for critically analyzing culture and prepares students for multicultural career settings in the United States and abroad. An anthropology major and minor are available.
(GVSU catalog, 2008-2009)

WEBSITE Department website.

http://www.gvsu.edu/english/

ACCREDITATION

List program accreditation if applicable.

Accreditation

The Chemistry Department is accredited by the Committee on Professional Training of the American Chemical Society. (GVSU catalog, 2011-2012)

PARTICIPATING PROGRAMS Any programs the department participates in,

cooperates in with other departments, etc. List these as their own headings with brief description of each.

Participating Programs

The Department of Geography and Planning participates in the social studies major. The major in social studies is designed for students seeking teacher certification in secondary or middle school social studies or in elementary education. The major includes a minimum of 42 credit hours in economics, geography, history, and political science. Students seeking teacher certification also complete an appropriate minor and the professional program offered by the College of Education. The social studies major meets State of Michigan content standards for teacher preparation in social studies, which require at least six credit hours and two courses in each of the four disciplines and at least 18 credits and six courses in one of the four areas. (GVSU catalog, 2011-2012)

Honors Organization

Phi Alpha Theta
The local chapter of this international History honor society promotes the study of History by honoring students who have maintained high academic standards throughout their college careers. Members participate in a variety of intellectual and social activities throughout the academic year. Students who have completed at least four history classes at Grand Valley State University with a minimum GPA of 3.25 in those history classes, and an overall GPA of at least 3.25 are encouraged to apply. Contact Professor Alice Chapman, chapter advisor, for more information.

(GVSU catalog, 2011-2012)

Requirements for a Major in Advertising and Public Relations

School of Communications Core Credits: 9

All students majoring in the School of Communications must complete the following core courses, for a total of nine credits:

- COM 101 - Concepts of Communication Credits: 3
- COM 295 - Theories of Communication Credits: 3
- COM 201 - Speech Credits: 3

Capstone Requirement:

- COM 495 - Issues in Communication (capstone) Credits: 3

   All students majoring in the School of Communications must take COM 495 (three credits) during their senior year. This capstone course offers a synthesis of ideas and theories about one or more current critical issues in communication.

B.A.

The B.A. degree requires a third-semester proficiency in a foreign language of the student's choice.

EMPHASIS AREAS (Number of Hours)

List emphasis areas and their requirements if applicable (use same order as major requirements).*

Advertising Emphasis

Advertising Core Credits: 33

- CAP 105 - Technology in Public Relations and Advertising **Credits:** 3
- CAP 115 - Research Basics for Advertising and Public Relations **Credits:** 3
- CAP 210 - Fundamentals of Advertising **Credits:** 3
- CAP 220 - Fundamentals of Public Relations **Credits:** 3
- CAP 310 - Advertising Management and Cases **Credits:** 3
- CAP 315 - Advertising Copywriting **Credits:** 3
- CAP 400 - Advertising/Public Relations Campaign **Credits:** 3
- CAP 413 - Media Planning **Credits:** 3
- CAP 490 - Internship in Advertising/Public Relations **Credits:** 1 to 6
- CJR 256 - News Reporting I **Credits:** 3
- PHI 325 - Ethics in Professional Life **Credits:** 3

Electives Credits: 6 Minimum

With advisor approval, select a minimum of two courses at the 200 level or above from the following areas: art and design, advertising and public relations, business, broadcasting, hospitality and tourism management, management, marketing, photography, psychology, or writing.

Capstone Credits: 3

- COM 495 - Issues in Communication (capstone) **Credits:** 3

(GVSU catalog, 2011-2012)

CONCENTRATION AREA

List concentration areas and their requirements.*

Concentration A: Coaching (Credit Hours: 30-32)

Students selecting the Coaching concentration must complete the following courses:

- BMS 105 - Basic Nutrition Credits: 3
- CAP 305 - Sports Promotion Credits: 3
- MOV 300 - Kinesiology Credits: 3
- MOV 310 - Motor Skill Development Credits: 3
- PED 217 - Modern Principles of Athletic Training Credits: 3
- PED 218 - Officiating Seasonal Sports Credits: 2
- PED 355 - Current Topics in Coaching Credits: 3
- PED 120-179 Skill Development Activity Course (2) Credits: 2

(GVSU catalog, 2011-2012)

SPECIALIZATION AREA
List specialization areas and their requirements.*

SUGGESTED ORDER OF COURSEWORK FOR A MAJOR/EMPHASIS
Insert suggested order of coursework:
    First Year
    Second Year
    Third Year
    Fourth Year
    Fifth Year
    Etc.

Suggested Order of Coursework for a Major in Computer Science

These options assume the students will complete the technical core and general education courses with the help of their advisor and apply for Secondary Admission at the end of the winter semester of their first year. The following course sequence also assumes a strong mathematics background for the entering student. If mathematics deficiencies exist, completing the mathematics prerequisites should be the student's top priority.

First Year:

- General Education course
- CIS 162 - Computer Science I Credits: 4
- MTH 122 - College Algebra Credits: 3

- STA 215 - Introductory Applied Statistics Credits: 3
- WRT 150 - Strategies in Writing Credits: 4

- General Education course
- COM 201 - Speech Credits: 3
- CIS 163 - Computer Science II Credits: 4
- MTH 123 - Trigonometry Credits: 3
- MTH 225 - Discrete Structures: Computer Science Credits: 3

Second Year:

- General Education course
- CIS 251 - Computer Organization Credits: 3
- CIS 290 - CIS Internship Preparation Credits: 1
- MTH 201 - Calculus I Credits: 5
- MTH 325 - Discrete Structures: Computer Science 2 Credits: 3

- General Education courses
- CIS 263 - Data Structures and Algorithms Credits: 3
- CIS 353 - Database Credits: 3
- MTH 202 - Calculus II Credits: 4

Third Year:

- General Education Natural Science Course
- General Education courses
- CIS 350 - Introduction to Software Engineering Credits: 3
- CIS 457 - Data Communications Credits: 4

- Computer Science Elective
- General Education Natural Science Lab
- CIS 343 - Structure of Programming Languages Credits: 3
- CIS 451 - Computer Architecture Credits: 4

Fourth Year:

- Computer Science Elective
- General Education course
- CIS 452 - Operating Systems Concepts Credits: 4
- WRT 350 - Business Communication Credits: 3

- Computer Science Elective
- General Education course
- CIS 467 - Computer Science Project Credits: 3
- CIS 490 - Internship Credits: 2 to 5

(GVSU catalog 2011-2012)

REQUIREMENTS FOR A MINOR (insert name of minor) (number of hours)

List minor requirements.*

Requirements for a Minor in Earth Science

An earth science minor for teacher certification requires a minimum GPA of 2.7 in the minor and a minimum of 23 credits, including the following courses (substitutions must be approved by the geology department chair):

- GEO 111 - Exploring the Earth Credits: 4
- GEO 112 - Earth History Credits: 4
- GEO 319 - Earth Science in Secondary Education Credits: 4
- GEO 320 - Geomorphology (Earth Science Capstone) Credits: 4
- NRM 140 - The Climatic Factor Credits: 4
- PHY 105 - Descriptive Astronomy Credits: 3

(GVSU Catalog, 2011-2012)

PRE-PROFESSIONAL PREPARATION

List header and courses if applicable.

REQUIREMENTS FOR A CERTIFICATE

List certificate requirements.*

Requirements for a Certificate in Green Chemistry

Students who seek a Certificate in Green Chemistry are required to complete 13-14 credits from the courses below:

- CHM 311 Green Chemistry and Industrial Processes Credits: 3
- CHM 321 Environmental Chemistry Credits: 3
- CHM 399 Readings in Chemistry Credits: 1 or 2
- CHM 490 Chemistry Laboratory Internship Credits: 1 to 4

OR

- CHM 499 Investigation Problems Credits: 1 to 5
  (any combination of CHM 490/499 that add to a total of 3 credits satisfies this requirement)

And one of the courses listed below:

- CHM 322 Environmental Chemical Analysis Credits: 3
- NRM 330 Environmental Pollution Credits: 3
- GPY 412 Global Environmental Change Credits: 3
- ECO 345 Environmental and Resource Economics Credits: 3
- GEO 300 Geology and the Environment Credits: 3
- NRM 451 Natural Resource Policy Credits: 4
- GEO 445 Introduction to Geochemistry Credits: 4

(GVSU catalog, 2011-2012)

*Use the following alpha-numeric listing format for any course lists in the requirements sections above,
 ACC 240 Financial Accounting Applications Credits: 1
 ACC 310 Intermediate Accounting I Credits: 3
 ACC 311 Intermediate Accounting II Credits: 3