

Western Michigan University
Curriculum Changes and Assessment
Academic Year 2025-26

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INTRODUCTION

This report contains all curriculum changes submitted and/or completed between July 1, 2025 through June 30, 2026. This report provides data for the whole university, each of the seven colleges and their departments.

Two sets of data are included in this report. The first breaks curriculum changes down by type. This includes three different categories:

- A. Academic program changes
- B. Substantive course changes
- C. Non-substantive course changes

Academic program changes include such things as the introduction of new programs, revision of existing programs, deletion of programs, or changes in admission or graduation requirements within a program. Substantive course changes include such things as introduction of new courses, changing the credit hours, prerequisites, or changing the enrollment restrictions or level of a course.

Miscellaneous course changes include deletion of courses, changing the title and/or description of a course or changing the course number. The numbers in parentheses in the even numbered tables represent the number of changes that were based upon assessment activities.

The second dataset divides curriculum changes into four categories. Please note that if assessment information was not available for a proposal it was put under category D.

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

Assessment activities include much more than just student learning assessments, such as alumni feedback, academic trends, informal feedback, and course-embedded assignments. For a full range of these activities, please see the Curriculum Assessment Guide on the Faculty Senate website.

CUMULATIVE UNIVERSITY RESULTS

There were 607 curriculum proposals submitted and/or completed between July 1, 2025 and June 30, 2026, although one proposal was to rename a department and was omitted from the rest of this report. Sixty-eight proposals were carried forward from 2025-2026. Many of these proposals were for changes to the 2026-2027 catalog because a few colleges, such as CAS and CEHD, have asked faculty to get proposals in earlier. This was done to ensure proposals are evaluated and approved by the dean earlier so as to not overwhelm college curriculum committees or the dean in October.

Figure 1 shows the trend in the overall number of curriculum proposals submitted and Figure 2 displays the trend in submitted curriculum proposals at the undergraduate and graduate levels, respectively. As can be seen, there were fewer proposals this year compared to last year (5.7% decrease). This is not particularly concerning because curriculum changes are not needed in every department every year. The number of undergraduate proposals remained higher than graduate proposals. This was anticipated because there are more undergraduate majors, minors, and courses than graduate programs and courses.

Figure 1. Number of submitted curriculum proposals by level and year.

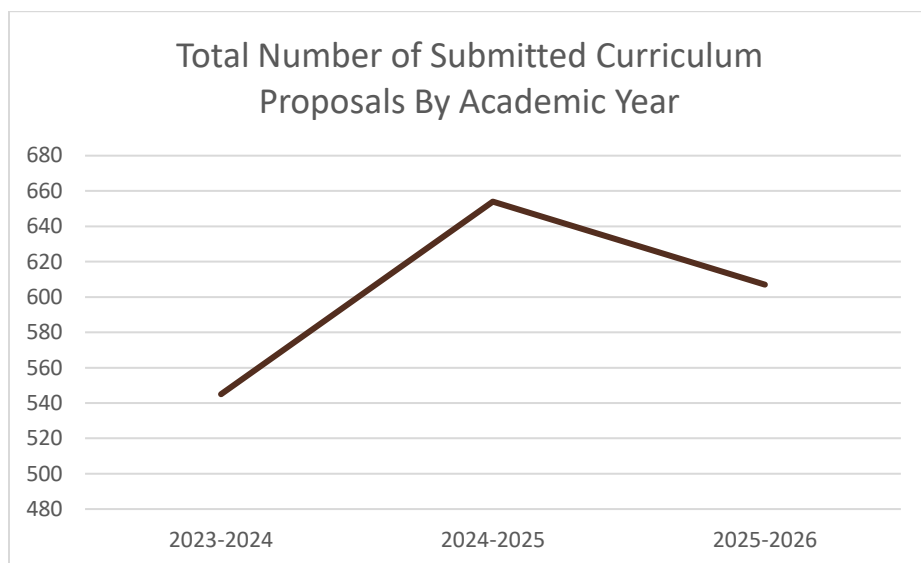
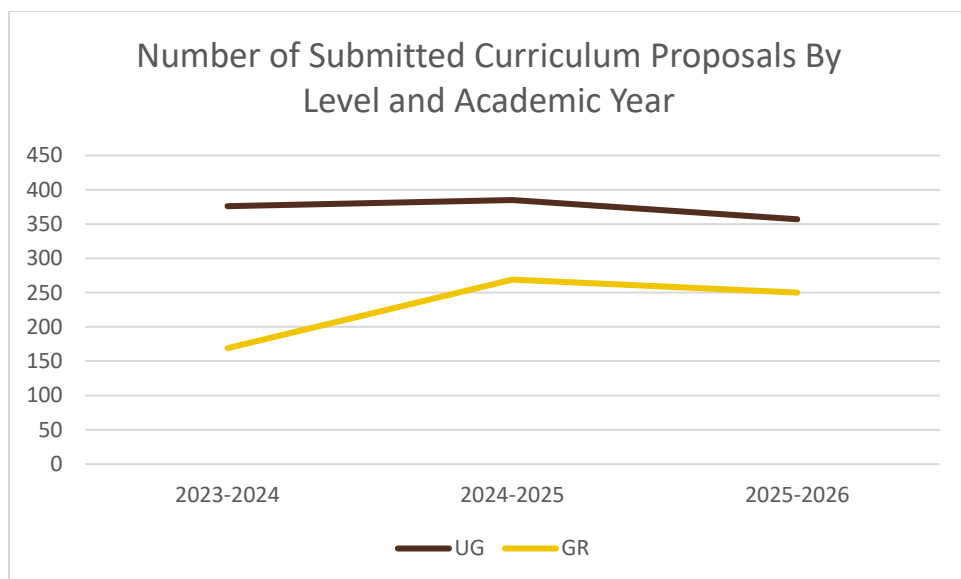


Figure 2. Number of submitted curriculum proposals by level and year.



Of the 607 submitted proposals, 58.8% were at the undergraduate level and 41.2% at the graduate level (Table 1). Undergraduate program changes (revisions, creations, and deletions) constituted 27.2% of all undergraduate curriculum changes; 49.0% were substantial course changes; and 23.8% were miscellaneous course changes. There were 51 proposals related to WMU Essential Studies. Two of these proposals were to reactivate a course and add the course to WMU Essential Studies. Two proposals removed courses from WMU Essential Studies. Fourteen proposals created a new course and added the course to WMU Essential studies, while one existing course was added to WMU Essential Studies. The remainder of the 51 proposals made changes to courses currently in WMU Essential Studies, such as title or description changes.

At the graduate level, 26.8% were program changes, 47.6% were substantial course changes, and 25.6% were miscellaneous course changes. Ten proposals were to create new graduate level programs (masters, Ph.D., Specialist in Education, accelerated master's programs, and graduate certificates). Fifty submitted proposals created new courses to support these and existing programs. Eight proposals deleted graduate programs (1 accelerated, 2 masters; 2 masters concentrations; 1 Ph.D., and 2 certificates). MOA 23/04 requires that concentrations be converted to programs at the graduate level. Two proposals suspended admission to accelerated programs and one suspended admission to a master's program.

Table 1. Categories of All Curriculum Changes

Department	Undergraduate					Graduate			
	A	B	C	Total Number		A	B	C	Total Number
CAS	39	39	37	115		21	35	25	81
AVS	3	10	3	16		1	2	0	3
CEHD	13	57	5	75		17	63	18	98
CEAS	20 (1)	24	10	50		10	6	3	19
CFA	6	11 (8)	18 (5)	34		0	1	0	1
CHHS	12	21	4	37		11	10	18	39
HCOB	5	13	8	26		7	2	0	9
Total	98	175	85	357		67	119	64	250

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from assessment results

Faculty indicated which type of assessment they used in most proposals. If the assessment activity could not be determined to fit into one of the main three categories (A, B, or C on page 3), category D was used for classification.

Of all curriculum changes, 2.2% resulted from formal assessment of student learning (Table 2). Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussion, category B, was used 76% of the time while changes suggested by

organizations outside of WMU (category C), accounted for 3.4% of changes. Category D encompassed 18.4% of curriculum changes.

Further analysis shows that 3.81% of the undergraduate changes were the result of formal assessment activities; 71.1% resulted from student feedback and faculty discussions; 4.9% were suggested by outside entities; and 20.2% arose from undetermined assessment activities. Formal assessment was used in 4.9% of course changes and 1.0% of program changes. Informal assessment activities such as student feedback and faculty discussions accounted for 69.5% of course changes and 75.2% of program changes. Outside organization suggestions resulted in 3.8% of course changes and 7.9% of program changes.

At the graduate level, no changes were made based on formal assessment activities. However, 83.0% of the graduate changes were attributed to informal assessment activities falling into category B, 1.2% were suggested by organizations outside of WMU, and 15.8% into category D. Informal activities such as student and advisor feedback and faculty discussions accounted for 87.2% of course changes and 71.8% of program changes. Suggestions from outside organizations drove 4.2% of curriculum changes.

Table 2. Evaluation of All Curriculum Changes Resulting from Assessment

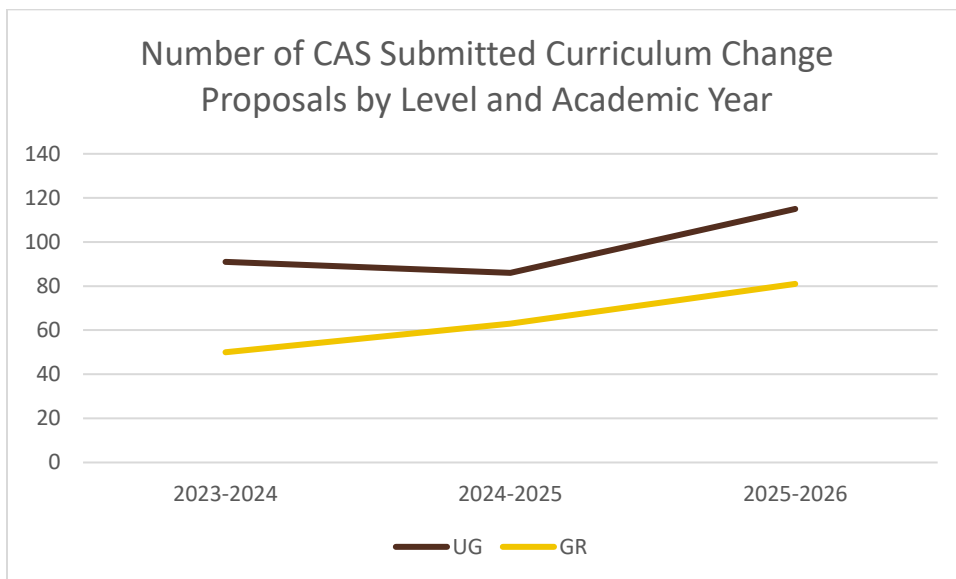
Department	Undergraduate						Graduate				
	A	B	C	D	Total Number		A	B	C	D	Total Number
CAS	0	85	2	28	115		0	61	0	20	81
AVS	0	8	0	8	16		0	3	0	0	3
CEHD	0	69	0	6	75		0	95	0	3	98
CEAS	1	32	5	16	54		0	14	0	5	19
CFA	13	17	1	3	34		0	1	0	0	1
CHHS	0	28	3	6	37		0	36	0	3	39
HCOB	0	17	2	7	26		0	7	0	2	9
Total	14	256	13	74	357		0	217	0	33	250

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF ARTS AND SCIENCES

Faculty in the College of Arts and Sciences submitted 196 curriculum change proposals (115 undergraduate proposals and 81 graduate proposals). Figure 3 illustrates the trend in number of proposals submitted by CAS over time. Two certificates and four minors were created at the undergraduate level. Two master's concentrations were deleted (per MOA 23/04) as well as one certificate and Ph.D. program. Sixteen new undergraduate courses were established and two were reactivated. One undergraduate course was removed from WMU Essential Studies and another seven were deactivated from the course catalog. Seven new courses were established and one reactivated. Twenty-three courses were deactivated from the course catalog, mainly in GEOS and MATH.

Figure 3. Number of CAS submitted curriculum change proposals by level and year.



At the undergraduate level, program changes accounted for 34.0% (Table 3). This same percentage encompassed substantive course changes and the remainder were miscellaneous course changes. Data for graduate programs show that 25.9% of the proposals involved academic program changes, while 43.2% were substantial course changes, and 30.9% were miscellaneous course changes.

Formal assessment of student learning outcomes was not used for any curriculum changes for CAS (Table 4). Informal feedback from students and faculty discussions dominated the assessment type for both undergraduate and graduate curriculum changes (75.3% for each). A higher than ideal percentage of changes did not fall into one of the other three categories at both levels (24.3% for

undergraduate and 24.7% for graduate). The curriculum manager will need to be more diligent when reviewing this question on proposals to ensure accurate information is being provided by initiators.

Table 3. Categories of CAS Curriculum Changes

	Undergraduate					Graduate			
Department	A	B	C	Total Number		A	B	C	Total Number
BIOS	1	1	0	2		0	2	0	2
CAS	1	0	1	2		0	0	0	0
CHEM	3	1	3	7		1	9	1	11
COM	0	4	4	8		0	0	0	0
ECON	3	3	1	7		3	0	0	3
ENGL	1	2	4	7		0	0	0	0
GEOS	9	0	2	11		3	8	12	23
HIST	2	0	9	11		3	0	0	3
IIAS	3	5	1	9		0	0	0	0
MATH	2	9	1	12		1	1	10	12
MDVL	1	0	0	1		0	0	0	0
PHIL	2	1	3	6		0	0	0	0
PHYS	1	1	0	2		0	0	0	0
PSCI	4	0	1	5		0	0	0	0
PSY	0	1	0	1		3	2	0	5
REL	0	0	0	0		0	0	0	0
SCI	0	0	0	0		0	1	0	1
SEGS	2	9	2	13		0	2	0	2
SOC	3	1	1	5		1	0	0	1
SPAA	0	0	0	0		1	3	0	4
SPAN	0	0	0	0		1	0	2	3
STAT	0	1	3	4		4	7	0	11
LANG	1	0	1	2		0	0	0	0
Total	39	39	37	115		21	35	25	81

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from formal assessment

Table 4. Evaluation of CAS Curriculum Changes Resulting from Assessment

Department	Undergraduate					Graduate				
	A	B	C	D	Total Number	A	B	C	D	Total Number
BIOS	0	0	1	1	2	0	1	0	1	2
CAS	0	1	0	1	2	0	0	0	0	0
CHEM	0	5	0	2	7	0	9	0	2	11
COM	0	5	0	3	8	0	0	0	0	0
ECON	0	5	0	2	7	0	1	0	2	3
ENGL	0	4	1	2	7	0	0	0	0	0
GEOS	0	8	0	3	11	0	22	0	1	23
HIST	0	10	0	1	11	0	2	0	1	3
IIAS	0	5	0	4	9	0	0	0	0	0
MATH	0	8	0	4	12	0	1	0	11	12
MDVL	0	1	0	0	1	0	0	0	0	0
PHIL	0	6	0	0	6	0	0	0	0	0
PHYS	0	1	0	1	2	0	0	0	0	0
PSCI	0	4	0	1	5	0	0	0	0	0
PSY	0	1	0	0	1	0	4	0	1	5
REL	0	0	0	0	0	0	0	0	0	0
SCI	0	0	0	0	0	0	1	0	0	1
SEGS	0	11	0	2	13	0	2	0	0	2
SOC	0	4	0	1	5	0	1	0	0	1
SPAA	0	0	0	0	0	0	3	0	1	4
SPAN	0	0	0	0	0	0	3	0	0	3
STAT	0	4	0	0	4	0	11	0	0	11
LANG	0	2	0	0	2	0	0	0	0	0
Total	0	85	2	28	115	0	61	0	20	81

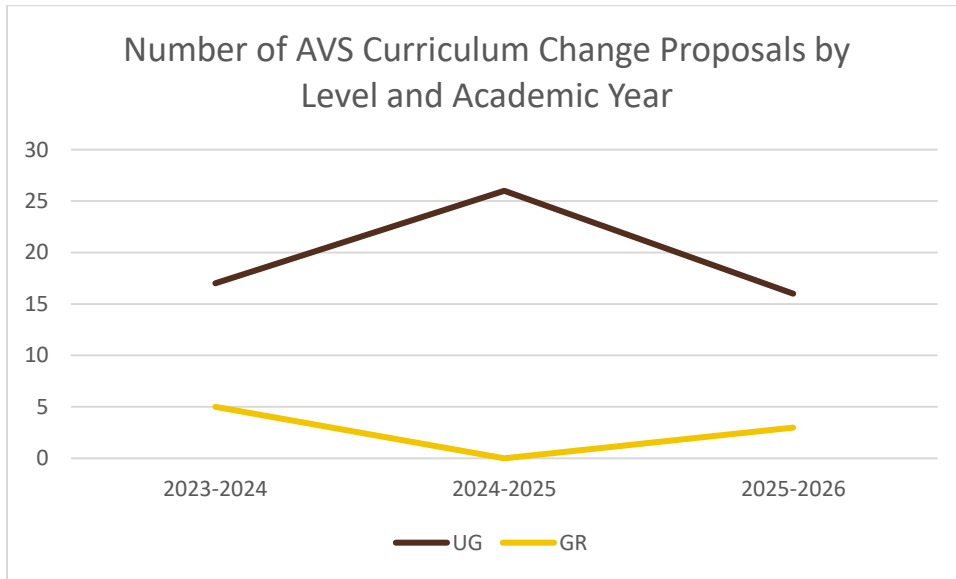
- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF AVIATION

The College of Aviation (AVS) submitted 16 undergraduate and three graduate curriculum change proposals. AVS created on new major, one graduate level course, and two undergraduate level courses. Figure 4 illustrates the trend in submitted undergraduate and graduate proposals over time.

Figure 4. Number of AVS submitted curriculum change proposals by level and academic year.



Academic program changes accounted for 18.8% of undergraduate curriculum changes (Table 5). Undergraduate substantive course changes accounted for 62.5% of proposals and 18.8% of undergraduate proposals were non-substantive course changes. At the graduate level 33.3% of changes were to programs and 33.3% of changes were substantive course changes.

Table 5. Categories of AVS Curriculum Changes

Undergraduate				Graduate			
A	B	C	Total Number	A	B	C	Total Number
3	10	3	16	1	2	0	3

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from formal assessment results

One-half of undergraduate curriculum changes and all of the graduate curriculum changes stemmed from informal assessment activities such as student feedback and/or faculty discussions (Table 6).

The remaining half of undergraduate changes uses assessment activities that did not fall into one of the other three categories.

Table 6. Evaluation of AVS Curriculum Changes Resulting from Assessment

Undergraduate					Graduate				
A	B	C	D	Total Number	A	B	C	D	Total Number
0	8	0	8	16	0	3	0	0	3

A. Curriculum changes resulting from formal assessment of student learning.

B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development had 75 curriculum proposals at the undergraduate level and 98 at the graduate, resulting in a total of 173 proposals. Figure 5 displays the trend in submitted proposals by level for CEHD. There are typically more graduate curriculum changes in CEHD because some departments are graduate only, meaning there is no undergraduate major, minor, and/or courses.

An investigation into what type of changes were proposed revealed that at the undergraduate level, two courses were removed from WMU Essential Studies while four existing courses were added. Additionally, eight courses were created with one being added to WMU Essential Studies. One program suspended admission. At the graduate level, three programs suspended admission (2 accelerated and 1 masters), and five programs were created (3 masters, one Ph.D. and one Specialist in Education). Twenty-seven courses were created to support current and new programs.

Figure 5. Number of CEHD submitted curriculum change proposals by level and academic year.

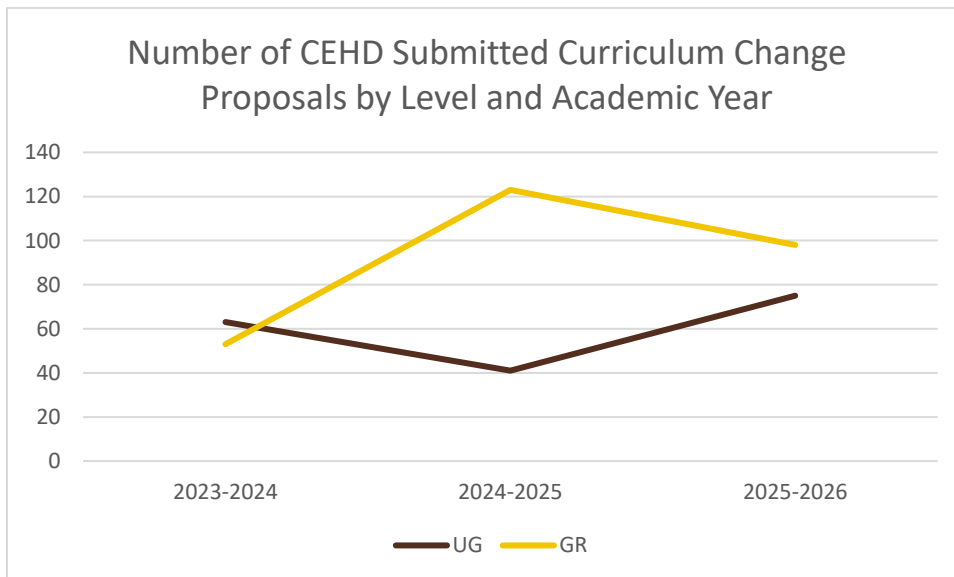


Table 7 displays these data broken down by the type of curriculum change. Data show that 17.9% of curriculum changes were academic program changes, 69.4% were substantive course changes and 13.3% were miscellaneous course changes. At the undergraduate level 17.3% were academic program changes, 76.0% were substantive course changes, and 6.7% were miscellaneous course changes. Data for the graduate curriculum changes indicate that 17.3% involved academic program changes, 64.3% were substantial course changes and 18.4% were miscellaneous course changes.

Table 7. Categories of CEHD Curriculum Changes

Department	Undergraduate				Graduate			
	A	B	C	Total Number	A	B	C	Total Number
CECP	0	0	2	2	1	4	15	20
ELRT	0	0	0	0	4	6	3	13
FCS	6	16	1	23	1	2	0	3
HPHE	2	3	0	5	3	10	0	13
SPLS	4	18	1	23	7	31	0	38
TLES	1	20	1	22	1	10	0	11
Total	13	57	5	75	17	63	18	98

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from assessment results

Data in Table 8 show that no changes at either level were due to formal assessment of student learning. Overall, 95.3% of all college curriculum changes were the result of informal assessments, while 6.9% of changes did not fall into any of these categories. Informal assessments of student learning (column B) accounted for 92.0% and 98.0% of changes at the undergraduate and graduate level, respectively.

Table 8. Evaluation of CEHD Curriculum Changes Resulting from Assessment

Department	Undergraduate						Graduate				
	A	B	C	D	Total Number		A	B	C	D	Total Number
CECP	0	0	0	2	2		0	19	0	1	20
ELRT	0	0	0	0	0		0	13	0	0	13
FCS	0	22	0	1	23		0	3	0	0	3
HPHE	0	5	0	0	5		0	12	0	1	13
SPLS	0	20	0	3	23		0	37	0	1	39
TLES	0	22	0	0	22		0	11	0	0	11
Total	0	69	0	6	75		0	95	0	3	98

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF ENGINEERING AND APPLIED SCIENCES

The College of Engineering and Applied Sciences had 54 curriculum changes (courses and programs) at the undergraduate level and 19 at the graduate level for a grand total of 73 curriculum proposals. Figure 6 displays the trend of proposal submissions for CEAS by level. An investigation of these proposals showed that 16 undergraduate courses, two undergraduate certificates, six graduate courses, one accelerated program and three Ph.D. programs were created. Six undergraduate courses were added to WMU Essential Studies while one was removed.

Figure 6. Number of CEAS submitted curriculum change proposals by level and academic year.

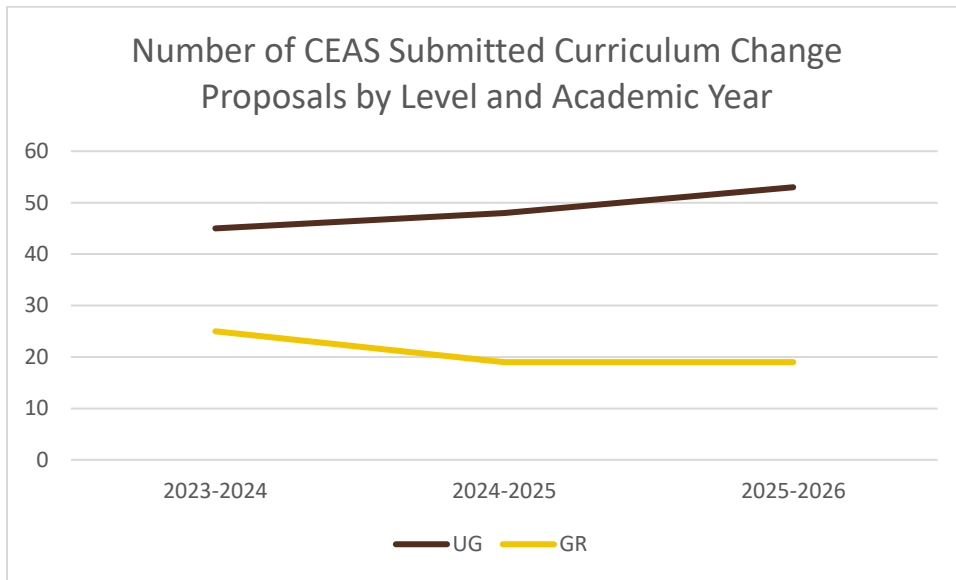


Table 9 shows the data broken down by the type of curriculum change. These data indicate that 37.7% of all undergraduate proposals from the college were academic program changes; 43.4% were substantial course changes; 18.9% of were miscellaneous course changes. None of these proposals were the result of formal assessment of student learning. At the graduate level, program changes accounted for just over half of all proposals submitted (52.6%). Substantive course changes comprised 31.6% of submitted proposals and the remaining 15.8% were miscellaneous course changes.

Formal assessment activities were used to direct one undergraduate program proposal (Table 10). Student feedback and faculty discussion drove 58.5% of undergraduate changes and 73.7% of graduate changes. Information provided by accreditation bodies and organizations outside of the university drove 9.4% of undergraduate proposals and 0% of graduate proposals.

Table 9. Categories of CEAS Curriculum Changes

	Undergraduate					Graduate			
Department	A	B	C	Total Number		A	B	C	Total Number
CPE	5	6	3	14		2	1	0	3
CCE	2	1	0	3		0	0	0	0
CS	4	4	1	9		3	0	0	3
ECE	2	4	0	6		0	0	0	0
EDMM	3	0	0	3		1	0	0	1
IEM	0	2	3	5		1	1	1	3
ME	4 (1)	7	3	14		3	4	2	9
Total	20	24	10	54		10	6	3	19

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from formal assessment results

Table 10. Evaluation of Curriculum Changes Resulting from Assessment

	Undergraduate				
Department	A	B	C	D	Total Number
CPE	0	8	2	4	14
CCE	0	3	0	0	3
CS	0	4	0	5	9
ECE	0	6	0	0	6
EDMM	0	2	0	1	3
IEM	0	5	0	0	5
ME	1	4	3	6	14
Total	1	32	5	16	54

Graduate				
A	B	C	D	Total Number
0	1	0	2	3
0	0	0	0	0
0	3	0	0	3
0	0	0	0	0
0	1	0	0	1
0	3	0	0	3
0	6	0	3	9
0	14	0	5	19

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF FINE ARTS

The College of Fine Arts had 34 curriculum changes at the undergraduate level and one at the graduate level for a total of 35. The 2025-2026 academic year had the fewest number of proposals submitted by CFA for the past three years (Figure 7). CFA has very few graduate programs so the low number of proposals at this level is not surprising. Two majors and two minors were created at the undergraduate level. The one graduate level proposal was to create a new music course.

Figure 7. Number of CFA submitted curriculum change proposals by level and academic year.

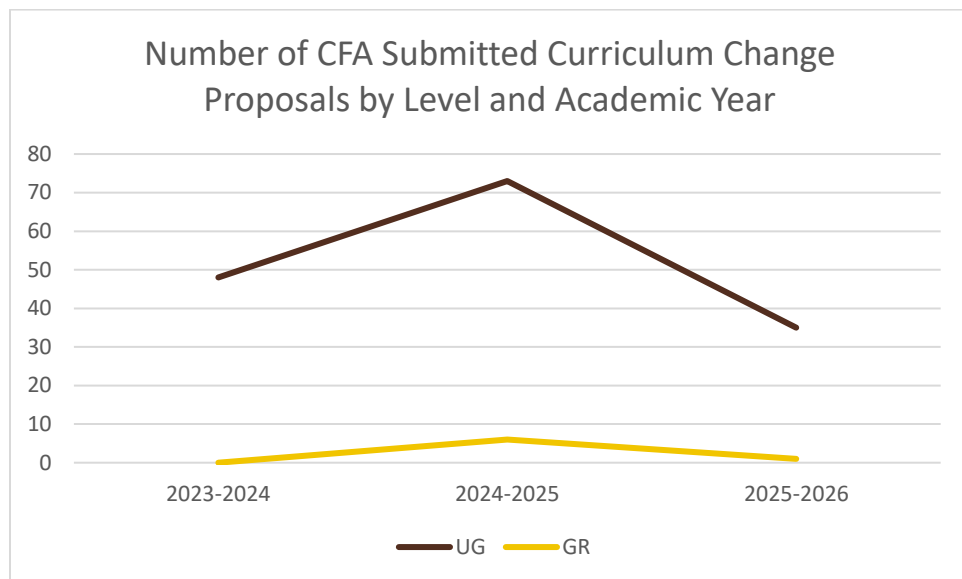


Table 11 shows these data broken down by the type of curriculum change. At the undergraduate level 17.6% of all proposals were academic program changes, 32.4% were substantive course changes and 52.9% were miscellaneous course changes. Eight of the substantive course changes and five of the miscellaneous course changes were the result of formal assessment of student learning. The one proposal at the graduate level was a substantive course change.

Data in Table 12 show that 38.2% of all undergraduate were based on formal assessment of student learning, all in RIDI. Informal assessments accounted for 50.0% of undergraduate changes and 100% of graduate changes. Suggested changes from outside organizations led to 2.9% of undergraduate proposals and no graduate proposals. The remainder of undergraduate proposals (8.8%) did not fall into one of the three previous categories.

Table 11. Categories of CFA Curriculum Changes

Department	Undergraduate				Total Number	Department	Graduate				Total Number
	A	B	C				A	B	C		
ART	1	0	0		1		0	0	0		0
CFA	1	0	0		1		0	0	0		0
MUS	0	0	0		0		0	1	0		1
RIDI	3	9 (8)	8 (5)		20		0	0	0		0
THD	0	2	10		12		0	0	0		0
Total	6	11	18		34		0	1	0		1

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from assessment results

Table 12. Evaluation of CFA Curriculum Changes Resulting from Assessment

Department	Undergraduate					Total Number	Department	Graduate					Total Number
	A	B	C	D				A	B	C	D		
ART	0	1	0	0		1		0	0	0	0		0
CFA	0	0	1	0		1		0	0	0	0		0
MUS	0	0	0	0		0		0	1	0	0		0
RIDI	13	6	0	1		20		0	0	0	0		0
THD	0	10	0	2		12		0	0	0	0		0
Total	13	17	1	3		34		0	1	0	0		1

A. Curriculum changes resulting from formal assessment of student learning.

B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D. Curriculum changes that do not fall into any of the categories above.

COLLEGE OF HEALTH AND HUMAN SERVICES

The College of Health and Human Services had 37 curriculum changes at the undergraduate and 39 graduate levels changes, for a total of 76 curriculum changes. Figure 8 shows the trend in submitted curriculum proposals over the past three academic years by level for CHHS. At the undergraduate level, three courses were created, and one existing course was added to WMU Essential Studies. Eight courses, two master's programs and one certificate program were created and one program suspended admission at the graduate level. Two concentrations were converted into stand-alone majors, per MOA 23/04, while once accelerated program and one certificate were deleted.

Figure 8. Number of CHHS submitted curriculum change proposals by level and academic year.

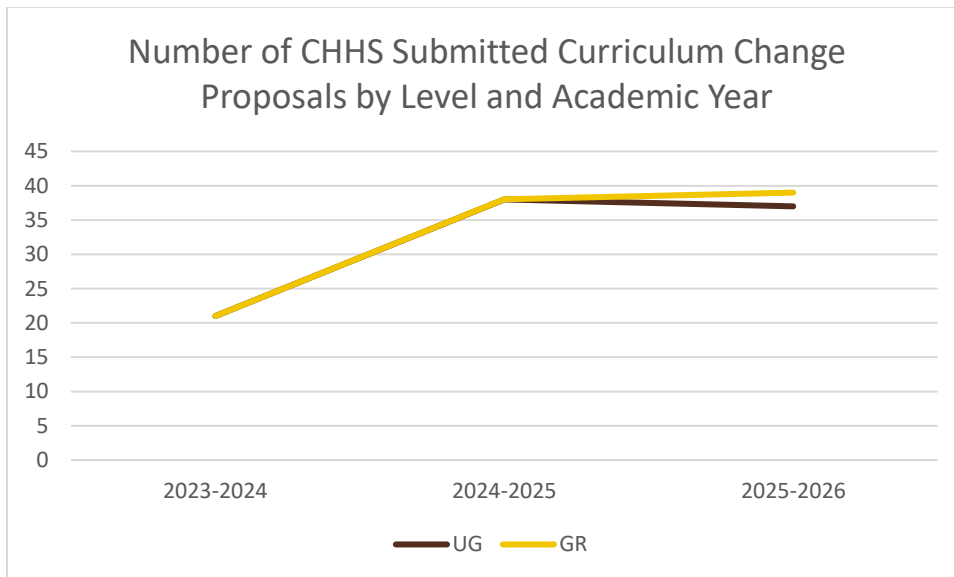


Table 13 shows these data by the type of curriculum change. Academic program changes accounted for 32.4% of all undergraduate changes, while substantive course changes and miscellaneous course changes were 56.8% and 10.8%, respectively. The highest number of undergraduate proposals were submitted by IHP and NUR, 37.8% and 35.2%, respectively. At the graduate level, 28.2% of changes were to academic programs, 25.6% were substantive course changes and 46.2% were miscellaneous course changes. PT submitted 66.2% proposals at the graduate level, with SWRK submitted 25.6% proposals.

No proposals were submitted on the basis of formal assessment of student learning at either level (Table 14). Informal assessment such as student feedback and faculty discussions accounted for 75.7% of undergraduate proposals and 92.3% of graduate proposals. Suggestions from entities outside of WMU can be attributed to 8.1% of proposal as the undergraduate level. The remaining

proposals (16.2% undergraduate and 7.7% graduate) fell into the miscellaneous category (category D).

Table 13. Categories of CHHS Curriculum Changes

Department	Undergraduate				Department	Graduate			
	A	B	C	Total Number		A	B	C	Total Number
BLS	0	0	0	0		0	2	0	2
NUR	3	10	0	13		1	0	0	1
OT	2	2	0	4		0	0	0	0
PA	0	0	0	0		0	0	0	0
PT	0	0	0	0		0	0	18	18
IHP	6	6	2	14		2	3	0	5
SPPA	0	3	2	5		1	2	0	3
SWRK	1	0	0	1		7	3	0	10
Total	12	21	4	37		11	10	18	39

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from assessment results

Table 14. Evaluation of CHHS Curriculum Changes Resulting from Assessment

	Undergraduate				
Department	A	B	C	D	Total Number
BLVS	0	0	0	0	0
NUR	0	9	1	3	13
OT	0	2	0	2	4
PA	0	0	0	0	0
PT	0	0	0	0	0
IHP	0	11	2	1	14
SPPA	0	5	0	0	5
SWRK	0	1	0	0	1
Total	0	28	3	6	37

	Graduate				
	A	B	C	D	Total Number
	0	2	0	0	2
	0	1	0	0	1
	0	0	0	0	0
	0	0	0	0	0
	0	18	0	0	18
	0	5	0	0	5
	0	3	0	0	3
	0	7	0	3	10
	0	36	0	3	39

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

HAWORTH COLLEGE OF BUSINESS

The Haworth College of Business had 26 curriculum changes at the undergraduate level and nine at the graduate level for a total of 35 proposals. This is substantially fewer proposals than has been submitted in the previous two academic years (Figure 9). The reason for this is unknown but it could be because they made so many curriculum changes in the previous years that this past year was a “reset” year, meaning there were fewer changes needed and they are waiting to see if the previous changes worked. Nine courses were created at the undergraduate level and six of these courses were also added to WMU Essential Studies. One masters program was deleted and rest of the graduate changes were program, certificate, or course changes.

Figure 9. Number of HCOB submitted curriculum change proposals by level and academic year.

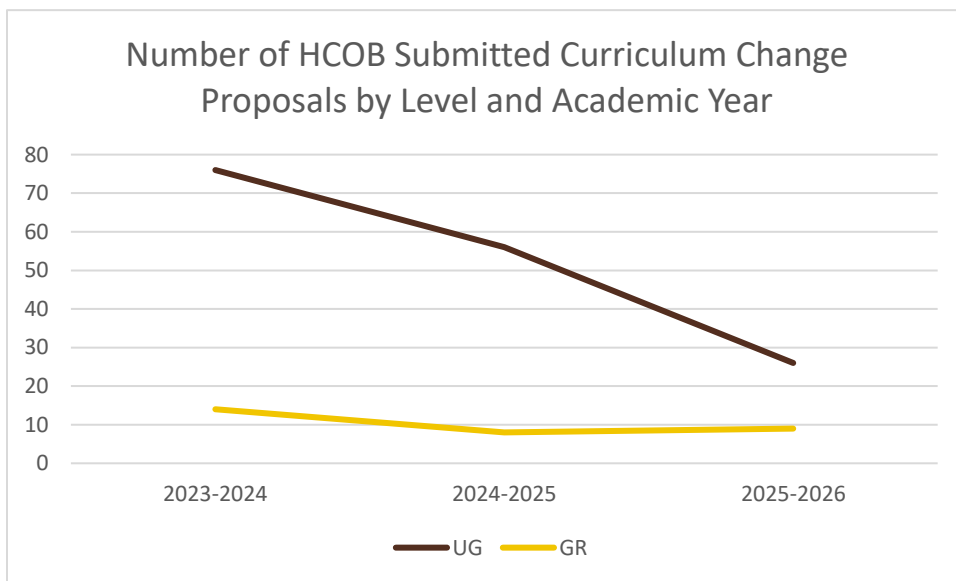


Table 15 shows that over one-half of all undergraduate proposals were submitted by BIS and half of all undergraduate proposals were substantial course changes. Academic program changes and miscellaneous course changes comprised the other half of these proposals. Academic program changes made up three-quarters of all graduate curriculum changes and the rest were substantive course changes.

In terms of assessment driving HCOB curriculum changes, no curriculum changes were derived from formal assessment of student learning (Table 16). Informal assessment such as student feedback and faculty discussion dominated these changes at both the undergraduate and graduate level (63.4% and 77.8%, respectively).

Table 15. Categories of HCOB Curriculum Changes

	Undergraduate					Graduate			
Department	A	B	C	Total Number		A	B	C	Total Number
ACTY	0	1	0	1		2	2	0	4
BIS	5	4	6	15		0	0	0	0
FCL	0	0	0	0		4	0	0	4
HCOB	0	0	0	0		0	0	0	0
MGMT	0	0	1	1		1	0	0	1
MKTG	0	8	1	9		0	0	0	0
MSL	0	0	0	0		0	0	0	0
Total	5	13	8	26		7	2	0	9

A. Academic program changes

B. Substantive course changes

C. Miscellaneous course changes

(#) Number of changes stemming from assessment results

Table 16. Evaluation of HCOB Curriculum Changes Resulting from Assessment

Department	Undergraduate					Graduate				
	A	B	C	D	Total Number	A	B	C	D	Total Number
ACTY	0	0	1	0	1	0	0	0	0	0
BIS	0	11	0	4	15	0	3	0	1	4
FCL	0	0	0	0	0	0	3	0	1	4
HCOB	0	0	0	0	0	0	0	0	0	0
MGMT	0	1	0	0	1	0	1	0	0	1
MKTG	0	5	1	3	9	0	0	0	0	0
MSL	0	0	0	0	0	0	0	0	0	0
Total	0	17	2	7	26	0	7	0	2	9

- A. Curriculum changes resulting from formal assessment of student learning.
- B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
- C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
- D. Curriculum changes that do not fall into any of the categories above.

SUMMARY

There were 5.7% fewer proposals submitted this academic year than the last one. This appears to be due to the fact that many concentrations were changed to either stand-alone majors or programs, or were deleted from the catalog last year due to MOA 24/03 and CECP created a new prefix and new classes. School Psychology is a new master's program and specialist certificate beginning in 2026-2027 with new courses created to support it but these proposals were not as many as those just discussed from last year. CAS, CEAS, and CEHD submitted more proposals than last year, while HCOB submitted far fewer than previous years.

All proposals were categorized into one of the four assessment categories. This was made easier for initiators and the curriculum manager with the addition of a link to the *Curriculum Assessment Guide* and education on how to use this guide. However, there were more proposals falling into category D than was desirable. The curriculum manager will be more diligent when reviewing proposals to make sure that this box on the proposal has an appropriate response from the initiator and, if not, go back and request more information on the assessment activity that guided the proposed change(s).

Academic Unit Abbreviations

College of Arts and Sciences (CAS)

BIOS	Biological Sciences
CHEM	Chemistry
COM	School of Communications
ECON	Economics
ENGL	English
GEOS	Geological and Environmental Sciences
HIST	History
IAS	Institute of Intercultural and Anthropological Studies
MATH	Mathematics
MDVL	Medieval Studies
PHIL	Philosophy
PHYS	Physics
PSCI	Political Sciences
PSY	Psychology
REL	World Religion and Cultures
SCI	Mallinson Institute for Science Education
SEGS	School of Environment, Geography, and Sustainability
SOC	Sociology
SPAA	School of Public Affairs and Administration
SPAN	Spanish
STAT	Statistics
LANG	World Languages and Literature

College of Aviation (AVS)

College of Education and Human Development (CEHD)

CECP	Counselor Education and Counseling Psychology
ELRT	Educational Leadership, Research, and Teaching
FCS	Family and Consumer Sciences
HPHE	Human Performance and Health Education
SPLS	Special Education and Literacy Studies
TLES	Teaching, Learning, and Educational Studies

College of Engineering and Applied Sciences (CEAS)

CPE	Chemical and Paper Engineering
CCE	Civil and Construction Engineering
CS	Computer Science
ECE	Electrical and Computer Engineering
EDMM	Engineering Design, Manufacturing and Management Systems
IEM	Industrial and Entrepreneurial Engineering and Engineering Management
ME	Mechanical and Aerospace Engineering

College of Fine Arts (CFA)

ART	Gwen Frostic School of Art
MUS	Irving S. Gilmore School of Music
RIDI	Richmond Institute of Design and Innovation
THD	School of Theatre and Dance

College of Health and Human Services (CHHS)

BLS	Blindness and Low Vision Studies
NUR	Bronson School of Nursing
OT	Occupational Therapy
PT	Physical Therapy
PA	Physician Assistant
IHP	School of Interdisciplinary Health Programs
SPPA	Speech, Language and Hearing Sciences
SWRK	School of Social Work

Haworth College of Business (HCOB)

ACTY	Accounting
BIS	Business Information Systems
FCL	Finance and Commercial Law
MGMT	Management
MKTG	Marketing
MSL	Military Science and Leadership