

MFT Program Policy on Course and Curriculum Changes

This policy is available to the public via the [Program Handbook and Policies](#) link on the [MFT website](#).

MFT Program Policy and Procedure for Changes to the Curriculum

MFT curricular changes are driven by faculty understanding of the field's best practices and alignment with industry standards; quantitative and qualitative data from communities of interest (for example students, MFT Advisory Council, COAMFTE accreditation standards). Changes are made on a responsive basis in an effort to support student learning outcomes and currency with field resources and practices, as well as university policies, practices and initiatives.

The MFT Program adheres to the [university policy and procedure for making changes to the curriculum](#). All proposed changes to a course or the curriculum must acquire approvals as follows:

1. Course or curriculum change or addition originates with a faculty member or curriculum committee in the **Academic Program**. (Links to required forms below).
2. Course or curriculum change or addition must be approved by academic program's **department or division**.
3. Course or curriculum change or addition must be approved by academic program's **college**.
4. Graduate course or curriculum change or addition must be approved by **the Graduate Executive Committee**. ([Schedule for Graduate Executive Committee](#))
5. Course or curriculum change or addition must be approved by the University **Academic Committee**. ([Schedule for Academic Committee](#))
6. Course or curriculum change or addition must be approved by the **VSU Faculty Senate**. ([Schedule for Faculty Senate](#))

Forms

The academic forms below are available in Word 2007; users should be able to save copies of these forms to their computers, title them appropriately, type in the required information, print forms, and then subsequently revise the forms as needed. Signed hard copies of the forms should be submitted for all required meetings; after the Academic Committee has approved a form, programs should also submit electronic copies of the form to the [catalog editor](#).

- [Request for a Revised Course](#)
- [Request for a New Course](#)
- [Request for a Curriculum Change](#)
- [Request for Revised Catalog Copy](#) (new learning outcomes, admissions, or other program policies)
- [Request to Deactivate a Course/Program](#)

Instructions on Preparing the Catalogue Description for a New Course

Catalogue descriptions proceed in the following order:

- Course Prefix, Number, Course Title, and Hours.
- Additional grading requirements;
- Pre-requisites and co-requisites

- Opening fragment giving brief overview of the course.
- Subsequent sentences, if any, may add some details but should be kept as brief as possible.

Before Initiating Course or Curriculum Changes

Before making changes to the curriculum or a course or creating a new course, faculty should give thoughtful consideration to the questions below. Doing so will help generate documentation that supports the proposed changes.

For New Courses

1. What is the rationale for this revision?
2. Is this change required by an outside accreditor? If so, why?
3. Will this course be required? Why?
 - a. If required, what in the current program of study will it replace?
4. Which program learning outcomes will this course support and how?
5. What qualitative and quantitative data already accrued support this revision?
6. How, and how often, will the program assess the success of this course in meeting the specified learning outcomes?
7. What personnel and resources will the program provide to offer the course on the schedule indicated?
8. What other university courses have similar learning outcomes or subject matter?
9. What distinguishes this new course from these other course offerings?

For Revisions to Existing Courses

1. What is the rationale for these proposed changes? Is this change required by an outside accreditor? If so, why?
2. What qualitative and quantitative data already collected supports this revision?
3. How will assessment of the course be adjusted to reflect these revisions?
4. Will this revision require additional faculty or resources?

For Revisions to the Curriculum

1. What is the rationale for this revision? Is this change required by an outside accreditor? If so, why?
2. What qualitative and quantitative data already collected supports this revision?
3. How will assessment of the curriculum be adjusted to reflect these revisions?
4. Will this revision require additional faculty or resources?
5. If new courses are being added, what in the old curriculum is being replaced to account for the adjustment and why?
6. Are specific courses being changed to reflect this revision; if so, how and why?

For more, see the Academic Affairs website for [making changes to the curriculum](#).