

Change #7-2

Rationale: These changes, proposed by the Dean's office (CLAS), streamline the curriculum review process. The changes also correct the table that contained some errors. Many of these changes have already been reviewed by the Provost and the Faculty Senate.

SECTION V

Academic Regulations and Information

1. Roles

While the initiation of an academic program change may come from any University constituency, it is the Instructional faculty, the deans, and the Provost who have the major responsibility for the development and organization of the curriculum. The Provost acts on the establishment, reorganization or discontinuance of academic programs after formal faculty consultation, with the Faculty Senate or Graduate Programs Council, as appropriate. Changes in the University's curriculum are recommended to the Provost for approval or approval by the President and Board of Visitors, as appropriate. In meeting this responsibility, the Provost may appoint such task forces and commission such studies as the Provost deems appropriate. The Undergraduate Academic Program Review Committee (PRC) advises the Provost on curriculum reorganization or program discontinuation and on the reallocation of resources committed to program support. The PRC utilizes data provided by many sources, including the Provost and the academic department under study. The recommendations of the PRC are forwarded directly to the Provost with copies to the department, Curriculum Committee, and Faculty Senate. The department is provided with a suitable period of time in which to respond to the recommendations. The response is forwarded directly to the Provost. If the Provost decides that a change in the curriculum should be considered, an appropriate proposal is forwarded to the dean for action.

The academic programs, procedures, and criteria described in this section apply only to matters which are generated from within the University's academic structure. This section does not apply to the actions of agencies or authorities outside the University which are empowered to establish requirements and initiate actions which may affect the University's programs, procedures, or criteria.

2. Criteria for the Establishment of Academic Programs (Major Changes)

In considering the establishment of new academic programs the following criteria are examined:

- a. academic integrity;
- b. consistency with the University's missions;
- c. enrollment projections;
- d. needs of the University's service area;
- e. financial feasibility, and
- f. availability of Instructional faculty personnel.

3. Criteria for the Reorganization and Discontinuance of Academic Programs ~~(Major Changes)~~

- a. The following criteria for reorganization and discontinuance are examined:
- b. centrality to the mission of the University;
- c. community and student demand;
- d. program management;
- e. program quality; and
- f. financial viability.

4. Procedure for Major Changes to Academic Programs

Timeliness of action is required of all participants to ensure that external deadlines and the needs of the University are met. In the absence of timely recommendations, the process continues. The review procedure cannot be terminated by a level below the one which initiated the process. For proposed changes in the

undergraduate program, a department may petition the Undergraduate Curriculum Committee or the Faculty Senate to call for recommendations on a proposed change which has been initiated at a lower level; for proposed changes in the graduate program, the petition must go to the Graduate Programs Council.

Changes in the University's academic programs initiated from within the University are effected after this procedure is followed, or a deviation there from is approved by the Provost. The Provost may prescribe reasonable timetables for the procedure in order to ensure timeliness of action. Recommendations to make such changes may be initiated at any level; however, the process begins at Step 1—the department level.

a. Procedures for Initiating or Eliminating an Undergraduate Academic Degree Program

1) Step 1. Departmental Level

The recommendation of the department and a completed “New Program/Program Change” form (available: <http://provost.cnu.edu/ucc/forms.html>) are forwarded to the appropriate academic Dean.

2) Step 2. College/School Level

Upon receipt of the department's recommendation, a request from the Provost or at the Dean's own initiative, the dean refers the department recommendation to an interdepartmental body that the Dean has designated to review curriculum changes for the college/school. The Dean forwards the recommendation of the interdepartmental body along with his or her recommendation with accompanying evidence to the Undergraduate Curriculum **Committee**.

3) Step 3. Curriculum Committee Level

The Undergraduate Curriculum Committee reviews the proposed change and accompanying evidence and recommendations and makes its recommendations to the Faculty Senate.

4) Step 4. Faculty Level

The Faculty Senate reviews the proposed change, accompanying evidence and recommendations and makes its recommendations to the Provost.

5) Step 5. Provost Level

The Provost reviews the proposed change and recommendations. The Provost makes recommendations to the President.

6) Step 6. President Level

The President reviews the proposed change, accompanying evidence, and recommendations. If the president approves, a recommendation for program initiation or elimination (as appropriate) is presented to the Board of Visitors.

7) Step 7. Board of Visitors Level

The Board of Visitors reviews the proposed change, accompanying evidence and recommendations and makes a final decision.

8.) Step 8. State Council of Higher Education for Virginia (SCHEV)

SCHEV must approve additions to or the elimination of a degree program prior to implementation or elimination.

b. Procedures for Initiating or Eliminating Undergraduate Majors under Degrees Programs with Multiple Majors; Procedures for Initiating or Eliminating a Concentration Under an Undergraduate Major

~~1) Steps 1-4.~~ Follow steps 1 through 4 ~~5~~ for initiating or eliminating an undergraduate academic degree program, above (Section V.4.a.)

~~2) Step 5. The Provost reviews the proposed change and accompanying evidence and makes a final decision.~~

c. Procedures for Changes to the Liberal Learning Core Requirements (Adding or removing requirements)

The Liberal Learning Core includes the Liberal Learning Foundations, Areas of Inquiry, and a Liberal Learning Emphasis. Note: this section deals with core requirements only, not individual courses that may fall under these requirements. (For information how to propose courses for inclusion in these areas, see Section V.4.d.1, First Year Seminars; Section V.4.d.2, Mathematics Courses above the 110-level Intended for the Liberal Learning Core; Section V.4.d.3, Second Year Writing Seminars/223 courses, Section V.4.e., Areas of Inquiry. Writing Intensive courses are not part of the Liberal Learning Core. Information on these courses may be found in Section V.5.)

Liberal Learning Foundation requirements include ~~FYSM~~ **ULLC** 100, two Mathematics courses above the 110 level, ENGL 123, ULLC 223, and one foreign language course at the 200-level or higher. Recommendations to change these requirements may be initiated at any level; however, the process begins at Step 1—the department level.

- 1) Step 1. Departmental Level.
If a change of this nature is initiated at the department level, the recommendation of the department is forwarded to ~~both~~ every academic deans (~~CLAS and Luther College of Business and Leadership~~).
- 2) Step 2. **College level.**
Upon receipt of the department's recommendation, a request from the Provost, or at the Dean's own initiative, the Deans refer the department recommendation to an interdepartmental body that the dean has designated to review curriculum changes for the college/school. The Deans forward the recommendation of the interdepartmental body along with their recommendations and accompanying evidence to the Liberal Learning Council.
- 3) Step 3. Liberal Learning Council.
The Liberal Learning Council reviews the proposed requirements change, accompanying evidence, and recommendations, and makes its recommendations to the Undergraduate Curriculum Committee.
- 4) Step 4. Curriculum Committee Level.
The Undergraduate Curriculum Committee reviews the proposed requirements change, accompanying evidence, and recommendations, and makes its recommendations to the Faculty Senate.
- 5) Step 5. Faculty ~~Senate~~ Level.
The Faculty Senate reviews the proposed change, accompanying evidence, and recommendations, and makes its recommendation to the Provost.
- 6) Step 6. Provost Level.
The Provost reviews the proposed change, accompanying evidence, and recommendations, and makes a final decision.

Note: For all the following curriculum review processes (3d – 8), any reviewing body may request Faculty Senate review.

d. Procedures for Changes to Courses Associated with the Liberal Learning Foundations

- 1) Procedures for Proposing Individual Sections of First Year Seminars (~~FYSM~~ **ULLC** 100).
The overall theme of the First Year Seminars will change ~~every 3-4 years~~ as directed by the Liberal Learning Council. First Year Seminar courses related to the overall theme are created by individual faculty members in departments across the university.
 - a) Step 1. Departmental Level.
Faculty member completes a "First Year Seminar Proposal" form (available: <http://liberallearning.cnu.edu/proposalprocess.html>) and forwards ~~FYSM~~ **ULLC** 100 proposal to department chair. Upon approval of department chair, the proposal is forwarded to the Liberal Learning Council.

- b) Step 2. Liberal Learning Council.
The Liberal Learning Council reviews the proposed course and accompanying evidence for adherence to program objectives (available: <http://liberallearning.cnu.edu/seminar.html>) and overall program theme, and makes its recommendations to the Provost.
 - c) Step 3. Provost Level.
The Provost reviews the proposed course, accompanying evidence and recommendations and makes a final decision.
- 2) Procedures for Creating Mathematics Courses Above the 110-Level Intended for the Liberal Learning Foundations.

~~Follow steps 1 through 6, Procedures for Changes to the Liberal Learning Core Requirements, above (Section V.4.e.)~~

a) Step 1. Departmental Level.

If a change of this nature is initiated at the department level, the recommendation of the department is forwarded to both every academic deans (~~CLAS and Luter College of Business and Leadership~~).

b) Step 2. College level.

Upon receipt of the department's recommendation, a request from the Provost, or at the Dean's own initiative, the Deans refer the department recommendation to an interdepartmental body that the dean has designated to review curriculum changes for the college/school. The Deans forward the recommendation of the interdepartmental body along with their recommendations and accompanying evidence to the Liberal Learning Council.

c) Step 3. Liberal Learning Council.

The Liberal Learning Council reviews the proposed requirements change, accompanying evidence, and recommendations, and makes its recommendations to the Undergraduate Curriculum Committee.

d) Step 4. Curriculum Committee Level.

The Undergraduate Curriculum Committee reviews the proposed requirements change, accompanying evidence, and recommendations, and makes its recommendations to the Faculty Senate.

e) Step 5. Provost Level.

The Provost reviews the proposed change, accompanying evidence, and recommendations, and makes a final decision.

- 3) Procedures for Creating and Recertifying Departmental Second Year Writing Seminars (ULLC 223 courses).

- a) To establish an initial ULLC 223 course offering in a department **or recertify an existing ULLC 223. ULLC 223 courses must be recertified every three (3) years.** ~~Follow steps 1 through 6, Procedures for Changes to the Liberal Learning Core Requirements~~

i) Step 1. Departmental Level.

The recommendation of the department and a completed "223 Second-Year Writing Seminar Recertification Form" (available: <http://provost.cnu.edu/ucc/forms.html>) are forwarded to the appropriate academic Dean.

2.) Step 2. College Level

Upon receipt of the department's recommendation, a request from the Provost or at the Dean's own initiative, the dean forwards the department's recommendation along with his or her recommendation with accompanying evidence to the Liberal Learning Council.

3.) Step 3. Liberal Learning Council Level.

The Liberal Learning Council reviews the recertification materials and recommendations and makes its recommendations to the Undergraduate Curriculum Committee.

4.) Step 4. Curriculum Committee Level.

The Undergraduate Curriculum Committee reviews the recertification materials and recommendations and makes its recommendations to the Provost.

5.) Step 5. Provost Level.

The Provost reviews the recertification materials and recommendations and makes the final decision.

- b) If a ULLC 223 course has already been approved and a placeholder number exists in the catalogue, then approval of ULLC 223 topics is at the discretion of the department chair, who adds approved topics to the course schedule. Instructors teaching 223 courses must be WI certified (criteria available: <http://provost.cnu.edu/ucc/docs/wicertificationII.doc>) and careful to adhere to the university program objectives specified at <http://provost.cnu.edu/ucc/docs/secondyrfaq.doc>.
- ~~c) To ensure that subsequent iterations of 223 adhere to the current university program objectives, these courses must be re-certified every three years. Follow steps 1 through 6, Procedures for Changes to the Liberal Learning Core Requirements, above (Section V.4.c.)~~
- e. Procedures for Changes to Area of Inquiry Courses. (Adding Both New and Existing Courses and Deleting Courses). The specific criteria and objectives for including courses within the Liberal Learning Core may be found at <http://liberallearning.cnu.edu/ForFaculty.html>.
 - 1) Step 1. Departmental Level.

If a change of this nature is initiated at the department level, the recommendation of the department is forwarded to the **appropriate academic dean**.
 - 2) Step 2. **College level.**

Upon receipt of the department's recommendation, a request from the Provost, or at the Dean's own initiative, the Dean refers the department recommendation to an interdepartmental body that the dean has designated to review curriculum changes for the college/school. The Dean forwards the recommendation of the interdepartmental body along with his or her recommendation with accompanying evidence to the Undergraduate Curriculum Committee.
 - 3.) Step 3. Liberal Learning Council.

The Liberal Learning Council reviews the proposed change, accompanying evidence, and recommendations, and makes its recommendations regarding the proposed course's fitness for the Liberal Learning Core to the Undergraduate Curriculum Committee.
 - ~~3 4) Step 3 4. Curriculum Committee Level.~~

The Undergraduate Curriculum Committee reviews the proposed change, accompanying evidence, and recommendations, and makes its recommendations regarding the proposed course's fitness for the university's curriculum to the ~~Liberal Learning Council~~ **Provost**.

~~4) Step 4. Liberal Learning Council.~~

~~The Liberal Learning Council reviews the proposed change, accompanying evidence, and recommendations, and makes its recommendations regarding the proposed course's fitness for the Liberal Learning Core to the Faculty Senate.~~

~~5) Step 5. Faculty Senate Level.~~

~~The Faculty Senate reviews the proposed change, recommendations, and accompanying evidence, and makes its recommendation to the Provost.~~

~~6 5) Step 65. Provost Level.~~

~~The Provost reviews the proposed change, accompanying evidence and recommendations and makes a final decision.~~

5. Procedure for Other than Major Changes to Academic Programs (Adding Courses, Establishing Minors, and Making Internal Adjustments to Degree Programs at the Undergraduate level and Designating and Recertifying Writing Intensive Courses)

In these matters the Provost approves changes in the University curriculum upon the recommendation of the Undergraduate Curriculum Committee.

- a. Adding Courses, Establishing Minors, and Making Internal Adjustments to Undergraduate Degree Programs. Courses are added to the University curriculum, minor programs are established and internal adjustments to degree programs are made when evidence demonstrates that such changes:

- 1) improve the quality and integrity of the curriculum;
- 2) meet a student demand;
- 3) reflect the University's mission;
- 4) are consistent with the aims and purposes of the department, college/school and University; and
- 5) are financially feasible.

- b. Writing Intensive Courses. The University requires all students to present two Writing Intensive courses for graduation, but departments determine which courses satisfy this requirement within their majors. To ensure subsequent iterations of Writing Intensive courses adhere to the original university program objectives, Writing Intensive courses must be re-certified every ~~three~~ **five** years ~~following steps 1, 3, and 4 in the procedure below.~~ Criteria and forms for initial WI certification of courses, WI course recertification, and criteria for certification of WI faculty may be found at <http://provost.cnu.edu/ucc/forms.html>.

c. Procedure for Changes

1) Step 1. Departmental Level

If a change of this nature is initiated at the department level, the recommendation of the department and the appropriate form, "New Course Proposal," "New Program/Program Change," "Writing Intensive Course Proposal" or "Writing Intensive Course Re-Certification" (available <http://provost.cnu.edu/ucc/forms.html>), are forwarded to the appropriate academic Dean.

2) Step 2. **College level**

Upon receipt of the department's recommendation, a request from the Provost, or at the Dean's own initiative, the Dean refers the department recommendation to an interdepartmental body that the dean has designated to review curriculum changes for the college/school. The Dean forwards the recommendation of the interdepartmental body along with his or her recommendation with accompanying evidence to the Undergraduate Curriculum Committee as appropriate.

3) Step 3. Curriculum Committee Level

If the major is an undergraduate major, the Undergraduate Curriculum Committee reviews the proposed change, accompanying evidence and recommendations and makes its recommendations to the Provost.

4) Step 4. Provost Level

The Provost reviews the proposed change and recommendations and makes a final decision.

6. Procedure for Approving Special Topics (195/295/395/495).

The purpose of special topics courses is to allow departments to experiment in their curricular offerings. Such courses may be offered in all departments.

A "New Topics Course Proposal" form (available: <http://provost.cnu.edu/ucc/docs/newtopicprop.doc>) must be completed and approved by the department chair and appropriate academic dean and submitted to the Registrar before the course is offered for the first time. An electronic version of the form must also be submitted in order to post the topics course description on the web. Each topics course may be offered a maximum of three times. Before the course can be scheduled to be offered a fourth time, it must be formally added to the curriculum (see Section V.5) and assigned an appropriate course number.

7. Procedure for Minor Changes to Existing Courses.

These changes include: changing course credit hours, apportionment of lecture and lab hours, titles, numbers, pre-or co-requisites, and equivalents. Chairs complete the UCC "Change to an Existing Course Form" (available: http://provost.cnu.edu/ucc/docs/change_existing_course.doc) and forwards to the appropriate academic Dean, who forwards to the UCC for processing and forwarding to the Provost, who makes a final decision.

8. Procedure for Deleting Courses.

Courses are deleted from the University's curriculum if:

- a. Deletion is approved by the academic department, the appropriate academic dean, **the Liberal Learning Council (for courses that are part of the Liberal Learning Core Curriculum)** and either the Undergraduate Curriculum Committee or the Graduate Programs Council (as appropriate) via the UCC "Change to an Existing Course Form" (available: http://provost.cnu.edu/ucc/docs/change_existing_course.doc); or
- b. The courses are not offered within three consecutive calendar years and such deletion is not annulled by the dean.
- c. The Provost's approval is required for all course deletions. In making such a decision, the effect of such a deletion on other curricular areas is a matter of consideration. The Instructional faculty is informed of all course deletions through the Provost.

9. Procedures for All Changes in the Graduate Curriculum or Graduate Courses Except the Initiation or Elimination of a Degree.

The same procedures are followed for all changes to the graduate curriculum or graduate courses.

a. Step 1. Graduate Program Level

If a change is initiated at the graduate program level, the recommendation of the program graduate faculty and appropriate department chair is forwarded to the Graduate Program Coordinator. In the case of the MAT, the program graduate faculty are represented by the Teacher Preparation Program Council.

- b. Step 2. Graduate Program Coordinator Level
The Graduate Program Coordinator reviews the proposed change and accompanying evidence and recommendation. She or he forwards the recommendation of the program graduate faculty along with his or her recommendation with accompanying evidence to the Graduate Curriculum Committee
- c. Step 3. Graduate Curriculum Committee Level
The Graduate Curriculum Committee reviews the proposed change and accompanying evidence and recommendations. The recommendation of the GCC along with the other recommendations and supporting evidence are forwarded to the Graduate Programs Council.
- d. Step 4. The Graduate Programs Council Level
The Graduate Programs Council reviews the proposed change. The recommendation of the Graduate Programs Council along with the other recommendations and supporting evidence are forwarded to the Provost.
- e. Step 5. The Provost Level
The Provost reviews the proposed changes, accompanying evidence and recommendations and makes a final decision.

10. Procedures for Initiating or Eliminating a Graduate Degree

- a. Follow steps 1-4 for Changes in the Graduate Curriculum or Graduate Courses (Section V. 9).
Proposed additions or eliminations of graduate degrees will proceed from the program faculty to the Director of Graduate Studies to the Graduate Curriculum Committee to the Graduate Programs Council and then to the Provost.
- b. Step 5. The Provost reviews the proposed change, accompanying evidence and recommendations and recommends to the President.
- c. Step 6. The President reviews the proposed change, accompanying evidence and recommendations and recommends to the Board of Visitors.
- d. Step 7. The Board of Visitors
The Board of Visitors reviews the proposed change, accompanying evidence and recommendations and makes a final decision.

Approval Procedures for Undergraduate Curricular Changes

Change	Dept	Academic Dean	College or School Curriculum Comm.	LLC	UCC	Faculty Senate	Provost	BOV	SCHEV
Initiating or Eliminating an Undergraduate Academic Degree (Section V. 4.a)	Step 1	Step 2a	Step 2b	N/A	Step 3	Step 4	Step 5	Step 6	Step 7
Initiating or Eliminating UG Majors under Degrees with Multiple Majors; Initiating or Eliminating a Concentration Under an UG Major (Section V. 4.b)	Step 1	Step 2a	Step 2b	N/A	Step 3	Step 4	Step 5	N/A	
Changes to the Liberal Learning Core Requirements (Adding or removing requirements) (Section V. 4.c)	Step 1	Step 2a	Step 2b	Step 3	Step 4	Step 5	Step 6	N/A	
Changes to Area of Inquiry Courses. (Adding New or Existing Courses and Deleting Courses) (Section V. 4. e)	Step 1	Step 2a	Step 2b	Step 4	Step 3	Step 5	Step 6	N/A	
Proposing Individual Sections of First Year Seminars (FYSM) (Section V. 4.d.1)	Step 1	N/A	N/A	Step 2	N/A	N/A	Step 3	N/A	
Creating Mathematics Courses Above the 110 Level Intended for the Liberal Learning Foundations (Section V. 4.d.2)	Step 1	Step 2a	Step 2b	Step 3	Step 4	Step 5	Step 6	N/A	
Creating Departmental Second Year Writing Seminars (223 courses) (Section V. 4.d.3)	Step 1	Step 2a	Step 2b	Step 3	Step 4	Step 5	Step 6	N/A	
Proposing Individual Sections of Departmental Second Year Writing Seminars (223 courses) (Section V. 4.d.3)	Step 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Recertifying Departmental Second Year Writing Seminars (223 courses) (Section V. 4.d.3)	Step 1	Step 2a	Step 2b	Step 3	Step 4	Step 5	Step 6	N/A	
Non-Major Changes to Academic Programs (Adding Courses, Designating/Recertifying Writing Intensive Courses, Establishing Minors, Internal Adjustments to Degree Programs) (Section V. 5)	Step 1	Step 2a	Step 2b	N/A	Step 3	N/A	Step 4	N/A	
Procedure for Minor Changes to Existing Courses (Section V. 7)	Step 1	Step 2	N/A	N/A	Step 3	N/A	Step 4	N/A	

Approval Procedures for Undergraduate Curricular Additions or Changes

Steps in Procedure									
Change or Addition	Dept.	College	LLC	UCC	Faculty Senate	Provost	President	BOV	SCHEV
Major Changes to Academic Program									
Initiate/Eliminate Academic Degree (Section V.4.a)	1	2		3	4	5	6	7	8
Initiate or Eliminate Majors under Degrees with Multiple Majors: Initiate or Eliminate Concentration Under Major (Section V.4.b)	1	2		3	4	5			
Change to Liberal Learning Core Requirements (Section V.4.c)	1	2 (All Colleges)	3	4	5	6			
Changes to Course in Liberal Learning Foundations									
First Year Seminars (ULLC 100) (Section V.4.d.1)	1		2		*	3			
Creating Mathematics Courses (Section V.4.d.2)	1	2 (All Colleges)	3	4	*	5			
Creating ULLC 223 Courses (Section V.4.d.3)	1	2 (All Colleges)	3	4	*	5			
Recertification of ULLC 223 Courses (Section V.4.d.3)	1	2	3	4	*	5			
Liberal Learning Areas of Inquiry									
Changes to Area of Inquiry Courses (Section V.4.e)	1	2	3	4	*	5			
Non-Major Changes to Programs									
Adding Courses, Establishing Minors, Internal Adjustments to Degree Programs (Section V.5)	1	2		3	*	4			
Recertification of Writing Intensive Courses (Section V.5)	1	2		3		4			
Other									
Special Topics Courses (Section V.6)	1	2			*				
Minor Changes to Existing Courses (Section V.7)	1	2		3	*	4			
Deleting Courses (Section V.8)	1	2	3 (courses in LLC)	4	*	5			

***Note:** Any reviewing body may request Faculty Senate review.

11. Distribution and Core Courses

The undergraduate curriculum of the University is built upon a core of liberal studies. This liberal arts core assures that each student is introduced to a broad base of general studies upon which one can specialize.

12. Grade Appeal Procedure

The purpose of this policy is to ensure students and instructional faculty members are afforded due process and fair treatment when a student wishes to appeal a final course grade.

a. Informal Discussion

The student discusses the course grade with the relevant instructor. Should resolution not be reached, the student moves to the Formal Appeal process outlined below:

b. Formal Appeal

- 1) The student files a formal, written appeal of the course grade with the chair of the relevant department. Students must file no later than the third week of classes of the fall semester to appeal spring and summer grades, no later than the third week of classes of the spring semester to appeal fall semester grades.
- 2) In cases where the instructor whose grade is being appealed is the department chair, the faculty member of the department (other than the department chair) who is senior in terms of years of membership on the University faculty assumes the duties of the department chair.
- 3) The student may obtain copies of the form "Student Appeal of a Course Grade" from the Registrar's Office.
- 4) Two copies of the completed appeal form and other evidence are submitted to the department chair, who sends one copy to the instructor within two academic days of its receipt. The student should keep a third copy of the completed form and submissions for the student's own records.
- 5) The evidence submitted by the student is offered to substantiate the claim that an incorrect grade has been registered by the instructor. Such evidence might include any or all of the following plus other material deemed appropriate and relevant by the student:
 - a) course syllabus and other written guidelines relevant to the course and assignments;
 - b) evaluated written assignments or tests;
 - c) written evaluation of the student's oral or skill performance.
- 6) The instructor, upon receipt of the copy of the "Student Appeal of a Course Grade" form and evidence, may submit any relevant documentation to substantiate the grade. A copy of this evidence is forwarded to the student within five (5) academic days of its receipt.
- 7) The student and department chair will discuss the case set forth by the student and the evidence supporting the grade appeal.
- 8) The department chair will discuss the appeal with the instructor. It is the student's responsibility to show that the student has earned a grade other than that submitted on the grade sheet to the Registrar's Office.
- 9) The department chair makes a decision based on all evidence and documentation and communicates that decision in writing to both instructor and student within three academic weeks of the date the Appeal Form is filed.
- 10) The decisions which can be made by the department chair are either to deny the appeal of the student or to forward the appeal to the appropriate academic dean with a recommendation that a three-member departmental review panel* be appointed by the dean to review the challenge of the student as set forth on the form with accompanying evidence, and to render a written recommendation.

11) If the department chair denies the appeal, the student retains the right to request a departmental review panel*. A request for a review panel must be submitted, in writing, to the appropriate dean or the Director of Graduate Studies within ten academic days of receipt of notification of the department chair's decision.

12) Should the department chair fail to make a decision within the three-week period specified, the grade appeal will automatically go forward to the appropriate dean or the Director of Graduate Studies.

* The Review Panel will be composed of instructional faculty from the college/school of the instructor whose grade is challenged. Review Panels considering appeals of grades awarded in graduate courses shall be composed of members of the graduate faculty. The Review Panel will choose a chair and examine the data submitted by the student and the submissions of the instructor. The recommendation of the Review Panel will be forwarded to the Dean for a final decision.

c. Exceptional Cases

If the professor whose grade is appealed is seriously ill, deceased, institutionalized, or no longer with the University, the relevant "department-as-a-whole" shall take the place of the instructor in this subsection and will make every effort to seek all relevant evidence. The department shall operate by majority vote, and is empowered to make a grade change in the name of the instructor on a timely basis.

13. Library Information

Library information is available at the main desk of the Captain John Smith Library and on the CNU website.

14. Classroom Expression

In the classroom, subject to the responsibility of the instructor to maintain order and to monitor time limitations, the discussion and expression of all views relevant to the subject matter are permitted. In addition, the following shall apply:

- a. Student academic performance shall be evaluated solely on an academic basis.
- b. Students shall be free to take exception to the material or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled. This right to take exception does not permit the disruption of class or infringement on the rights of others to learn.
- c. Requirements of participation in classroom discussion and submission of written exercises are not inconsistent with this section.
- d. Information about student views, beliefs, and political associations acquired by faculty in the course of their work as instructors, advisers, and counselors, is confidential and is not to be disclosed to others unless under legal compulsion.
- e. Should a faculty member determine that a student is disrupting a class and ask the student to leave the classroom, the student shall do so immediately.

When a student believes that he/she has been unjustly treated in the classroom, either by the denial of freedom of expression or by improper evaluation, or on any other right enumerated above, the student should discuss the concern with the instructor. The student may appeal the faculty member's decision, in order, to the chair of the department, and to the appropriate academic Dean.

For procedures to follow when "The Honor System" is violated, refer to "Section III The Honor System."

15. Grading System and Quality Points

The CNU Catalog describes the grading system and quality points. The Catalog is available from the Admissions Office and on the CNU website.

16. English as a Second Language Policy

English as a second language policy is available through the Office of Admissions and the CNU website.

17. Class Attendance

The class attendance policy is available in the CNU Catalog and the CNU website. The Faculty Senate recommended and the Provost approved the following addition to the Catalog policy: Students who must miss class to represent the university must notify the class instructors in advance of those absences. Given prior notice, instructors will allow students to make up class work or to complete work in advance of class absence. In case of disagreement about whether an activity represents the university, the appropriate dean will make the determination. It is the policy of the University to provide reasonable accommodations for students' observations of religious holidays. Students have the responsibility to notify professors well in advance regarding any request for an accommodation.

18. Regulations Concerning Conduct of Classes

a. Toward the beginning of each course, the instructor will provide each student with a syllabus which includes such information as course objectives, schedule of class assignments, grading criteria. The instructor must indicate, in writing, to students the relative weight or importance attached to each piece of required work in arriving at the final course grade. Minor changes in a course syllabus (e.g., due dates, slight alterations of the relative weights of various assignments) may be made as long as due notice is given to the affected students. Major changes in a course syllabus (e.g., additional major assignments, papers, tests, etc.) should be avoided except in the most extreme and unusual circumstances. It is the responsibility of each instructor to teach the assigned course in a manner consistent with the course description in the University Catalog. If there is evidence that a specific course is not being taught as described in the Catalog, the concerned party should bring the matter to the attention of the instructor for resolution. If the resolution of the matter is unsatisfactory, the concerned party should elicit resolution in turn from the department chair, the appropriate academic dean, and the Provost. The final authority for resolving this issue rests with the Provost.

b. In the conduct of classes, several activities are required.

- 1) Instructors are expected to meet their classes on time and for the full duration of each officially scheduled period.
- 2) Each instructor must report discrepancies between the class roll, provided by the Registrar, and student attendance to assure the accuracy of student enrollment records.
- 3) Smoking in classrooms is prohibited.
- 4) Each instructor must evaluate the quality of each student's work, using the evidence of papers, tests, reports, projects, classroom performance, and examinations as appropriate.
- 5) Toward the end of each course, instructors will administer an instructional evaluation in accordance with the procedures as specified by the Provost.
- 6) Each examination must be supervised by the instructor or a designated proctor.
- 7) Final Examination.

a) **Unless exempted in advance in writing by the appropriate academic dean, each course that can be used to satisfy the Liberal Learning Foundations requirements requires a final exam or a similarly comprehensive assessment of a student's ability to analyze and synthesize material presented over the entire semester.**

The course instructor will administer the final examination during the final examination schedule published by the University Registrar. The giving of final examinations during the last week of classes is specifically prohibited. If an individual student is forced by conflict to request a change, the request must be made to the dean through the instructor or department chair.

- b) Final examinations are not returned to students. Each instructor is to keep final examination papers for one year, during which time students have the right to review their papers with the instructor.
 - c) A student may be excused from taking an examination at the scheduled time by prior approval of the instructor. The student will be excused on the grounds of illness when it is verified by a physician and received by the instructor or Registrar. The instructor must be notified as soon as possible if illness or any other emergency causes a student to be absent from an examination. Verification is required.
- 8) Associated with the conduct of classes, a file of course descriptions, syllabi, and sample examinations is kept in the office of the dean and is open to any faculty member who wishes to consult it. The maintenance of this file is a requirement of the Southern Association of Colleges and Schools and each instructor is responsible for forwarding an up- to-date syllabus for each class to the dean's office through the office of the department chair. The Department chair must keep a copy of all final examinations given in the department for seven years.
- c. Exceptions to these required activities must be approved in advance by the dean.

19. Academic Regulations Pertaining to Students with Disabilities

Academic regulations pertaining to students with disabilities are published in the *Student Handbook*. Copies are available from the Division of Student Services and on the CNU website.

In order to provide reasonable accommodation in the classroom students are obligated to make their faculty members aware of their needs and the faculty members are obligated to accommodate reasonable needs. In order to enhance student awareness about services to students with disabilities verbal announcements by instructors and statements in their syllabi are desirable means of encouraging students to reveal their disabilities. A statement such as the following is recommended:

If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Room 125, Administration Building (telephone: 757-594-8763; TDD 757-594-7938 or TDD 800-828-1120, the Virginia Relay Center).

Faculty members should not speculate about a disability or imply a belief that a disability is responsible for any aspect of the student's performance or behavior. The diagnosis of a student's disability will be clarified by the Coordinator of Services to students with disabilities in the Academic Advising Center through the process of determining needs and reasonable accommodations.

20. Regulations Pertaining to the Scheduling of Classes

Regulations pertaining to the scheduling of classes are available from the Office of the Registrar and on the CNU website.

21. Intellectual Property

Information on regulations regarding intellectual property is located in the Board of Visitors section of the University Handbook and published on the CNU website.

