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SECTION IV
Academic Regulations and Information
(current Handbook pages 31-33)

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 ~~Faculty~~ **Programs** Council, as appropriate. Changes in the University's curriculum are recommended ~~by~~ **to** the Provost **for his 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)

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

4. Procedure for Major Changes to Academic Programs ~~and Changes to the General Education or Core Curriculum. All changes other than those listed in Section IV (5) are considered major changes.~~

   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 ~~preceding~~ **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 ~~Faculty~~ **Programs** Council.

Changes in the University's academic programs, ~~including general education or core curriculum changes~~, 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. <u>**Procedures for Initiating or Eliminating an Undergraduate Academic Degree**</u>

1. Step 1. Departmental Level.
   ~~If a proposed change is initiated at the department level or involves an expansion or curtailment of the department's academic programs or a change to its general education/core curriculum offerings, the department reviews the change and forwards its recommendation and supporting evidence to the dean. In the case of general education/core curriculum changes, the proposal should be sent to all academic deans (CLAS and School of Business).~~ **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 ~~Provost's~~ **Dean's** own initiative, the Dean refers the ~~proposed change~~ **department recommendation** to ~~the academic faculty as a whole, or, if applicable, to an appropriate ad hoc interdepartmental body, usually the CLAS Chairs and the School of Business Curriculum Committee, for the purpose of reviewing the change and formulating its recommendation to the Dean~~ **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 ~~or the faculty as a whole~~ along with his or her recommendation with accompanying evidence to ~~either~~ the Undergraduate Curriculum Committee ~~or the Graduate Curriculum Committee, as appropriate.~~

3. Step 3. Curriculum Committee Level
   ~~If the proposed change involves only the undergraduate program of the University, the~~ The Undergraduate Curriculum Committee reviews the proposed change, accompanying evidence and recommendations and makes its recommendations to the Faculty Senate. ~~If the proposed change involves only the graduate program of the University, the Proposal is forwarded from the Graduate Programs Council to the Graduate Faculty Council.~~

4. Step 4. Faculty Senate Level
   The Faculty Senate ~~or the Graduate Faculty Council, as appropriate,~~ reviews the proposed change, accompanying evidence **and recommendations** and makes its recommendation to the Provost.

5. Step 5. The Provost reviews the proposed change, accompanying evidence and recommendations and recommends to the President.

6. Step 6. The President reviews the proposed change ~~in academic programs and the recommendations. In the event of an affirmative decision by the President, the changes are submitted to the Board of Visitors,~~ **accompanying evidence and recommendations and recommends to the Board of Visitors.**

7. **Step 7. The Board of Visitors reviews the proposed change, accompanying evidence and recommendations and makes a final decision.**

b. <u>**Procedures for Initiating or Eliminating Undergraduate Majors under Degrees with Multiple Majors; Procedures for Initiating or Eliminating a Concentration Under an Undergraduate Major**</u>

1. Steps 1-4. Follow steps 1 through 4 for initiating or eliminating an undergraduate academic degree, above (Section IV.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 IV.4.d.1, First Year Seminars; Section IV.4.d.2, Mathematics Courses Above the 110-level Intended for the Liberal Learning Core; Section IV.4.d.3, Second Year Writing Seminars/223 courses, Section IV.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 IV.5.)

Liberal Learning Foundation requirements include FYSM 100, two Mathematics courses above the 110 level, ENGL 123, xxx 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 academic deans (CLAS and Luter School).**

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 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.**

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

1.   **Procedures for Proposing Individual Sections of First Year Seminars (FYSM). 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 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 IV.4.c.)

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

       a. **To establish an initial 223 course offering in a department, follow steps 1 through 6, Procedures for Changes to the Liberal Learning Core Requirements, above (Section IV.4.c.)**

       b. **If a 223 course has already been approved and a placeholder number exists in the catalogue, then approval of 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 original 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 IV.4.c.)**

e. **Procedures for Changes to Area of Inquiry Courses. (Adding Both New and Existing Courses and Deleting Courses)**

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 Assistant Dean for Liberal Learning.**

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, accompanying evidence and recommendations and makes its**

recommendations regarding the proposed course's fitness for the university's curriculum to the Liberal Learning Council.

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. The specific criteria and objectives for including courses within the Liberal Learning Core may be found at http://liberallearning.cnu.edu/foundations.html.**

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. **Step 6. Provost Level. The Provost reviews the proposed change, accompanying evidence and recommendations and makes a final decision.**

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

In these matters the Provost approves changes in the University curriculum upon the recommendation of the Undergraduate Curriculum Committee ~~or the Graduate Programs Council, as appropriate.~~

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 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.

~~These proposed curricular changes are submitted to the Undergraduate Curriculum Committee or to the Graduate Programs Council, as appropriate, by appropriate academic dean and are accompanied by supporting evidence and the required recommendations.~~

~~If a proposed change of the kind addressed in this section involves only the graduate program of the University, then the procedure for making such a change follows steps 1, 2, 4, and 5 as described in this section. Otherwise, the procedure for making such a change follows steps 1, 2, 3, and 5, with the Undergraduate Curriculum Committee making its recommendations (step 3) directly to the Provost.~~

a. 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.

b. 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 as appropriate.

    c.   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.

    d.   Step 4. Provost Level
          The Provost reviews the proposed change and recommendations and makes a final decision.

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

The purpose of special topics courses is to allow departments to experiment in their curricular offerings. These courses may be offered in all departments, at the department chair's discretion.

If a course has already been approved (see Section IV.5) and a placeholder number exists in the catalogue, then approval of topics is at the discretion of the department chair, who completes the UCC "New Topics Course Proposal form" (available: http://provost.cnu.edu/ucc/docs/newtopicprop.doc) and forwards it to the appropriate academic Dean. The form is then sent to the Registrar for inclusion in the course schedule. Topics may be taught a maximum of three times before a new course proposal must be submitted to the UCC.

7. <u>Procedure for Minor Changes to Existing Courses.</u>

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. **<u>Procedure for Deleting Courses.</u>** Courses are deleted from the University's curriculum if:

    a.   Deletion is approved by the academic department, the appropriate academic dean, and either the Undergraduate Curriculum Committee or the **Graduate Faculty 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.   <u>Procedures for All Changes in the Graduate Curriculum or Graduate Courses Except the Initiation or Elimination of a Degree.</u>
      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 IV. 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	ACAD. DEAN	COLL/SCH CURRICULUM COMMITTEE	LLC	UCC	FACULTY SENATE	PROVOST	BOV
INITIATING OR ELIMINATING AN UNDERGRADUATE ACADEMIC DEGREE	**STEP 1**	**STEP 2A**	**STEP 2B**	**N/A**	**STEP 3**	**STEP 4**	**STEP 5**	**STEP 6**
INITIATING OR ELIMINATING UG MAJORS UNDER DEGREES WITH MULTIPLE MAJORS; INITIATING OR ELIMINATING A CONCENTRATION UNDER AN UG MAJOR	**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)	**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)	**STEP 1**	**STEP 2A**	**STEP 2B**	**STEP 4**	**STEP 3**	**STEP 5**	**STEP 6**	**N/A**

CHANGE	DEPT	ACAD. DEAN	COLL/SCH CURRICULUM COMMITTEE	LLC	UCC	FACULTY SENATE	PROVOST	BOV
PROPOSING INDIVIDUAL SECTIONS OF FIRST YEAR SEMINARS (FYSM).	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	STEP 1	STEP 2A	STEP 2B	STEP 3	STEP 4	STEP 5	STEP 6	N/A
CREATING DEPARTMENTAL SECOND YEAR WRITING SEMINARS (223 COURSES)	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)	STEP 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RECERTIFYING DEPARTMENTAL SECOND YEAR WRITING SEMINARS (223 COURSES)	STEP 1	STEP 2A	STEP 2B	STEP 3	STEP 4	STEP 5	STEP 6	X
NON- MAJOR CHANGES TO ACADEMIC PROGRAMS (ADDING COURSES, DESIGNATING AND RECERTIFYING WRITING INTENSIVE COURSES, ESTABLISHING MINORS, AND MAKING INTERNAL ADJUSTMENTS TO DEGREE PROGRAMS)	STEP 1	STEP 2A	STEP 2B	N/A	STEP 3	N/A	STEP 4	N/A
PROCEDURE FOR MINOR CHANGES TO EXISTING COURSES	STEP 1	STEP 2	N/A	N/A	STEP 3	N/A	STEP 4	N/A