

COLLEGE OF ARTS AND SCIENCES CURRICULUM COMMITTEE
POLICIES AND PROCEDURES*

Academic Senate By-laws state that a Curriculum Committee should be established by each College in the University. This committee is concerned with:

1. The creation, revision, and deletion of undergraduate and graduate programs.
2. The creation, revision, and deletion of sequences, minors, and courses.
3. The consideration of curriculum policy and curriculum issues that cut across department/school lines.

The College of Arts and Sciences Curriculum Committee, elected by the College Council in consultation with the Dean of the College, consists of a representative of the Dean, nine faculty members, each serving staggered three year terms, and six student members, each serving one year terms. The nine faculty members are elected from the following divisions: three from the Sciences and Mathematics (School of Biological Sciences, and the departments of Chemistry, Geography, Geology, and the Environment, Mathematics, and Physics); three from the Social Sciences (Departments of Economics, History, Politics and Government, Psychology, Sociology-Anthropology, Communication Sciences and Disorders, and the School of Social Work,); and three from the Humanities (Departments of English, Languages, Literatures, and Cultures, Philosophy, and the School of Communication). Two students are elected from each of the three divisions.

The Committee usually meets twice a month at 1 p.m. on Tuesdays. At the first meeting of the fall semester, the Chair of the College Council will supervise the committee's election of a chairperson and a secretary for the academic year.

The agenda for the meeting will be emailed to the committee members prior to each meeting, while electronic copies of the minutes and agendas of each meeting will be posted on the College Curriculum Committee website.

PROCEDURES FOR EVALUATING AND PROCESSING CURRICULAR PROPOSALS

It is a department/school's responsibility to the University Community to produce the highest quality curricular proposals. It is also the department/school that is the most knowledgeable unit with respect to its own curriculum. In the context of these two principles the CCC will use the following procedures in evaluating curricular changes.

I. Procedures:

Major curricular changes, including creation, revision, and deletion of programs, majors, sequences, and courses, approved at the Department/School level will be submitted to the College of Arts and Sciences Curriculum Committee through the University Curriculum Committee Forms website:

[https://registrar.illinoisstate.edu/curriculumforms/\(S\(35pl13zjpnm23cybcmgaeq55\)\)/support/login.aspx](https://registrar.illinoisstate.edu/curriculumforms/(S(35pl13zjpnm23cybcmgaeq55))/support/login.aspx)

The proposing Department/School is also responsible for contacting other Departments/Schools that may have objections or concerns about the proposal and to attempt to resolve those

differences or concerns. In these cases it is necessary to attach memos of concurrence or non-objection.

A. Course Proposals:

- a. Each course proposal will be assigned to a subcommittee for review. The subcommittee will report on the proposal to the entire committee and make a recommendation for approval, approval pending, revision (minor revision requests by CCC may be approved by the CCC chair once the revisions are made), or rejection.
- b. Any faculty or staff member in the College may raise objections in writing to the Dean's representative to the CCC at any time during the review period.

Objections to a proposed course may include:

- (1) the subject matter is not within a proposing department/school's area of competence.
 - (2) a significant portion of the course content is already being taught in a course in another department/school.
 - (3) the proposed course does not meet University guidelines for the course level at which it is proposed.
 - (4) the proposed course requires or recommends courses in other departments/schools and consent has not been obtained.
- c. If objections are raised, the Committee will have the responsibility to oversee the resolution of the objection.
 - d. Representatives of departments/schools and visitors are welcome to attend but may not participate in the *committee of the whole* discussions or votes.
 - e. Approved course proposals signed off on electronically by the CCC chair and the Dean are then sent to the UCC, Council for Teacher Education, or GCC as appropriate for the proposal. Comments and revisions are a part of the material that the electronic system forwards to these committees.
 - f. Proposals requiring substantive revisions by the CCC, the CTE, the UCC, or the GCC, will be returned to the originators. Revised proposals must then be recirculated.

B. Program Proposals

- a. Each course proposal will be assigned to a subcommittee for review. The results of this review are reported to the entire committee for action, and to make a recommendation for approval, approval pending, revision, or denial.
- b. Any faculty or staff member in the College may raise objections in writing with the Dean's representative to the CCC at any time during this period. In addition, anyone noting errors in form may notify the department/school.

c. In its review of the proposed program or program changes the subcommittee will consider:

(1) New major or new minor

- (a) Does the new program fit into the goals of the department/school and the College? Was the new program recommended by the Program Review or does it complement recommendations made in the Program Review?
- (b) Has the need and/or the Strategic Plan been sufficiently demonstrated, documented, and justified?
- (c) How does the proposed program compare with those offered at other comparable universities?
- (d) Would the program gain accreditation if such is desirable?
- (e) If a NEPR proposal, is it written in a manner that would provide a reasonable prospect of approval?
 - (1) Are any requests for new faculty or staff personnel adequately justified?
 - (2) Are any requests of funds for additional equipment or library materials reasonable and justified?
- (f) If the program is approved without new funding, could the program be instituted without detriment to other programs in the Department/School? What level of funding would be necessary to prevent detrimental effects on other programs?
- (g) How would the new program, given sufficient funding, affect the other programs in the department/school?
- (h) What would be the possible effects on other departments/schools within the College? Outside the College?

(2) Program Changes

- a) Is there a clear rationale provided for the change?
- b) Will the change weaken or strengthen the courses or programs involved?
- c) Have the effects on students (scheduling, hours required, enrollment, etc.) been fully considered?
- d) Have the effects on faculty (teaching load, coverage of material, adequate staff, etc.) been fully considered?
- e) Does the change trigger any hidden requirements?

- f) Will the change require any new resources (money, library materials, lab materials, etc.)?
- e. After completing its investigation, the subcommittee will submit its findings to the entire CCC with recommendation for approval, or disapproval. The entire committee will act on the subcommittee's recommendation.
- f. If approved the proposed program will be forwarded to the appropriate University Committee (UCC, CTE, or GCC). If disapproved the proposal will be returned to the originating Department/School with an explanation of the reason for disapproval.

C. Editorial Changes in the Undergraduate & Graduate Catalogs

Requests for editorial changes for both courses and programs need to come through the department chair/school director with their approval noted. A brief rationale/reason for change should accompany the request along with exact proposed new catalog copy.

Courses/Programs

1. Editorial Changes Generally Allowed <http://ucc.illinoisstate.edu/catalog/index.php>
 - Removal of prerequisite(s) (there may be exceptions).
 - Title revisions that do not change the focus of the course.
 - Course description revisions that do not change the focus of the course.
 - Removal or addition of “Major only,” Major/minor only.”
 - Removal or addition of “Not for credit in major.”
 - Removal or addition of “Consent of instructor” (or advisor or department chair or school director).
 - Addition or change of General Education designator if approved at CGE.
 - Removal or addition of a recommended course.

2. Course Changes Generally **NOT** Considered Editorial – Course Proposal Required
 - Change of hours (unless course is already listed as variable hours).
 - Course number change.
 - Addition of prerequisite(s) (there may be exceptions).
 - Course description or title revision that seems to change course focus.
 - Addition or Removal of “Materials Charge Optional” without approval from Provost’s Office Programs Editorial Changes Allowed for Programs:
 - Removal or addition of text or punctuation to make requirements clearer.
 - Changes when necessary to make consistent with rest of catalog, e.g. when WS changed to WGS or when Health Sciences changed CLS to MLS
 - Change in a concentration if it doesn’t result in a change to the program requirements/hours.
 - Removal or addition of a course or courses, within the same Department/School or program, to specified program electives (there are exceptions).
 - Removal of deleted courses from list of elective course options.
 - Removal or addition of a course(s) to program requirements.

- Change of the hours required in the program.
- Removal of deleted courses from course requirements if doing so would change the number of hours required.
- Removal or addition of a course or courses, not within the same Department/School or program, to specified program electives (there are exceptions).
- Change in GPA and grade requirements for continuance in program (must be approved by EMAS or the Graduate School first).

APPENDIX A

Guidelines for Technical Review

In its technical review of the proposed course or course changes the sub-committee will:

A. New courses and significant changes in existing courses

1. Look for the name of the contact person on the proposal. If there is none, call the department/school for that information.
2. Make certain that the catalog copy on the cover sheet matches the same description on Part A. 1. a. (UCC Format Guidelines).
3. Make certain the catalog copy contains all the necessary elements listed in the UCC guidelines:
 - a. course number
 - b. course title
 - c. semester hours credit
 - d. frequency of offering
 - e. prerequisites and other restrictions
 - f. course description
4. Look at the check list, especially C2 (UCC Format Guidelines), to make certain that there is agreement among the check list, the syllabus, and the course description regarding prerequisites. (The CCC cannot impose a prerequisite requirement, but) authors of the course should be explicit about prerequisites if there is a presumption about prior preparation.
5. Examine the check list to see if the course that is proposed is a prerequisite for any existing course in the department/school. If so, make certain that such a prerequisite does not de facto change the requirements for the major. If it does, a program change may be required, or the department/school may wish to reconsider the proposal.
6. Examine the check list to see if the course that is proposed is being made a requirement for any sequence, major, or minor. If so a program change will be required. This should be presented separately from the course proposal.
7. Examine the check list and the syllabus for overlap. The department/school is charged with the responsibility for identifying potential problems of overlap and with contacting the affected departments/schools. At the CCC level, affected departments/schools within the College may challenge the course proposal. If a department/school has identified a potential overlap, it should contact the affected department(s)/school(s) and obtain a letter or memo indicating the affected department/school has no objection to the approval of the course. If, in the opinion of the subcommittee, a potential overlap exists, indicate that to the department/school and suggest it follow the procedure outlined above.
8. Review the syllabus to verify that all elements are present as specified in the UCC "Instructions for the Preparation of New Course Proposals and Course Changes."

9. Examine the proposal as a whole. Are all the parts of the proposal in order? Are they internally consistent?

B. For 300 Level Courses Offered for Graduate Credit

Since 300 level courses go to the GCC after they are approved by the UCC, both sets of guidelines apply to these proposals; therefore, after completing the check list above, consider the following:

- 1) Is a bibliography attached? This should be in addition to the required and optional readings specified on the syllabus. The purpose of the bibliography is to indicate to the GCC that a body of information exists that justifies the creation of a course for which graduate credit is offered.
- 2) Are requirements for graduate students and undergraduate students clearly distinguished and reasonable?
- 3) Are courses that are titled “seminar” clearly designed for such a format? Both the UCC and the GCC guidelines have a glossary. Seminar classes should be designed to be small, interactive courses in which students make presentations and participate actively.

C. For 400 and 500 level courses,

Items 1 and 3 under B. above should be part of the review.