

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 introduction of new graduate degree programs.
2. The introduction of new major and minor undergraduate degree programs.
3. Changes in hours for major and minor degree programs.
4. Changes in the content of courses.
5. Changes in the semester hours of courses.
6. Adding or deleting courses from the catalog.
7. Reviewing Independent Study proposals for work done in a foreign setting.
8. Reviewing all Study Abroad courses.
9. Reviewing existing as well as proposed programs.
10. Considering curriculum policy, program planning and direction, and curriculum problems that cut across department 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, 9 faculty members, each serving staggered three year terms, and 6 student members, each serving one year terms. The nine faculty members are elected from the following department groups: 3 from the Sciences (Departments of Biological Sciences, Chemistry, Geography-Geology, Mathematics, and Physics); 3 from the Social Sciences (Departments of Economics, History, Political Science, Psychology, Social Work, Sociology-Anthropology, and Speech Pathology-Audiology); and 3 from the Humanities (Departments of English, Foreign Languages, Communication, and Philosophy). Two students are elected from each of the three department groups.

The Committee meets approximately 2-3 times a month or as the need arises. 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 distributed to each department in the College and to the committee members prior to each meeting, while copies of the minutes of each meeting will be distributed to members of the College Curriculum Committee, College Council, College Department Chairs, Deans of all Colleges, the University Curriculum Committee, Provost and the Office of the Academic Senate.

PROCEDURES FOR EVALUATING AND PROCESSING CURRICULAR PROPOSALS

It is the department's responsibility to the University Community to produce the highest quality curricular proposals. It is also the department 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.

Types of Changes

I. Minor Changes

A. Definition:

Minor changes are changes in existing courses involving course title, content, prerequisites, or number within a given level. These changes need not be reviewed by the College Curriculum Committee.

B. Procedure for Minor Changes:

Requests for minor changes should be made by letter or memo sent directly to the Dean of Undergraduate Instruction. One copy should also be sent to the Dean of the College of Arts and Sciences and to the College of Arts and Sciences Curriculum Committee for their information. (Note: at the discretion of the Dean of Undergraduate Instruction such changes may be referred to the College Curriculum Committee.)

II. Major Changes

A. Definition:

Major Changes are:

1. Course proposals including

- a. new course proposals (including '89, '93, '97 courses and 429 Workshops),
- b. changes in course hours for existing courses,
- c. changes in course level for existing courses.

2. Program proposals including

- a. new programs (majors, minors, and sequences), and
- b. revisions of existing programs.

B. Procedures:

Major curricular changes approved at the Department level, will be submitted to the College of Arts and Sciences Curriculum Committee through the College of Arts and Sciences Office.

The proposing Department or Departments are responsible for checking all College Curriculum Committee (CCC), University Curriculum Committee (UCC), and/or Graduate Curriculum Committee (GCC), guidelines to make sure proposals conform to them. Departments may request assistance from the CCC in proposal preparation.

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

1. Course Proposals:

- a. Course titles and descriptions will be sent to College of Arts and Sciences Department Chairs, Department Curriculum Committee Chairs, and College Curriculum Committee members through a weekly circulation list.
- b. Each course proposal will be assigned to a subcommittee for technical review. If the subcommittee is satisfied that the proposal meets the existing guidelines and that it clearly communicates the desires of the proposing department, it takes no action. If the subcommittee finds technical errors or a lack of clarity, it should bring them to the attention of the proposing department so that corrections may be made during the circulation period. The subcommittee should report such changes to the entire committee. (See Appendix A for the Guidelines for Technical Review.)
- c. Each course proposal will be kept in the College office for ten days in which classes are in session during fall and spring semesters. Anyone in the College may raise objections in writing with the Dean's representative to the CCC at any time during this period. A copy of the objection(s) will be filed with the proposal in the College office. In addition, anyone noting errors in form may notify the department.

Objections to a proposed course may be raised:

- (1) if the subject matter is not within a proposing department's area of competence.
 - (2) if a significant portion of the course content is already being taught in a course in another department.
 - (3) if the proposed course does not meet University guidelines for the course level at which it is proposed.
 - (4) if the proposed course requires or recommends courses in other departments.
- d. If objections are raised to the proposed course or changes, the assigned subcommittee will have the responsibility of resolving the objections and presenting the proposal and objections (resolved or unresolved) to the Committee for its vote of approval or rejection. The CCC will approve or disapprove proposals only on the issue(s) raised in the objection(s).
 - e. If the objection to a course by another department cannot be resolved by the subcommittee, representatives of both departments will meet with the CCC for an information session. Following the information session, the committee may constitute itself as a *committee of the whole* to discuss and vote on the proposal. Representatives of departments and visitors are welcome to attend but may not participate in the *committee of the whole* discussions.
 - f. In the event that the CCC approves a course proposal over an objection by another department, the investigating subcommittee will prepare a letter reviewing the issues and procedures involved. The letter will be approved by the full committee and will accompany the course proposal to the Dean of the College of Arts and Sciences and to the UCC and/or GCC, along with any other additional materials that the CCC feels are appropriate.
 - g. After objections are resolved or if no objections are raised, proposals will be signed by the CCC Chair and sent to the Dean of the

College of Arts and Sciences for approval.

- h. Should the Dean not concur with a proposal or with action by the CCC, the CCC will meet with the Dean to resolve their differences.
- i. Approved course proposals are then sent to the UCC, Council for Teacher Education, or GCC as appropriate for the proposal.
- j. Proposal originators should be aware that proposals substantially changed during the review process, either at the CCC, the UCC, or the GCC, may be returned to the originators. Revised proposals must then be recirculated according to the procedure above.

2. Program Proposals

- a. Program and program change titles and descriptions will be sent to College of Arts and Sciences Department Chairs, Department Curriculum Committee Chairs, and College Curriculum Committee members through a weekly circulation list.
- b. Each program proposal will be kept in the College Office for ten days in which classes are in session during fall and spring semesters. Anyone in the College may raise objections in writing with the Dean's representative to the CCC at any time during this period. A copy of the objection(s) will be filed with the proposal in the College Office. In addition, anyone noting errors in form may notify the department.
- c. Each program proposal will be assigned to a subcommittee for careful investigation to see that the proposal meets the existing UCC and/or GCC guidelines and that it clearly communicates the desires of the proposing department. The results of this investigation are reported to the entire committee for action.
- d. In its investigation 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 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? 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?
- (h) What would be the possible effects on other departments 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 or GCC). If disapproved the proposal will be returned to the originating Department with an explanation of the reason for disapproval.

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 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. 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 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 is charged with the responsibility for identifying potential problems of overlap and with contacting the affected departments. At the CCC level, affected departments within the College may challenge the course proposal. If a department has identified a potential overlap, it should contact the affected department(s) and obtain a letter or memo indicating the affected department 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 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 examined.