UNIVERSITY CURRICULUM COMMITTEE PROCEDURES MANUAL
Revised May 2017

(Minor Revisions February 2021)

TABLE OF CONTENTS

I.   INTRODUCTION

The Kean University Curriculum Procedures Manual is designed as a guide for Departments/ Programs/Schools and their faculty members wishing to develop, revise, and/or discontinue courses and programs. Approved by the Kean University Senate, it contains detailed information about the correct processes for requesting such curriculum changes and the required format for each type of proposal.

The School/Department/Program representative(s) interested in proposing any one of these curricular changes should first read the relevant section of the manual carefully and consult with appropriate deans, other relevant offices and the chairs of the curriculum committees involved in the approval process. Curriculum change proposals will be carefully processed according to the procedures outlined in this manual.

In order to smooth the path from start to finish, author(s) of a proposal should adhere closely to guidelines, focusing on the format of the document as it is spelled out in the manual. Here again, consultation with those who will be reviewing the proposal (chairs of relevant committees and, in the case of new programs, the Office of the Provost) is essential, especially if it reflects Middle States Commission approvals or statewide mandates or requirements, which are subject to annual change. As defined by N.J.S.A. 18A, the New Jersey Presidents' Council (NJPC) has the responsibility to review new academic programs. To oversee creation of new curricula and certain curriculum changes, the NJPC created the Academic Issues Committee (AIC). The 2015-2016 Academic Issues Committee Manual is sited throughout this manual; however, document author(s) are expected to consult with the most updated version of the AIC Manual as found on the University Senate website.

An essential part of this program document is the transmittal form. All signatures reflecting action on the document in question must be secured at each stage of approval. The appropriate transmittal form, complete with required signatures, must accompany every proposal.

It is difficult to predetermine the time frame needed to process a proposal since the length of the process is dependent on numerous variables (e.g., the meeting schedules of committees, the number of proposals already on those committees' respective agendas, and the number of different levels through which the document is required to proceed prior to implementation). Individuals or departments proposing new programs should note that proposals often take one to two years to move from preliminary action by the department curriculum committee(s), to final affirmation by the New Jersey Presidents Council, to initial enrollment of students in the program's first year.

This edition of the manual has been updated not only to reflect curricular changes that have taken place since the previous edition published in 2009, but to simplify, where possible, the requirements of the approval process itself. Lest the guidelines outlined here appear burdensome or excessively bureaucratic, it may be helpful to remember that they reflect university policies designed to maintain both excellence and consistency across the institution and also to ensure thorough curricular communication between, within, and

among Schools/Programs/Departments, the University Senate, elected Senate committees, and a variety of administrative offices. Excellence, consistency, and thoughtful communication are, of course, in the best interests not just of the faculty members responsible for these programs and/or courses, but of the students who will be enrolled in them. The committee members responsible for this document hope that the guidelines contained herein will help everyone using it to achieve all three.

II.   SEMESTER CREDIT HOUR POLICY

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with accreditation-relevant federal regulations [including the assignment of credit hours] *(Retrieved on 02/29/2016 from* https://www.msche.org/publications/VerificationofCompliance2016.pdf *).*

Under the NJ State Administrative Code, Title 9A, a "Semester credit hour" means 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms of academic work.

The procedure for ensuring adherence to this credit hour policy across the curriculum occurs in two stages of the curriculum approvals process as follows:

Stage 1: Review of credit hours will take place at the course-level through verification by the College Curriculum Committee. Evidence of review will be demonstrated on the appropriate course approval transmittal form.

Stage 2: Review of credit hours will take place at the program-level through verification by the University Curriculum Committee (UCC). Evidence of review will be demonstrated by ensuring all courses within the proposed program were approved by the College Curriculum Committee (and, therefore, were examined for adherence to the credit hour policy).

III. POLICY FOR THE CREATION OF NEW ACADEMIC SCHOOLS OR DEPARTMENTS

An academic School or Department comprises faculty organized together under the leadership of an Executive Director or chairperson to teach a discipline or a related set of disciplines.[1] Serving to facilitate disciplinary effectiveness and personnel management, a School or Department should be of a size necessary to uphold professional standards for the curriculum while maximizing the efficient use of administrative resources. An academic School or Department may be created to administer an entirely new curriculum or to separate an existing curriculum from another School or Department in which it was developed and from whose remaining curriculum it has grown distinct.

DOCUMENT FORMAT

The document for establishing a new academic School or Department shall explain the following elements of its formation:

School or Department name, including rationale for its choice and placement in the university's organization, including any provisions for exceptional arrangement (such as inter-school or interdepartmental arrangements) governing curriculum approval and personnel evaluation;

Founding School or Departmental membership, including all courses as well as degree plans to be offered;[2]

School or Departmental course enrollments, including a projection of anticipated enrollment growth or decline over the first three years of the School or Department

School or Departmental resource requirements, including needs for faculty, staff, facilities, and operational expenses, all represented in projected annual budgets for the School or Department's or first three years and with distinctions made between resources that are to be newly acquired and allocated by the university and those that are to be transferred from the university's present allocations (such as resources from a parent School or Department);

Disciplinary or professional standards and practices supporting or compelling the formation of the School or Department;

Institutional mission and strategic priorities served by the formation of the School or Department along with any specific institution problems it will solve and/or benefits it will yield;

The particular impact that formation of the School or Department will have upon any parent School or Department from which it is to be separated or upon any closely related School or Department from which it is to be distinguished.

APPROVAL PROCESS

Faculty and/or academic officers of the University shall propose the establishment of a new academic School or Department through a document submitted for approval or advice through the following successive steps:

- Recommendation of any School or Department out of which the new School or Departmentwould be formed;

- Approval of the dean to whom the new School or Department would report;

- Recommendation of the University Planning Council and, simultaneously,

approval of theUniversity Curriculum Committee;[3]

- Approval of the University Senate;

- Approval of the University Provost;

- Approval by the University President;

- Approval by the University Board of Trustees.

Approval of the document by the School or Department's prospective dean shall include the appendage of an impact statement by the dean in which he or she confirms, corrects, or expands the document's analysis. Approval or recommendation by every entity shall be completed within the following academic year.

Notes

[1] Institutional units not organized to house faculty and curriculum are administrative rather than academic in nature, and the provisions of this policy do not pertain to them.

[2] All courses must be approved by the appropriate Curriculum Committee(s) and degree plans must be approved by the University Curriculum Committee before the approval of a new School or Department by the University Senate.

[3] In the event of any institution reorganization that eliminates the UPC or the UCC, the roles of those entities in the approval process for the creation of new Schools or Departments shall be assumed by whatever entities assume their responsibilities.

IV. PROGRAM DOCUMENTS: REQUIRED FORMATS AND PROCEDURES
- ### General Requirements and Procedures for Program Documents

- In developing new or revising existing programs, options, etc. faculty are advised that new courses and/or course revisions must be approved through appropriate channels BEFORE a document can be reviewed by the UCC (see Section VI Procedures for Courses). These channels include School/Departmental/Program- level committee(s) and then College-level committee(s).
- When developing new programs (e.g., majors, options, certification programs, etc.) or discontinuing programs, faculty/personnel must consult with the Provost's Office to facilitate implementation and ensure appropriate compliance with the Academic Issues Committee.
- For most program documents, the UCC does not need to review individual courses/ course outlines. However, the UCC, at its discretion, might request to see documentation related to individual courses to enhance understanding of new programs, program revisions, etc.
- To optimize communication and understanding of curricular changes as they proceed through various levels of the University, Schools/Departments/Programs must submit a separate transmittal form for each change they are implementing.

- Before submitting program documents, faculty/personnel should review the updated glossary of curricular terms which can be found in Section VII of this manual.
- **New online programs, options, certificates, etc. will proceed through the regular processes described in Part IV below. Developers of these programs, options, etc. must make sure that they follow appropriate procedures for courses for distance learning outlined in Part VI below**.
- The processes of development of new undergraduate majors or graduate programs and discontinuation of programs require long-term planning and have lengthier review processes than other types of curricular processes. Faculty/personnel involved in these processes should consult the timelines in this manual and work closely with Schools/Departments/Programs, chairs of appropriate committees, the University Senate, and appropriate administrative offices.
- For all program documents, faculty/personnel must include all of the information outlined in the formats described below in sections B-H. When making revisions to majors, minors, certifications, or other programs that affect the content of the program, a modified guide sheet is necessary but not sufficient for the review.

The following timeline shows the schedule for which new programs, new options, new certifications, program revisions, discontinuations of programs, and conversion of majors will be reviewed by the UCC.

Proposals	Minimum time required for University Curriculum Committee review
• New Undergraduate/Graduate Degree Program	Two Weeks

• New Option in Undergraduate/Graduate Degree Program	One Week
• New Certification/Minor/Non-Degree Program	One Week
• Revision of Existing Undergraduate/Graduate Program—Program revisions that affect content	One Week
• Discontinuation of an Existing Undergraduate/Graduate Major, Option, Non-degree	Two weeks
• Conversion of an Option to a Major	One week

B. Approval of a New Undergraduate Degree Program or Graduate Degree Program (Includes New Joint and Interdisciplinary Programs)

All proposals for new undergraduate degree or graduate degree programs, including online programs and other forms of distance learning, must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. New online programs do not require different approval procedures other than those for course approval (see Part VI Section C). The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. The program document must be submitted in both paper (1 hard copy) and electronic format until the University moves to an all-electronic format. **Document authors should keep signed copies of all relevant documents for themselves**. All steps in this process must begin and end in the University Senate Office. A program transmittal form (See Appendix D) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes. All courses and/or course revisions proposed for the program must be approved individually in accordance with established approval procedures as outlined in Section VI of this manual. All of the required courses and course revisions, including fully online and Hybrid Type II courses for distance learning, must be approved **PRIOR** to approval of the program by the University Curriculum Committee (i.e., approval by appropriate School/Departmental Committees(s), College-level Curriculum Committees, and other Committees as necessary {e.g., Distance Learning}).
.
Note 1: Faculty intending to propose a new program should be mindful that the preparation, approval, and implementation processes required for any new program extend over a minimum of one to two years. During the first part of the process, the program must be developed and considered at various levels of the Kean University approval process. During the second part of the process, the program is evaluated at the state level, and, if it is approved, final arrangements are made for its implementation. A sample cycle of the approval process for new programs is included at the end of this section.

Note 2: If the proposed new program also requires a substantive change approval process through the Middle States Commission on Higher Education, additional time (3-9 months, depending upon type of approval) may be required as well. New program developers should consult with the Office of Accreditation and Assessment and the Office of the Provost in determining if their program involves substantive change.

Substantive change can involve one of the following: a) <u>Significant Departure from Existing Educational Programs</u> (the addition of credit bearing programs that are not a logical extension of programs currently offered by the institution); b) <u>Different Credential Level</u> (the addition of programs at a degree or credit number that is different from those that existed); "Different Credential Level" also includes consideration of programs that exist at one campus location and are intended to be offered at a different campus location; c) <u>Number of Clock or Credit Hours</u> (substantial increase or decrease in the number of clock or credit hours awarded for successful completion of a program); d) <u>Contractual Arrangements</u> (with institutions or organizations that might not adhere to Middle States standards or the standards of other accrediting bodies); e) <u>Establishment of Additional Locations</u> (at which the institution offers at least 50 percent of an educational program).

REQUIRED DOCUMENT FORMAT
New Undergraduate Degree Program or Graduate Degree Program Document
(In addition, please refer to explanatory notes for selected headings on the following pages)

A. Title Page
1. Title and Type of Program (B.A. in English, M.A. in Instruction and Curriculum – World Languages, etc.)
    2. School/Department Offering Academic Program
    3. Proposed Date of Implementation
    4. Date of Document (Update if Revised)

B. Table of Contents Keyed to Page Numbers

C. Description, Objectives, and Student Learning Outcomes (SLOs) for the Academic Program
As per the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual, the document must include the following:

1. **Objectives**.
Briefly summarize the program and indicate its objective (e.g., the nature and focus of the program, the knowledge and skills students will acquire, any cooperative arrangements with other institutions or external agencies in offering the program.
    • State whether the proposed program exceeds the programmatic mission of the institution as listed in Appendix C of the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual.

2. Evaluation and learning outcomes assessment plan for the program.

Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Present a concrete plan for evaluating the program in terms of curricular design, student achievement, program success, and stakeholder satisfaction. Describe who is responsible for oversight of the assessment and evaluation, including collection, analysis, and use of results to improve the curriculum. In the case of accredited programs, provide an explanation of how accreditation standards and processes inform the assessment plan.

- Program goals or objectives (broad statements of the purpose of the program in terms ofwhat students will be prepared to do with the credential)
- Student learning goals (more specific statements of how the program is designed todeliver the program goals and what students will learn)
- Student learning outcomes (specific statements of how students will demonstrate theirachievement of the student learning goals)
- Map of the curriculum identifying courses and other learning experiences designed todeliver the intended student learning outcomes* (see explanatory note
- Student learning outcomes assessment methods or tools (direct measures of studentlearning such as exams, term papers, projects, practicums, standardized assessments,benchmarks, portfolios, etc.; indirect measures such as reflections, surveys)
- Program evaluation methods or tools (surveys, focus groups, job placement data, etc.that will measure student and employer satisfaction; program success data, including enrollment and completion rates, admission to graduate programs, job placement data,student participation in conferences, etc.)
- Mechanisms to support the sustainability of assessment and evaluation processes(oversight and cycles for reporting, including department or college processes; institutional reporting requirements; and accreditation if applicable)

The learning outcomes plan should be shown in the form of a table. Examples of evaluation and learning outcomes plans are shown in Appendix K of the 2016-2017 NewJersey Presidents' Council Academic Issues Committee (AIC) Manual.

3. Relationship of the program to institutional strategic plan and its effect on other programs at the same institution.

4. Need.
   Provide justification of the need for this program.

   a) If the program falls within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education).
   b) If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to

pursue additional studies.

    c) Describe the relationship of the program to institutional master plans and priorities.
    d) List similar programs within the state and in neighboring states and compare this
    program with those currently being offered.
    e) For doctoral programs only, supply a select list of distinguished programs nationally in
    this discipline.

5. **Students.** Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

6. **Program Resources.** Briefly describe the additional resources needed to implement and operate the program during the program's first five years (e.g., the number of full-time faculty, number of adjunct faculty, computer equipment/resources, office and other spaces, print and non-print materials).

7. **Degree Requirements.** Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the degree program and, for undergraduate programs, the number of general education credits.

D. Admission Requirements

E Administrative Structure
- Primary School/Department or Office Administering the Academic Program
- Cooperating School/Departments or Offices Supporting the Academic Program
- Licensure/Certification Requirements

F. *Consultant Report (to be secured at the end of the internal curricular process as advised by the Provost's Office). The written report must be a thoughtful and thorough analysis of the quality of the program, not merely a detailing of the specifics of the proposed program. The report must include the following sections and answer the questions posed. The narrative of the report should cover the following areas: objectives, need for the program, educational programs, students, faculty, support personnel, finances, physical facilities, library, computer facilities, administration, and evaluation. For more detailed instructions refer to the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual, Appendix D, *Consultant Report Guidelines*.

G. Institutional Response to Consultant Report (As coordinated by the Office of the Provost). The institutional response should be a thorough and thoughtful reply to each concern/recommendation raised by the consultant report.

Explanatory Notes for Selected Format Headings and Subheadings

*C.2. List and describe briefly all requirements, electives, and options. Course titles and credits must be specified. All of the required courses and/or course revisions contained in the program must be approved through the normal curriculum process (i.e., approval by appropriate School/Departmental AND College-level curriculum committees) prior to

approval of the program by the University Curriculum Committee. All prerequisites for required courses must be explicitly accounted for in the plan.

C. 2-4. Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Criteria must include:

- Clearly articulated program-level goals/student learning outcomes (SLOs)
- The incorporation of University Learning Outcomes/Student Learning Outcomes into the Program Goals/SLOs
- Curriculum Map showing alignment of required courses to program goals/SLOs
- Program Assessment Plan showing how the achievement of program goals/SLOs is assessed through direct measures and indirect measures.

C.3 For the subsection "Relationship of the program to institutional strategic plan and its effect on other programs at the same institution," please include information regarding articulation between and among combined or joint undergraduate and graduate programs (if such information is applicable). Information regarding arrangements with other institutions and/or external agencies should be described in C.1.

E. 3. If the program involves any licensure and/or certification requirements, describe them clearly and in detail in this subsection.

F. Secure consultant's report according to guidelines of the Academic Issues Committee (AIC) manual and as advised by the Provost's Office. The new program document will ultimately be submitted by the Provost's Office for approval to the Academic Issues Committee of the Presidents' Council, which has established guidelines both for the selection of the program consultant and for the consultant's report itself. These guidelines emphasize that the new program document should include:

- a comprehensive curriculum vita for the consultant indicating that the consultant satisfies all the required selection criteria;

- a comprehensive report from the consultant which addresses all of the questions outlined in the Consultant Report Guidelines;

- the institutional response to the consultant report, addressing in particular questions or issues raised by the consultant about the new program proposal

THE NEW JERSEY PRESIDENTS' COUNCIL'S GUIDELINES ARE SUBJECT TO PERIODIC/ANNUAL MODIFICATION. Prior to selection of a consultant and in preparation for the consultant's visit, those designing the new program must consult with the Provost's Office regarding details of the current guidelines. Please see also the most recent issue of the Academic Issues Committee (AIC) manual available through the University Senate website.

APPROVAL PROCESS:
New Undergraduate Degree Program and Graduate Degree Program Documents
(This is the sequence which must be followed for new programs)

Note: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

A. School/Departmental Approval

Faculty prepare a program document and present it for approval first by the School/Department Curriculum Committee and then for approval by the entire full-time faculty of the School/Department. As part of the approval process by the School/Department, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed degree program is to include significant participation by other Schools/Departments/Programs or institutions, then the program developers simultaneously submit the program document to those Schools/Departments/Programs or institutions for their approval, first to their respective curriculum committees, then to the entire full-time faculty of the affected School/Department/Program.

As part of the approval process by the affected Schools/Departments/Programs, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the

UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)

The author of the document and/or selected representative(s) submits the new program document to the appropriate College Dean(s). If the new program involves Schools/Departments from more than one College, then Deans from these respective Colleges should also sign. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education (GE) Committee Approval (for undergraduate programs)

Following approval by the Dean(s), new major program documents at the undergraduate level must be submitted to the General Education Committee for review and action. These documents must include copies of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of "General Education."

D. University Curriculum Committee Approval

The author of the document and/or selected representative(s) must present the program document to the University Curriculum Committee for review and action.

E. University Senate Approval

The Chair of the University Curriculum Committee submits the program document to the University Senate for review and action.

F. Presidential Approval

The University Senate submits the program document to the Office of the Provost, which serves as the representative of the President and arranges for his or her action on the program document.

G. Provost Action

In keeping with State statutes, the Provost's Office issues a program announcement (PA) to all other institutions of higher education in the State in order to provide an opportunity for their comments on whether the program is unduly expensive and/or duplicative or exceeds the institutional mission.

H. Board of Trustees Approval

The President submits the program document to the Chair of the Board of Trustees for Board action.

The above steps constitute the curriculum process internal to the University that all proposed new programs must follow. Initiators of new programs, in consultation with the Office of the Provost must also follow an external curricular process governed by the NJ Presidents' Council and the Academic Issues Committee (AIC). For the most updated information regarding this external curricular process, initiators of new programs should consult the most recent version of the AIC manual (http://njpc.org/documents/aic-manual-2016-17/view) and a representative from the Provost's Office. The general steps for this external curricular process are listed below. Readers are advised that the timing and sequence of some of these steps (e.g., securing of consultant) may be influenced by additional factors such as accreditation standards for the proposed new program.

- As proposed new programs approach the end of the internal curricular process, the School/Department sponsoring the new program should consult with the appropriate Dean(s) and the Provost's Office to secure an outside consultant to review the proposed program. Requirements for selection of the outside consultant are provided by the New Jersey Presidents' Council and can be found in Appendix D of the AIC manual. The consultant prepares a written report as required by the Presidents' Council. The AIC manual outlines requirements for this report.
- Following the issuance of the consultant's report, the sponsoring School/Department for the new program, in conjunction with the Dean(s) of the appropriate College(s) and the Office of the Provost develops an institutional written response to the consultant's report.
- The Office of the Provost presents the program document, together with the consultant's report, the institutional response to this report, and the summary of responses to the program announcement, to the Academic Issues Committee for recommendation to the Presidents' Council.

Sample Cycle: New Degree Program Approval Process Implementation Cycle

1. Preliminary Discussion within School/Department and College Dean (Also Graduate Dean if a graduate program).	Expected preparation time will vary
2. Meeting with Provost's Office to discuss/plan for program	
3. Meeting with UCC Chair or designee to discuss curriculum approval requirements and timelines.	
4. Program document written.	
5. School/Department and impacted Departments'/Schools' Curriculum Committee(s)' review and approval	Approximately 5 months to this point
6. Department's/School's and impacted Departments'/Schools' review and approval	
7. Response and approval by appropriate Dean(s)	
8. Submission of document to University Senate office (for circulation to appropriate committees)	Approximately 6 months to this point
9. Submission to General Education (GE) Committee, if appropriate: Review and action by GE Committee	

10. Submission to UCC Review and action by UCC	
11. Review and action by University Senate	
12. Review and action by the Provost and President	

Below is a sample timeline of the approval process described in this manual. This is considered a sample only. The process generally takes 1-2 years. Please note that proposals are accepted on a rolling basis. As such, documents can be submitted at any time; however, documents submitted to the UCC after April 15th may be held over to the next academic year.

1. Program Announcement and Circulation through higher education institutions in NJ through NJ Presidents' Council	Approximately 12 months to this point
2. Engagement of consultant and development of consultant'sreport.	
3. Review and approval by Board of Trustees	
4. Submission to New Jersey Presidents' Council for review	
5. Submission to Academic Affairs Subcommittee of Presidents' Council and their recommendation to Presidents'Council	
6. Initiation of Middle States Substantive Change Process (if applicable)	
7. Approval by Presidents' Council	Approximately 1 year and 8 months to this point
8. Notification by the Provost's Office for Recording at Officeof Undergraduate and/or Graduate Admissions and Registrar's Office	
9. Marketing, recruitment and implementation	
10. First Classes meet	Approximately 2 years to this point

C. Approval of a New Option in an Undergraduate Major or Graduate Degree Program (Includes New Joint or Interdisciplinary Programs)

All proposals for a new option in an undergraduate major or graduate degree program must be made in a properly formatted program document, which must be approved or acted upon at all levels in succession as outlined below. The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. Online options do not require different approval procedures other than those for course approval (see Part VI Section C). The document must be submitted in both paper **(1 hard copy)** and electronic format until the University moves to an all-electronic format. **Document authors should keep signed copies of all relevant documents for themselves.** All steps in this process must begin and end in the University Senate Office. A program transmittal form (See Appendix D) with all required signatures, along with a routing sheet,

must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes. All new courses or course revisions proposed for the option including fully online or Hybrid Type II courses used for distance learning, must be approved individually in accordance with established approval procedures as outlined in Section VI of this manual (i.e., approval by appropriate School/Departmental/Program, College-level Curriculum Committees and Distance Learning Committee, if necessary).

REQUIRED DOCUMENT FORMAT
New Undergraduate or Graduate Option
(In addition, please refer to explanatory notes for selected headings on the following pages)

A. Title Page
- Title and Type of Academic Program Option
- School/Department/Program Offering Academic Program Option
- Proposed Date of Implementation
- Date of Document (Update if Revised)

B. Table of Contents Keyed to Page Numbers

C. Description, Objectives, and Student Learning Outcomes for the Academic Program Option
- Descriptive Summary for Academic Program Option: (1-2 sentences describing the nature and focus of the program option)
- General Rationale and Objectives for Academic Program Option. Include some description of how the proposed option differs from existing options (if applicable) and why it is important within the major
- SLOs for option- Provide at least one option-specific SLO (See explanatory note C.2-4.)
- Assessment Plans for Student Learning Outcomes (SLOs) and Academic Program Option.

D. Documentation of Need for the Academic Program Option
- Student Demand and Vocational Opportunities
- Anticipated Enrollment from Inception to Optimum Implementation

E. Content of the Academic Program Option

1. Curriculum plan- As per the 2016-2017 New Jersey Presidents' Council Academic Issues Committee Manual, the document must include a copy of the base/main curriculum (curriculum of the major program) with the courses and credits. It must also include a copy of the curriculum for the new option including all courses and credits. The School/Department should highlight or note the courses that differ from the base program and list the total number of credit difference.
(See Appendix J-3 in the 2016-2017 New Jersey Presidents' Council Academic Issues Committee Manual.)
   2. Proposed Guide Sheet(s) for Students

3. Accreditation Standards (if any)
4. Licensure and/or Certification Requirements (if any)
5. Admission Requirements

F. Administrative Structure
- Primary School/Department/Program(s) or Office Administering the Option
- Cooperating Departments/Programs/School(s) or Offices Supporting the Option

G. Resources Required (Impact Statement Developed with Appropriate Dean(s)- Include Dean'(s) Signature)
- Full-Time Faculty (including lecturers)

- Part-Time Faculty
- Adjunct Faculty
- Support Personnel (Clerical, Technical, Administrative, Online/Virtual)
- Library Resources
- Equipment (Including Computers and Specialized Software or Services)
- Space (Offices, Laboratories, Classrooms)

<u>Explanatory Notes for Selected Headings and Subheadings</u>

C. 1-2. Briefly summarize the academic program option. Indicate its objectives (e.g. the nature and focus of the option, the knowledge and skills students will acquire, and any cooperative arrangements with other institutions or external agencies in offering the option). State the primary reasons why the new academic program option is being proposed.

C. 2-4. Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program **<u>option.</u>** Criteria must include:
- At least one clearly articulated, measurable student learning outcome SLO that is specific to the option. Option can have multiple SLOs that are specific to it, but a minimum of one should be developed. <u>Alternatively, if no option-specific SLOs are developed, the SLOs for the general program/major should be applicable to the new option</u>.
- The incorporation of University Learning Outcomes into the Program Option.
- Curriculum Map showing alignment of required courses in option to program SLOs
- Program Assessment Plan showing how the achievement of program SLOs (including option-specific SLO(s) is assessed through direct and indirect measures.

D. 1. Provide evidence of student demand, and indicate opportunities for students to pursue advanced study/further education (if the program option is not terminal).

D. 2. Estimate anticipated enrollments from the option's inception until a steady state or optimal

enrollment is reached.

E. 1. Explain how the proposed curriculum plan fulfills the objectives of the option and of the program in which it is housed. List and describe briefly all option requirements. Course titles and credits must be specified. If there are any new courses and/or course revisions for the proposed option, these must be approved through the normal curriculum process PRIOR to approval of the option by the UCC (i.e., approval by appropriate School/ Departmental/Program AND College-level curriculum committees). All prerequisites for required courses must be explicitly accounted for in the plan.

G. Briefly describe the additional resources needed to develop and implement the academic program option during its first five (5) years. Please note: This section of the document must be completed in consultation with the Dean(s).

APPROVAL PROCESS
New Option in an Undergraduate Major or Graduate Degree Program
Note: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

A. School/Departmental/Program Approval

Faculty prepare a program option document and present it for approval first by the School/Department/Program Curriculum Committee and then for approval by the full-time faculty of the School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed academic program option is to include significant participation by other Schools/Departments/Programs or institutions, then the developers simultaneously submit the program option document to those Schools/Departments/Programs or institutions for their approval, first to their respective curriculum committees, then to the full time faculty of the affected School/Department/Program. As part of the approval process by the affected Schools/Departments/Programs, a vote tally of full-time faculty (i.e., number

of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)

The author of the document and/or selected representative(s) submit the program document to the Dean. In the case of graduate degree programs, the document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee Approval

Following approval by the Dean(s), documents proposing a new option in an undergraduate major program must be submitted to the General Education Committee for review and action. These documents must include copies of the proposed student guidesheet(s). Of particular interest to the Committee are encumbered courses listed under theheading of General Education.

D. University Curriculum Committee Approval

The author of the document and/or selected representative(s) must present the program option document to the University Curriculum Committee for review and action.

E. Chair of the University Senate Review, Sign Off and University Senate Notification

The Chair of the University Curriculum Committee submits the program option document tothe Chair of the University Senate. The Chair of the University Senate has the authority to review and, if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision. The Chair of the University Senate must notify the members of the Senate of the receipt and action.

F. Provost Action

The Chair of the University Senate submits the program option to the Office of the Provost, which informs the President, the Board of Trustees, the Presidents' Council, and the Commission on Higher Education of the new option and coordinates its implementation with the appropriate Schools/Departments/Programs and Dean(s). The Office of the Provost also notifies the Academic Issues Committee. (See section in AIC

manual regarding "Initiation of a Program Option" and chart in Appendix J-4 of AIC manual)

D. Approval of a New Certification Program, a New Minor Program, or a New Non-Degree Program

All proposals for a new certification program, a new minor program, or a new non-degree program must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. Online certification and non-degree programs and online minors do not require different approval procedures other than those for course approval (see Part VI Section C). The document must be submitted in both paper (1 hard copy) and electronic format until the University moves to an all-electronic format. **Author documents should keep an extra copy of all program documents for their own records**. All steps in this process must begin and end in the University Senate Office.

A program transmittal form (See Appendix D) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes. All new courses and/or course revisions proposed for the program, including online, Hybrid Type II or other courses intended for distance learning, must be approved individually in accordance with established approval procedures as outlined in Section VI of this manual. Such courses and/or course revisions, including online, Hybrid Type II, or other courses involved in distance learning, must be approved **PRIOR** to approval of the program (i.e., approval by appropriate School/Departmental/Program, college-level curriculum committees, and Distance Learning Committee, if necessary).

REQUIRED DOCUMENT FORMAT
New Certification Programs, New Minor Programs, or New Non-Degree Program

A. Title Page
1. Title and Type of Academic Program (e.g., Minor in English, etc.)
2. School/Department/Program Offering Academic Program
3. Proposed Date of Implementation
4. Date of Document (Update if Revised)

B. Description, Objectives, and Student Learning Outcomes for the Academic Program
- Descriptive Summary for Program (e.g., nature and focus of the program, knowledge and skills students will acquire, etc.)
- General Rationale and Objectives for Academic Program
- SLOs for Academic Program
- Assessment Plans for Student Learning Outcomes (SLOs) and Academic Program (if applicable).

C. In the Case of a New Certification Program Mandated by the State of New Jersey: Approval Documentation from the New Jersey Department of Education

D. Content of the Academic Program
 1. Schematic of Curriculum Plan
 List and describe briefly all program requirements in the context of the minor/certification or non-degree program in which it is housed. All new courses and/or course revisions must be approved individually in accordance with established approval procedures for new courses as outlined in Section VI of this manual. All new courses and/or course revisions must be approved PRIOR to approval of the program (i.e., approval by appropriate School/ Departmental/Program AND college-level curriculum committees). Course titles and credits must be specified. All prerequisites for required courses must be explicitly accounted for in the plan. Include proposed guide sheet(s) for students.
 2. Admission Requirements (For Certification Programs Only)
 3. Proposed Guide Sheet for the Certification Program, Minor, or Non-Degree
    Program

E. Administrative Structure

 1. Primary School/Department/Program(s) or Offices Administering the Academic
    Program
 2. Cooperating Schools/Departments/Programs or Offices Supporting the Academic
    Program

F. Impact Statement Developed with Appropriate Dean(s)- Include Dean'(s) Signature
 1. Additional Faculty- full-time faculty and lecturers, adjunct faculty, etc.
 2. Effect on Enrollment
 3. Additional Resources (e.g., space, equipment, computer, library, virtual/online, etc.)

APPROVAL PROCESS
New Certification Programs, New Minor Programs, and New Non-Degree Programs
Note: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

A. School/Departmental/Program Approval

Faculty prepare an academic program document and present it for approval first by the School/Department/Program Curriculum Committee and then by the entire full-time faculty of the School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said

document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed academic program is to include significant participation by other Schools/Departments/Programs or institutions, then the academic program developers simultaneously submit the academic program document to those Departments/Programs/ Schools or institutions for their approval, first by their respective curriculum committees, then to the full-time faculty of affected Schools/Departments/Programs. As part of the approval process by the affected Schools/Departments/Programs, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)

The author of the document and/or selected representative(s) of the document submit the academic program document to the Dean(s). In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee

Following approval by the Dean, if the new certification, minor or non-degree program necessitates any special arrangement or variation of General Education requirements, the academic program document must be submitted to the General Education Committee for review and action. Authors/proposers of the document must seek advisement from the chair of the GE Committee to determine the need for review and/or approval by this committee. The document must include a copy of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

D. University Curriculum Committee Approval

The author of the document and/or selected representative(s) must present the academic program document to the UCC for review and action.

E. Chair of the University Senate Review, Sign Off and University Senate Notification
The academic program document is presented by the Chair of the University Curriculum Committee to the Chair of the University Senate. The Chair of the University Senate has the authority to review and, if needed, refer the document back to the UCC for clarification, correction or revision. The Chair of the University Senate must notify the University Senate of the receipt and action.

F. Provost Action
The academic program document is presented by the Chair of the University Senate to the Office of the Provost, which will coordinate implementation with the appropriate Dean(s) and notify the Academic Issues Committee (AIC) (See section in AIC manual regarding Certificate Offerings: Initiation, Change in Nomenclature, or Termination and see Chart in Appendix J-4 of AIC manual).

E. Conversion of an Academic Program Option to an Academic Major Program

Note: All faculty/personnel considering the conversion of a program option to a full program must consult with the Office of the Provost since such a conversion requires communication with the Academic Issues Committee and might involve more complex curricular revisions

All proposals for converting a program option to an academic major must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. The program document must be submitted in both paper **(1 hard copy)** and electronic format until the University moves to an all-electronic format. **Document authors should keep signed copies of all relevant documents for themselves.** All steps in this process must begin and end in the University Senate Office. A program transmittal form (See Appendix D) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes. Any course revisions proposed for the conversion of the option to a major must be approved individually in accordance with established approval procedures as outlined in Section VI of this manual. Course revisions must be approved **PRIOR** to approval of the program document by the University Curriculum Committee (i.e., approval by appropriate Departmental/Program /School AND College-level curriculum committees).

Based upon guidelines of the Academic Issues Committee (AIC), when an institution converts an existing option to a full program, it may request a waiver from proceeding through the full sequence of the New Degree Program Review Process. The Academic Issues Committee will review requests for waivers on a case-by-case basis. Under such a waiver, the institution requesting the conversion of an existing option to a full program must send a Program Announcement (PA) to all other New Jersey institutions of higher education. In a waiver from the full process, review of the converted option by an external consultant is

<u>optional.</u>

<div align="center">

REQUIRED DOCUMENT FORMAT
Conversion of an Existing Option to Full Program/Major
</div>

<u>(In addition, please refer to explanatory notes for selected headings on the following pages)</u>

A. Title Page
1. Title and Type of Program (B.A. in English, M.A. in Instruction and Curriculum – World Languages, etc.)
2. School/Department Offering Academic Program
3. Proposed Date of Implementation
4. Date of Document (Update if Revised)

B. Table of Contents Keyed to Page Numbers

C. Description, Objectives, and Student Learning Outcomes (SLOs) for the Academic Program
As per the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual, the document must include the following:

1. **Objectives**.
Briefly summarize the program and indicate its objectives, e.g., the nature and focus of the program, the knowledge and skills students will acquire, any cooperative arrangements with other institutions or external agencies in offering the program.

    • State whether the proposed program exceeds the programmatic mission of the institution as listed in Appendix C of the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual.

2. Evaluation and learning outcomes assessment plan for the program.
Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Present a concrete plan for evaluating the program in terms of curricular design, student achievement, program success, and stakeholder satisfaction. Describe who is responsible for oversight of the assessment andevaluation, including collection, analysis, and use of results to improve the curriculum. In thecase of accredited programs, provide an explanation of how accreditation standards and processes inform the assessment plan.

    • Program goals or objectives (broad statements of the purpose of the program in terms of what students will be prepared to do with the credential)
    • Student learning goals (more specific statements of how the program is designed to deliver the program goals and what students will learn)
    • Student learning outcomes (specific statements of how students will demonstrate their achievement of the student learning goals)
    • Map of the curriculum identifying courses and other learning experiences designed to deliver the intended student learning outcomes* (see explanatory note
    • Student learning outcomes assessment methods or tools (direct measures of student

learning such as exams, term papers, projects, practicums, standardized assessments, benchmarks, portfolios, etc.; indirect measures such as reflections, surveys)
• Program evaluation methods or tools (surveys, focus groups, job placement data, etc. that will measure student and employer satisfaction; program success data, including enrollment and completion rates, admission to graduate programs, job placement data, student participation in conferences, etc.)
• Mechanisms to support the sustainability of assessment and evaluation processes (oversight and cycles for reporting, including department or college processes; institutional reporting requirements; and accreditation if applicable)

The learning outcomes plan should be shown in the form of a table. Examples of evaluation and learning outcomes plans are shown in Appendix K. of the 2016-2017 New Jersey Presidents' Council Academic Issues Committee (AIC) Manual.

3. Relationship of the program to institutional strategic plan and its effect on other programs at the same institution.

4. Need.
Provide justification of the need for this program.

a) If the program falls within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education).
b) If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to pursue additional studies.
c) Describe the relationship of the program to institutional master plans and priorities.
d) List similar programs within the state and in neighboring states and compare this program with those currently being offered.

e) For doctoral programs only, supply a select list of distinguished programs nationally in this discipline.

5. **Students.** Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

6. **Program Resources.** Briefly describe the additional resources needed to implement and operate the program during the program's first five years (e.g., the number of full-time faculty, number of adjunct faculty, computer equipment/resources, office and other spaces, print and non-print materials).

7. **Degree Requirements.** Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the degree program and, for undergraduate programs, the number of general education credits.

D. Admission Requirements

E. Administrative Structure
    1. Primary School/Department or Office Administering the Academic Program
    2. Cooperating School/Departments or Offices Supporting the Academic Program
    3. Licensure and/or Certification Requirements

Explanatory Notes for Selected Format Headings and Subheadings

*C.2. List and describe briefly all requirements, electives, and options. Course titles and credits must be specified. All of the required courses and/or course revisions contained in the program must be approved through the normal curriculum process **(i.e., approval by appropriate School/Departmental AND College-level curriculum committees)** prior to approval of the program by the University Curriculum Committee. All prerequisites for required courses must be explicitly accounted for in the plan.

C. 2-4. Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Criteria must include:
- Clearly articulated program-level goals/student learning outcomes (SLOs)
- The incorporation of University Learning Outcomes/Student Learning Outcomes into the Program Goals/SLOs
- Curriculum Map showing alignment of required courses to program goals/SLOs
- Program Assessment Plan showing how the achievement of program goals/SLOs is assessed through direct measures and indirect measures.

C.3 For the subsection "Relationship of the program to institutional strategic plan and its effect on other programs at the same institution," please include information regarding articulation between and among combined or joint undergraduate and graduate programs (if such information is applicable). Information regarding arrangements with other institutions and/or external agencies should be described in C.1.

E. 3. If the program involves any licensure and/or certification requirements, describe them clearly and in detail in this subsection.

APPROVAL PROCESS
Conversion of Option to Full Program/Major

Note: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

Note: The author of the document and/or selected representative should consult with the Office of the Provost through the stages of this process.

A. School/Departmental/Program Approval

Faculty prepare an academic program document and present it for approval first by the

School/Department/Program Curriculum Committee and then by the entire full-time faculty of the School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed academic program is to include significant participation by other Schools/Departments/Programs or institutions, then the responsible faculty/personnel simultaneously submit the academic program document to those Departments/Programs/ Schools or institutions for their approval, first by their respective curriculum committees, then to the full-time faculty of affected Schools/Departments/Programs. As part of the approval process by the affected Schools/Departments/Programs, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)
The author of the document and/or selected representative(s) of the document submit the academic program document to the Dean(s). In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee
Following approval by the Dean, the converted option to major program document must be submitted to the General Education Committee for review and action. The document must include a copy of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education. If the converted option to major program does not involve GE-related changes, then chair of GE committee is notified of the converted option to major program without GE committee review.

D. University Curriculum Committee Approval
The author of the document and/or selected representative(s) must present the academic program document to the UCC for review and action.

E. Chair of the University Senate Review, Sign Off and University Senate Notification
The academic program document is presented by the Chair of the University Curriculum Committee to the Chair of the University Senate. The Chair of the Senate has the authority to review and, if needed, refer the document back to the UCC for clarification, correction or revision. The Chair of the Senate must notify the Senate of the receipt and action.

F. Provost Action
The academic program document is presented by the Chair of the University Senate to the Office of the Provost. This Office will coordinate implementation of the program with the appropriate Dean(s) and carry out the waiver process and Program Announcement (PA) to other institutions of higher education in New Jersey via the Academic Issues Committee. (See pages related to Converting an Option or Concentration to Full Program Status in most current version of AIC manual (see Chart in AIC Appendix J-4)

F. Conversion of a Degree Designation for an Existing Academic Program

1. Any modification in an existing degree program must first be voted on and approved by the existing full-time faculty in the existing program/departmental curriculum committee, and then the existing program/departmental faculty as a whole.

2. A program modification, by design, means any new/modified courses developed or taught in the existing but modified program, may be taught by the existing faculty.

3. Any program modification which requires retrenchment of faculty is a major change and can not be deemed a program modification. Any such change requires Senate approval at the same level as a new program or program dissolution.

Note 1: This type of curricula document/change applies if no more than 25% of the courses required in the new degree designation will differ from those in the program with the old degree designation. General education and free elective courses are excluded from consideration.

Note 2: Faculty/personnel carrying out this type of curricular change should consult with the Office of the Provost.
Note 3: This type of program document and curricular change applies if the title of the academic program is NOT changing.

All proposals for converting the degree designation of an existing academic program (e.g., BA to BS) must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. The program document must be submitted in both paper (1 hard copy) and electronic format until the University moves to an all-electronic format. **Document authors should keep signed copies of all relevant documents for themselves.** All steps in this process must begin and end in the University Senate Office. A program transmittal form (See Appendix D) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes. Any course revisions proposed for the conversion of the option to a major, including those related to online, hybrid, or other courses for distance learning, must be approved individually in accordance with established approval procedures as outlined in Section VI of this manual. Course revisions must be approved **PRIOR** to approval of the program document by the University Curriculum Committee (i.e., approval by appropriate School/Departmental/Program and College-level curriculum committees and Distance Learning Committee, if necessary).

Based upon guidelines of the Academic Issues Committee (AIC), an institution seeking a change in degree designation (e.g., B.A. to B.S.) must submit the following material to the Academic Issues Committee: a letter indicating why the modification of degree designation is desired and why it does not fundamentally change the purpose of the program; a record of any significant changes in the old degree designation during the previous five years; and the proposed changes in the courses required for the degree.

REQUIRED DOCUMENT FORMAT
Conversion of a Degree Designation of an Existing Academic Program

A. Title Page
 1. Title and Type of Academic Program; List Change in Degree Designation (e.g., from BA to BS)
 2. School/Department/Program Offering Academic Program
 3. Proposed Date of Implementation
 4. Date of Document (Update if Revised)

B. Description of Rationale for Conversion in Degree Designation and Other Changes Related to Conversion of Degree Designation
- Explanation/Rationale for Conversion in Degree Designation
- Description of Significant Changes in Old/Current Degree Designation During Previous Five Years

C. Description of Course/Content Changes Required for Degree Conversion
Description of specific changes in content/courses that will be carried out as part of the degree conversion (if applicable). Based upon AIC regulations, for this type of curricular change/document, no more than 25% of the courses required in the new degree designation can differ from those in the program with the old degree designation. General education and free elective courses are excluded from consideration. If more than 25% of courses in new degree designation are different, then this would be considered a new program (See Part B above for "Development of New Academic Program")

D. Description of Student Learning Outcomes (SLOs) for the Converted Academic Program
- Description of any changes to SLOs for the converted academic program. If there will be no changes to the SLOs, this should be explicitly stated.
- Description of any changes to the Assessment Plan for program-level SLOs or for the entire academic program as a result of the degree designation conversion. If there will be no changes to the Assessment Plan, this should be explicitly stated.

E. Administrative Structure
- Primary School/Department/Program(s) or Offices Administering the Converted Academic Program
- Cooperating Departments/Programs/School(s) or Offices Supporting the Converted Academic Program

F. Impact Statement Developed with Appropriate Dean(s)- Include Dean's(s) Signature.
  1. Additional Faculty- including full-time faculty/lecturers, adjunct faculty, etc.
  2. Effect on Enrollment
  3. Additional Resources (e.g., space, equipment, computer, library, virtual/online, etc.)

APPROVAL PROCESS
Conversion of Degree Designation of an Academic Program
Note 1: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

Note 2: The author of the document and/or selected representative should consult with the Office of the Provost through the stages of this process.

A. School/Departmental/Program Approval

Faculty prepare an academic program document and present it for approval first by the School/Department/Program Curriculum Committee and then by the entire full-time faculty of the School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not

receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

<div align="center">**AND**</div>

If the proposed academic program is to include significant participation by other Schools/Departments/Programs or institutions, then the responsible faculty/personnel simultaneously submit the academic program document to those Departments/Programs/ Schools or institutions for their approval, first by their respective curriculum committees, then to the full-time faculty of affected Schools/Departments/Programs. As part of the approval process by the affected Schools/Departments/Programs, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)
The author of the document and/or selected representative(s) of the document submits the academic program document to the Dean(s). In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee
Following approval by the Dean, if the program with converted degree designation necessitates any special arrangement or variation of General Education requirements, the academic program document must be submitted to the General Education Committee for review and action. <u>Authors/proposers of the document must seek advisement from the chair of the GE Committee to determine the need for review and/or approval by this committee</u>. The document must include a copy of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education. If the converted program does not involve GE-related changes, then the chair of the GE committee is notified of the change without GE committee review.

D. University Curriculum Committee Approval
The author of the document and/or selected representative(s) must present the academic program document to the UCC for review and action.

E. Chair of the University Senate Review, Sign Off and University Senate Notification
The academic program document is presented by the Chair of the University Curriculum Committee to the Chair of the University Senate. The Chair of Senate has the authority to review and, if needed, refer the document back to the UCC for clarification, correction or revision. The Chair of the Senate must notify the Senate of the receipt and action.

F. Provost Action
The academic program document is presented by the Chair of the University Senate to the Office of the Provost, which will coordinate implementation with the appropriate Dean(s) and send the required letter and other materials regarded the converted program to the Academic Issues Committee. See pages related to Converting the Degree Designation of an Existing Academic Program in most current version of AIC manual (see Chart in AIC Appendix J-4)

G. Revision of an Existing Undergraduate Major Program, Graduate Degree Program, Option, Content Area, Concentration, Minor, Non-Degree Program, or Degree Program/ Option Mandated by the New Jersey Department of Education

Proposals for revision of an existing degree, major program, option, minor, concentration, non-degree program, or degree program or option mandated by the New Jersey Department of Education to meet requirements for Education Certification must be made in a properly formatted program document. Initiators of program revisions should first decide which category is applicable: Program Revisions that Do Not Affect Program ContentOR Program Revisions that Affect Program Content (see descriptions below). The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process. This document must be approved or acted upon at all levels in succession as outlined below. The document must be submitted in both paper (**1 hard copy**) and electronic format until the University moves to an all-electronic format.

Document authors should keep signed copies of all relevant documents for themselves.
All steps in this process must begin and end in the University Senate Office. A program transmittal form (see Appendix D) with all required signatures must be affixed to the document as it moves through the approval process. If the revision involves the addition of new courses, these courses, including courses involved with distance learning, must be approved individually in accordance with established approval procedures for new courses as outlined in Section VI of this manual. All new courses or course revisions proposed for the revision, including those involving distance learning, must be approved **PRIOR** to approval of the program revision by the University Curriculum Committee. (i.e., approval by

appropriate School/Departmental AND college-level curriculum committees) Course titles and credits must be specified. All prerequisites for required courses must be explicitly accounted for in the guide sheets.

Academic Program Revisions that DO NOT Affect Academic Program Content:

Academic program revisions that DO NOT affect the content of the program include course name changes, course designation changes (e.g., changes from "required" to "elective", changes in school or department offering course, etc.), changes in admission criteria, adding or deleting comprehensive exams, etc. Program revisions that do not affect content should be proposed in the following abbreviated program document format:

REQUIRED DOCUMENT FORMAT
Academic Program Revisions that DO NOT Affect Program Content

A. Title Page

1. Title of Academic Program, Option, Minor, etc. title

2. Proposed implementation date of revisions for program, option, minor, etc.

3. Date of Document (Update if Revised)

B. Purpose and rationale for the revisions for the program, option, minor, etc.

C. **Effect of revisions on current and future enrollment-** Describe anticipated effect(s)

D. Comparison of new curriculum with current curriculum

Provide a copy of the updated guide sheet for students. Be sure to include changes in course names and/or course designations. If the program revision only involves changes in admission criteria, adding or deleting comprehensive exams, or other non-course related matters, this step can be skipped**.**

E. Effects/Changes related to SLO's for the program and its assessment plan (if applicable)

Describe how program/option revisions affect SLOs (if applicable) and how they affect the assessment plan and program review process of the program (if applicable).

APPROVAL PROCESS
Academic Program Revisions that DO NOT Affect Program Content
Note: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

A. School/Departmental/Program Approval

Faculty prepare a program revision document and present it for approval first by the School/Department/Program Curriculum Committee and then for approval by the entire full-time faculty of the School/Department/Program. As part of the approval process by the

School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)
The author of the document and/or selected representative(s) submits the program document to the Dean. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. University Curriculum Committee Approval
The author and/or selected representative(s) present the document to the University Curriculum Committee for review and action.

D. Chair of the University Senate Review, Sign Off and University Senate Notification
The program document is presented by the Chair of the University Curriculum Committee to the Chair of the University Senate. The Chair of the University Senate has the authority to review and, if needed, refer the document back to the UCC for clarification, correction or revision. The Chair of the University Senate must notify the University Senate of the receipt and action.

E. Provost Action
The program document is presented by the Chair of the University Senate to the Office of the Provost which will coordinate implementation, if necessary.

REQUIRED DOCUMENT FORMAT
Academic Program Revisions that Affect Program Content

Academic program, option, minor, etc. revisions that affect the content of the academic program, option, minor, etc. should be proposed in the following full program document format:

A. Title Page
1. Title and Type of Academic Program, Option, Minor, etc. (e.g., B.A. in English)
2. School/Department/Program Offering Academic Program, Option, Minor, etc.
3. Proposed Date of Implementation for Revisions for Program, Option, Minor, etc.
4. Date of Document (Update if Revised)

B. Description of Proposed Revisions and Objectives/Rationale for Proposed Revisions

C. In the Case of Certification Program Revisions Mandated by the State of New Jersey: Approval Documentation from the New Jersey Department of Education

D. Content of the Academic Program, Option, Minor, etc.
1. Schematic of Curriculum Plan
   - The Schematic should include side-by-side comparisons of the old and the revised program curricula. All new courses and course revisions must be approved prior to UCC review and all prerequisites must be explicitly accounted for in the plan.
   - A context/rationale should be given for EACH proposed revision.
   - Should a course encumbered in another department/program be added or removed, approval/notification of that School/Department/Program's chair or executive director must be documented via a signature on the transmittal form.

2. Existing and Proposed Guide sheet
   Submit a side-by side comparison of the existing guide sheet and the proposed guide sheet.

E. Effects/Changes Related to SLO's for the program and its assessment plan
Describe how program/option revisions affect SLOs (if applicable) and how they affect the assessment plan and program review process of the program

F. Impact Statement in Collaboration with the Dean(s). Must Include Signature(s) of Dean(s)
1. Additional Faculty- Full-time faculty, including lecturers (if needed), adjunct faculty (if needed)
2. Effect of Revision(s) on Enrollment
3. Effect of Revision(s) in terms of additional resources, including space, computer equipment, software, offices, laboratories, etc.

APPROVAL PROCESS
Academic Program Revisions that Affect Program Content
Note 1: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

A. School/Departmental/Program Approval
Faculty prepare an academic program revision document and present it for approval first by the School/Department/Program Curriculum Committee and then by the entire-faculty of the School/Department/Program. As part of the approval process by the School/Department/ Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until

all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

<center>**AND**</center>

If the proposed revision(s) is to include significant participation by other Schools/ Departments/Programs or institutions, then the academic program m developers simultaneously submit the academic program revision document to those Schools/ Departments/Programs or institutions for their approval, first by their respective curriculum committees, then by the affected Schools/Departments/Programs as a whole. As part of the approval process by the other School/Department/Program(s), a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

Approval of the Dean(s)
The author and/or selected representative submits the academic program, option, minor, etc. revision document to the Dean of the appropriate College/School. In the case of graduate programs, the document is simultaneously submitted to the Graduate Dean for review and action.

B. General Education Committee Approval
Following approval by the Dean(s), if an undergraduate degree program, option, minor, etc. revision necessitates any special arrangement(s) or variation(s) of the General Education requirement, the academic program document must be submitted to the General Education committee for review and action. <u>Authors/proposers of the document must seek advisement from the chair of the GE Committee to determine the need for review and/or approval by this committee</u>. The document must include a copy of the old and new student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

C. University Curriculum Committee Approval
The author and/or selected representative(s) present the document to the University

Curriculum Committee for review and action.

D. Chair of University Senate Review, Sign Off and Notification of University Senate
The Chair of the University Curriculum Committee submits the revision document to the Chair of the University Senate. The Chair of the University Senate has the authority to review and, if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision. The Chair of the University Senate must notify the University Senate of the receipt and action.

E. Provost Action
The Chair of the University Senate submits the program revision document to the Office of the Provost, which coordinates its implementation with the appropriate Deans and Schools/Departments/Programs. The Office of the Provost also informs the President, and, if appropriate, the Board of Trustees.

H. Discontinuation of an Existing Undergraduate Major Degree Program, Graduate Degree Program, Option, Minor, Non-Degree Program, Certificate Program or Degree Program/Option Mandated by the New Jersey Department of Education

All proposals for the discontinuation of degrees, major programs, certificate programs, options, non-degree programs, joint programs, and education programs mandated by the State of New Jersey and discontinuation of admission to such programs must be made in properly formatted program documents, which must be approved at all levels in succession as outlined below. The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the discontinuation document(s) and its corresponding transmittal are transferred through each successive stage of this process. This document(s) must be approved or acted upon at all levels in succession as outlined below. The document(s) must be submitted in both paper (**1 hard copy**) and electronic format until the University moves to an all-electronic format. **Document authors should keep signed copies of all relevant documents for themselves.** All steps in this process must begin and end in the University Senate Office. A transmittal form (See Appendix D) with all required signatures must be affixed to the document(s) as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the University Senate Office for tracking purposes.

Checklist for Discontinuation

1. School/Department decides what type of action needs to be taken- discontinuation, suspension, or hiatus. Specific definitions are provided in the glossary of this manual
2. If the School/Department is discontinuing a full program/major or an option, they must halt admission (stop admitting students either permanently or temporarily) to the program

or option either before discontinuing the program or option or at the same time. To stop admission to a program, major program or option, a Program Admission Cancellation, Suspension, and/or Hiatus Form must be filed. This form is available from the University Senate Office, and can be downloaded through their website at https://drive.google.com/file/d/0B5jSFEFdql_vbXZELW5QcjUySGs/view.

3. The approval process for discontinuation/stopping admission is listed below this checklist. (See * below).

4. After discontinuation/stopping of admission is carried out for a full program/major or option, the actual program/major or option is discontinued. This can also be done at the same time as the discontinuing/stopping of admission. The document format for this discontinuation is provided below (See ** below). Information from the discontinuation of admission document can be cut and pasted into the discontinuation document to facilitate preparation of the latter document.

5. The approval process for discontinuing a program/major, option, etc. is listed below this checklist (See *** below).

6. If the School/Department is discontinuing anything besides a full program/major or option (meaning they are discontinuing a minor, existing collateral, certificate program, etc.), discontinuation of admission does NOT have to be carried out. Instead, the School/Department only needs to complete a discontinuation document for the minor, collateral, etc. (See ** below)

DOCUMENT FORMAT
Discontinuation of <u>Admission</u> for Degree, Major Program, or Degree/Program Option
Please go to https://drive.google.com/file/d/0B5jSFEFdql_vbXZELW5QcjUySGs/view for the required document for discontinuation of admission for Degree, Major Program, or Degree/Program Option.

*APPROVAL PROCESS
Discontinuation of <u>Admission</u> for Degree, Major Program, or Degree/Program Option

Note 1: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

Note 2: The author of the document and/or selected representative should consult with the Office of the Provost through the stages of this process.

A. School/Departmental/Program Approval
Faculty prepare a discontinuation for admission document and present it for approval first by the School/Department/Program Curriculum Committee and then by the entire School/Department/Program (by majority vote). As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form

and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed discontinuation for admission is to have any impact on other Schools/ Departments/Programs or institutions, then the initiator(s) of the discontinuation for admission simultaneously submit the document to those Schools/Departments/Programs or institutions for their approval, first by their respective curriculum committees, then by the affected Schools/Departments/Programs as a whole. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)
The author and or selected representative(s) submits the program document to the Dean(s) for approval. Dean(s) may also initiate the discontinuation of admission for a program, option, etc. in consultation with Schools/Departments/Programs. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. University Curriculum Committee Approval
The Department/School Chair or Executive Director and the program coordinator (if applicable) present the discontinuation of admission document to the University Curriculum Committee for review and action. If applicable, the University Curriculum Committee sends written notification of discontinuation of admission to the General Education Committee.

The School/Department Executive Director or Chair or other faculty/personnel initiating ore representing the discontinuation of admission for the program must appear before the UCC at the time of consideration of the document to discuss discontinuation of admission and any questions from the UCC.

D. University Senate Approval
The Chair of the University Curriculum Committee submits the discontinuation of admission

document to the University Senate for approval. The Chair of the University Senate has the authority to review and if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision.

E. Provost Action
The approved discontinuation of admission document is forwarded by the Chair of the University Senate to the Office of the Provost. The Office of the Provost will coordinate implementation of the discontinuation of admission with the appropriate College/School Dean(s), the Office of Admissions, and other offices, as needed.
If the discontinuation involves cancellation of admission (i.e., admission is NOT being temporarily halted), the Office of the Provost will also circulate a notice of intent to terminate the program as per the Manual of the Academic Issues Committee (AIC) of the NJ.

Presidents' Council. This manual states the following: "In order to inform the higher education community, increase our understanding of trends in academic offerings, and enhance advisement to prospective students, institutions send a notice of intent to terminate a program to the presidents of New Jersey higher education institutions, the Academic Issues Committee, and the Secretary of Higher Education at the time the college ends the admission of new students to the program. The college is not required to take formal action to terminate the program when it circulates the notice of intent."

****REQUIRED DOCUMENT FORMAT**
Discontinuation of Degree, Major Program, Option, Minor, Non-degree Program, Joint Program, Certificate or Degree Program/Option Mandated by the NJ Dept. of Education

As noted above, for discontinuation of degree/major programs and options, the discontinuation of admission document should be completed first or at the same time (see https://drive.google.com/file/d/0B5jSFEFdql_vbXZELW5QcjUySGs/view),

Faculty/personnel complete a document to discontinue the actual program, option, minor, etc., using the format below:

A. Name of Degree, Program, Option, Minor etc.

B. Original Date of Implementation of the Degree, Program, Option, Minor, Etc.

C. Type of Action (Discontinuation, Suspension or Hiatus)

D. Proposed Date for Discontinuation, Suspension or Hiatus

E. Date of Discontinuation for ADMISSION (should have already been decided upon)

F. Purpose and Rationale for Program Elimination, Suspension or Hiatus (Please Discuss in Detail)
- Describe reason(s) for elimination (discontinuation), suspension, or hiatus

- Describe role of program review process in decision for discontinuation, suspension, or hiatus
- Describe role of any program accreditation in decision for discontinuation, suspension or hiatus

G. Effect on Current and Future Students
- Describe number of students enrolled at different levels of the program, minor, etc.
- Describe plan for having currently enrolled students finish the program, minor, etc.
- Describe potential impact for related programs, options at university, etc.

H. Effect on University Resources, Facilities and Personnel (jointly developed with other Schools/Departments that may be affected and with the appropriate Dean(s)
- Describe effects on faculty/personnel including: tenured and tenure-track faculty, lecturers, adjunct and/or other part-time faculty, professional staff, and graduate assistants
- Describe effects on space, resources, etc.
- Describe effects on course enrollments and courses that are part of this program, option, minor, etc. Also, consider effect(s) on other Schools, Departments, and Programs that require or offer courses that are part of the program, option, minor to be discontinued

***APPROVAL PROCESS
Discontinuation of Degree, Major Program, Option, Minor, Non-degree Program, Joint Program, Certificate, or Degree Program/Option Mandated by the New Jersey Department of Education

Note 1: The author of the document and/or selected representative(s) are ultimately responsible for ensuring that the program document and its corresponding transmittal are transferred through each successive stage of this process.

Note 2: The author of the document and/or selected representative should consult with the Office of the Provost through the stages of this process.

A. School/Department/Program Approval
Faculty prepare a program discontinuation document and present it for approval first by the School/Department/Program Curriculum Committee and then by the entire School/ Department/Program (by majority vote). As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its

regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

AND

If the proposed program discontinuation is to have any impact on other Schools/Departments/ Programs or institutions, then the initiator(s) of the discontinuation simultaneously submit the document to those Schools/Departments/Programs or institutions for their approval, first by their respective curriculum committees, then by the affected Schools/Departments/Programs as a whole. The University Curriculum Committee will not receive the document for consideration until all Programs/Departments reasonably expected to potentially be affected have been notified of and received a copy of said document, as attested to by signature on the transmittal form. Further, all Programs/Departments have the responsibility to monitor the activities of the UCC and review any documents submitted to the UCC for potential impacts upon them. Any Program/ Department which feels it is being impacted by a proposed document has the obligation to bring its concerns to the UCC in its regular meetings, said concerns to be submitted both in person at the meeting and in writing beforehand.

B. Approval of the Dean(s)
The author and or selected representative(s) submits the program document to the Dean(s) for approval. The Dean(s) may also initiate the discontinuation of a program, option, minor, etc. in consultation with Schools/Departments/Programs. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee
Following approval by the Dean(s), the GE committee is notified of discontinuations for undergraduate degree programs, options, minors, etc.

D. University Curriculum Committee Approval
The School/Department Chair or Executive Director and the program coordinator (if applicable) present the program document to the University Curriculum Committee for review and action. If applicable, the UCC sends written notification of discontinuation to the General Education Committee.

The Department/School Chair or Executive Director or other faculty/personnel representing the discontinuation of the program, option, minor, etc. must appear before the UCC at the time of consideration of the discontinuation to discuss the curricular change and any questions from the UCC. If discontinuation of **admission** and discontinuation of the actual program/major or option are occurring together, only one meeting with the UCC may be required.

E. University Senate Approval
The Chair of the University Curriculum Committee submits the discontinuation document to the University Senate for approval. The Chair of the University Senate has the authority to review and if needed, refer the document back to the UCC for clarification, correction or revision.

F. Provost Action
The approved discontinuation document is presented by the Chair of the University Senate to the Office of the Provost.

The Office of the Provost will coordinate implementation of the discontinuation of the undergraduate major, graduate degree, option, minor etc. with the appropriate College/School Dean(s) and other appropriate offices (e.g., Office of the Registrar, Office of Admissions).

For discontinuation of Undergraduate Major Programs and Graduate Degree Programs the following <u>additional</u> procedural steps are required:

G. Presidential Approval
The Office of the Provost will submit the Undergraduate Major or Graduate Degree Program discontinuation document to the President for review and action.

H. Board of Trustees Approval
The President will submit the Undergraduate Major or Graduate Degree program discontinuation document to the Board of Trustees for review and action.

I. Notification of the New Jersey Presidents' Council
The President will submit the Undergraduate Major or Graduate Degree discontinuation document to the New Jersey Presidents' Council.

<u>IV. SPECIAL PROCEDURES RELATED TO THE GENERAL EDUCATION PROGRAM</u>

<u>A. Major Restructuring of the General Education (GE) Program</u>

A major restructuring of the General Education Program implies a rethinking of the philosophy which defines the University's GE requirements and a substantial reorganization of the requirements themselves, their individual as well as collective components, and the ways in which the program is to be administered. Because a major restructuring involves extended consultation and collaboration among a large number of university offices and departments, it should be distinguished from the much less extensive and less complex process described in subheading IV. B, —Revisions Within the Existing General Education program.

A major restructuring shall consist of two phases – the preliminary review and the final approval process. Prior to the preliminary review, a specially appointed committee, consisting of representatives from both faculty and administration – including representatives from the University Planning Council (UPC), the General Education (GE) Committee and the University Curriculum Committee (UCC)– shall develop a restructuring document which analyzes the need for change and describes in detail the proposed program as well as its academic, fiscal, and administrative implications. This committee shall then submit the document for preliminary review as follows:

Preliminary Review Process for Major Restructuring of the G.E. Program

1. University Planning Council (UPC) Review:
The author of the document and/or selected representative(s) shall present the major restructuring document to the University Planning Council for review and for recommendations.

2. General Education (GE) Committee Review:
The author of the document and/or selected representative(s) shall present the major restructuring document along with the UPC's recommendations to the GE Committee for review and recommendations.

3. Office of Accreditation and Assessment Review:
The author of the document and/or selected representative(s) shall present the major restructurng document along with the UPC's and GE Committee's recommendations for review and recommendations.

4. University Curriculum Committee Review:
The author of the document and/or selected representative(s) shall present the major restructuring document containing the UPC's and GE Committee's recommendations and the Office of Accreditation and Assessment's recommendations to the University Curriculum Committee for review and for recommendations.

5. University Senate Review and Open Hearings:
The author of the document and/or selected representative(s) shall present the major restructuring document containing the UPC's, GE Committee's, Office of Accreditation and Assessment's recommendations and the UCC's recommendations to the University Senate, which shall then conduct open hearings in an effort to consult widely across disciplines, build support, and/or address specific concerns. Based upon the recommendations stemming from the open hearings, the author of the document and/or selected representative(s) shall revise the restructuring document prior to initiating the final approval process. If, at this stage, revision of the restructuring document is perceived to be in conflict with concerns raised by any of the committees involved in the preliminary review process, the author/proposer(s) shall consult with the committee(s) in question and resolve these concerns before embarking on the final approval process.

The Approval Process: Major Restructuring of the GE Program

1. University Senate Approval
The University Senate takes action on the document after open hearings have been completed.

2. Provost Approval
The Chair of the University Senate presents the approved document to the Office of the Provost for formal receipt, review and action.

3. Presidential Approval

The Office of the Provost presents the approved document to the President for formal receipt, review and action.

4. Board of Trustees Approval

The President presents the approved document to the Board of Trustees for formal receipt, review and action.

5. Provost Action

The approved new structure is placed in the University catalogue. The Office of the Registrar, all academic advisement personnel, the academic Deans, all School/Department Chairs and Executive Directors, and all Program Directors/Coordinators are notified formally of its implementation.

6. Approval of Guide Sheets

Prior to implementation of a new General Education Program, special attention should be given to the development of new student guide sheets for each undergraduate program. The process for development and approval of program guide sheets shall be as follows:

    a. School/Departmental/Program Approval

    The guide sheet(s) which have been developed by faculty are presented for approval first to the School/Department/Program Curriculum Committee and then to the entire

School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

b. Dean(s) approval
The Dean(s) will collect, review and approve all major guide sheets in their respective Colleges(s) and will categorize each approved guide sheet into one of three categories:
> (1) those with no exceptions to the GE Program,
> (2) those with prior encumbrances in the GE Program, and
> (3) those with new exceptions or encumbrances in the GE Program

> The Dean(s) will then compile a master set of guide sheets that includes a signed transmittal form with each unique major guide sheet and will send a packet of 1 hard copy of each of the complete sets (including transmittal forms) to the University Senate Office (the guide sheets must also be submitted in an electronic format to the Senate Office). In this packet, the Dean(s) will include a list of all guide sheets, identified by major program and code number and will also send a copy of this list to the Chairperson of the General Education Committee and the Chairperson of the University Curriculum Committee.

c. General Education Committee Action and Approval (if required)
A subcommittee of the GE Committee, chaired by the Chairperson of the GE Committee, will screen all guide sheets and forward those with exceptions and/or new encumbrances to the GE Committee for approval. Those guide sheets without exception are sent to the Senate Office for distribution to the University Curriculum Committee. Upon approval by the GE Committee, the guide sheets with exceptions are returned to the Senate Office for distribution to and approval by the University Curriculum Committee.

d. University Curriculum Committee Approval
The University Curriculum Committee reviews and approves all new guide sheets. Upon approval, the guide sheets are returned to the Senate Office for distribution to and approval by the Senate.

e. University Senate Approval
The University Senate reviews and approves all new guide sheets. Upon approval, the guide sheets will be disseminated by the University Senate to the Office of the Provost, the Offices of the affected Dean(s), the sponsoring Schools/ Department(s)/Programs, the Registrar's Office and the Director of Veterans' Affairs.

f. University Senate Guide Sheet Maintenance
After University Senate approval has been completed, a comprehensive listing of major guide sheets will be maintained by each School and College on its website. The University Senate website will provide links to these websites. The listing will be: (1)

kept up-to-date and include the date of approval or discontinuance (if appropriate) for each guide sheet; (2) indexed by major School/Department, major program and guide sheet code number; and (3) linked to all official guide sheets which are directly available to and printable by all campus constituencies.

B. Program Revisions Within the Existing General Education Structure

Program revisions within the existing General Education structure are to be distinguished from a major restructuring of the program as a whole. Such internal revisions do not imply a rethinking of the philosophy which defines the University's GE requirements, nor do they result in substantial changes to the program's organizational structure. Examples of revisions within the existing General Education Program structure might include adding or deleting a Foundations Course, changing the credit distribution, or redefining the Concentration. Schools/Departments that believe conflicts exist between University requirements and their programmatic interests must act individually by submitting proposed changes to the General Education Committee and the University Curriculum Committee.

Required Format for Program Revisions Within the Existing General Education Structure

A. Title Page
1. Title of Program
2. Date of Implementation of Program Revision
3. Date of Document (Update if Revised)

B. Description of and Objectives/Rationale for Proposed Revisions

C. Schematic of Curriculum Plan
The Schematic should include side-by-side comparisons of the old and the revised program curricula as well as old and new student guide sheets. Please note: course titles and credits must be specified. All required courses and course revisions must be approved **PRIOR** to the program document being reviewed by the GE and UCC Committees. This means that courses and course revisions, including those involving distance learning, need to be approved by appropriate School/Departmental/Program AND College-level curriculum committees. All prerequisites must be explicitly accounted for.

D. Updates to SLOs and Assessment Plan for GE SLOs as needed

E. Impact Statement in Collaboration with the Director of the Center for Academic Success and the Undergraduate Deans. (Must Include Signatures of Director and Deans)
1. Additional Full-Time Faculty
2. Additional Part-time Faculty
3. Effect on Enrollment
4. Additional Resources (e.g., library resources; computers or other equipment; online/virtual resources; and/or space resources such as offices, laboratories, classrooms.

A. General Education Committee Approval
The author of the document and/or selected representative(s) present the revision document to the General Education Committee for formal receipt, review, and action.

B. University Curriculum Committee Approval
The Chair of the General Education Committee presents the revision document to the University Curriculum Committee for formal receipt, review and action.

C. University Senate Approval
The Chair of the University Curriculum Committee presents the revision document to the University Senate for formal receipt, review and action.

D. Provost Approval
The Chair of the University Senate presents the revision document to the Office of the Provost for formal receipt, review and action.

E. Presidential Approval
The Office of the Provost presents the revision document to the President for formal receipt, review and action.

F. Provost Action
The approved revision is placed in the University catalogue. The Office of the Registrar, all academic advisement personnel, the academic Deans, all School/Department Executive Directors and Chairs, and all Program Directors/Coordinators are notified formally of its implementation.

G. Approval of New Guide Sheets
All undergraduate programs whose General Education requirements have been affected by the GE revisions will be required to develop new guide sheets reflecting these revisions. The approval process for these guide sheets shall be the same as that outlined for a completely restructured General Education Program (see IV, A. 6 above).

C. Encumbrance of General Education Courses and Changes in General Education Encumbrances

1. The General Education Program is designed to provide a balanced education for all students and to support the educational efforts of the major programs, allowing for as much programmatic flexibility possible. As such, the encumbrance (See Section VII Definitions of Terms Used) of distribution requirements within the Disciplinary and Interdisciplinary clusters will be permitted in programs that provide clear justification. Justification must include documented evidence that the programmatic elements can only be achieved by encumbering Disciplinary and Interdisciplinary clusters. The General Education Committee and the University Curriculum Committee (on a program-by-program basis) must be consulted for review and approval.

a. Latitude should be given in the approval of proposals for meeting the concentration requirements of professional programs that are accredited (or seeking accreditation) by external organizations. This could include encumbrance or elimination of the concentration requirements for such programs. Justification must be provided for encumbrances or changes in these encumbrances first to the General Education Committee and then to the University Curriculum Committee (on a program-by-program basis) for review and approval.

b. Each program/major should be reviewed separately to ascertain its students' needs and to establish the skills development required. Schools/Departments that believe conflicts exist between university requirements and their programmatic interests must initiate the review process. Justification must be provided for proposed changes first to the General Education Committee and then to the University Curriculum Committee (on a program-by-program basis) for review and approval.

Required Format for Encumbrance of General Education Courses or Changes in General Education Encumbrances

A. Title Page
   1. Title of Program
   2. Date of Implementation of Changes
   3. Date of Document (Update if Revised)

B. Description of, Objectives of, and Rationale for Proposed Encumbrance or Change in Encumbrance

C. Schematic of Curriculum Plan
The Schematic should include side-by-side comparisons of the previous and the revised program curricula as well as old and new student guide sheets. Please note: Course titles and credits must be specified. All required courses must be approved and all prerequisites must be explicitly accounted for in the plan.

D. Impact Statement in Collaboration with the Dean(s) and the Director of the Center for Academic Success. (Signatures of Dean(s) and Director Must be Included)
   1. Additional Full-Time Faculty
   2. Additional Part-Time Faculty
   3. Effect on Enrollment
   4. Additional Resources (e.g., library resources; computers or other equipment; online/virtual resources; and/or space resources such as offices, laboratories, classrooms.

Approval Process: Proposed General Education Encumbrances or Changes in Encumbrances

1. School/Departmental/Program Curriculum Committee(s) Approval

The proposer(s) submit the proposal document to the appropriate School/Department/ Program Curriculum Committee(s) and then to the entire School/Department/Program (and other affected Schools/Departments/Programs as needed) for formal receipt, review and action. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the program) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

2. General Education Committee Approval
The Chair(s) of the School/Department/Program Curriculum Committee(s) submit the proposal document to the General Education Committee for formal receipt, review, and action.

3. College Dean(s) Approval
The Chair of the General Education committee submits the proposal document to the appropriate academic Dean(s) for receipt, review, and action.

4. University Curriculum Committee Approval
The academic Dean(s) submit the proposal document to the University Curriculum Committee for formal receipt, review, and action.

5. University Senate Notification
The Chair of the University Curriculum Committee submits the proposal document to the Chair of the University Senate. The Chair of the University Senate must notify the University Senate of the receipt and action.

6. Provost Action
The Chair of the University Senate submits the proposal document to the Office of the Provost, which informs the President and, if appropriate, the Board of Trustees.

D. Designation of New or Existing Courses as Approved General Education Courses

Before a new or existing course can be considered a General Education (GE) course, the proposer must complete all steps listed below. A new course never offered before must first follow the normal curriculum procedures for new course approval. For existing courses to be designated as approved General Education courses, a revised course outline should be prepared using the standard format for General Education Courses appearing in Appendix B). The course outline must be accompanied by the appropriate transmittal form (see Appendix D as appropriate). If courses are interdisciplinary or team-taught between two different Schools/Departments/Programs/colleges, they must be reviewed and approved by School/Department/Program Curriculum Committees and College Curriculum Committees. **Document authors should keep signed copies of all relevant documents for themselves.**

.

***Required Approval Process for New or Existing Courses to be
Designated as GE Courses***

1. School/Departmental/Program Curriculum Committee(s) Approval
The proposer(s) present the course outline to the appropriate School/Department/
Program's Curriculum Committee(s) and then to the entire School(s)/Department(s)/
Program(s) for formal receipt, review and action. As part of the approval process by the
School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty
approving, not approving, and abstaining from vote for the course) must be submitted
either on the transmittal form or as part of the curriculum document. The name and title
of the individual responsible for documenting the vote should be noted on the transmittal
form and/or curriculum document.

2. College Curriculum Committee(s) Approval
The Chair(s) of the School/Department/Program Curriculum Committee(s) present the
course outline to the appropriate College Curriculum Committee(s) for formal receipt,
review and action.

3. General Education Committee Approval
The Chair(s) of the College Curriculum Committee(s) involved in the approval of the
course(s) present the course outline to the General Education Committee for formal
receipt, review and action, to ensure that changes are consistent with the stated goals,
objectives and desired outcomes of the GE Program as outlined on the GE web page. The
actions of the General Education Committee will be recorded on the GE Course
Transmittal Form included in Appendix D.

> **a.** Should the General Education Committee determine the need for substantial
> changes or revisions in the proposed course, a summary of these will be sent from
> the Chair of the General Education Committee to the proposer(s). Upon revision,
> the proposer(s) will present the revisions to a special ad hoc conference
> committee convened by the Chair of the GE Committee and composed of the
> Chairs of the relevant School/Department/Program Curriculum Committees and
> the Chairs of the relevant College Curriculum Committees to ensure the changes
> have been accomplished satisfactorily.

> **b.** Should only minor changes be necessary, they should be made, and the revised
> course outline should be presented to the Chair of the General Education
> Committee for approval and transmittal to the appropriate College Deans.

> **c.** If no changes are required and the General Education Committee approves the
> course outline, the Chair of the GE Committee will then transmit the outline to the
> appropriate College Dean(s).

4. College Dean(s) Action

The Chair of the General Education Committee submits the approved course outline to the appropriate academic Dean(s).

5. Provost Action
The College Dean(s) present the approved course to the Office of the Provost.

6. Final Action
The Office of the Provost returns the approved course to the University Senate. The University Senate will handle the distribution of the course to the appropriate offices. Copies of the approved course outline shall be filed in the General Education Office, the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Offices of the School(s)/Department(s)/Program(s) involved.

E. Revision of Approved General Education Courses

For Type I course revisions (revisions in an approved course that affect the objectives or content of the course), the course outline should be developed using the standard format appearing in Appendix B of this Curriculum Procedures Manual. The procedure for the approval process will follow the same routing as described in Section D ("Designation of New or Existing Courses as Approved General Education Courses") for new courses, and the appropriate actions shall be taken at each step in the process.

> **Please Note:** Type II course revisions (i.e., any revisions that do not affect the objectives or content of the course, such as change of course title, course description, course number, prerequisites, credit hours, bibliography, School/Departmental/Program name change, etc.) will only require action through step three of Part A Section VI for new course approval (described below): "A representative from the University Senate office then transmits the course to the appropriate College Dean for signature." Copies of the approved course outline shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Offices of the) School(s)/Department(s)/Program(s) that offer the course.

VI.   PROCEDURES FOR COURSES

An academic School/Department/Program has jurisdiction over all course content. All new course proposals or revisions of existing offerings must be developed in the standard format for course outlines, which can be found in Appendix B of this manual. This includes templates for standard courses and general education courses. General Education course procedures are discussed in Section V and in this section as well. All revisions of courses must include one copy of the existing course outline attached to the copy of the proposed course document. **Document authors should keep signed copies of all relevant documents for themselves.** The required approval processes for courses are as follows:

Required Format: New Course Proposal and Revisions
See Appendix B of this manual for the appropriate format for course outlines.

A. Approval of New Undergraduate and Graduate Courses

School/Department/Program approval:

The new course outline proposal is submitted for approval first to the School/Department/Program Curriculum Committee and then to the entire School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

AND

If the course will have significant involvement from other Schools/Departments/Programs, it needs to be reviewed and approved by these other Schools/Departments/Programs, first by their respective Curriculum Committees, and then by the entire faculty of the School/Department/Program. As part of the approval process by the affected School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

College Curriculum Committee Approval

The course outline is sent by the author and/or selected representative(s) to the Chair of the appropriate College Curriculum Committee. The course outline is then presented by this author/representative to the College Curriculum Committee(s) for review and approval. If the course is to have significant involvement from another College, its respective College Curriculum Committee must review and approve the course. Following this review and approval, the Chair of the respective College Curriculum Committee needs to sign the transmittal form.

Dean Action

Once approved, the course is submitted to the University Senate office by the Chair of the College Curriculum Committee. A representative from the University Senate office then transmits the course to the appropriate College Dean for signature. If the course is a graduate course, it should also be forwarded to the Graduate Dean for signature. The Dean(s) shall then facilitate its implementation as appropriate.

Copies of the approved course outline shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Office of the School/Department/Program(s) that offers the course.

B. Approval of a New Interdisciplinary Course

1. Sponsoring School/Departmental/Program or Sponsoring Committee Approval
The outline for the new course is reviewed and approved by the sponsoring School/Department/Program's Curriculum Committee and then by the entire School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

A representative from the sponsoring School/Department/Program or committee shall assume the responsibility of presenting the course to the College Curriculum Committee(s) whose faculty will be teaching the course (i.e. should faculty from multiple colleges be teaching the course, it should go to all respective College Curriculum Committees).

2. College Curriculum Committee Approval
The course outline is presented by a representative from the sponsoring School'(s)/Department'(s)/Program'(s)/School'(s) Curriculum Committee to the appropriate College Curriculum Committee(s) for review and approval. Upon approval, the Chair of the College Curriculum Committee then transmits the approved course to the next appropriate committee. If no other committee action is necessary, or when the other committees have completed their approval, the course is sent to the College Dean(s) who facilitate(s) its implementation as appropriate. If the course is a General Education course, it will then follow that corresponding approval process to completion. If the course is a fully online course, a hybrid type I or hybrid type II course or a synchronous distributed course, it will then follow that corresponding approval process to completion (see "Approval of Courses for Distance Learning" below).

3. College Dean Action
The College Curriculum Committee Chair(s) transmits the approved course to the appropriate College Dean(s) for signature. The College Dean(s) then facilitate(s) its implementation as appropriate. For graduate courses, after the College Dean(s) has/have acted on the course, a copy is sent to the Graduate College Dean for notification

C. Approval of Courses for Distance Learning

Distance learning can include a variety of courses, formats and programs. Courses that are applied in distance learning can fall into one of the categories listed below. With this current version of the UCC manual, the specific term "distance learning course" is no longer being used. Therefore, faculty/personnel intending to use courses for distance/online learning should consider which types will be used and consider the definitions below. Course approval procedures for distance/online learning, which are described following these definitions, vary depending upon type of course. "Hybrid Type II Courses" and "Online Courses" require more extensive approval procedures than "Traditional Classroom Courses," "Synchronous Distributed Courses," and "Web-Enhanced Courses."

Hybrid Type I Course- A course for which at least 20%*, but less than 50%, of face-to-face activity is replaced with an alternate equivalent activity. Hybrid Type I courses require only notification of the DL Committee, and do not require nor include the creation of formal online content managed by the Office of Online Learning.

Hybrid Type II Course- A course for which at least 50%, but less than 100%, of face-to-face activity is replaced with an alternate equivalent activity. Hybrid Type II courses follow the same approval process as online (fully online) courses.

Online (fully online) Course- All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

Synchronous Distributed Course- Web-based or ITV (interactive television) technologies are used to extend face-to-face classroom lectures and discussions to students at remote sites in real time

Traditional Classroom Course- Course activity is organized around scheduled face to face class meeti**ngs.**

Web-Enhanced Course- Online course activity/ies which complement face-to-face class sessions without reducing the number of required class meetings.

Approval Process for Online and Hybrid Type II Courses

All fully online and hybrid type II courses must first be developed as regular traditional classroom courses. (See A. above "Approval of New Undergraduate and Graduate Courses"). The development of fully online and Type II courses is a time-intensive process that requires careful planning and consultation with the Center for Online Learning. The Center for Online Learning only receives courses for development three times per year, not on a rolling basis. For implementation in a spring semester, the course must be received by the Center for Online Learning for initial review by August, 1 of the preceding year; for implementation in a summer semester, it must be received by November 1 of the preceding year; and, for implementation in a fall semester, it must be received by April 1 of the preceding year. Course initiators should also follow the Notes below:

Note 1: In order to be considered for a DL designation, a course must be up-to-date, with the course having been reviewed and course outline updated within the last five years.

Note 2: The course outline needs to provide information about assessment, including SLOs that will be used for assessment, and the course itself must be part of a programmatic assessment plan and be included in a program's curricular map.

Note 3: The course outline should not include any language that precludes its development as an online course (e.g. use of resources only available in person or on campus), and its content should be sufficient enough to enable a mapping of Carnegie units (instructional contact hours) onto specific course topics.

Note 4: There must be sufficient information in the references of an intended online course such that the online course developer will be able to create content and assessment materials based on the resources listed.

Note 5: Course initiators/requestors are responsible for following any additional guidelines and requirements set by the Distance Learning Committee. These can be accessed through the Distance Learning Committee section of the University Senate website under the Reports/Documents section (https://sites.google.com/a/kean.edu/faculty-senate/reports/distance-learning-committee)

APPROVAL PROCESS:

For an existing course that is traditional classroom, web-enhanced, Hybrid Type 1 or Synchronous Distributed Course and is to be converted to a fully online or Hybrid Type II course, the following steps must be completed:

1. School/Department/Program Review

The requestor/initiator for the course that is to be converted to fully online or Hybrid Type II presents to the School/Department/Program Curriculum Committee and requests approval to create an online course. The requestor/initiator must use a Distance Learning (DL) transmittal form. Following approval from the School/Department/Program Curriculum Committee, the requestor/initiator requests approval from the entire School/Department/ Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

<p align="center">AND</p>

If the course that is to be converted to fully online or Hybrid Type II is interdisciplinary or will have significant involvement from other Schools/Departments/Programs, it needs to be reviewed and approved by these other Schools/Departments/Programs, first by their respective Curriculum Committees, and then by the entire faculty of the Schools/

Departments/Programs. As part of the approval process by the affected School/Department/ Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

2.   **College Curriculum Committee Review**
Following approval by the sponsoring School/Department/Program, the requestor/initiator presents the course, including the DL transmittal form, to the College Curriculum Committee to request approval for an online course. If the course is to involve significant involvement from another College, it should also be reviewed and approved by its respective College Curriculum Committee. The transmittal must also be signed by the chair of this curriculum committee.

3.   **Dean Action**
Following approval by the College Curriculum Committee, the requestor/initiator forwards the course and DL course transmittal to the appropriate College Dean for signature. If the course is a graduate course, the requestor/initiator also forwards it to the Graduate Dean for signature.

4.   **Initial Review by Distance Learning Committee**
Following signature by the appropriate College Dean(s), the requestor/initiator presents the course and its accompanying documentation to the chair of the Distance Learning Committee for review. Documentation must include the official course outline, which adheres to the requirements stated in Notes 1-4 at the beginning of this section, the Distance Learning (DL) transmittal with all required signatures, and School/Departmental vote regarding the course. The DL committee reviews the course to ensure its compliance with appropriate guidelines and requirements and its readiness for initial development by the Center for Online Learning.

5.   **Review by Center for Online Learning and Initial Development Phase**
Following review and approval by the DL committee, the chair of the DL committee forwards the course to the Director of the Center for Online Learning, which also reviews the course to ensure its readiness for development. Following this review and approval, an agreement is sent to the intended course developer (online course developer outside university). Following execution of this agreement, the Center for Online Learning develops an online course map for the course.

6. **Second Review by DL Committee**
Following creation of the online course map, the course, along with this map, is returned to the DL committee for follow-up review and approval. The DL Committee can either vote to

approve the course, in which case it progresses to the next step in the approval process or to not approve the course. In cases of non-approval, the DL Committee provides description of the reasons for non-approval and can return the course back to the Center for Online Learning for revisions. The chairperson of the DL Committee notifies the course initiator and the Center for Online Learning of its decision.

7. Submission to Senate, Registrar's Office, and Dissemination of Course
Following approval by the DL Committee, the course initiator submits the course to the University Senate office. A representative from the University Senate then transmits the course to the Office of the Registrar, where it receives a DL code for implementation in the University course system. The Senate representative also contacts the chair of the General Education Committee regarding the approval of the fully online or Hybrid Type II course. Copies of the approved course shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Office of the School/Department/Program that offers the course.

Approval Process for Synchronous Distributed and Hybrid Type I Courses

All synchronous distributed and hybrid type I courses must first be developed as regular traditional classroom courses. (See A. above "Approval of New Undergraduate and Graduate Courses").

Note 1: In order to be considered as a synchronous distributed or hybrid Type 1, a course must be up-to-date, with the course having been reviewed and course outline updated within the last five years.
Note 2: The course outline needs to provide information about assessment, including SLOs that will be used for assessment.
Note 3: The course outline should not include any language that precludes its development as a synchronous distributed or hybrid type 1 course, and its content should be sufficient enough to enable a mapping of Carnegie units (instructional contact hours) onto specific course topics.
Note 4: Course initiators/requestors are responsible for following any additional guidelines and requirements set by the Distance Learning Committee. These can be accessed through the Distance Learning Committee section of the University Senate website under the Reports/Documents section (https://sites.google.com/a/kean.edu/faculty-senate/reports/distance-learning-committee)

1. School/Department/Program Review
The requestor/initiator for the course that is to be converted to a synchronous distributed or Hybrid Type I course presents to the School/Department/Program Curriculum Committee

and requests approval for the conversion of the course to the intended format. The requestor/initiator must use a Distance Learning (DL) transmittal form. Following approval from the School/Department/Program Curriculum Committee, the requestor/initiator requests approval from the entire School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

AND

If the course that is to be converted to synchronous distributed or hybrid type 1 is interdisciplinary or will have significant involvement from other Schools/Departments/ Programs, it needs to be reviewed and approved by these other Schools/Departments/ Programs, first by their respective Curriculum Committees, and then by the entire faculty of the Schools/Departments/Programs. As part of the approval process by the affected School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

2. College Curriculum Committee Review
Following approval by the sponsoring School/Department/Program, the requestor/initiator presents the course, including the DL transmittal form, to the College Curriculum Committee to request approval for an online course. If the course is to involve significant involvement from another College, it should also be reviewed and approved by its respective College Curriculum Committee. The transmittal must also be signed by the chair of this curriculum committee.

3. Dean Action
Following approval by the College Curriculum Committee, the requestor/initiator forwards the course and DL course transmittal to the appropriate College Dean for signature. If the course is a graduate course, the requestor/initiator also forwards it to the Graduate Dean for signature.

4. Notification of Distance Learning Committee
Following signature by the appropriate College Dean(s), the requestor/initiator presents the course and its accompanying documentation to the chair of the Distance Learning Committee for notification. Documentation must include the official course outline, which adheres to the requirements stated in Notes 1-3 at the beginning of this section, the Distance Learning (DL)

transmittal with all required signatures, and School/Departmental/college vote regarding the course.

5. **Submission to Senate, Registrar's Office, and Dissemination of DL course**
Following notification of the DL Committee, the course initiator submits the course to the University Senate office. A representative from the University Senate then transmits the course to the Office of the Registrar, where it receives an appropriate code for implementation in the University course system. The Senate representative also contacts the chair of the GE Committee regarding the approval of the course. Copies of the approved course shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Office of the School/Department/Program that offers the course.

D. Approval of Course as a Travel-Learn Course

Faculty members/personnel intending to propose a Travel-Learn course must consult the Center for International Studies prior to developing and presenting an outline. In the course of this consultation, discussion should focus on such matters as a detailed itinerary listing total number of contact hours, faculty load, evaluation of student performance, general costs involved, and financial aid. Evidence of such consultation is a prerequisite to final approval. Faculty/personnel should note that Travel-Learn courses are no longer reviewed or approved by the Distance Learning Committee.

1. **School/Departmental/Program Approval**
  a. Existing Course as a Travel-Learn Course
  The course outline is presented for approval as a Travel-Learn course first by the School/Department/Program Curriculum Committee and then by the entire School/Department/Program.
  b. New Travel-Learn Course
  The proposed new Travel-Learn course is presented for approval as a new course and as a Travel-Learn course by the School/Department/Program Curriculum Committee and then by the entire School/Department/Program.

2. **College Curriculum Committee Approval**
The course outline is presented by the Chair of the School/Department/Program Curriculum Committee to the Chair of the appropriate College Curriculum Committee for formal receipt, review and action. If the course is a graduate course, it must also be reviewed and approved by the Graduate College Curriculum Committee.

3. **Dean Action**
The Chair of the College Curriculum Committee transmits the approved course outline to the appropriate College Dean(s) for signature. If the course is a graduate course, it will also be forwarded to the Graduate Dean for signature. The Dean(s) shall then facilitate its implementation as appropriate. Copies of the approved Travel-Learn course shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, the

offices of the appropriate School(s)/Department(s)/Program(s) and the Center for International Studies.

E. Revisions of Existing Courses

Revisions of courses fall into two categories, *Type I* and *Type II* Course Revisions.

Type I Course Revisions are any revisions in an approved course that affect the objectives or content of the course.

Type II Course Revisions are any revisions in an approved course (i.e. change of course title, course description, course number, prerequisites, credit hours, bibliography, school/ departmental/program name change, etc.) that do not affect the objectives or content of the course.

Both categories of revision (Type I or II) follow the same approval process. A copy of the existing course outline must be attached to the proposed revision.

- **School/Departmental/Program Approval**
  The revised course outline is submitted for approval first by the School/Department/ Program Curriculum Committee and then to the entire School/Department/Program for approval. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document. Once approved by the School/Department/Program Curriculum Committee, the course is then forwarded to the appropriate College Curriculum Committee(s) for approval.

- **College Curriculum Committee Approval**
  The revised course outline is sent by the author and/or selected representative(s) for formal receipt to the University Senate office who then sends it the Chair of the appropriate College Curriculum Committee(s). The revised course outline is presented by a representative from the sponsoring School/Department/Program committee to the appropriate College Curriculum Committee(s) for review and approval. If the course is a graduate course, it must also be reviewed and approved by the Graduate College Curriculum Committee.

- **Dean Action**
  Once approved, the revised course outline along with a copy of the original course outline is submitted to the University Senate office by the Chair of the College Curriculum Committee. A representative from the University Senate office then transmits the course to the appropriate College Dean for signature. The College Dean shall then facilitate its implementation as appropriate. In the case of graduate courses, the revised course outline is simultaneously sent to the Graduate College Dean for review.

For graduate courses, after the College Dean(s) has/have acted on the revised course, a copy is sent to the Graduate College Dean for notification.

F. Revision of Approved General Education Courses

For Type I course revisions (revisions in an approved course that affect the objectives or content of the course), the course outline should be developed using the standard format appearing in Appendix B of this Curriculum Procedures Manual. The procedure for the approval process will follow the same routing as described in Section D ("Designation of New or Existing Courses as Approved General Education Courses") for new courses, and the appropriate actions shall be taken at each step in the process.

Please Note: Type II course revisions (i.e., any revisions that do not affect the objectives or content of the course, such as change of course title, course description, course number, prerequisites, credit hours, bibliography, School/Departmental/Program name change, etc.) will only require action through step three of Part A Section VI for new course approval (described below): "A representative from the University Senate office then transmits the course to the appropriate College Dean for signature." Copies of the approved course outline shall be filed in the University Senate Office, the Office of the Provost, the Office of the Registrar, and the Office of the School/Department/Program that offers the course.

G. Designation of New or Existing Courses for Approval as General Education Courses

Before a new or existing course can be considered a General Education (GE) course, the proposer must complete all steps listed below. A new course never offered before must first follow the normal curriculum procedures for new course approval. For existing courses to be designated as approved General Education courses, a revised course outline should be prepared using the standard format for General Education Courses appearing in Appendix B. The course outline must be accompanied by the appropriate transmittal form (see Appendix D). If courses are interdisciplinary or team-taught between two different Schools/ Departments/Programs/colleges, they must be reviewed and approved by the appropriate School/ Department/Program Curriculum Committees and College Curriculum Committees.

Required Approval Process for New or Existing Courses to be Designated as GE Courses

1. **School/Departmental/Program Curriculum Committee(s) Approval**
The proposer(s) present the course outline to the appropriate School/Department/ Program's Curriculum Committee(s) and then to the entire School/Department/Program for formal receipt, review and action. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

2. **College Curriculum Committee(s) Approval**
The Chair(s) of the School/Department/Program Curriculum Committee(s) present the course outline to the appropriate College Curriculum Committee(s) for formal receipt, review and action.

3. **General Education Committee Approval**
Following approval by the appropriate College Curriculum Committee(s), the initiator/ proposer of the course presents the course outline to the General Education Committee for formal receipt, review and action, to ensure that changes are consistent with the stated goals, objectives and desired outcomes of the GE Program as outlined on the GE web page. The actions of the General Education Committee will be recorded on the GE Course Transmittal Form included in Appendix D.

> **a.** Should the General Education Committee determine the need for substantial changes or revisions in the proposed course, a summary of these will be sent from the Chair of the General Education Committee to the proposer(s). Upon revision, the proposer(s) will present the revisions to a special ad hoc conference committee convened by the Chair of the GE Committee and composed of the Chairs of the relevant School/Department/Program Curriculum Committees and the Chairs of the relevant College Curriculum Committees to ensure the changes have been accomplished satisfactorily.

> **b.** Should only minor changes be necessary, they should be made, and the revised course outline should be presented to the Chair of the General Education Committee for approval and transmittal to the appropriate College Deans.

> **c.** If no changes are required and the General Education Committee approves the course outline, the Chair of the GE Committee will then transmit the outline to the appropriate College Dean(s).

4. **College Dean(s) Action**
The Chair of the General Education Committee submits the approved course outline to the appropriate academic Dean(s).

5. **Provost Action**
The College Dean(s) present the approved course to the Office of the Provost.

6. **Final Action**
The Office of the Provost returns the approved course to the University Senate. The University Senate will handle the distribution of the course to the appropriate offices. Copies of the approved course outline shall be filed in the General Education Office, University Senate Office, Office of the Provost, Office of the Registrar, and the Offices of the involved School(s)/Department(s)/Program(s).

H. Discontinuation of Courses (Including General Education) Initiated by Schools/Departments/Programs.

Note 1: Discontinuation of courses should only be carried out after careful consideration by faculty/personnel from the School/Department/Program offering the course. Faculty/personnel weighing such a decision need to consider the potential effects on students in their own School/Department/Program as well as students in other Schools/Departments/Programs who take the course.

Note 2: Schools/Departments/Programs are encouraged to review course offerings on a regular basis to provide updated information to students. Schools/Departments/Programs may choose to archive courses that they have not offered for multiple consecutive semesters, but that they do not wish to discontinue.

Individual Schools/Departments/Programs may present a request to the College Curriculum Committee that a course or courses be dropped. The procedure for discontinuing courses is as follows:

- **School/Department/Program Curriculum Committee Action.**
  The School/Department/Program Curriculum Committee chair shall request from the Registrar's Office a list of courses that have not been taught in five years. The Committee should review this list and consider whether discontinuation is appropriate. Following School/Department/Program Curriculum Committee approval of the discontinuation, the action is reviewed by the entire School/Department/Program. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course) must be submitted either on the transmittal form or as part of the curriculum document. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form and/or curriculum document.

AND

If, within the last five years, the course has been used to fulfill requirements for another School/Department/Program, the School/Department/Program offering the course(s), should notify these other Schools/Departments/Programs.

2. College Curriculum Committee Action
Following approval of the discontinuation of the course(s) by the entire School/Department/Program, the Chair of the School/Department/Program Curriculum Committee shall present a request to the College Curriculum Committee that the course(s) be dropped. Each request for discontinuation is to be made on a separate transmittal form, which should be accompanied by a copy of the course outline and a brief, but thorough, explanation of the reason(s) for discontinuation.

The College Curriculum Committee shall act upon the School/Department/Program Curriculum Committee's request and notify the University Senate Office who will then notify the appropriate Dean of the committee's decision.

Once approved by the College Curriculum Committee, copies of the transmittal form, course outline, and accompanying explanation should be forwarded to the University Senate office, which will then transmit the course and reasons for discontinuation to the appropriate College Dean.

3. General Education Committee Action (If Applicable)

If the course to be dropped is a General Education course, the School/Department/ Program Curriculum Committee shall notify the General Education Committee of its decision, and, if there is agreement between the two committees, The General Education Committee Chair shall notify the University Senate Office, who will then notify the appropriate Dean and the Office of the Provost of its decision.

I. Approval of Special Offerings (e.g. Workshops, Institutes, Conference Education, Continuing Education, etc.)

1. Non-Credit/Non-Certificate Special Offerings

Non-Credit Special Offerings are usually developed in response to specific requests by school districts, corporations, businesses, or agencies. In an effort to remain as responsive as possible, non-credit and non-certificate special offerings will only require the permission of the School/Department/Program Chair and the College Dean. The School/Department/ Program Chair and appropriate College Dean shall maintain documentation of the non-credit and non-certificate special offerings that are provided.

2. Credit-or Certificate Granting Special Offerings (including those that involve continuing education units (CEUs)

Special offerings that are to provide a certificate of completion, credits or continuing education units (CEUs) need to involve systematic development since they generate a more formal credential or qualification representing the University. These special offerings are further differentiated, as described below, along with their corresponding procedures and policies.

a. Credit-granting special offerings based on existing courses (with the exception of courses ID 5600, Graduate Services Programs in College and Community; and ID 5900, Contemporary Issues)

For these special offerings, the outline shall be approved first by the School/Department/ Program Curriculum Committee(s) and then by the entire Schools/Departments/ Programs. The initiator of the special offering shall complete a program transmittal form (see Appendix D) and mark the box for "approval of a new special offering." As part of the approval process by the School/Department/ Program, a vote tally of full-time faculty

(i.e., number of faculty approving, not approving, and abstaining from vote for the offering) must be submitted on the transmittal form.

The document is then transmitted directly to the College Dean(s) for approval and implementation as appropriate. When offered at the graduate level, notification of the Graduate Dean is also required. Following approval by the appropriate College Dean(s), and at least two months in advance of the special offering, the initiator of the special offering, provides a summary description and notification to the Chair of the UCC. If the same credit-granting special offering is provided on a regular basis (e.g., once per year), it only needs to be submitted once. If the credit-granting special offering undergoes significant revision to its content (e.g., more than 30% of its content is altered) the sponsoring School/Department/Program should submit a description of this revision to the appropriate Dean(s). The chair of the UCC should be notified of this revision via a summary description and a program transmittal marked "revision of a special offering." The number of contact hours required for credit-granting special offering shall be in line with the "Semester credit hour" policy established by the NJ State Administrative Code, Title 9A (see page 7 of this document)

The School/Department/Program Chair and appropriate College Dean shall maintain documentation of the non-credit and non-certificate special offerings provided during an academic year.

b. Credit-granting or certificate-granting special offerings that involve new courses.
Any new course included in a Special Offering shall go through the new course approval process. The new course needs to be approved prior to the provision of the special offering. (Please see VI Procedures for Courses- Required Format for New Course Proposals and Approval Process for New Undergraduate and Graduate Courses)

Note 1: The number of contact hours required for any credit- granting special offering shall reflect credit hour policies established by the NJ State Administrative Code, Title 9A.

Note 2: When a Special Offering (an existing course or a new offering) is inter-School/Departmental/Program or appears to cross School/Departmental/Program lines, the approval of each School/Department/Program Curriculum Committee and the approval of the faculty of each School/Department/Program shall be secured. As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the course/offering) must be submitted on the transmittal form. The name and title of the individual responsible for documenting the vote should be noted on the transmittal form.

Following approval of any new courses involved in the Special Offering, the entire offering is approved according to the steps described in number 1 above for "Credit-granting special offerings based upon existing courses." As part of this process, the initiator of the special offering provides a summary description and notification to the

Chair of the UCC at least 2 months in advance of the offering. The initiator of the special offering shall complete a transmittal form and mark the box for "approval of a new special offering." If the same credit-granting special offering is provided on a regular basis (e.g., once per year), it only needs to be submitted once. If the credit-granting special offering undergoes significant revision to its content (e.g., more than 30% of its content is altered) the sponsoring School/Department/Program should submit a description of this revision to the appropriate Dean(s). The chair of the UCC should be notified of this revision via a summary description and a program transmittal marked "revision of a special offering."

The School/Department/Program Chair and appropriate College Dean shall maintain documentation of the credit and certificate of completion special offerings that are provided during an academic year.

c. Other credit-granting (including CEUs) and certificate-granting special offerings not based upon new or existing courses

- A School/Department/Program that is accredited by a specific body, agency, or organization and is authorized to provide CEUs for professionals, students, etc. in a field or field(s) that is related to the sponsoring School/Department/ Program is expected to follow the standards and guidelines of their specific accrediting body when carrying out a special offering that provides CEUs. When developing these special offerings, the School/Department/Program Curriculum Committee(s) shall develop a document which includes the following:

  a) Content that will be covered in the special offering. This should be similar to a course description that is found in an undergraduate or graduate catalogue.
  b) Description of student learning outcomes (SLOs) or learner objectives that are expected to be attained from the special offering.
  c) Information from the accrediting body, agency, etc. regarding their policies for provision of CEUs and documentation showing that the School/Dept./Program is authorized by the accrediting body, agency, etc. to provide CEUs.

  The document for the special offering should be approved first by the Curriculum Committee of the School/Department/Program and then by the entire School/Department/Program. The initiator of the special offering shall complete a transmittal form and mark the box for "approval of a new special offering." As part of the approval process by the School/Department/Program, a vote tally of full-time faculty (i.e., number of faculty approving, not approving, and abstaining from vote for the offering) must be submitted on the transmittal form.

The document is then transmitted directly to the College Dean(s) for approval and implementation as appropriate. When offered at the graduate level, notification of the Graduate Dean is also required. <u>Following approval by the appropriate College Dean(s), and at least two months in advance of the special offering, the initiator of the special offering, provides a the curricular document and notification to the Chair of the UCC</u>.

If the same credit-granting or certificate-granting special offering is provided on a regular basis (e.g., once per year), it only needs to be submitted once. If the credit-granting or certificate-granting special offering undergoes significant revision to its content (e.g., more than 30% of its content is altered) the sponsoring School/Department/Program should submit a description of this revision to the appropriate Dean(s). The chair of the UCC should be notified of this revision via a summary description and a program transmittal marked "revision of a special offering."

- A School/Department/Program that is NOT accredited by a specific body, agency, or organization is not permitted to provide CEUs for professionals and/or students, but can provide a certificate of completion.

    Prior to offering a certificate of completion for a particular field/discipline, the sponsoring School/Dept./Program must complete the following:

    a) A program transmittal form marking the box for "approval of a new special offering"
    b) A document which comprehensively addresses the following:

    > Content that will be covered in the special offering. This should be similar to a course description that is found in an undergraduate or graduate catalogue.

    > Description of student learning outcomes (SLOs) or learner objectives that are expected to be attained from the special offering.

    > Information about the educator(s)/presenter(s)/personnel who will be providing the special offering. This information should consist of the name(s) of these individuals; their degrees and credentials; their affiliation with Kean (if applicable); and summary of their expertise which supports their qualification in providing the special offering.

3. Guidelines Concerning Special Offerings for Undergraduate and Post—Baccalaureate Education Courses

a) Credits earned from successful completion of credit-granting special offeringsmay be used only to satisfy electives. The approval of the College Certification Officer (Dean of the College of Education) is required for any

credit acquired from an approved special offering. No special offerings may be used as credit substitutions for major or certification courses operating within State-approvedprograms of the College of Education.

b) Students may take special offerings on an audit (no credit) basis in line with the policies of the College of Education for course offerings. The audit policy of the institution requires payment of the regular course fee.

c) Undergraduate credit may be given with permission from the Dean of the College of Education for a special offering at the graduate level.

VII.   DISTINCTION OF ROLES

A. Standard Charges

A distinction of the roles of the various curriculum committees with regard to course/program/school approval is provided in this section of the document. There is an implied relationship among these bodies vis-à-vis the overall curriculum process. In as much as the actions of these committees often transcend routine business, their functions beyond course and program approval are described in this introductory overview.

Schools/Departments/Programs
The academic Schools/Departments/Programs and the School/Department/Program Curriculum Committees are essential to the vitality and viability of any course of study. Curricular action is initiated at this level in the majority of instances. The School/ Department/ Program Curriculum Committees should encourage and facilitate course and program development, undertake periodic course and program review, and insure the maintenance of high standards.

Of equal importance is the delineation of procedures for on-going needs assessment in an effort to develop contemporary offerings. In addition, it is necessary to analyze the projected schedule of School/Departmental offerings in relation to current program and student need. The expertise of faculty and present and projected resources are other important considerations, particularly with regard to new course and program development.

The College Curriculum Committees
The domain of these committees involves course offerings contained in curricula for the Colleges. The goal of these committees is to help deliver the highest quality curricula for the Colleges and University, and maintain the highest academic standards for the course offerings.

Standing Charges:
- To approve all new course offerings and revisions of courses.
- To ensure the academic standards of the University are met by proposed courses and revisions.

- To ensure all new and revised courses adhere to the University Semester Credit Hour Policy (see page 7 of this document).
- To determine the applicability of proposed offerings to specific programs, and to the short and long term goals of the University.
- To assess proposed and existing courses in an effort to avoid duplication of other offerings within the University curriculum.
- To mediate situations involving inter-departmental, inter-program and/or inter-school concerns as necessary, and to establish guidelines in this regard.
- To participate in any ad hoc committees, as necessary, and send representatives to participate in other curriculum committees, when common concerns are at issue.
- To establish guidelines and timelines for the periodic review and assessment of courses within each of the Schools/Departments/Programs.
- To fulfill any specific or special charges from the University Senate.
- To make periodic reports, a mid-year progress report, and issue a final report to the University Senate at the end of the Academic Year.

The General Education Committee

The standing General Education Committee of the University Senate has the overall responsibility for the policies, procedures and curricular offerings related to the General Education and Learning Assistance Program at Kean University, ensuring the highest quality educational experience for all students. The committee is reconstituted annually through the University Senate elections and through appointment.

Standing Charges:
- To serve as the custodians of the General Education Program and to facilitate the professional development that supports the missions of General Education.
- To provide leadership in the continued growth and development of the General Education Program.
- To advise the directors of General Education on all matters relating to placement criteria, to academic content, and to delivery of services in the Program.
- To approve all designated General Education courses according to the criteria outlined in the 2008 revisions to the University Senate Resolution (which created the General Education/Learning Assistance Program)
- To facilitate the implementation and the continued functioning of the General Education Program following the recommendations and guidelines established by the 2008 revisions to the University Senate Resolution.
- To recommend to the University Senate appropriate academic policies for the General Education Program.
- To perform ongoing curriculum review and development as outlined in the 2008 revisions to the University Senate Resolution.
- To oversee and review the mechanisms for evaluating the curricula of all Program components and to report these results to the faculty, the University Senate, and appropriate administrative offices of the University.
- To review the reports and recommendations submitted by the Academic Services Council (in conjunction with the Council of Deans) to the General Education Committee.

- To review the responsibilities of the faculty and professional staff for coordinating development and implementation of the General Education Program.
- To review and update, as necessary, the roles and responsibilities of the directors of the General Education Program.
- To consult with the Schools/Departments/programs and disciplines of the University about curriculum development, services, assessment, criteria and results and ways to support the development of students' skills and dispositions throughout all levels of the General Education curriculum.
- To fulfill any specific or special charges from the University Senate.
- To issue periodic reports, a mid-year progress report, and a final report to the University Senate at the end of the Academic Year.

The University Curriculum Committee

The domain of this committee involves the policies, procedures, programmatic offerings and curricular issues of the University. The goal of this committee is to help deliver the highest quality curriculum across the University that is consistent with the mission of the University, the social and economic demographics of the region, and the institutional resources and budgetary issues.

Standing Charges:
- To routinely consider program documents reflective of curricula across the University, and make recommendations regarding their approval to the University Senate, in a timely fashion.
- To maintain a broad institutional perspective in its review and evaluation of programmatic proposals.
- To make curricular policy recommendations that are consistent with the mission of the University, the social and economic demographics of the region and issue of budgetary and institutional resources.
- To review over-all curriculum procedures, and make policy recommendations to the University Senate.
- To serve as arbiter in matters of curricular conflict between Colleges.
- To review specific curricula and programs which appear to deviate from approved goals or established standards.
- To periodically review and make recommendations to the University Senate to revise the Curriculum Procedures Document
- To fulfill any specific or special charges from the University Senate.
- To issue periodic reports, a mid-year progress report and a final report to the University Senate at the end of the Academic Year.

Distance Learning Committee

The domain of this Committee involves the policies, procedures, courses, programmatic offerings and other curricular issues related to online/distance learning provided by the University. The overarching goal of this Committee is to help deliver the highest quality online curriculum across the University that is consistent with the mission, resources, and budget of the University, the standards of the Middle States Commission on Higher

Education and the Council of Regional Accrediting Commissions (C-RAC), and the standards and policies of the University's Center for Online Learning.

Standing Charges:
- To propose, monitor, and evaluate the online course development process.
- To participate in the approval process for online course curriculum designations in accordance with curriculum procedures
- To examine the current technologies used to support online learning in all of its forms at Kean University and make recommendations for its improvement and on future technology decisions.
- To provide timely advice and direction to The Center for Online Learning that will lead to the development of critical documents and the provision of effective online learning systems for students and faculty.
- To make recommendations that help to ensure that online courses maintain academic integrity.
- To assist in the design of online course standards that are in compliance with Quality Matters guidelines and the standards of the Middle States Commission on Higher Education and the Council of Regional Accrediting Commissions (C-RAC),
- To propose best practices of instruction in online courses.
- To assist in the assessment of the delivery of online courses and programs.

Proposed Composition:
- Kean Faculty from all academic units.
- Enrollment Services (Admissions/Financial Aid/Registrar)
- Library
- Communications/Marketing
- Academic Support
- OCIS
- Director of Online Learning
- KFT representative
- Student representative

B) Distinction of roles in the approval of a new program:

- Role of the School/Department
(a) To describe the proposed program in detail
(b) To provide supportive documentation and rationale for the program
(c) To develop the program document according to the approved format in consultation with the College Dean(s), and where appropriate, the Graduate Dean
(d) To help select a program consultant in consultation with the Office of the Provost and the College Dean(s)
(e) To communicate with other schools/departments which may be affected by the program which is proposed

(f) To officially transmit appropriate copies of the Program Document to the University Curriculum Committee (see Appendix E-Transmittal Form)

(g) To incorporate suggestions for revision and/or amplification as may be required at subsequent levels

(h) To approve the proposed program first by the School/Department Curriculum Committee and then by the entire School/Department

2. Role of the Dean

(a) To advise course(s) of action in program development

(b) To help identify an external program consultant for program development and review in consultation with the School/Department and the Office of the Provost

(c) To assess resources and staff implications for the new program

(d) To approve the consultant

(e) To approve the program

(f) In the case of graduate programs, the College Dean will consult the Graduate Dean on the above

3. Role of the General Education Committee

The General Education Committee may be consulted in the review of a new undergraduate program in an effort to ensure that the proposed program is keeping with University policy regarding the General Education component of the curriculum.

Schools/Departments that believe conflicts exist between University requirements and their programmatic interest should submit proposed changes to the General Education and the University Curriculum Committees.

4. Role of the University Curriculum Committee

(a) Objective assessment of the proposed program with regard to its adherence to curricular standards and policies

(b) Objective assessment of the academic quality of the program

(c) Thorough evaluation of the structure of the program

(d) Review of previous assessment of need and student demand

(e) Critical evaluation of resource implications including additional staffing

(f) Assessment of the impact on students and other programs

(g) Review of the incorporation of revisions

(h) Assessment of the program in relation to the stated mission and goals of the University

(i) Objective evaluation and action (approval, disapproval, minor revision) specific to the program in executive session within reasonable time parameters (45 calendar days from transmittal date from the University Senate Office)

(j) Return of proposals which are denied approval with appropriate rationale and/or suggestions for revisions

5. Role of the University Senate

(a) To review the document in its entirety

(b) To review the program in its adherence to curricular standards and policy

(c) To assess the academic quality of the program

(d) To review the structure of the program
(e) To review previous assessments of need, demand, and resources
(f) To assess the impact of the program on students and other programs
(g) To review the incorporations of revisions which may have been recommended
(h) To approve or reject the program

6. Role of the Administration
(a) Careful review of the complete program document
(b) Communication with the NJ Presidents' Council and Academic Issues Committee and the Middle States Commission on Higher Education in regard to the proposed program
(c) Assist in selection of external consultant for program development and review in consultation with the School/Department and the College Dean
(d) Careful assessment of resources necessary to support the program
(e) Development of institutional impact statements as may be required in the review process
(f) Constructive communication with program developers
(g) To approve or reject the program

C. Distinction of roles in course approval

It is understood that courses may be proposed by any member of the faculty. Each course proposal is to be submitted to the School/Department/Program Curriculum Committee(s)

1. Role of the School/Department/Program
(a) Review of existing School/Departmental/Program goals and standards
(b) Careful analysis of the proposed course regarding its description level content development, methods of instruction, methods of evaluation, and bibliography
(c) For revision of an existing course, comparison must be presented along with the revised course with clear indication of the changes, rationales, and effects within the program
(d)Determination as to whether the content of the proposed new course requires examination by other Schools/Departments/Programs within the University
(e) Assurance that the proposed new course does not duplicate existing courses in whole or substantial part
(f) Review of the style and format of the proposed course in order to ensure consistency with the accepted standard for Kean University course outlines (see Appendix B-Format New Course Outline)
(g) To facilitate formal review and approval of the course proposal first by the School/ Departmental/Program Curriculum Committee and then by the entire School/Department/ Program
(h) To officially transmit the appropriate number of copies of the proposed new course (or those which involve revision or technical change) to the appropriate College Curriculum Committee(s) (see Appendix D.3-D.5-Transmittal Forms)

2. Role of the College Curriculum Committee
(a) Thorough review of each new course proposal or those involving technical changes with regard to adherence to curriculum standards, curriculum policies, and the semester credit hour policy pertinent to all courses offered in that College. The review would include an

open presentation by the proposer(s) followed by questions and discussion with the Committee.
(b) Objective assessment of the need for the course in terms of overall goals of the school/department/program
(c) Objective assessment of the academic quality of the proposed course and/or appropriateness of technical change or substantive revision
(d) To safeguard against inappropriate overlap or duplication insofar as existing courses and to ensure appropriate clearance from related school(s)/department(s)/program(s)
(e) Consideration of course proposals and/or technical changes or substantive revisions in light of existing personnel and physical resources
(f) Review of experimental courses for continuation
(g) To solicit additional information as may be required by regarding new course proposals and/or technical changes or substantive revisions
(h)Objective evaluation and action (approval, disapproval, minor revision) specific to the course in executive session within reasonable time parameters (45 calendar days from transmittal date from the University Senate Office)
(i) Return of proposals and other relevant curriculum matters which are not approved with appropriate rationale and/or suggestions for revision
(j) Official transmittal of corrected copies of the approved course outline and/or recommended change(s) to the appropriate College Dean for action

3.   Role of the General Education Committee
(a) Through review of each new course proposal or one involving technical changes with regard to its adherence to curriculum standards and curriculum, learning assistance and assessment policies that are pertinent to General Education courses. The review would include an open presentation by the proposer(s) followed by questions and discussion with the Committee
(b) Objective assessment of the need for the course in terms of overall goals of the General Education Program
(c) Objective assessment of the academic quality of the proposed course and/or appropriateness of technical change or substantive revision
(d) To safeguard against inappropriate overlap or duplication insofar as existing General Education courses and to ensure appropriate clearance from related Schools/Departments/ Programs
(e) Consideration of course proposals and/or technical changes or substantive revisions in light of existing personnel and physical resources
(f) Review of experimental courses for continuation
(g) To solicit additional information as may be required in regard to new course proposals and/or technical changes or substantive revisions
(h)Objective evaluation and action (approval, disapproval, minor revision) specific to the course in executive session within reasonable time parameters (45 Calendar days from transmittal date from the University Senate office)
(i) Return of proposals and other relevant curriculum matter that are not approved with appropriate rationale and/or suggestions for revision
(j) Official transmittal of corrected copies of the approved course outline and/or recommended change(s) to the appropriate College Dean(s) for approval

4. Role of the Dean

(a) Participation ex-officio on the College Curriculum Committee as an advisory non - voting member

(b) Receives each approved course (acknowledgement by signature) and facilitates its implementation

(c) For General Education courses, renders a decision (approval, disapproval, minor revision) within 30 calendar days specific to those General Education course proposals officially transmitted by the GE committee

(d) Provides sufficient rationale within 30 calendar days for those General Education course proposals and curricular actions which are not approved. Such rationale shall include either an explanation for course disapproval or, alternatively, an explanation for delaying decision beyond the 30 day period. Should additional time be necessary to complete action on the course, the Dean must provide written justification to the University Senate Office and the contact person for the course.

VII. DEFINITIONS OF TERMS USED

Academic Content Area (see "Content Area")

Academic Issues Committee (AIC)
As defined by N.J.S.A. 18A, the New Jersey Presidents' Council (NJPC) has the responsibility to review new academic programs. To oversee creation of new curriculum and certain curriculum changes, the NJPC created the Academic Issues Committee (AIC). A link to the most recent version of the AIC Manual can be found on the University Senate website.

Affected Program/Department/School
An affected program includes any other program, and its department/school, which may be impacted in terms of its faculty; space and resources; scholarly impacts; and/or courses and course enrollments that are a part of its program(s).

> **Note:** It is up to the UCC to determine whether or not to approve submitted documents, taking into account the concerns expressed to it by other Programs/Departments. No Program/Department has the ability to block or veto a proposal simply because of an existing or potential impact. Likewise, no Program/Department holds exclusive right to or "ownership" of any word, title or description used as part of a course or option or degree program.

Blended Program
A significant percentage, but not all of the credits required for program completion are offered fully online. Typically, up to 30 percent of the curriculum may be offered as either face-to-face or hybrid courses or other face-to-face formats or as independent study.

Catalog Description
A brief statement, summarizing what students will learn in the course, is a required component of every course outline. This course description is published in the University Catalog in a listing that also includes the course's number, title, semester credit hour(s), and any necessary prerequisites and/or co-requisites. The catalog descriptions are listed under the

respective Schools/Departments/programs offering the courses, or, in the case of ID courses, in the *Interdisciplinary Courses* section.

Certificate Program
An approved course of study upon successful completion of which the student earns a certificate as opposed to a degree, diploma or certification.

Certification Program
A non-degree program on the post-baccalaureate or graduate level which, upon successful completion of a prescribed course of study, provides the educational component for instructional, administrative, or educational services certification in the public school system of the State of New Jersey.

Combined Program
A program which offers both the undergraduate and graduate degree from Kean University.

Content Area
An approved concentration of coursework within an academic major, requiring a minimum of 30 credits, designed for students in P-3 and K-6 undergraduate education programs. Students in first major programs/options for P-3 and/or K-6 certification, including Special Education P-3 and K-6 options, may complete a Content Area instead of a full second major. Content Areas must meet NJDOE requirements; therefore, proposed new Content Areas or proposed revisions to Content Areas require review/approval by the College of Education.

Course Outline
A document, approved by the respective School/Department/Program Curriculum Committee(s) and College Curriculum Committee(s), that follows a required format and contains course objectives, Student Learning Outcomes (SLOs), course content, methods of instruction, methods of assessment, recommended text(s), and, print as well as non-print, media bibliography for a course offered at the University.

Course Revisions, Type I
Any revisions in an approved course that affect the objectives or content of the course.

Course Revisions, Type II
Any revisions in an approved course (i.e. change of course title, course description, course number, prerequisites, bibliography, departmental name change, etc.) that do not affect the objectives or content of the course.

Credit Hour (see "Semester Credit Hour")

Degree Program
A program for which, upon successful completion of a prescribed course of study, a student earns a Bachelor's Degree, a Master's Degree, a Professional Diploma, or a Doctoral Degree.

Discontinuation of Program

All proposals for the discontinuation of degrees, major programs, options, minors, collaterals, non-degree programs, joint programs and education programs mandated by the State of New Jersey must be made in a properly formatted program document, which must be approved at all levels in succession as outline in this manual.

In keeping with AIC requirements, termination of any graduate or undergraduate major/option/degree program must be <u>preceded</u> by the cancellation, suspension or hiatus of admitting students to the program. For purposes of clarification, the term "discontinuation" is synonymous with "cancellation" and involves permanently stopping admission to a program or option. The term "suspension" is used for temporarily stopping admission to a program or option without specifying a date for beginning admission again. The term "hiatus" is used for temporarily stopping admission to a program or option while specifying a date when admission will begin again.

To cancel or suspend admission or to initiate hiatus of admission, a Program or Option Admission, Cancellation and/or Suspension Form must be completed and approved. The form is available on the University Senate website.

Discontinuation of Program Admission (see "Program or Option Admission Cancellation and/or Suspension Form")

Distance Learning
A system and process that connects learners with providers via distributed learning resources. While distance learning takes a wide variety of forms, all distance learning is characterized by:
- Separation of place and/or time between instructor and learner, among learners, and/orbetween learners and learning resources.
- Interaction between the learner and the instructor and/or interaction among learners conducted through one or more media; use of electronic media is not necessarily required.

See separate listings for definitions of the following types of courses and programs: Hybrid Type I Course, Hybrid Type II Course, Online Course, Synchronous Distributed Course, Traditional Classroom Course, Web-Enhanced Course, Blended Program, Multi-Format Program, Online Program, and Traditional Classroom Program.

Encumbrance
The use of a course to satisfy both major program objectives and General Education requirements. A major program may specify (encumber) a particular GE course in a given area, rather than allowing students to choose from all GE-approved courses for that area, e.g., if the specified course is needed as a prerequisite for other courses required by the major program.

Fully Online Course
All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

General Education Capstone

An approved course within a major that embodies the vertical integration of General Education skills with the major, to be taken after students have completed a minimum of 93 credits in their studies at the university.

General Education Program
A coordinated sequence of liberal arts courses integrated with appropriate academic support. The sequence begins with required skills-based Foundations Courses; continues with a distribution of Disciplinary and Interdisciplinary Courses; and culminates with a Capstone experience linked with the major.

Graduate Degree Program
A program composed of no less than 30 credits, which leads to a Master's Degree, Professional Diploma, or Doctoral Degree.

Hybrid Type I Course:
A course for which at least 20%, but less than 50%, of face-to-face traditional class time is replaced with an alternative equivalent online activity. Hybrid Type I courses only require notification of the DL Committee, and do not require nor include the creation of formal online content managed by the Office of Online Learning.

Hybrid Type II Course:
A course for which at least 50%, but less than 100%, of face-to-face traditional class time is replaced with an alternative equivalent online activity. Hybrid Type II courses follow the same approval process as fully online courses.

Impact Statement
A required section for many curricular documents, including proposals for new options, certification program, minors, and non-degree programs. It is also required for the curricular change of conversion of degree designation and for revisions of programs, options, etc. that affect content. As a section of the curricular document, the Impact Statement includes information about the effects/changes that accompany a particular type of curricular process, such as additional resources required (e.g., faculty, space, library, etc.) and effects on enrollment. The Impact Statement should follow the specifications of the required document format for the type of document being submitted. The Impact Statement must be completed in consultation with the appropriate Dean(s) and must include the signature(s) of the Dean(s). The impact statement is no longer a specific section in new degree program documents, because the information it contains has been incorporated into other sections specified by the format for new program documents outline by the Academic Issues Committee of the New Jersey Presidents' Council.

Interdisciplinary Course
A course that integrates the subject material of at least two academic disciplines and is designated by an ID prefix.

Joint Program
An approved program sponsored by two or more institutions, which, upon successful completion of a prescribed course of study, grants a degree from one, both, or all of the institutions.

Major Guide Sheet (Undergraduate)
A document that contains the entire approved curriculum (both General Education and major requirements) for each of the existing undergraduate major programs and their options. Each guide sheet is also used as an advisement tool issued to new students upon their first registration session.

Major Program (See Undergraduate Major Program)

Minor Program (See Undergraduate Minor Program)

Multi-Format Program
A program that mixes, along with traditional classroom courses, other formats that use a variety of different delivery modes (e.g., web-enhanced courses, hybrid courses, fully online courses, synchronous distributed courses, etc.) without a specific access goal.

Online Program
All credits required to complete the program are offered as fully online courses. Students can complete the program completely at a distance, with no required face-to-face meetings.

Option- Graduate
A specific course of study within a graduate degree program.

Option- Undergraduate
One of several approved alternative structures by which the undergraduate major program requirements may be met. A substantial core of courses, generally a third to half, should be common to other options within the major program.

Professional Diploma
A type of degree program which focuses on developing a core set of knowledge and competencies in students so that they are prepared for a specific job or certified in specific skills.

Program Approval
A formal recognition of the University's intent to offer a new academic program at the date specified in the document. Program approval may be granted upon the completion of a formal application containing feasibility and resource studies, a tentative outline of the course of study, and other pertinent data, which then proceeds through a prescribed curriculum process (See Section IV of this manual). All courses contained in the program document must be approved through the normal curriculum process prior to program approval by the University Senate.

Program or Option Admission Cancellation and/or Suspension Form
A document developed by and available through the University Senate that is used to cancel or suspend admission to an academic program or option; it can also be used to place admission for a program or option on hiatus.

Second Baccalaureate Degree
To be admitted to a Second Baccalaureate Degree program, a student must have earned a baccalaureate degree from Kean University or any other accredited four-year college or university and must meet the admission criteria of the major program selected. Kean does not authorize the granting of two baccalaureate degrees simultaneously. To earn a Second Baccalaureate Degree, a student must meet all major requirements, any additional/ prerequisite course requirements and any additional University requirements for the second degree. A minimum of 32 degree credits, including at least one-half the major requirements, must be earned at Kean University after admission to a second baccalaureate degree program. Candidates may take no more than six credits toward the second baccalaureate degree as non-matriculated students at Kean University. Once a student has been accepted into the program, all coursework must be completed at Kean University. Students will apply to the University following procedures currently in effect for those applicants holding a baccalaureate degree, and they will have to meet current guidelines for the academic major.

Semester Credit Hour (Credit Hour)
"Semester credit hour" means 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms of academic work.

Service Learning
An additional component of selected courses which provide students an opportunity to engage in forty hours of course-related service activities in community and/or not-for-profit agencies. Students earn one additional credit for the time devoted to community/not-for-profit service in a Service Learning component.

Service Learning Module
The one credit component of a Service Learning course that is comprised of forty hours of service over the course of the semester. The module will focus on community/not-for-profit service and will be integrated in various ways into the course content.

Special Offerings
Special Offerings are credit-granting or non-credit granting educational activities that involve the faculty, professional staff, space and/or other resources identified as pertaining to the University, (b) be offered on campus or off, (c) be self-supporting or financed through an outside agency, (d) involve the faculty, professional staff, space or other resources identified as pertaining to the University, from regularly scheduled classes, or (e) be scheduled at times that do not necessarily conform to conventional class scheduling patterns (e.g., weekends, mid-semester breaks, intensified daily sessions for specified periods of time, etc.). They are usually identified by such terms as "workshop", "institute", "conference education", or "continuing education". If the Special Offerings are credit granting, they must conform to the minimum number of contact hours as defined by the appropriate accrediting agency.

Synchronous Distributed Course

Web-based or ITV technologies are used to extend face-to-face classroom lectures and discussions to students at remote sites in real time.

Traditional Classroom Course
Course activity is organized around scheduled face-to-face class meetings.

Traditional Classroom Program
The program may include a mix of web-enhanced, or hybrid courses, but all courses require some face-to-face sessions.

Transmittal Form
A standard document (See Appendix D) that must accompany all curriculum proposals or initiatives, serve as the official record of all required approvals in the curriculum process and must contain the signatures required for every stage of the approval process.

Travel-Learn Course
A course offered partly on-campus but mostly off-campus at a specific site. A Travel-Learn course, which is developed in consultation with the Center for International Studies, is generally between one and four weeks in length and offers an intensive academic experience related to the off-campus location. Essential components of the Travel-Learn course are pre- and post-travel classroom sessions taught by the instructor(s) on campus.

Undergraduate Degree Program
A program composed of no less than 120 credits, which leads to a Bachelors' Degree.

Undergraduate Major
An approved combination of undergraduate courses and/or equivalents that define the requirements for an undergraduate degree. This usually includes 30 to 40 semester hours in a primary discipline which provides a focus for a student's studies. In addition, the program specifies on the major guide sheet the total and type of credits (including General Education courses and electives) that are necessary for the award of a degree in the undergraduate major.

Undergraduate Minor
An approved program of study consisting of at least 18 semester hours. Content is to be prescribed by an academic program and may or may not include electives. A minimum of six semester hours must be from upper division, 3000-4000 level courses. A minor may be in a single academic discipline or (effective Fall 2014) may be interdisciplinary in nature. If a minor is in a single academic discipline, students majoring in that academic discipline may not minor in that same discipline. No more than one-half of the credits for the minor may be transferred from another institution. Only courses with a "C" (2.0) grade or better may be applied to the minor.

Web-Enhanced Course
A course in which online course activity/ies complement face-to-face class sessions without reducing the number of required class meetings.

APPENDIX A:
REQUIREMENTS FOR UNDERGRADUATE AND GRADUATE DEGREES

- **Baccalaureate Degree Requirements**

The baccalaureate degree is conferred by the authority of the Kean University Board of Trustees. To qualify, a student must be fully matriculated in a major program of Kean University and must complete the program as described with a minimum of 120 semester hours of credit. A minimum of 32 degree credits, including one-half of the major requirements, must be earned at Kean.

No course prescribed as a major requirement or a requirement for a minor program completed at a grade lower than "C" will be counted toward the fulfillment of that requirement. Any course initially completed at a grade of "D" and repeated according to this policy does not earn duplicate credit toward overall degree requirements.

- No course can fulfill both a major and a General Education requirement.

- In order to graduate, all students must successfully complete either GE 1000 (Transition to Kean) or GE 3000 (Transfer Transitions) at Kean University, effective beginning catalog year 2015-2016.

- Except in the case of certain specifically approved academic programs, no more than 40 semester hours in a major field will count toward the total credits for graduation.

- Fifty percent of free elective credits must be compromised of 3000-4000 level credits.

- Degree requirements must be completed within 10 years from the date of matriculation. Extension of time may be considered upon written request by the student to the appropriate College Dean.

- **A cumulative** grade point average of a 2.0 or above is required for graduation. For students in teacher preparation majors, a cumulative grade point average of 3.0 is required for certification, effective beginning catalog year 2012-2013.

- **Graduate Degree Requirements**

Graduate degrees and Professional Diploma are conferred by the Authority of the Kean University Board of Trustees. To qualify, a student must be fully matriculated in a graduate degree program of the University and have a minimum grade point average of 3.0.

With the exception of doctoral programs, degree requirements must be completed within six years from the date of the first course applied toward the degree, which may also include six hours of approved graduate course work earned at another accredited institution not credited toward another degree, at a grade of "B" or better.

Extension of time may be considered upon written request by the student to the appropriate program coordinator for preliminary approval and the Office of the Registrar for final approval.

APPENDIX B
FORMATS AND GUIDELINES FOR COURSE OUTLINES

I. FORMAT FOR NEW COURSE OUTLINES

In order to expedite the consideration of new courses by the College Curriculum Committee(s), all proposals for new courses must be submitted in *one of the two formats* outlined below (depending on whether the course is to be included in the General Education Program). These are the minimum criteria and information for course outlines. Additional criteria and information, (for example that required by accrediting bodies such as CAEP) may necessitate inclusion in the course outline. The course number should be pre-determined by the School/Program/Department (and with consultation from the Registrar's Office) in accordance with the guidelines of the University Curriculum Committee as to level. Course outlines not in the proper form will be returned to the School/Program/Department for revision prior to substantive consideration.

NOTE 1: Student Learning Outcomes (formerly known as Course Objectives)
The Middle States Commission on Higher Education requires that course-level expected student learning outcomes (formerly known as course objectives) be included in course documents (e.g. course outlines and syllabi). These are specific to the course and are aligned to the program's assessment plan. Please ask your program's coordinator, departmental/school Executive Director, or departmental/school Chair to provide you with the assessment plan of the program this course supports.

Student learning outcome statements should be specific, measurable, begin with an action verb, and reflect higher-order thinking.

> *Example:*
>
> *At the completion of the course students will demonstrate the ability to:*
>
> - *Analyze the dynamics of the classroom and school setting and inform instructional practices and decisions to increase academic achievement of K-12 students.*

NOTE 2: Distance Learning Guidelines (if applicable)
Courses where 20% or more of face-to-face traditional class time is replaced with an alternative equivalent online activity must adhere to the following:*

- The Course Outline must detail how student learning outcomes will be assessed utilizing comparable assessment tools across different modalities of instruction (i.e. face-to-face, hybrid, and online).

- The Course Outline must contain language that is applicable to all modalities of instruction

  *DL Course Designation Guidelines approved by the University Senate, 06/17/2015

B.1 <u>FORMAT FOR NON-GENERAL EDUCATION COURSE OUTLINES</u>

<u>PAGE 1</u>

Date:
Course Number:
Semester Credit Hours:
Prerequisites:
Limitations on Enrollment: (if appropriate)

<u>Course Designation(s): (Please select as applicable)</u>

☐ Required   ☐ Elective

☐ Experimental   ☐ Continuing Education

☐ Distance Learning Course Offerings
   *(20% or more of traditional face-to-face class time is
   replaced with alternative equivalent online activity)*

<u>Catalog Description</u>

The catalog description should briefly summarize what students will learn in the course in a succinct and concise manner.

<u>PAGE 2 (and Successive Pages)</u>

- Student Learning Outcomes (formerly known as Course Objectives)
  Upon completion of this course, students will be able to:
  -
  -
    Etc.

  - Course Content
    -
    -
    - Etc.

  - Methods of Instruction
    -
    -
      Etc.

  - Methods of Assessment (Direct Measures of Student Learning)

88

Describe the assessments that will be used to evaluate student learning with respect to the course student learning outcomes (formerly known as course objectives) and how these assessments are weighted in determining the final grade. These may include quizzes, tests, exams, papers, projects, participation, performances/products, in-class exercise such as group work, discussion, simulations or labs. Inclusion of an explicit Grading Scale is optimal.

-
-
- Etc.

- Suggested Texts
  -
  -
  - Etc.

(Alphabetized using the following suggested form:
        Campbell, William G. Form and Style in Thesis Writing.
        3rd ed. Rev., New York: Houghton Mifflin Company, 1999.)

VI.   Bibliography

(Alphabetized using the style manual cited in section V. above to include both print and non-print resources as appropriate. Other standard style manuals may be substituted).

B.2   FORMAT FOR GENERAL EDUCATION COURSE OUTLINES

NOTE: **The format for course outlines for general education (GE) courses is the same as that for non-GE courses. Proposers of GE course need to complete the Addendum below in addition to the regular course outline**.

Kean University
GE Course Development Form
Addendum to UCC Course Guidelines

Please complete this form and attach it to the UCC course outline if you wish to have the proposed course considered as part of the Kean University General Education (GE) curriculum.

For GE courses, General Education Student Learning Outcomes (SLOs) need to be assessed. For further information on General Education Student Learning Outcomes, see www.kean.edu/sgs

PLEASE INDICATE GE COURSE TYPE:

[ ] GE CAPSTONE

[;] GE FOUNDATION

[ ] GE DISTRIBUTION- HUMANITIES AREA (GEHU)

[ ] GE DISTRIBUTION- SOCIAL SCIENCES AREA (GESS)

[ ] GE DISTRIBUTTION- SCIENCE & MATHEMATICS AREA (GESM)

[ ] GE DISTRIBUTION- HEALTH & PHYSICAL EDUCATION AREA (GEHPE)

1. Please identify the GE student learning outcomes (SLOs) that will be assessed in this course using the GE rubrics for those SLOs. **Note**: Please select at least 2 but no more than 3 SLOs to assess per course.

✓	GE SLO	Definition
	1. Transdisciplinarity	The ability to integrate knowledge and methods from different fields to address historical or contemporary questions.
	2. Critical Thinking	The ability to utilize reflective analysis to draw informed conclusions.
	3. Quantitative Literacy	The ability to utilize numerical data accurately and effectively to address real world problems.
	4. Communication Literacies	The ability to speak and write effectively to convey an evidence-based argument.
	5. Information and Technology Literacies	The ability to utilize information and communications technology critically and effectively in a rapidly changing world.
	6. Active Citizenship	A commitment to lifelong civic engagement at a local, national and/or global level.
	7. Ethical Judgment and Integrity	The ability to draw responsible conclusions from ethical questions to guide personal conduct.
	8. Diversity	A commitment to promote inclusivity in a diverse world.

2. Please indicate which of the course objectives specified in this UCC course outline aligns with the GE SLOs to be assessed in the course.

    A. Course learning outcome: (formerly known as course objective) :
       GE SLO:
    B. Course learning outcome: (formerly known as course objective)
       GE SLO:
    C. Course learning outcome: (formerly known as course objective)
       GE SLO:

3. Please list and describe the active teaching and learning methods used in this course.
Note: Use of active teaching and learning methods is a core requirement for all GE courses. Some examples of such methods include: student-led discussions or demonstrations, fieldwork, out-of-classroom experiences, jigsaw procedures, and collaborative learning groups. See Major, Harris, & Zakrajsek (2016), *Teaching for Learning*, for additional in-depth examples and resources.

4. Please describe the student work samples to be used for assessment of GE SLOs.

APPENDIX C

UNIVERSITY POLICY ON THE NUMBER OF CREDITS PERMITTED IN THE MAJOR FIELD

Developed by the University Curriculum Committee in the Fall of 1976 and then approved by the University Senate on March 8, 1977.

Basic Principles

1.   The University Curriculum Committee firmly believed in the principle of a broad liberal core as the basis for a college education.

2.   The University Curriculum Committee sees the major field as a specialization in the students, field of interest, normally compromising between 30 and 40 semester hours.

3.   The University Curriculum Committee recognizes that the demands of such specialized training may require beyond the minimum 120 semester hours required for graduation.

4.   The University Curriculum Committee feels that the refinement of these considerations depends upon the findings and action of the Ad Hoc Committee on the General Education component. Additionally the College Curriculum Committee recognizes the long term need to redefine the major requirements for every specialization and every major.

5.   The University Curriculum Committee recognizes that implementation of the above recommendations is closely allied with further development of School/Departmental and College advisement.

6.   The University Curriculum Committee considers accreditation as an acceptable standard for raising the forty-credit hour limit in career oriented programs that must meet State licensing standards. However, the Committee feels that, if accreditation is accepted as a standard, the following safeguards should be implemented:

     - All changes in the forty –credit hour limit should be approved by the University Curriculum Committee and forwarded to the University Senate for its approval.

     - This committee and the University Senate should determine whether the standards of accrediting agencies are recommendations or requirements.

     - In meeting accreditation requirements, the use of existing resources from other departments should be utilized.

     - Students should still be allowed the option of taking the minimum number of requirements with the major.

More specifically, the University Curriculum Committee recognizes that a number of students may benefit from taking courses in their specialization over the current forty-credit hour limit.

The University Curriculum Committee recommends that the Schools/Departments experiencing problems in this regard work out interdisciplinary arrangements with other Schools/Departments on campus, whereby students may take related courses given by these Schools/Departments. The recommendation of the Schools/Departments whose students would benefit from these interdisciplinary arrangements for accreditation purposes should be submitted for review and approval to the University Curriculum Committee.

APPENDIX D
KEAN UNIVERSITY TRANSMITTAL FORMS

The following transmittal forms are to be attached to all documents (program and course documents, as appropriate) seeking approval through the curriculum process, prior to their submission to the University Senate Office (Hutchinson 337). **Reminder: all curricular items must be submitted to the Senate Office for routing; do not send them directly to the committee chairpersons.**

Electronic copies of each form are available for download from the Senate website. Type in (www.kean.edu/~senate) and click on the ―Curriculum Manual Forms‖ link. These forms must be complete and submitted in both electronic and paper formats. The different forms are as follows:

D.1 Undergraduate Program Transmittal Form (pages one and two)

D.2 Graduate Program Transmittal Form (pages one and two)

D.3 Disciplinary and Multidisciplinary Course Transmittal Form (not to be used for General Education or Distance Learning Education) (pages one and two)

D.4 General Education Course Transmittal Form

D.5 Distance Learning Course Transmittal Form

APPENDIX D. 1 UNDERGRADUATE PROGRAM TRANSMITTAL FORM
KEAN UNIVERSITY: THE UNIVERSITY SENATE

Must be Submitted to the Senate Office in Both Electronic and Paper Format as Required

Contact Person:	Phone:
School/Department/Program:	e-mail:

This is the Original Program Proposal: **This is a Revision:**   **Rev No.**

Full Title of Program Proposal:
Previous Title: (if appropriate)

Abbreviated Title (30 characters or less)
Proposed Date of Implementation (semester, year)

PROPOSED ACTION

Approval of   **Revision of**   **Discontinuation of**

New Major Program   ☐ Major Program   ☐ Major Program

New Option in Program   ☐ Option in Program   ☐ Option in
 Program

New Minor Program   ☐ Minor Program   ☐ Minor Program
                                          ☐ Collateral Program   ☐ Collateral Prog.
New Certification Program   ☐ Certification Program   ☐ Certification
Program

☐ New Non-Degree Program   ☐ Non-Degree Program   ☐ Non-Degree
Program

☐ Special Offering   ☐ Special Offering

☐ Other Action (specify e.g., conversion of degree designation; conversion of option to major program)

ACTION AND SIGNATURES

Affected School/Department/Program Signature Sheets attached as p. 2 or 3 (as appropriate)

☐ Yes ☐ No

School/Departmental/Program Action (complete p. 2 if approval by more than one School/Department/Program is required)

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Department/Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____ Date _____

Dean's Action (complete p. 2 if approval by more than one dean is required)

Dean's Approval_____Date _____

GE Committee Chairperson_____Approval Date _____

UCC Chairperson_____Approval Date _____

University Senate Action

Approved by University Senate (if required)_____Yes _____No   Approval Date _____

University Senate Chairperson_____Date _____

Presidential Approval_____Date _____

Approved by Board of Trustees (if appropriate)_____Yes_____No   Approval Date ____

Chairperson of the Board of Trustees_____Date _____

Completed and approved proposal received by Senate Office_____   Date _____

D.1 UNDERGRADUATE PROGRAM TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE UNIVERSITY SENATE

**To be completed and attached only if the approval process involves or affects more than one
School/Department/Program and/or College**

School/Departmental/Program Action (continued from page one)

School/Department/Program: School/Department/Program Approval ☐Yes☐No Vote
(Yes/No/Abstain/Absent):_____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No Vote
(Yes/No/Abstain/Absent):_____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No Vote
(Yes/No/Abstain/Absent):_____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____Date _____

3rd College Dean's Receipt (signature)_____Date _____

4th College Dean's Receipt (signature)_____Date _____

If more than one Dean's signature is required, these signatures must be obtained before submission to the University Senate Office for final distribution.

APPENDIX D. 2 GRADUATE PROGRAM TRANSMITTAL FORM
KEAN UNIVERSITY: THE UNIVERSITY SENATE

Must be submitted to the Senate Office in **both** electronic and paper format - paper copies required

Contact Person: Phone:
School/Department/Program: e-mail:

This is the Original Program Proposal: ☐   **This is a Revision:** ☐   **Rev No.**

Full Title of Program Proposal:

Previous Title: (if appropriate)

Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year)

PROPOSED ACTION

☐ **Approval of**   ☐ **Revision of**   ☐ **Discontinuation of**

☐ New Degree Program   ☐ Degree Program   ☐ Degree Program

☐ New Option in Program   ☐ Option in Program   ☐ Option in Program
                                     ☐ Certification Program   ☐ Certification Program
☐ New Certification Program   ☐ Non-Degree Program   ☐ Non-Degree Program

☐ New Non-Degree Program   ☐ Special Offering   ☐

☐ Special Offering

☐ Other Action (specify)

ACTION AND SIGNATURES

Affected School/Department/Program Signature Sheets attached as p. 2 or 3 (as appropriate)

☐ Yes ☐No

**School/Departmental/Program Action (complete p. 2 if approval by more than one
School/Department/Program is required)**

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Department/Program Curriculum Chair (signature_____Approval Date_____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____(signature)_____Date_____

Dean's Action (complete p. 2 if approval by more than one dean is required)

Dean's Approval_____Date _____

GE Committee Chairperson_____Approval Date _____

UCC Chairperson_____Approval Date _____

University Senate Action

Approved by University Senate (if required)_____Yes _____No   Approval Date _____

University Senate Chairperson_____Date _____

Presidential Approval_____Date _____

Approved by Board of Trustees (if appropriate)_____Yes_____No   Approval Date _____

Chairperson of the Board of Trustees_____Date _____

Completed and approved proposal received by Senate Office_____   Date _____

D.2 GRADUATE PROGRAM TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE UNIVERSITY SENATE

To be completed and attached only if the approval process involves or affects more than one School/Department/Program and/or college

School/Departmental/Program Action (continued from page one)

School/Department/Program: _____ School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program/Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

School/Department/Program: _____ School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

School/Department/Program: _____ School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Department/Program Curriculum Chair (signature)_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____Date _____

3rd College Dean's Receipt (signature)_____Date_____

4th College Dean's Receipt (signature)_____Date _____

If more than one Dean's signature is required, these signatures must be obtained before submission to the University Senate Office for final distribution.

APPENDIX D.3 COURSE TRANSMITTAL FORM
KEAN UNIVERSITY: THE UNIVERSITY SENATE
Disciplinary and Multidisciplinary Courses
(Do not use this form for General Education or Distance Education courses)
Must be Submitted to the Senate Office in Both Electronic and Paper Format as Required

Contact Person: Phone:
School/Department/Program: e-mail:

This is the Original Course Proposal ☐ **This is a Revision** ☐   **Rev No**.

School/Department/Program Abbreviation: Course No.   Credits:

Full Title of Course:
Previous Title (if appropriate):
Course Capacity: Course Prerequisites:

Abbreviated Title (30 characters or less)

Proposed Date of implementation (semester year)

Grade Type: Reg.   P/F   CG/NC (Grad)

Does this course replace another course? YES   NO   If YES, which course _____
Effective term _____

Is this course equivalent to any other course(s) YES NO If YES, which course(s) _____

☐   **Semester Credit Hours for this course were reviewed by the College Curriculum Committee**

PROPOSED ACTION

☐ Approval of New Course*
☐ Add Service Learning Module
☐ Deletion of Course*
☐ Other (specify)

☐ Revision of Existing Course
☐ Type I
☐ Type II
☐ Course Title Change
☐ Course Number Change
☐ Catalog Description Change
☐ Other

*(If change affects a program, the program(s) must be submitted to the UCC)

ACTION AND SIGNATURES

Affected School/Department/Program Signatures on p.2 (Requires Chairs signatures only)   ☐ Yes ☐ No

School/Departmental/Program Action (complete p. 2 if approval by more than one School/Department/Program is required)

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature _____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____

Date _____

College Curriculum Committee Action (use p. 2 if it requires approval by more than one College)

College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum   Committee Chairperson_____Date_____

_____Approved   ____Returned for Revision_____Rejected

Deans Action (complete p. 3 if receipt by more than one dean is required)

College Dean's Receipt (signature)_____Date _____

Complete and approved course document received by Senate Office_____   Date_____

COURSE TRANSMITTAL FORM – PAGE 2
KEAN UNIVERSITY: THE UNIVERSITY SENATE

To be completed and attached only if the approval process involves or affects more than one School/Department/Program and/or college

School/Departmental/Program Action (continued from page one)

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program/ Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____ _____Approved
_____Returned for Revision _____Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____   ____Approved
        ____Returned for Revision   ____Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____   ____Approved
        ____Returned for Revision   ____Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____Date _____

3rd College Dean's Receipt (signature)_____Date_____

4th College Dean's Receipt (signature)_____Date _____

If more than one Dean's signature is required, these signatures must be obtained before submission to the University Senate Office for final distribution

APPENDIX D.4
General Education COURSE TRANSMITTAL FORM
KEAN UNIVERSITY: THE UNIVERSITY SENATE
Must be Submitted to the Senate Office in Both Electronic and Paper Format as Required

Contact Person: Phone:
School/Department/Program: e-mail:

This is the Original Course Proposal ☐ This is a Revision   Rev No.

School/Department/Program Abbreviation: Course No.   Credits:

Full Title of Course:
Previous Title (if appropriate):
Course Capacity: Course Prerequisites:

Abbreviated Title (30 characters or less)

Proposed Date of implementation (semester year)

Grade Type: Reg.   P/F   CG/NC (Grad)

Does this course replace another course? YES   NO   If YES, which course _____
Effective term _____

Is this course equivalent to any other course(s) YES NO If YES, which course(s) _____

☐ **Semester Credit Hours for this course were reviewed by the College Curriculum Committee**

PROPOSED ACTION

☐ Approval of New Course for inclusion in GE Program*   ☐ Revision of Existing Course
☐ Addition of Existing Course to GE Program   ☐ Type I
☐ Addition of service Learning Module to a GE Course   ☐ Type II
☐ Removal of a Course from GE Program   ☐ Course Title Change
                                                          ☐ Course Number Change
                                                          ☐ Catalog Description Change
                                                          ☐ Other_____
*(If change affects a program, the program(s) must be submitted to the UCC)

ACTION AND SIGNATURES
Affected School/Dept./Program/ Signatures on p.2 (Requires Chairs signatures only)
Yes   No
School/Dept./Program Action (complete p. 2 if approval by more than one School/Department/Program is required)

School/Dept./Program   School/Dept./Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____(signature)_____Date_____

College Curriculum Committee Action (use p. 3 if it requires approval by more than one College)

College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum   Committee Chairperson_____Date_____

_____Approved   _____Returned for Revision_____Rejected

General Education Committee Action

General Education Committee Chairperson_____Date_____

_____Approved   _____Returned for Revision_____Rejected

Deans Action (complete p. 3 if receipt by more than one dean is required)

College Dean's Receipt (signature)_____Date _____

____Provost Approval:_____Date_____

Complete and approved course document received by Senate Office_____Date_____

D.4 GENERAL EDUC COURSE TRANSMITTAL FORM – PAGE 2
KEAN UNIVERSITY: THE UNIVERSITY SENATE

To be completed and attached only if the approval process involves or affects more than one School/Department/Program and/or college

School/Departmental/Program Action (continued from page one)

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature_____Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson＿＿＿＿＿＿＿＿＿Date ＿＿＿＿＿＿ ＿＿Approved
＿＿＿Returned for Revision ＿＿＿Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson＿＿＿＿＿＿＿＿＿Date ＿＿＿＿＿＿ ＿＿Approved
＿＿＿Returned for Revision ＿＿＿Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson＿＿＿＿＿＿＿＿＿Date ＿＿＿＿＿＿ ＿＿Approved
＿＿＿Returned for Revision ＿＿＿Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)＿＿＿＿＿＿＿＿＿Date ＿＿＿＿＿

3rd College Dean's Receipt (signature)＿＿＿＿＿＿＿＿＿Date＿＿＿＿＿

4th College Dean's Receipt (signature)＿＿＿＿＿＿＿＿＿Date ＿＿＿＿＿

If more than one Dean's signature is required, these signatures must be obtained before submission to the University Senate Office for final distribution

APPENDIX D.5 DISTANCE LEARNING COURSE TRANSMITTAL FORM
KEAN UNIVERSITY: THE UNIVERSITY SENATE

(For courses seeking DL designation, which includes those formally designated External Education courses)

Must be Submitted to the Senate Office in Both Electronic and Paper Format as Required

Contact Person: Phone:
School/Department/Program: e-mail:

This is the Original Course Proposal ☐ This is a Revision   Rev No.

School/Department/Program Abbreviation: Course No.   Credits:

Full Title of Course:
Previous Title (if appropriate):
Course Capacity: Course Prerequisites:

Abbreviated Title (30 characters or less)

Proposed Date of implementation (semester year)
Grade Type: Reg.   P/F   CG/NC (Grad)

☐ **Semester Credit Hours for this course were reviewed by the College Curriculum Committee**

PROPOSED ACTION**

☐ Add DL Designation to Existing Course

    ☐ Add Hybrid Module

    ☐ Add Fully online Module

☐ Removal of DL Designation

☐ Other (specify)

*(If change affects a program, the program(s) must be submitted to the UCC)

**(If any other course actions are taken simultaneously, e.g. course creation or revision, the appropriate additional transmittal form should also accompany this proposal)

ACTION AND SIGNATURES

Affected School/Dept./Program Signatures on p.2 (Requires Chairs signatures only)
☐ Yes ☐ No

School/Dept./Program Action (complete p. 2 if approval by more than one School/Department/Program is required)

School/Dept./Program: _____ School/Dept./Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent):_____

School/Dept./Program Curriculum Chair (signature_____Approval Date_____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____ (signature)_____

Date _____

DL Committee Chairperson (signature)_____Date_____

College Curriculum Committee Action (use p. 2 if it requires approval by more than one College)

College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date_____
_____Approved _____Returned for Revision_____Rejected

Deans Action (complete p. 2 if receipt by more than one dean is required)

College Dean's Receipt (Signature)_____**Date_____**

Completed and approved course document received by Senate Office_____Date_____

D.5 DISTANCE LEARNING COURSE TRANSMITTAL FORM – PAGE 2
KEAN UNIVERSITY: THE UNIVERSITY SENATE

To be completed and attached only if the approval process involves or affects more than one School/Department/Program and/or college

School/Departmental/Program Action (continued from page one)

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Dept./Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Dept./Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

School/Department/Program: School/Department/Program Approval ☐ Yes ☐ No

Vote (Yes/No/Abstain/Absent): _____

School/Dept./Program Curriculum Chair (signature _____ Approval Date _____

School/Dept./Program Chairperson, Program Coordinator, or Executive Director

(print name)_____   (signature)_____Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____   ___Approved
          ___Returned for Revision   ___Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____   ____Approved
        ____Returned for Revision   ____Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval

☐HSS ☐ SVPA ☐ BPM ☐ NWGC ☐ COE ☐ NAHS ☐ ARCH/DSN ☐ NJCSTM

College Curriculum Committee Chairperson_____Date _____   ____Approved
        ____Returned for Revision   ____Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____Date _____
3rd College Dean's Receipt (signature)_____Date _____
4th College Dean's Receipt (signature)_____Date _____

If more than one Dean's signature is required, these signatures must be obtained before submission to the University Senate Office for final distribution

D.5 DISTANCE LEARNING COURSE TRANSMITTAL FORM – PAGE 3
KEAN UNIVERSITY: THE FACULTY SENATE

For courses seeking DL designation, which includes those formally designated External Education courses

Please include the Distance Learning Provisional Approval/Approval application with this transmittal form.

APPENDIX E: Flow Charts for Kean University Curriculum Procedures

I. Approval of New Undergraduate Degree Program and Graduate Degree Program

A. School/Department Curriculum Committee and then entire Dept./School		Approval
B. Additional Affected Schools/Depts. (if applicable)		Approval as needed
C. Dean		Approval
D. General Education Committee (for Undergraduate Degree Programs only)		Approval
E. University Curriculum Committee		Approval
F. University Senate		Approval
G. President		Approval
H. Board of Trustees		Approval
I. Provost's Office		Notify other institutions and summarizes responses
J. Review by the NJ Presidents' Council		

II. Approval of New Option in an Undergraduate Major or Graduate Degree Program

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program	Approval
B. Additional Affected Schools/Depts. (if applicable)	Approval as needed
C. Dean	Approval
D. General Education Committee (for undergraduate option only)	Approval

E. University Curriculum Committee	Approval
F. Chair of the University Senate	Review, Sign Off and University Senate Notification
G. Provost's Office	Notify President, Board of Trustees, AIC/NJ Presidents' Council

III. Approval of New Certification Programs, New Minor Programs, and New Non-Degree Programs

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program		Approval
B. Additional Affected Schools/ Depts. (if applicable)		Approval as needed
C. Dean		Approval
D. General Education Committee (for undergraduate programs only)		Review and Recommendations
E. University Curriculum Committee		Approval
F. Chair of University Senate		Review, Sign off, University Senate notification
G. Provost's Office		Coordinate implementation

IV. Approval of Conversion of Academic Program Option to Full Academic Program/Major

A. School/Department/Program Curriculum Committee and then entire Dept./Program/School	Approval
B. Additional Affected Schools/Depts. (if applicable)	Approval as needed
C. Dean	Approval
D. General Education Committee (for undergraduate programs only)	Review and Recommendations
E. University Curriculum Committee	Approval
F. Chair of the University Senate	Review, Sign Off, University Senate Notification

G. Provost's Office	Notify President, Board of Trustees, AIC/NJ Presidents' Council

V. Approval of Conversion of Degree Designation

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program		Approval
B. Additional Affected Schools/Depts. (if applicable)		Approval as needed
C. Dean		Approval
D. General Education Committee		Review and Recommendations
E. University Curriculum Committee		Approval
F. Chair of University Senate		Review, Sign off, University Senate notification
G. Provost's Office		Coordinate implementation and send letters/notification to AIC/ NJ Presidents' Council

VI. Approval of Program Revisions that Do Not Affect Program Content

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program	Approval
B. Dean	Approval
C. University Curriculum Committee	Approval
D. Chair of the University Senate	Review, Sign Off and University Senate Notification
E. Provost's Office	Coordinate implementation Notify President, Board of Trustees (if necessary)

VII. Approval of Program Revisions that Affect Program Content

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program		Approval
B. Additional Affected Schools/ Depts. (if applicable)		Approval as needed
C. Dean		Approval

D. General Education Committee (if revision involves GE-related changes)		Review and Recommendations
E. University Curriculum Committee		Approval
F. Chair of University Senate		Review, Sign off, University Senate notification
G. Provost's Office		Coordinate implementation; Notify President, Board of Trustees (if necessary)

VIII. Approval of Discontinuation of Admission for Program/Option

A. School/Department/Program Curriculum Committee and then entire Dept./Program/School	Approval
B. Additional Affected Depts./Schools (if applicable)	Approval as needed
C. Dean	Approval
D. University Curriculum Committee	Approval
E. Chair of the University Senate	Approval by University Senate
F. Provost's Office	Notify President, Board of Trustees, AIC/ NJ Presidents' Council

IX. Approval of Discontinuation of Degree/Major Program, Program Option, Minor, Certificate Program, Etc.

A. School/Department/Program Curriculum Committee and then entire School/Dept./Program		Approval
B. Additional Affected Schools/Depts. (if applicable)		Approval as needed
C. Dean		Approval
D. General Education Committee		Notification (for undergraduate level only)
E. University Curriculum Committee		Approval
F. Chair of University Senate		University Senate Approval

G. Provost's Office		Coordinate implementation; Notifies AIC within appropriate time frame
H. President		Approval- for full undergraduate or graduate degree programs
I. Board of Trustees		Approval- for full undergraduate or graduate degree programs

X. Major Restructuring of GE Program Preliminary Review Process

A.University Planning Council	Review
B. General Education Committee	Review
C. Office of Accreditation and Assessment	Review
D. University Curriculum Committee	Review
E. University Senate	Review and Open Hearings

XI. Approval Process Major Restructuring of GE Program

A.University Senate	Approval
B. Provost's Office	Approval
C. University President	Approval
D. Board of Trustees	Approval
E. Provost's Office	Coordination of Implementation
F. Guide Sheet Approval Process • School/Department/Program • Dean • GE Committee • UCC • University Senate	 Approval Approval Approval Approval Approval and Maintenance of Guide Sheets

XII. Approval Program Revisions Within the Existing General Education Structure

A. General Education Committee		Approval

B. University Curriculum Committee		Approval
C. University Senate		Approval
D. Provost's Office		Approval
E. University President		Approval
F. Provost's Office		Coordinate implementation

XIII. Approval Proposed General Education Encumbrances or Changes in Encumbrances

A. School/Department/Program	Approval
B General Education Committee	Approval
C. Dean	Approval
D. University Curriculum Committee	Approval
E. Chair of the University Senate	Review, Sign Off and University Senate Notification
F. Provost's Office	Notify President, Board of Trustees

XIV. Approval of New Undergraduate and Graduate Courses

A. School/Department/Program		Approval
B. College Curriculum Committee		Approval
C. Dean		Coordinate
D. University Senate		Stores courses

XV.   Approval of New Interdisciplinary Courses

A. School(s)/Department(s)/Program(s)		Approval
B. College Curriculum Committee(s)		Approval
C. Dean(s)		Coordinate
E. University Senate		Stores courses

XVI. Approval of Fully Online and Hybrid Type II Courses for Distance Learning - (Courses Already Exist)

A. School/Department/Program		Approval
B. College Curriculum Committee		Approval
C. Dean		Review and Sign
D. Distance Learning Committee		Review and Initial Approval

E. Center for Online Learning		Review, Approval, Coordination with Outside Course Developer
F. Distance Learning Committee		Second Review and Approval
G. University Senate		Coordinate Implementation; Maintenance of Course
H. Registrar's Office		Assigns Distance Learning (DL) code to course

XVII. <u>Approval of Hybrid Type I, Synchronous Distributed Courses for Distance Learning - (Courses Already Exist</u>)

A. School/Department/Program		Approval
B. College Curriculum Committee		Approval
C. Dean		Review and Sign
D. Distance Learning Committee		Notification
E. University Senate		Coordinate Implementation; Maintenance of Course
F. Registrar's Office		Assigns Distance Learning (DL) code to course

XVIII. Approval of Travel-Learn Course (Note: consultation with Center for International Studies occurs before course approval process)

A.School/Dept./Program		Approval
B. College Curriculum Committee		Approval
C. Dean		Sign and Facilitate Implementation

XIX. Revisions of Courses

A.School/Dept./Program		Approval
B. College Curriculum Committee		Approval
C. Dean		Review and Sign
D. University Senate		Stores courses

XX. Designation of Courses as GE Courses

A.School/Dept./Program		Approval
B. College Curriculum Committee		Approval
C. General Education Committee		Approval
D. Dean		Review and Sign
E. Provost/VPAA Office & University Senate		Coordinate implementation

XXI. <u>Discontinuation of Courses</u>

A. School/Dept./Program		Approval
B. College Curriculum Committee		Notification
C. General Education Committee		Notification for non-GE courses; Agreement between sponsoring Dept./Program/School and GE Committee required for GE Courses