Northern Kentucky University

UNVERSITY CURRICULUM MANUAL

September 2017

Table of Contents

Preface

The curriculum process at NKU is owned and controlled by the faculty. The purpose of this curriculum manual is to provide guidance on all processes and procedures related to curriculum development and management at NKU.

The main goal of the procedures outlined in this manual is to facilitate the development of innovative and student centered programs and courses that support NKU's mission and core values of excellence, integrity, inclusiveness, innovation and collegiality.

As a resource for faculty and administrators involved in curricular issues such as courses and program development and maintenance, the manual includes a definition of curriculum related terms at NKU and general polices related to curriculum. Policies and procedures outlined in this document do not pertain to Chase College of Law. That college has its own curriculum process.

Definitions Related to Academic Programming

Kentucky Council for Postsecondary Education

(http://cpe.ky.gov/policies/academicaffairs/academicprogramdefinitions.pdf)

Academic Programs

An **academic program** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

Academic program modifications are of two types:

1. **Minor** academic program modifications refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum.

2. **Major** academic program modifications refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

A **Classification of Instructional Programs code**, or CIP code, is a six-digit code in the form of xx.xxxx that identifies instructional program disciplines. The CIP code supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting. Existing programs may request to change a CIP code but that would require submitting a rationale to CPE and a curriculum review by CPE staff.

A **major** is a primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **minor** is a secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **core** is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

A **new academic program** is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

An **area** is a primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

A **track** is a set of courses designed to develop expertise within a major or area at the undergraduate level.

A **concentration** is a set of courses designed to develop expertise within a major or area at the master's level.

A **specialization** is a set of courses designed to develop expertise within a major at the doctoral level.

A **program of vocational-technical and occupational nature** refers to undergraduate certificate, diploma, technical, or associate degree programs designed to prepare students to enter the workforce immediately after graduation. The programs fall into categories/career pathways of: (1) Health Science; (2) Business Administration and Management; (3) Manufacturing; (4) Architecture and Construction; (5) Agriculture (Food and Natural Resources); (6) Hospitality and Tourism; (7) Human Resources; (8) Arts, Audio/Video Technology and Communications; (9) Information Technology; (10) Law, Public Safety, Corrections and Security; (11) Education and Training; (12) Government and Public Administration; (13) Marketing; (14) Science, Technology, Engineering, and Mathematics (STEM); (15) Finance; and (16) Transportation, Distribution, and Logistics.

A **suspended** program is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it is considered a closed program.

A **closed** program is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the Registry of Degree Programs.

Academic Program Delivery Methods

An **accelerated course** refers to a course that can be completed in less than a traditional semester.

An **accelerated program** refers to the use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

A **collaborative program** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

> If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council's Registry of Degree Programs in an "enrollment-only" reporting category.

If the degree or credential is offered by all institutions participating in the resource sharing arrangement but only one institution is listed on a graduate's diploma, the program is registered on the Council's Registry of Degree Programs in an enrollment- and degree-granting category for each participating institution.

A **cooperative (work study) program** is an academic program that provides for alternate class attendance and employment in business, industry, or government.

Credit for prior learning refers to college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service.

Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

A **distance learning program** is an academic program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **100% distance learning program** is an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **distance learning course** is a formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **correspondence course** is a form of distance learning that is self-paced and involves the exchange of instructional materials and exams, by mail or electronic transmission, to students who are geographically remote from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

A **dual credit course** is a college level course offered to high school students. A high school, student enrolled in a dual credit course will earn both high school and college level credits. Instructors of dual credit courses must be approved by appropriate credentialing procedures established by SACSCOC. Click here for NKU policy on dual credit

A **dual degree program** is a formalized path of study that allows a student to pursue two different degrees at the same time, either at the same institution or at different institutions, and possibly complete them in less time than it would take to earn them separately. The two degrees could be in the same subject or in two different subjects; they could be at the same level (for example, two bachelor's degrees) or at two different levels (for example, bachelor's and master's degrees). Students must meet the admission requirements for both degree programs.

An **embedded program** consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are

awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

An **extended-campus program** is an academic program offered at any center, branch, campus, or other site at which postsecondary degree or non-degree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

A **joint program** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality. The program is registered on the Council's Registry of Degree Programs in an enrollment and degree-granting category for each institution participating in the joint program.

A **module** is a standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

A **modularized program** is an academic program that can lead to interim credentials after completion of a specified number of courses.

Degrees and Credentials

A **degree** is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program.

An **associate's degree** is an award that normally requires at least 60 semester credit hours or the equivalent.

A **bachelor's degree** is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

A **master's degree** is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

> A **professional science master's degree** program consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

A **specialist degree** is an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

A **doctoral degree** is the highest award a student can earn for graduate study. The Integrated Postsecondary Education Data System recognizes three types of doctorates.

> A **doctor's degree–professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first professional."

> A **doctor's degree–research/scholarship** requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

> A **doctor's degree–other** is a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.

> An **advanced practice doctorate**, also known as a professional doctorate, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions. It can be classified as either doctor's degree–professional practice or doctor's degree–other for IPEDS reporting.

Undergraduate (pre-baccalaureate) certificate is a sub-baccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills. These certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

> **Postsecondary certificate (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

> **Postsecondary certificate (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at

least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

Postsecondary certificate (at least two but fewer than four academic years) requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

Graduate certificate is a post-baccalaureate credential granted upon satisfactory completion of a set of related courses within a discipline or a set of related disciplines. It has the primary purpose of supplementing or enhancing skills for degree-seeking students who wish to demonstrate competency in a high-demand or emerging area that will increase their marketability in local, national, and global markets.

A **post-baccalaureate certificate** requires completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.

A **post-master's certificate** requires completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.

A **first professional certificate** provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

Miscellaneous

A **credit hour**, as defined in regulation by the United States Department of Education, is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic program implementation occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

Curriculum Process and Committees

NKU curriculum is controlled by the faculty. To support this, there are several faculty-based committees that are involved in curriculum changes. These are listed below.

Faculty Senate: a committee comprises one member per academic department plus at-large members from each college. The Senate has oversight of the University Curriculum Committee and the General Education Committee. The Senate is also involved in approving new programs, substantive program changes, and changes to the general education program

The University Curriculum Committee: a Faculty Senate subcommittee whose membership is primarily composed of one faculty representative from each academic unit plus a member from each program in the School of the Arts. See the Curriculum Committee Bylaws for more detail.

Graduate Council: a committee charged with handling all graduate program affairs including curriculum. Curricular changes approved by Graduate Council also require approval by the University Curriculum Committee.

The General Education Committee: a Faculty Senate subcommittee whose structure and membership is controlled by the Faculty Senate Executive Committee. The General Education Committee is tasked with overseeing the General Education program including assessment, policies and curriculum. Any changes to the curriculum must be approved by the General Education Committee and the University Curriculum Committee.

The Teacher Education Committee: a committee housed in the College of Education and Human Services which oversees curricular changes that, by state requirements, must be specifically approved by a committee of this college. Any changes to curriculum overseen by this committee must also be approved by the University Curriculum Committee.

College curriculum committees: every college has its own curriculum committee comprised of faculty from each academic department (and in the College of Arts and Sciences, representatives from each department in the School of the Arts) and a member of Steely Library. This committee is responsible for approving all curricular changes from programs housed within the college. Any such changes must also be approved by the University Curriculum Committee.

Departmental curriculum committees: departments have the option to have their own curriculum committees as desired. These committees might oversee the curriculum for the

entire department, or there might be or there might be a committee for each of the department's academic programs.

Curriculum Changes: Process

All curriculum changes, except as noted below, will be proposed using the Curriculog software. This software is accessed via web portal through nku.curriculog.com. Any administrator, faculty or staff member may submit a curriculum change. The proposer must log in using his or her NKU login. Upon logging in, the user selects the Process tab and then New Process. A list of process proposal forms are presented. These are

- Course – New
- Course – Change
- Course – Propose Course for General Education Program (may be an existing or new course)
- Course – General Education Course Recertification
- Course – Deletion
- Course – Mass Changes
  - o This form is to be used when numerous courses in one department will undergo the same change such as a change to the designator (prefix), a similar prerequisite/co-requisite change to all courses, a list of courses to be deleted, etc.
- New Program - Certificate
- New Program - Major
- New Minor
- Program Change
  - o Change to requirements or admissions
- Program Change – moving online
- Program Deletion
- Program Change – General Education Program

For change forms, the submitter of the form is responsible for running an impact report to determine what programs and courses will be impacted. Any department outside of the college housing the program or course must be contacted and this contact be documented via a memorandum of awareness. Without this step, the proposed change will not be approved by the University Curriculum Committee.

Once submitted, the proposer should monitor the workflow of the proposal to ensure that it is making through the curriculum process.

All administration, faculty and staff can access Curriculog to view proposals, submit comments (concerns, questions, and suggested changes) and track where the proposal is in the workflow.

Several course changes have been noted as being non-curriculum or exceptional and so can bypass the normal approval process. These are
- New and changes to x99 (independent study) courses

- Changing course terms offered
- Changing SAP type designator (e.g., changing lecture to special topics)
- Very minor typos
- Creating an honors section of an already existing course (NOTE: for a general education course, the General Education Committee must still approve)

New Course, Course Change and Program Change Approval Process

Faculty member proposes curriculum change. Department faculty (or curriculum committee) vote on change.

Proposer posts Curriculog form.

Department chair approves form.

Department library liaison approves form (for new courses only).

Teacher Education Committee approves form (if education-related).

College curriculum committee approves form.

College Dean's office approves form.

Graduate Council approves form (if graduate curriculum).

General Education Committee approves form (if general education item).

University Curriculum Committee approves form.

Faculty Senate approves form (if substantive change of program or change to General Education program).

Provost's office approves form.

Registrar implements the item.

NOTE:

- All curricular initiatives that may affect multiple colleges are guided by the UCC memorandum of awareness policy (Appendix B)

- If at any level the item is rejected, it goes back to the proposer to resolve the issue(s) causing its rejection. Any rejected item can be re-proposed.

New Degree Program Approval Process

The approval process for the creation of new degree programs (associate's, bachelor's, master's or doctorate) is dictated by local curriculum policies, policies from the Council for Postsecondary education, and certain policies from SACSCOC.

Although the process is common to all NKU colleges, certain steps of the process are modified according to individual college policy for approving programs, e.g. the department curriculum committees or the College Curriculum Committees may have certain internal deadlines and approval processes unique to that particular college.

A department that wishes to propose a new program needs to begin the approval process at least three semesters prior to the expected start date. Additionally, if the creation of the new program represents a substantive change, per SACSCOC guidelines/policies, the department must include additional time in their planning and approval process. The program approval process at NKU typically follows 5 major steps:

- Step I : The notification of Intent (NOI)
- Step II: The preproposal
- Step III: The Full Proposal
- Step IV: Internal Notifications
- Step V: External Notifications

The templates for steps 1 through 3 can be found on the Vice Provost Undergraduate Academic Affairs (VPUAA) website under new program forms. The program approval timeline that outlined these steps is provided in the next page.

PROGRAM APPROVAL TIMELINE

New Program: _____   Degree Level: _____

Department: _____   CIP: _____

College: _____

SACS Substantive Change: (circle one)   Yes   No   (see SACSCOC table for what constitutes Significant Change)

Steps	Process	Method	Person Responsible	Latest Date
I- NOI	Presentation to AAC • Update Vice Provost files	Email Assistant Provost K: Drive Documented in AAC minutes	Assistant Provost College Dean Curriculum Coordinator	Second March meeting
	Upload NOI to KPPPS	Review NOI, assign CIP code and upload	VPUAA Curriculum Coordinator	Before April 15th
	CCAO review • Notification of NOI approval	Email to Provost Email to department and AAC	CPE Provost VPUAA	4 weeks After upload before the 15th of the month
II- Pre-proposal	Development of pre-proposal • Approval to move forward	Presentation to AAC Documented in AAC minutes	Department Dean – AAC- Provost	April-May
	Upload pre-proposal 30-day public comment	Upload to KPPPS	Curriculum Coordinator	September 1
	Email notification of approval of pre-proposal	Email forwarded to department – cleared to continue curriculum process	Curriculum Coordinator	October 5-15
III- Full proposal	Full proposal • AAC • Department Curriculum Committee and Chair	Presented to AAC Upload to Curriculog – program proposal and all new course proposal and/or changes	Department / Dean Assistant Provost - AAC Department	October 5-15
	Graduate Council (If applicable)	Approval in Curriculog	Grad Council Chair Director, Graduate Education	

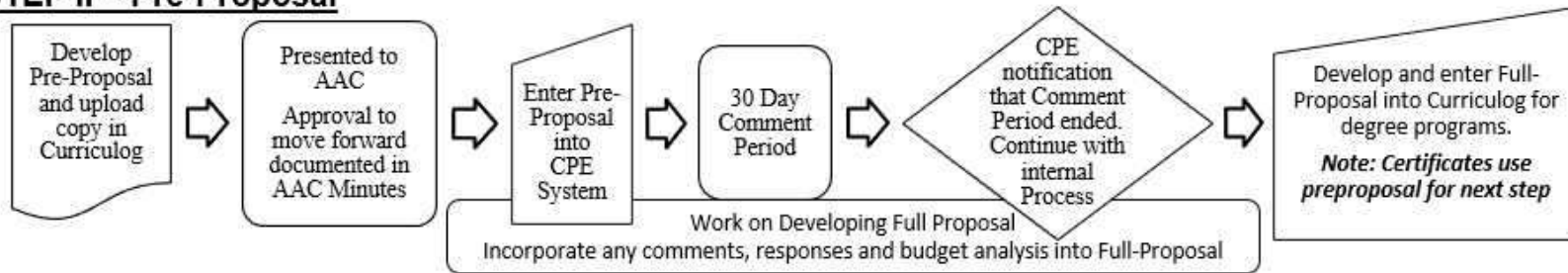| Steps	Process	Method	Person Responsible	Latest Date
	UCC Approval	Approval in Curriculog	UCC Chair	1st Feb
	Faculty Senate approval	Approval in Curriculog	Faculty senate president	February
	Forward BOR recommendation to Provost (does not pertain to certificates)	Email materials to Associate Provost	Vice Provost Curriculum Coordinator	For March Meeting
	BOR Approval	Check agenda/minutes	Curriculum Coordinator	March/April
	Upload full proposal to CPE (*at least one month prior to next CPE Board meeting – look up date on CPE website*) (does not pertain to certificates)	Upload to KPPPS	Curriculum Coordinator	March 1
	CPE Approval	Logged on KPPPS – CPE sends email to Provost and Vice Provost with invitation to attend CPE meeting	CPE Provost to notify VPUAA office to update approval dates in Curriculog	April or June meeting
IV- Internal Notifications	Updates Registrar, catalog, SAP, IT Admissions, Marketing, Advising, IR, SEVIS	Curriculog process (upon final approval in Curriculog, Internal Notifications are automatically sent from Curriculog)	Automatic (Notification sent from Curriculog after final approval entered)	
V- External Notifications	Add Program to Program Review Schedule	Notify CPE Notify Dean/Chair	Curriculum Coordinator	
	Notify SACS, (*If substantive change*)	SACS substantive change form	Vice Provost UAA	by 01/01 or 07/01

The flowchart below provides another graphic representation of the sequence in the steps of the program, approval timeline. For time estimates, please refer to the timeline above.

NKU New Program Approval Process

STEP I – NOI

Idea to AAC → Present NOI to AAC → Upload NOI into Curriculog → VUAA Office enter NOI into CPE System → CPE NOI Approval → Notification to AAC and VPUAA by Provost → Notification to Program Coordinator Dept Chair, & Dean by VPUAA

Add to Degree Pipeline when approved

STEP II – Pre-Proposal

Develop Pre-Proposal and upload copy in Curriculog → Presented to AAC — Approval to move forward documented in AAC Minutes → Enter Pre-Proposal into CPE System → 30 Day Comment Period → CPE notification that Comment Period ended. Continue with internal Process → Develop and enter Full-Proposal into Curriculog for degree programs.

Note: Certificates use preproposal for next step

Work on Developing Full Proposal
Incorporate any comments, responses and budget analysis into Full-Proposal

STEP III – Full-Proposal

Presented to AAC → Department and College Curriculum Committees → Dean's Office → UCC → Faculty Senate → VPUAA → Provost → Submit Presidential Recommendation for BOR mtg. to Assoc. Provost. → Enter Full Proposal into CPE System → CPE BOT APPROVAL Provost notifies VPUAA

Teacher Education Council (if necessary)

Graduate Council (if necessary)

Certificate Proposal Process ends at VPUAA goes to Notifications

STEP IV & V – Notifications

Internal Notification → Department / Dean → Admissions / Registrar → Marketing → Advising Council → Institutional Research → SEVIS → Information Technology → Digital Measures Administrator → Catalog Editor

External Notifications → SACSCOC (if Substantive change) → SEVIS (to notify Homeland Security if international) → Add New Program to Program Review Timeline

New Certificate Approval Process

Creation of new certificate programs requires internal approval, as well as approval from the Council for Postsecondary Education. However, proposals for new certificates only go through the pre-approval process at CPE. Internal approvals are the same as those for new degree programs.

In 2016, the Provost, in consultation with the Academic Affairs Council established a requirement of a minimum number of credit hours for a graduate certificate. The new requirement was a minimum of 18 credit hours. More recently, approval for micro credentials relaxed the minimum number of hours. For more information on developing micro credentials, please consult with the Vice Provost for Graduate Education, Research and Outreach.

NKU Criteria for Creating Certificates

1. Relationship to the HIC

2. High demand in new field

3. Cohort request – contract with private entity

4. Direct connection with an established program

5. Niche audience – provides training in a specific skill

6. Certificate serves as a feeder for degree program

CONSIDERATIONS

1. Who owns transdisciplinary certificates?

2. How do we navigate joint decision making on certificates?

3. Certificates must be subject to program review

Definitions – Undergraduate Certificates

1. **UC (< 1 year)** – *also labeled institutionally-defined in the degree inventory*

   ➢ completion of an academic program below the baccalaureate degree in less than one academic year by a student enrolled full-time

     • less than 30 semester or trimester credit hours, or

     • less than 45 quarter credit hours, or

     • less than 900 contact or clock hours.

2. **UC (1 – 2 years)**

    ➢ completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years by a student enrolled full-time

       • at least 30 but fewer than 60 semester or trimester credit hours, or

       • at least 45 but less than 90 quarter credit hours, or

       • at least 900 but less than 1,800 contact or clock hours.

3. **UC (2 – 4 years)**

    ➢ completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years by a student enrolled full time

       • at least 60 but less than 120 semester or trimester credit hours, or

       • at least 90 but less than 180 quarter credit hours, or

       • at least 1,800 but less than 3,600 contact or clock hours.

Definitions – Graduate Certificates

1. **Institutionally-defined Graduate Certificate**

    ➢ Completion of an academic program less than 18 semester credit hours beyond the bachelor's degree.

2. **Post-Baccalaureate Certificate**

    ➢ Completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.

3. **Post-Master's Certificate**

    ➢ Completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.
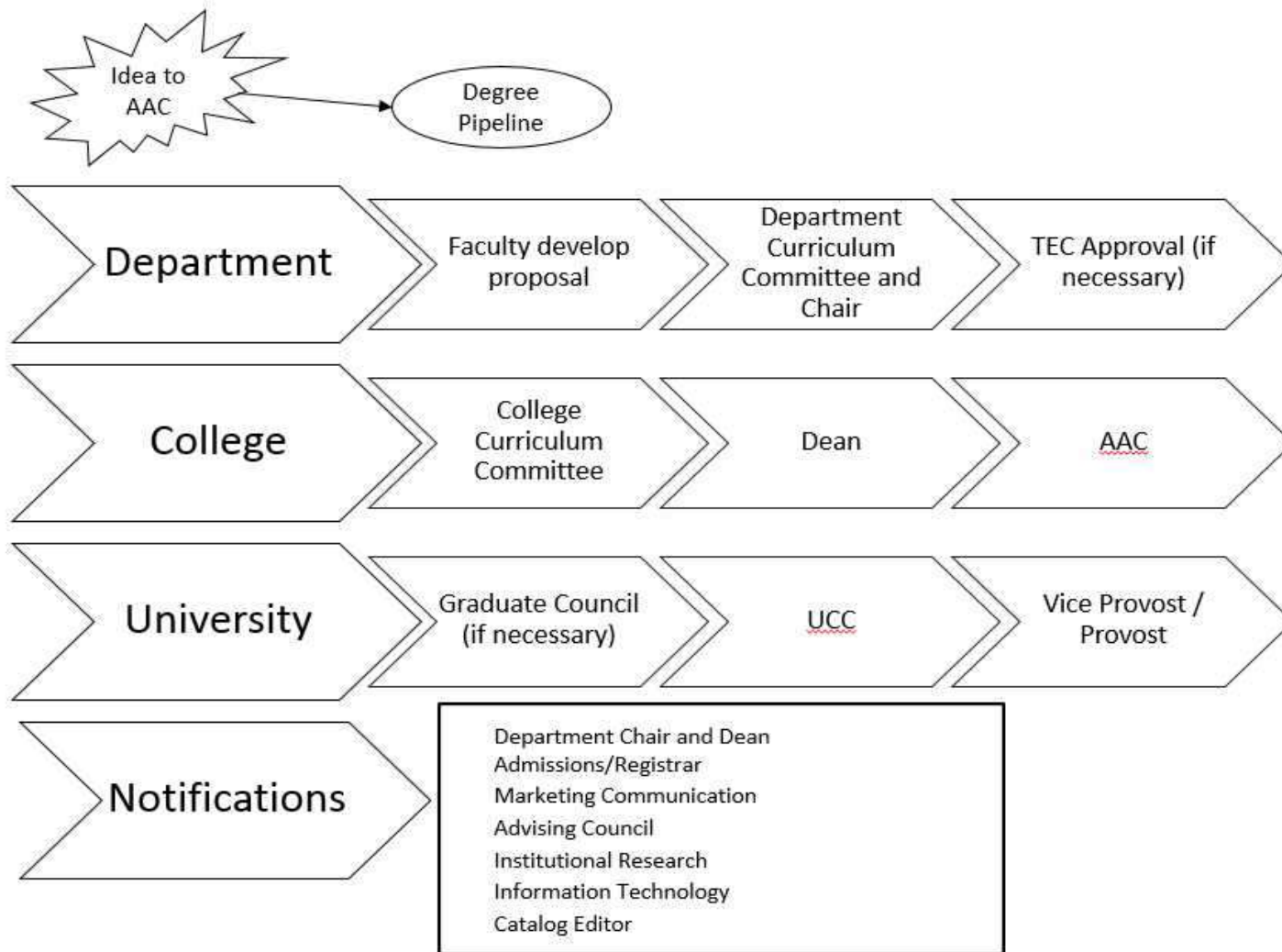
4. **Post-Doctor's Degree-Professional Practice Certificate**

    ➢ Advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

New Minor, Track, Specialization or Concentration Approval Process

Minors, tracks and specializations only follow the internal approval process in most cases. That process is outlined in the next graphic. In 2016, the UCC approved a policy that requires a minimum of 18 credits for the creation of a minor. Additionally, it is generally accepted practice that any course pre-requisites need to be considered within the requirements for the minor, i.e. no hidden pre-requisites allowed.

Approval Process
for New Minors, Tracks, Specialization and Concentrations

Idea to AAC → Degree Pipeline

Department → Faculty develop proposal → Department Curriculum Committee and Chair → TEC Approval (if necessary)

College → College Curriculum Committee → Dean → AAC

University → Graduate Council (if necessary) → UCC → Vice Provost / Provost

Notifications →
Department Chair and Dean
Admissions/Registrar
Marketing Communication
Advising Council
Institutional Research
Information Technology
Catalog Editor

CPE Policies for New Program Approvals

Depending on the type of program, the program approval process may consist of up to three stages: **notification of intent (NOI)**, **pre-proposal**, and **full-proposal**.

An institution may not submit a pre-proposal or proposal unless it has achieved automatic eligibility status or has obtained the appropriate waiver under 13 KAR 2:060.

An institution may not submit a pre-proposal or proposal unless it has submitted all academic program reviews for the preceding academic year, per the Review of Existing Academic Programs Policy.

Institutions should choose the Classification of Instructional Programs (CIP) code of the proposed program after careful consideration. The institution should choose the CIP code that most closely fits the curriculum content of the proposed program. After a program has been approved, requests to change CIP codes will require the institution to submit a compelling rationale and CPE staff to conduct a curriculum review.

The combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master's levels. Exceptions to this policy will be made for individualized programs that vary depending on a student's previous education, training, and experience and in limited other circumstances upon Council staff approval. Exceptions will also be made when curriculum requirements are mandated by a specialized accrediting agency or necessitated by Council strategic initiatives or state or federal law.

After a program is approved by the Council, an institution has up to five years to implement the program. If the program has not been implemented within five years, it must undergo the new program approval process.

Institutions may not advertise to the public or publish in institutional catalogs a new academic program prior to approval by the Council.

After a program has been approved and entered into the program inventory, it is the institution's responsibility to ensure that all information is correct and up-to-date.

Institutional staff may access program information in the Kentucky Postsecondary Education System (KPEDS) Program Inventory module.

CPE Program Approval Process for Universities

New Diploma and Certificate Programs Not Considered a Substantive Change by SACSCOC:
The institution will complete a New Diploma/Certificate Form. Programs will be approved upon receipt of the completed Form

All Other Programs (Excluding Advanced Practice Doctorates at Comprehensive Universities)

1. The institution will post to the online Notification of Intent (NOI) system. The notification will then be shared with the chief academic officers at the other public institutions.

   For associate degree programs, the program will only move forward if KCTCS determines that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner.

2. The NOI is presented at the next scheduled meeting of the Council of Chief Academic Officers (CCAO) for a first reading. The other public Kentucky higher education institutions (four-year) then have one month to identify conflicts or concerns with the content or nature of the proposed new program. The NOI is then scheduled for a second reading and approval at the subsequent CCAO meeting.

3. *If no issues are identified,* the institution will then post a pre-proposal to KPPPS within six months of the second reading and approval. Council staff issues a notification to the other CPE institutions, who are allowed 30 days to respond to the pre-proposal. The pre-proposal form is available here: http://viceprovost.nku.edu/program_approval.html

4. *If no issues are identified* with the pre-proposal, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within six months of approval of the pre-proposal. The pre-proposal form is available here: http://viceprovost.nku.edu/program_approval.html

5. The full proposal should address any issues identified in the pre-proposal stage.

6. Council staff will review the full proposal. A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally not be solicited by the Council. The Council, however, reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

7. *If there are no issues,* staff will recommend approval to the Council. If approved by the

Council, the program will be subject to the review process as outlined in the Review of Existing Academic Programs Policy. If staff has questions or concerns about the full proposal, staff will not recommend approval to the Council until all issues are resolved.

8. If issues are identified with the pre-proposal, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may request review by the chief academic officers of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

9. After concerns have been resolved, the Council staff will notify the institution that it may complete the next stage of the academic program approval process.

10. If those concerns cannot be fully resolved to the Council's satisfaction, the Council staff will inform the institution that the institution should not proceed with its internal process of program approval.

Procedures for reporting substantive changes to SACSCOC

As a SACSCOC accredited institution, NKU is obligated to report substantive changes to SACSCOC. The procedures to report substantive changes are outlined in the NKU substantive change policy. In case of a substantive change, the NKU SACSCOC liaison collaborates with the relevant units/programs to prepare required documentation to be to be submitted to SACSCOC.

Program Review

 All programs at NKU undergo a review cycle every 5 years. This review is intended as a quality and continuous improvement process. This review will include issues like the program quality and student learning outcomes, a review of how the program contributes to the institution's mission and strategic plan, program operations outcomes such as degrees conferred, credits hours to graduation, student credit hour per instructional faculty (FTE), funding, etc. More details about NKU program review materials and policies can be found here: https://inside.nku.edu/viceprovost/program_review.html

The program review at NKU is coordinated by the Office of the Vice Provost for Undergraduate Academic Affairs (VPUAA).

General Academic Policies

Academic Requirements and Regulations Updates

The colleges of the University reserve the right to change requirements. Program changes will be implemented for the beginning of the semester identified by the curriculum change form, unless there is not adequate time for the change to be implemented in which case it becomes effective in the next successive semester. Program changes impact students who are either starting under the next catalog (e.g., the students who enter the next fall or during that academic year) or who elect to move to the newer catalog. Changes in program requirements with any other effective date require the approval of the provost. Students should refer any inquiries to the appropriate dean or the registrar.

Prerequisites and Co-Requisites

A **prerequisite** is a requirement that must be satisfied before taking a specific course. If a student is enrolled in a prerequisite course at the time of registration for the next semester, the student may conditionally register for the course that requires the prerequisite. However, if the prerequisite course is not completed successfully, the student may be withdrawn from the course by the department.

A **co-requisite** is a course that must be taken concurrently with another course. Both prerequisites and co-requisites are listed in the course descriptions in the catalog.

1. The university's computerized registration system will not allow students to register for courses for which they lack the stated prerequisites and will not allow them to register for a course without registering for its co-requisite.
2. Students who believe they have met the intent of the prerequisite or have a justifiable reason for skipping the co-requisite should see the department chair of the department that offers the course. Students should provide the department chair with documentation justifying their request. If convinced that the student can succeed in the course, the department chair can issue a permit for the student to take a course without the prerequisites or co-requisites.
3. Because they are not required to present transcripts at the time of admission, non-degree students must consult the department chair for each course he or she wishes to take that has a prerequisite. Unless the student can document that he or she meets the course prerequisites, the student may not be allowed to enroll in the course. If convinced that the student can succeed in the course, the department chair can issue a permit for the student to take the course.

Prerequisite and co-requisites may include any combination of the following:

- A list of one or more specific courses. The list may include minimum grades (e.g., C- or better in...). The list may include AND and OR to indicate multiple courses or a list of courses.
- A minimum class standing (e.g., "junior standing or higher")

- A minimum number of hours within a discipline (e.g., 6 hours of HIS coursework)
- Consent of instructor/department/program director
- Placement (or a specific score on a placement exam, e.g., "25 or higher on the math ACT")

Course Numbers

Course numbers help students to know which courses are most appropriate for them. Here is the explanation of NKU's course numbering system:

- 000-099: developmental courses; courses with these numbers may not be applied toward a student's classification or toward a degree.

- 100-199: courses intended for freshmen.

- 200-299: courses intended for sophomores.

- 300-499: courses intended for juniors and seniors.

- 500-599: courses intended for juniors, seniors, and graduate students. Courses listed as undergraduate/graduate must include specific provisions on how expectations and requirements are differentiated between graduate and undergraduate students.

- 600-899: courses intended for graduate students only.

NOTE: all courses 300-level and higher are required to have prerequisites and/or co-requisites to ensure that students are prepared for the advanced material.

Grade Appeals and Changing Grades

NKU's grade appeals policy is described in the Student Honor Code. NKU permits undergraduate students to retake a course to replace a grade on the student's GPA. Upon successfully completing the course, upon the student's written request, the new grade replaces the old grade in the student's GPA computation. All grades appear on the student's transcript. Note that undergraduate students are permitted to do this no more than 4 times, graduate students are permitted to repeat the same course for grade replacement only once.

Independent Study/Readings Courses

NKU offers students the opportunity to engage in independent scholarship guided by individual graduate faculty. These courses take the form of readings and independent study. Students are encouraged to undertake research into topics that are not part of the regular curriculum. Programs may limit the number of times such a course can be taken by a student and/or the number of credit hours that can be applied toward a degree.

Special Topics Courses

Departments may set up special topics courses such that they may be repeated for credit when topics vary. A topics course for a change of grade may be repeated only when the same topic is offered again.

Course Naming and Numbering Policy

A. **90** – reserved for future use.

B. **91 –** reserved for thesis and comprehensive exam

   Thesis - a product of scholarly contribution to knowledge in the form of a study, experiment, survey, or creative work (for example, paper, presentation) given in the final undergraduate or graduate year.
   Comprehensive examinations – examinations covering the entire field of major study given in the final undergraduate or graduate year.

C. **92 –** reserved for research

   Research – scientific or scholarly investigation separate from thesis work; the latter is included in the 91 credits.

D. **93 –** reserved for seminar

   Seminar – courses intended to be seminar (discussion/research-based).

E. **94 –** reserved for special topics and seminar

   Special topics – courses offered by faculty on an occasional basis only and not intended to be part of the regular offerings in the discipline.

F. **95 –** reserved for study abroad topics courses

   Study abroad topics courses – courses that will include a component of class meetings outside of the US.

G. **96 –** reserved for practica, field experiences, internships assistantships

   Practica, field experiences, internships, assistantships, practical experience in a work environment that includes supervision by faculty and may include compensation.

H. **97 –** reserved for exhibits, recitals, shows, portfolios, presentations and special projects

   Exhibits, recitals, shows, portfolios, presentations and special projects – public exhibits, performances, and presentations that represent the finished product of student preparation and work.

I. **98 –** reserved for future use

J. **99 –** reserved for independent study and directed readings

   Independent study and directed readings – study undertaken by student(s), under the direction of faculty, but without formal class meetings.

Undergraduate Academic Policies

Four-Year Graduation Plans

Each academic major described in the college/department sections of the catalog is linked to a four-year graduation plan that shows one way that a student entering NKU fully qualified to undertake college-level study - that is, no deficiencies requiring developmental coursework - can complete all degree requirements in four years. These plans do not take the place of the academic advisor, and students must still work with their advisors to ensure timely graduation. They do, however, provide helpful guidance. In order to access a four-year plan, the student must use the online version of the catalog.

Graduation Requirements

Requirements for an Associate Degree

In order to receive an associate degree, a student must:

1. Complete a minimum of 60 semester credit hours, the last 20 of which must be taken from NKU*.
2. Complete developmental coursework, if required.
3. Complete the general education requirements for an associate degree.
4. Complete the requirements of the major for associate degree candidates.
5. Remove all incomplete grades by earning a grade of A through F in place of each one.
6. Earn an overall GPA of at least 2.00 (excluding developmental coursework) and a GPA of 2.00 in the major (unless the department has a higher requirement for the GPA in the major).
7. Satisfy all financial and administrative obligations to the university.
8. Apply to graduate.

Requirements for a Bachelor's Degree

In order to receive a bachelor's degree, a student must:

1. Complete a minimum of 120 semester credit hours.
2. Complete from NKU* at least 25 percent of the credits required for the degree.
3. Complete the last 30 semester credit hours from NKU*. Limited exceptions are possible when approved by the dean (or designee) of the college where the student's major is housed.
4. Complete developmental coursework, if required.
5. Complete the general education requirements for a bachelor's degree.
6. Complete at least 45 semester credit hours in courses numbered 300 and above. **Note:** Freshman- and sophomore-level courses completed at other institutions may have course titles or content similar to certain 300- and 400-level courses at NKU. The Office of Transfer Services, in consultation with the department chair where the equivalent NKU course is housed, will determine whether such courses will contribute to meeting NKU's requirement for 45 credits in courses numbered 300 and above.

7. Complete the requirements for the major.
8. Complete one of the following:
    a. A minor in a discipline outside the major discipline
       – OR –
    b. A minor in an interdisciplinary program offered by NKU
       – OR –
    c. A focus consisting of at least 12 semester hours in courses numbered 300 or above, in a discipline that is different from the student's major
       – OR –
    d. A second major offered by NKU
       – OR –
    e. A minor included within the major where the student is exempted from the minor/focus/second major requirement. Please see appropriate individual program requirements to determine if the program exempts the student from the minor/focus/second major requirement.
9. The requirements for a student's major(s), minor(s), and focus area(s) must all be based on the same catalog. See the Catalog of Record section for more information.
10. Satisfy the computer-use competency requirement as determined by the student's major department.
11. Participate in university-wide mandatory senior assessment and any senior assessment requirements associated with the major and minor.
12. Remove all incomplete grades by earning a grade of A through F in place of each one.
13. Earn an overall GPA of at least 2.00 (excluding developmental coursework) and a GPA of 2.00 in each of the following: the major, minor, and focus (unless the major or minor department has a higher GPA requirement).
14. Satisfy all financial and administrative obligations to the university.
15. Apply to graduate.

Note: For the purposes of the policies related to graduation and graduating with honors, courses taken through the Greater Cincinnati Consortium of Colleges and Universities or the Southwestern Ohio Council for Higher Education are treated as though they were taken from NKU.

Non-Traditional Credit Policy

1. The hours that a student can apply toward graduation through non-traditional credit is governed by the graduation requirements. Appeals can be made to the dean (or designee) of the college where the student's major is housed regarding non-traditional credit and residency requirements.

2. Students cannot use non-traditional credit to replace an unsatisfactory grade in their G.P.A. However, students who attempt and pass non-traditional credit may still use this satisfactory credit to meet program, degree, and graduation requirements.

3. NKU non-traditional credit will only be granted for students who have enrolled at NKU.

Policy approved in January 2015.

General education

General Education at NKU aims to provide undergraduate students with the foundations of success in college and in life in general. The General Education program at NKU is built around a set of intellectual and practical skills and competencies referred to as the foundations of knowledge. General education courses must align and meet at least one of these learning outcomes. The General Education cover sheet (appendix A) must be used for General Education course proposals.

Honors curriculum

Honors program is an essential component of the undergraduate curriculum experience at NKU. Through its honors courses, NKU aims to offer qualified students a range of rigorous and high standard curricular and co-curricular activities that promote excellence, creativity, problem solving, global learners and critical thinking etc. More information of honors requirements can be found here: http://www.nku.edu/honors-college.html . Appendix B outlines the procedures for developing honors course/seminar.

Procedures for creating Pathway articulations

Departments and programs are encouraged to pursue the development of articulation agreements. These are binding documents that aim to facilitate the transfer of students between institutions. Articulation agreements could be of different types, course by course, general education, pathways, etc. NKU has a set of guidelines and procedures for developing each one of these types of articulations. See the articulation agreement website for more details: http://inside.nku.edu/upac/articulationagreements.html

Graduate Academic Policies

Course Policies

Independent Study/Readings Courses – Number of Hours Allowed

- No more than 20% of the minimum number of hours counted toward degree completion may be taken through courses listed as readings and independent study with the exception of studio work, labs, research, practica, and internships.
- Consent of the graduate faculty member and the director for the graduate program in which the student is enrolled is obtained prior to the student's registration for the course.
- The content of an independent study course is not the same as that covered in a regularly offered course; exceptions to this requirement must be approved by the graduate program director and vice provost for graduate education, research & outreach before the course may be offered.
- There must be a sufficient number of contact hours, albeit scheduled on an arranged basis, between the student and the instructor throughout the duration of the course to ensure consistency with the amount of graduate credit earned in regular course offerings; this contact hour number is specified by the program/department contract or program requirements.
- Any exceptions should be approved by the graduate program director and vice provost for graduate education, research & outreach.

Special Topics Courses

Special topics courses may be repeated with the approval of the graduate program director. A topics course for a change of grade may be repeated only when the same topic is offered again.

Numbering for Independent Study/Readings Courses

All graduate courses in which only one student is enrolled or a faculty member works with a student one-on-one are considered independent study or readings courses. The course numbering assigned for independent work is X99 and should be used instead of the regular or seminar course number. This applies even if the content of the coursework is identical to that of a regular, existing course.

Where an independent study course is used in lieu of a required course, the change must be noted on the student's program plan when submitted to the Office of the Graduate Education as certification for graduation.

Certificate Guidelines

The policies presented below are the minimum university guidelines for students in graduate certificate programs. Students should always check the requirements of their particular program which may be more restrictive.

- A graduate certificate consists of 18 credits of coursework.

- A post-master's certificate consists of 24 credits; at least 75% of which must be at the 600-level or above.
- No more than 33% of the credits required on a graduate certificate may be transfer credits. All such work must be from a regionally accredited institution, taken for graduate credit and posted to a graduate transcript; and completed with a grade of *B* or better. The graduate program director approves all courses to be allowed as transfer credit. The limit on transfer credit does not include any hours taken through the Greater Cincinnati Consortium of Colleges and Universities (GCCCU) which will be considered NKU courses. Students should be aware the grade earned in courses taken the GCCCU will become part of their NKU GPA.
- One may earn both a certificate and a degree, but it is not necessary to earn one in order to be awarded the other.
- Credits used in fulfillment of certificate requirements may be used in partial fulfillment of degree requirements as well. Check with your graduate program director for specific information.
- One must be admitted to the certificate program prior to completion of all certificate requirements, or prior to completion of all requirements for the concurrent master's degree.
- All credits for a certificate program must be earned within the eight years prior to the award of the certificate.
- Students enrolled in a certificate program must meet the same course prerequisites as any other student.
- Up to 33% of credits earned in one certificate program can be counted toward a different certificate, providing that both certificates are issued by NKU.
- Up to 33% or nine credits (whichever is less) of the credits for a certificate program may have been completed as part of a previously earned master's degree issued by another regionally accredited university, providing that the credits are not out-of-date.

Course Numbering

Courses numbered 499 and below are considered undergraduate-level courses and should not be taken by students who want to take a course for graduate credit. Courses numbered 500 to 599 may be taken by juniors and seniors for undergraduate credit and by graduate students for graduate credit. Students who take a 500-level course with the intention of earning graduate credit must have submitted a graduate application and been admitted by the Office of Graduate Education.

Only graduate students are allowed to take courses numbered 600 and above.

No more than 25% of a student's graduate coursework may be taken at the 500 level. With the approval of the Graduate Council new programs may be given a waiver of this regulation at the time they are approved.

Culminating Experiences and Capstone Courses

All graduate degree programs require a culminating experience described in each program section. Examples include dissertation, thesis, project, portfolio, comprehensive exam, and

capstone course. All references to dissertation also include dissertation alternatives as approved by the vice provost for graduate education, research & outreach.

Master's Degree Thesis/Final Project/Comprehensive Exam Specific Requirements

There are four formal culminating experiences excluding programs where a specifically designated course serves this function. Each of these is listed below. For specific information on which one will be required for the student's program of study, students should consult with their graduate program director.

1. **Formal thesis**

Requirements:

- It should include a thorough review of secondary sources.

- It should include original research.

- There will be at least three faculty members on the student's committee; one member may be outside of NKU.

- It will be published in ProQuest/UMI upon completion.

- There will be a formal defense of the thesis.

- There must be final approval by Office of Graduate Education.

- Thesis credits may be 3-6 credits of degree requirements.

2. **Published Project**

Requirements:

- It should include a literature review of secondary sources.

- It should contribute to a body of knowledge or practice.

- There will be at least three faculty members on the student's committee; one member may be outside of NKU.

- There will not be a formal defense of the project.

- It will be published in ProQuest/UMI upon completion.

- There must be final approval by Office of Graduate Education.

- Project will be 3 credits of degree requirements.

3. **Unpublished project**

Requirements:

- The length depends upon the project and the particular graduate program.

- Non-research, portfolio and creative documents (or products) will fall into this category.

- There will not be a formal defense of the document/project.

- There is no oversight from Office of Graduate Education.

- Approval by the graduate program director is required.

4. **Comprehensive Examination**

Each program using the comprehensive examination as a culminating experience will set forth the appropriate guidelines including dates and format.

Continuing Credit
Individual graduate programs will determine the number of continuing credit hours students in their program are allowed to pursue. All continuing credit must be taken within the six years allowed to complete the master's degree.

Committee Membership for Exit Options
Outside members should not be required but may be used. When outside members are used, the graduate program director must apply for and receive graduate faculty status for the outside members via the faculty credentialing process. Each graduate program director will be responsible for "tutoring" faculty in the appropriate method of chairing or being a member of a committee. Each graduate program director will decide on the oversight necessary.

Doctoral Degree Dissertation/Dissertation Alternative Specific Information

Each individual doctoral program will decide whether a dissertation or dissertation alternative meets the requirements for their degree. For specific information on which one will be required for hate student's program of study, students should consult with their graduate program director.

Doctoral students must be continuously enrolled in at least one credit hour every term while completing their dissertation or dissertation alternative.

Dissertation Committee Membership
There must be at least three members (a chair and two "readers") on the dissertation committee, whose responsibility it is to:

- Approve the dissertation proposal;
- Evaluate the dissertation;
- Participate in the defense of the dissertation, and
- Vote to determine a candidate's passing of the defense.

One person shall be designated the dissertation chair. This member will:

- Facilitate the committee schedule and meetings;
- Mentor the candidate through the completion of the degree;
- Process paperwork;
- Coordinate the candidate's defense with the Office of Graduate Education.

One "reader" member of the dissertation committee must be from outside the candidate's department of study.

All members of the dissertation committee shall approve the dissertation proposal.

The program shall have a dissertation proposal process that provides for the Office of Graduate Education, the program, and the candidate, a written and signed document defining the expectations of the program for a successful dissertation.

The "approval of the dissertation proposal" is deemed successful when the dissertation chair files appropriate paperwork with the Office of Graduate Education signifying approval for the candidate to move forward.

Until the dissertation defense is scheduled, the initial proposal may be amended with unanimous agreement of the dissertation committee and candidate.

A dissertation defense may not be scheduled without a signed dissertation proposal. The candidate shall initiate the scheduling of a defense. Defense scheduling requires the concurrence of at least one committee member.

Programs must provide alternatives for candidates to alter or change dissertation chairs and committee membership.

The "completion of the defense" is deemed successful when:

A simple majority of the dissertation committee votes approval.

If desired, programs can make votes more restrictive, but may not require unanimous approval by the committee (chair and readers).

Dissertation defenses shall be open to the public.

Graduation Requirements

Minimum Credit Hours Required for a Master's Program
All master's degree programs require a minimum of 30 semester hours. Only courses taken for graduate credit and placed on a graduate transcript as graduate credit may be counted toward a master's degree.

GPA
No student may earn a graduate degree or graduate certificate with a GPA below 3.0 (no rounding allowed) for all graduate work taken for completion of a specific graduate program as well as a cumulative 3.0 (no rounding allowed) for all graduate work taken at the institution. If a student has declared academic bankruptcy, the graduate GPA will be based on all coursework taken subsequent to the bankruptcy.

Incomplete Coursework
No student will be awarded a degree if an "I" (incomplete) has not been cleared for all coursework applicable to that degree. An "I" in a course that is not part of the coursework for the degree is allowed. Students should be aware of the policy that changes an "I" to an F after a given period of time.

Enrollment

All students must be enrolled for at least one credit hour during the semester that they wish to graduate.

Procedures for Closing Programs

SACSCOC

Per SACSCOC policy statement on closures of programs, sites or campuses, ("Substantive Change for Accredited Institutions of the Commission on Colleges," reformatted, July, 2014), if an institution decides to close an educational program, approved instructional site, branch campus, or the entire institution, it must choose one of the following options:

1. The institution teaches out currently enrolled students; no longer admits students to programs; and terminates the program, the operations of an approved instructional site or a branch campus, or the operations of an institution after students have graduated. (Teach-out plan)

2. The institution enters into a contract for another institution or organization to teach-out the educational programs or program. (Teach-out agreement)

An Academic Program is defined as any major, minor, certificate, or pre-professional program of study. Teach-out plans and teach-out agreements must be approved by SACSCOC prior to implementation. Please note the following components that must be provided as part of a "Teach-out Plan" or "Teach-out Agreement."

TEACH-OUT PLAN

"A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to offer a program before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions." Teach-out plans must be approved by SACSCOC in advance of implementation.

To be approved, a teach-out plan must include the following information:

- Date of closure;
- An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure;
- An explanation of how students will be helped to complete their programs of study with minimal disruption or additional expense;
- Signed copies of teach-out agreements with other institutions, if any;
- How faculty and staff will be redeployed or helped to find new employment.

TEACH-OUT AGREEMENT

"A teach-out agreement is a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study." Such a teach-out agreement requires SACSCOC approval in advance of implementation.

For approval by SACSCOC, the agreement must be between institutions that are accredited by a nationally recognized accrediting agency, be consistent with applicable standards in the Principles of Accreditation and with SACSCOC policies, and provide for the equitable treatment of students by ensuring that:

1. The teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the closed institution; and

2. The teach-out institution demonstrates that it can provide students access to the program(s) and services without requiring them to move or travel substantial distances.

TIME OF NOTIFICATION

As soon as the decision to close is made, the institution should provide to SACSCOC at the same time the following two pieces of information:

1. Notification of the intended closing of a program, site, branch campus, or institution and

2. A teach-out plan for approval (including any teach-out agreements with other institutions).

At NKU, the office of the Vice Provost for Undergraduate Academic Affairs handles the notification to SACSCOC.

CPE

Notification to CPE is done via the Kentucky Postsecondary Program Modification System (KPPMS), once the internal process to close the program has been concluded. At NKU, the office of the Vice Provost for Undergraduate Academic Affairs handles this notification.

Once programs have been closed, CPE classifies them in two stages:

- A *suspended* program is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been

reopened, it is considered a closed program.

- A *closed* program is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the Registry of Degree Programs.

STEPS TO CLOSE AN ACADEMIC PROGRAM

1. Department chair submits request to the Dean for approval of the suggested program deletion.

2. After receiving approval from the Dean to move forward with deleting the program, the department chair or program director contacts any pertinent programs to let them know of the intention to discontinue the program.

3. Complete and submit the combined Program Deletion and Teach-Out Form in Curriculog (https://nku.curriculog.com/approval-processes)

4. Upon UCC approval, the request for program deletion will be sent to the Provost for approval.

5. Upon Provost's approval, the detailed recommendation for program deletion and teach-out is submitted to the Board of Regents for approval.

6. Upon Board of Regents approval, CPE notification is made through the KPPMS. SACS-COC is notified by providing a letter of intent and the detailed teach-out timeline.

7. The teach-out plan cannot be implemented until approval has been received from both CPE and SACS-COC. The Vice Provost for Undergraduate Academic Affairs will notify the department and appropriate offices when approval has been received.

8. The UCC chair will report any program closures to the Faculty Senate as informational only.

More detailed instructions are included in the "Procedures for Teach-Out" document.

August 26, 2015

Procedures for Teach Out

ACTION	RESPONSIBILITY	STEPS/FORMS
Terminate program: Develop a teach-out plan ensuring students have opportunities for completion or transfer to comparable programs; include termination date.	Program Coordinator or unit head (chair/dean)	1. Teach-out Plan 2. Run open matriculation report 3. Review unofficial transcripts of all students with open matriculation
Approval of Program Deletion	Sequence of approvals is as follows: 1. Department 2. College Curriculum Committee 3. TEC (if necessary) 4. College Dean's Office 5. Graduate Council (if necessary) 6. UCC 7. Provost	See Curriculog form.
Review and approval of teach-out plan	Department Faculty and Chair, Registrar, Dean and/or Graduate Dean, and Provost	Send completed teach-out form to SACSCOC Liaison for routing to appropriate parties
Approval of teach-out plan and termination of the program	NKU Board of Regents	Presidential Recommendation created and placed on BOR agenda
Notify and inform each constituency affected (students, faculty, staff, other pertinent/related departments)	Department Chair and/or Dean	Copies of all correspondence provided to SACSCOC Liaison
Notify KY Council on Postsecondary Education	Vice Provost	Enter information on KPPMS. Suspend program in inventory for 5 years, after 5 years the program is marked as terminated in program inventory
CPE Approval	Vice Provost	
Notify SACSCOC with a description of the teach-out plan prior to implementation	SACSCOC Liaison	Substantive change notification sent to SACSCOC President nine months prior to termination of program – include copy of teach-out plan/agreement
SACSCOC Approval	SACSCOC Liaison	

Teach Out Notifications

ACTION	RESPONSIBILITY	STEPS/FORMS
Notify Admissions	SACSCOC Liaison	Notification to remove program from admission app and any marketing materials
Notify Registrar	SACSCOC Liaison	Update to program inventory, degree audit, and other affected SAP data elements.
Notify Institutional Research	SACSCOC Liaison	Update to any reports generated by IR to Federal or state agencies
Notify Human Resources if applicable	Department and/or Dean	Notification if personnel are affected
Notify Information Technology	SACSCOC Liaison	Update to change of major processes
Notify Director of Financial Aid	SACSCOC Liaison	Termination of financial aid opportunity for academic program
Notify Digital Measures Administrator	SACSCOC Liaison	Update program inventory in OM, make adjustments to faculty teaching in program
Notify Catalog Editor	SACSCOC Liaison	Update catalog information to ensure program is not included in any subsequent catalogs
Implement Termination	Department	Update web sites to reflect closing of program

University Curriculum Committee Bylaws

ARTICLE I: NAME

The Name of this standing committee of the Faculty Senate is the University Curriculum Committee (UCC).

ARTICLE II: PURPOSE

Section 1: The purpose of the UCC is to process and to recommend approval or disapproval of all policies and procedures related to the curriculum of Northern Kentucky University, with the exception of those policies and procedures that are under the purview of the Chase College of Law.

Section 2. The UCC will process and recommend approval or disapproval of the following: new courses, non-traditional credit courses, course change, new programs, majors, minors and certificates, changes in programs, majors, minors and certificates.

Section 3. The UCC will forward its recommendation for approval to the appropriate office, i.e., the President of the Faculty Senate and/or the Provost.

Section 4. The UCC will process and recommend approval or disapproval of all matters pertaining to General Education and remedial work.

Section 5 The UCC may initiate action on behalf of the faculty regarding curricula and related matters.

ARTICLE III: MEMBERSHIP

Section 1. Regular: The regular membership of the UCC is that specified in the Constitution of the Faculty Senate (one faculty member per academic department plus one member from each program in the School of the Arts, one member from Interdisciplinary Studies and one member from the library).

Section 2. Ex officio: The ex officio membership of the UCC are the NKU Registrar, a representative from the Office of the Vice Provost for Undergraduate Affairs, , and the President of Student Government or their designated representatives.

ARTICLE IV: OFFICERS and DUTIES

Section 1. The officers of the UCC are the Chairperson, the Subcommittee chairpersons, and the Secretary.

Section 2. Following the election procedure set forth in the Faculty Senate's Constitution Faculty Senate elects the Chairperson of the UCC.

Section 3. The Chairperson of the UCC will (a) set each meeting's agenda, (b) serve as an ex officio member of the Graduate Council, (c) act as liaison to university committees, bodies, and administrators in matters relating to curricula, and (d) engage in the other duties specified in the Faculty Senate's Constitution.

Section 4. The members of the UCC shall elect the Secretary. He/she will keep minutes of the meetings.

Section 5. In the absence of nominations for the subcommittee chairpersons or for the Secretary, the Chairperson of the UCC will appoint a member(s) from the UCC to fill the vacant position(s).

ARTICLE V: MEETINGS

Section 1. Regular: The chairperson of UCC will select (a) the meeting time convenient to as many members of the UCC as possible, and (b) the first date on which the UC is to meet each semester.

Section 2. Regular: The UCC will meet the first and third Thursday of the month after Section 1(b) has been established.

Section 3. Regular: The Chairperson of the UCC should try to have the agenda posted approximately two days in advance of the meeting.

Section 4. Special: the Chairperson of the UCC may call special meetings of the UCC. The UCC members will be notified as far in advance as possible.

Section 5. Quorum: A simple majority of the UCC constitutes a quorum.

Section 6. Approval of an agenda item. Unless otherwise specified herein, the agenda item will be decided by majority vote, provided a quorum is present, e.g., even if one member votes for a motion, but none vote against it and all others abstain, then the motion will be ruled as having carried by a majority, in this case, a majority of one.

Subsection (a): Proposed changes in the NKU's General Education requirements require a two-thirds majority.

Subsection (b): All approved changes in NKU's General Education requirements must be forwarded to the President of Faculty Senate.

Subsection (c): Following the approval of a new course, the UCC may refer it to the Faculty Senate if one-third plus one of those members of the UCC present so recommend.

Subsection (d): Proposed changes in NKU's remedial work requirements require a two-thirds majority.

Subsection (e): All approved changes in NKU's remedial work requirements must be forwarded to the President of the Faculty Senate.

Subsection (f): All proposed changes in NKU's entrance or exit requirements must be approved by the UCC.

Section 7. Proxy votes: Proxy votes, conveyed to the Chairperson of the UC prior to the vote on an agenda item or through a stand-in representative will be allowed if approved by majority vote.

ARTICLE VI: STANDING SUBCOMMITTEES

Section 1. The standing subcommittees are the college subcommittees of each college offering undergraduate degrees.

Section 2. The library will make appointments to each college subcommittee, as it deems

appropriate.

Section 3. Teacher Education Committee (TEC) This subcommittee is housed in the College of Education and Human services. Membership will consist of representation from programs who offer teacher education courses.

ARTICLE VII: TEMPORARY SUBCOMMITTEES

Section 1. By majority vote, for issues or matters falling outside the usual scope of the full committee, the Chairperson of the UCC may appoint other subcommittees, standing or ad hoc.

Section 2. The subcommittee provided for in Section 1 above may include, if desired, university administrators, and students who are not members of the UCC.

ARTICLE VIII: COLLEGE CURRICULUM COMMITTEES

Section 1. Each College or School shall create a standing committee to review curriculum issues at the college level.

Section 2. Members of the UCC shall elect the Chairpersons of the College Curriculum Committees.

Section 3. Each department and independent program shall appoint a member to the CCC. The interdisciplinary representative to the CCC will be chosen by a committee composed of one member from each of the interdisciplinary programs.

Section 4. The library will make an appointment to each college subcommittee, as it deems appropriate.

Section 5. Quorum: A simple majority of the CCC constitutes a quorum.

Section 6. Approval of an agenda item. Unless otherwise specified herein, the agenda item will be considered approved by majority vote, provided a quorum is present. e.g., even if one member votes for a motion, but none vote against it and all others abstain, then the motion will be ruled as having carried by a majority, in this case, a majority of one.

Subsection (a): Proposed changes in the NKU's General Education requirements require a two-thirds majority.

Subsection (b): All approved changes in the CCC must be forwarded to their appropriate Dean, and then they must be forwarded to the Chairperson of the UCC.

Section 7. The Chairperson of the UCC shall serve as an ex- officio member of the College Curriculum Committees.

ARTICLE IX: AMENDMENTS

These by-laws may be amended at any regular UCC meeting by a majority vote of the UCC members in attendance provided the amendment was submitted in writing at the previous regular UCC meeting. The Faculty Senate must approve by-laws changes.

APPROVED:

UCC - February 2, 1984

Faculty Senate - February 27, 1984
Faculty Senate - May 11, 1987
Faculty Senate - October 9, 1987
Faculty Senate - May 16, 1991
Revised: 1985, 1986, 1987, 1991, 1994, 2002, 2008

GENERAL EDUCATION COMMITTEE BYLAWS

NORTHERN KENTUCKY UNIVERSITY

ARTICLE I: NAME AND AUTHORITY

The General Education Committee (GEC) is a standing committee of the Faculty Senate at Northern Kentucky University.

ARTICLE II: PURPOSES

Section 1: The committee will make recommendations to the Faculty Senate and Provost concerning the goals, structure, and assessment of General Education at NKU.

ARTICLE III. MEMBERSHIP

Section 1. The regular membership of the GEC shall include full-time faculty as follows:

- One member from the College of Business
- One member from the College of Education and Human Services
- One member from the College of Health Professions
- One member from the College of Informatics
- One member from the Honors Program
- One member from the Steely Library
- Four members from the College of Arts and Sciences
- Two at-large members

Section 2. The Vice Provost for Undergraduate Academic Affairs (or designee) and the Dean of Arts and Sciences (or designee) shall serve as ex officio non-voting members of the GEC.

Section 3. The Faculty Senate Executive Committee will appoint GEC members for one-year, renewable terms. Vacancies will be filled as needed, by appointment from the Faculty Senate.

ARTICLE IV: OFFICERS and DUTIES

Section 1. The officers of the GEC are the Chairperson and the chairs of the subcommittees.

Section 2. The Chairperson must have served at least one year on the GEC and will be elected by a simple majority of seated committee members at the first scheduled meeting of each academic year.

Section 3. The Chairperson will (a) set each meeting's agenda and (b) act as liaison to university committees, bodies, and administrators in matters relating to General Education.

Section 4. The GEC will have the following subcommittees: (a) Policies and Procedures Subcommittee, (b) Compliance Subcommittee, and (c) Assessment Subcommittee. Duties of the subcommittee chairs are as follows:

1) Convening and chairing meetings of the subcommittees.
2) Insuring that subcommittees respond to deadlines in a timely manner.
3) Bringing business from their sub committees to the GEC general meetings.

4) Submitting reports from the subcommittee work.

Section 5: Specific duties of subcommittee chairs are as follows:
1) The chair of the Policies and Procedures Subcommittee is responsible for presenting to the GEC membership the subcommittee recommendations, both positive and negative, on proposals for policy and/or procedural additions, deletions, or modifications.
2) The chair of the Compliance Subcommittee is responsible for presenting to the GEC membership the subcommittee recommendations, both positive and negative, on proposals for course additions, deletions, or modifications.
3) The chair of the Assessment Subcommittee is responsible for presenting to the GEC membership the subcommittee recommendations on additions, deletions, or modifications to the General Education curriculum, based on assessment results.

ARTICLE V: MEETINGS, QUORUM, AND VOTING
Section 1. The Chairperson will select (a) a meeting time convenient to as many members as possible, and (b) the first date on which the committee will meet each semester. The committee will meet monthly during the academic year.
Section 2. The Chairperson will post an agenda approximately two days in advance of each meeting.

Section 3. The Chairperson may call special meetings as needed and will notify members as far in advance as possible.

Section 4. A simple majority of voting committee members constitutes a quorum.
Section 5. Unless otherwise specified herein, agenda items will be decided by majority vote, provided a quorum is present, e.g., even if one member votes for a motion, but none vote against it and all others abstain, then the motion will be ruled as having carried by a majority, in this case, a majority of one.

ARTICLE VI: TEMPORARY SUBCOMMITTEES
For issues or matters falling outside the usual scope of the three standing subcommittees, the Chairperson, by way of a majority vote of the GEC, may appoint ad hoc subcommittees, which can include non-committee members.

ARTICLE VII: AMENDMENTS
These bylaws may be amended at any regular GEC meeting a 2/3 vote of members in attendance provided the amendment was submitted in writing at the previous regular meeting. The Faculty Senate must approve bylaw changes.
Approved by GEC on:
Approved by Faculty Senate on:
Approved by the Provost on:

Graduate Council Policies

FOR 400/600 AND 500 COURSES – APPROVED FEBRUARY 12, 2004

Policy governing co-listing of undergraduate and graduate level courses.

Proposed Policy: No course listed as 600 or above is to be co-listed with an undergraduate course. Requests to exceptions to this policy must be made to Graduate Council.

Rationale: There is an implicit understanding that the level of instruction and discourse is at a more advanced level in graduate courses than undergraduate courses. Although there is no argument that a certain number of semester hours or percentage of graduate work may be taken in tandem with undergraduates, the purpose of graduate programs is to offer a unique graduate education, not one that is relies heavily on undergraduate courses.

Courses with lab or studio content are most likely to be granted an exception to this policy.

Amount of 500 level courses allowed in a graduate degree Policy on percentage of degree program allowed to be taken at the 500 level.

Proposed Policy: At least 50% of a graduate degree must be taken at the 600 level or above.

Rationale: Implicit in the notion of graduate education is the requirement that at the very least one-half of that education should be for graduate students only.

500-level course policy

Policy: In cases where there is a need to create a graduate-level variant of an existing undergraduate course, the graduate course will carry a 500 number. No undergraduate course may be dual listed at the 500 level until all curriculum processes have been completed. Undergraduates may continue to enroll in 500 level courses. Requests for exceptions to this policy must be made through the regular curricular process.

Rationale: There must be way of tracking courses in which both graduate and undergraduate students were enrolled.

Course and syllabus requirements for courses with both undergraduates and graduate students enrolled.

Proposed Policy: Syllabi for classes in which both undergraduate and graduate students may enroll (such as 500 level or dual listed courses) must have separate requirements appropriate for each group.

Rationale: Documentation must be extant that shows the separation between graduate and undergraduate students attending the same lectures. Further, graduate students must be kept to a higher academic standard and expectations. This is required by SACSCOC.

Appendices

Appendix A

To propose a course to meet a general education requirement, please show that the course meets general education student learning outcomes (SLOs) in a substantive way. Include a syllabus and a narrative statement that contains a statement of how the course fits into the Foundation of Knowledge (FOK) program. The narrative should indicate which FOK category and, how all general education SLOs in that category are met.

1. Course you wish to propose (prefix, number, and title): _____

2. Please check one:
   - ☐ This course currently exists in the Undergraduate Catalog.
   - ☐ This is a new course that was approved by the UCC on_____.

3. FOK Category for which the course is bring proposed (check only one):

Communication	Scientific & Quantitative Inquiry	Self & Society
☐ Written	☐ Mathematics & Statistics	☐ Cultural Pluralism
☐ Oral	☐ Natural Science	☐ Individual & Society

4. For each FOK category checked above, list all the SLOs under that category and the assignments associated with them.

SLO	Assignment
1.	SLO 1 Assignment
2.	SLO 2 Assignment
3.	SLO 3 Assignment
4.	SLO 4 Assignment

5. Frequency of offering (provide number of sections offered or range of offerings for each semester):
   Fall: _____
   Spring:_____
   Summer:_____

6. Delivery (check all that apply):
   - ☐ On campus
   - ☐ Online
   - ☐ Hybrid Other (explain)_____

7. Please provide the following:
   - ☐ This General Education cover sheet
   - ☐ Syllabus
   - ☐ Narrative
   - ☐ Sample assessments for each SLO

8. Please acknowledge the following:
   □ The offering department agrees that all instructors of this course will participate in assessment artifact collection.

9. Attach Bibliography. (See explanations in the next page)

The General Education Committee (GEC) will continually monitor where the greatest needs within the program exist, and will allow the development of new courses in light of those needs. Therefore, offering a course in the FOK program involves engagement in and support for the program's learning outcomes assessment initiatives. In addition changes to the FOK will be a result of continuous assessment of its strengths and weaknesses. In particular, the General Education Committee will not only evaluate which, if any, courses are added to the FOK, but will also evaluate which ones should remain, or would need to be replaced or modified. In examining newly submitted courses for FOK, the GEC will look at categories/courses where data suggest the greatest need/demand. Further, courses that align with academic strategic initiatives (e.g. courses that emphasize transdisciplinarity) will be given due consideration. Demonstration of a course's ability to meet and match established student learning outcomes within the FOK is a significant element of any course submitted.

You may find it helpful to consult with the Chair of the General Education Committee as you prepare the proposal. Visit the GEC Website for current committee information.

Proposals

1. Course prefix, number, and title: Make sure course information (prefix, number, title) is the same as it appears in the Undergraduate Catalog.

2. Existing courses only: The course must have been approved by the UCC before it will be considered by the General Education Committee (GEC). Indicate whether this is an already existing course or a course recently approved by UCC. If newly approved course, please provide date of approval by UCC.

3. FOK Category for which the course is bring proposed: Indicate which FOK category the proposed course addresses. Some departments may want the GEC to consider the course for more than one FOK category. In that case, a separate cover sheet and accompanying documentation must be submitted for each category.

4. SLOs for each category: All SLOs in the category must be included. Please note that the assignments must be at the same cognitive level – Bloom's taxonomy – as the SLO; therefore it is advised to include a brief description of what students are required to do in that assignment, as well as submit sample copies.

5. Frequency of offering: Provide number of sections offered or range of offerings for each semester. Note that Winter session courses are currently counted as part of the Spring semester.

6. Delivery: Check all the categories that apply. "Other" may include courses that will be offered

only as study abroad. For example if a course is offered on campus but as part of a special category, one could check on campus and other.

7. Syllabus: The syllabus must use the required FOK Syllabus Template.

8. Bibliography: Include the background bibliography that you used to prepare the course and that addresses special nature of the course, e.g. transdisciplinary, statement showing connection with the SLOs, any supporting documents that can help the committee in the decision making process,etc.

Approval Process:

A. Faculty member uploads proposal to Curriculog, including required attachments.
B. Curriculog approvals:
  1) Department Chair
  2) Dean (or designee)
C. The GEC reviews the proposal and makes a decision on approval or non-approval.
D. GEC members enter approval on Curriculog. GEC chair forwards signed rubric sheet to the Curriculum Coordinator.
E. Proposal moves on to Vice Provost's office for final approval.
F. Curriculog forwards approval to Catalog Manager for inclusion on Undergraduate Catalog.
G. Vice Provost's Office notifies Advising Council members about new course approvals. Curriculum Coordinator uploads PDF of signed rubric sheet.

NOTE: Proposer and all others on the approval chain may view progress of the proposal on Curriculog and are notified via email at each step.

Proposal Area	Meets	Does Not Meet	Score (1-3)
All SLOs from the Foundation of Knowledge category in which the course will be contained.	• Syllabus and course form contain all SLOs from category	• Missing one or more SLOs from the FOK category.	
Narrative statement about or clear depiction of how the content of the class corresponds to the SLOs.	• Proposal narrative and/or syllabus clearly depicts how the content of the class corresponds to the SLOs	• Narrative is vague, repetitive, redundant, unclear, or does not address the category.	
Each SLO is clearly connected to curriculum (course readings, topics or themes, in-class work, assignments, etc.)	• Each SLO is clearly connected to the curriculum, and assignments	• One or more SLOs have limited connection to the curriculum and assignments.	
Means of assessment (written assignments, reports, exams, quizzes, etc.) are appropriate and assessable.	• Method of assessment is clearly stated and relates to all SLOs • Methods of assessment are at the same cognitive/behavior/psycho motor level of the SLOs (Bloom Taxonomy)	• One or more SLOs have limited connection to the means of assessment. • Vague or no clear indication of how methods of assessment are at the same cognitive/behavior/psychomotor level of the SLOs (Bloom Taxonomy)	
Sample assignment(s) that could be used for Gen Ed assessment. These assignments should give students an opportunity to meet the SLOs contained in the category.	• Contains sample assignments for all SLOs that could be used for Gen Ed assessment.	• No sample assignments identified or limited evidence of how assignments could be used for Gen Ed assessment.	

Special General Education Consideration to:	Present	Absent	Score
Courses with transdisciplinary elements or focus.			
Categories with need for additional courses or in which students have limited options.			
Course attends to student demand. (Are there enough opportunities for students; are students pooling into particular classes?)			

In addition to the conditions listed above, the General Education Committee may take into account the diversity of courses within each category and how well other courses are meeting the SLOs in the category.

Total score: _____

Reviewer's Comments: _____
_____

Recommend for FOK status: ☐ Yes ☐ No

GEC Chair name:_____   Signature: _____

The process of approving FOK courses is a dynamic one, and will change with the nature of the alterations to the program that are an outcome of programmatic assessment. The General Education Committee is determined that the FOK evolve into the best program it can possibly be.

Criteria and Procedures for Creating/Offering Honors Seminars

Faculty member name: _____   Title: _____

Highest degree completed: _____   Please attach CV.

College: _____   Department: _____

Phone number: _____   Email: _____

If team taught, provide same contact information for co-proposer(s):

1. Proposed honors seminar title

2. Number of credits (with justification). If team-taught, explain credit load distribution.

3. How often do you propose to offer the seminar? In what semester/term?

4. Description of proposed honors seminar (if selected, this description will be used by the Honors College to advertise the seminar to students)

5. Describe how the course aligns with one of the Honors Domains of Learning

6. Describe how experiential learning will be incorporated into the course, including how reflection on the experiential component will be addressed. If the seminar will need funding for experiential activities, please indicate the amount of funding needed and the purpose. If seminar has an international study component, submit a separate detailed budget.

7. Briefly describe your experience (research, teaching, etc.) with the proposed course topic.

8. Have you taught an honors seminar before? If so, list title(s) and year(s).

Course Syllabus

Proposer must submit a tentative (but well-developed) syllabus including the following:

1. Student learning outcomes
2. Information about pedagogy, including description of experiential learning component(s)
3. Tentative semester course schedule, including readings and assignments
4. Examples of assignments that will foster the achievement of the learning outcomes
5. Evaluation/assessment criteria

Departmental Support

1. A statement of support must be submitted by the faculty member's department head confirming that, if the course is approved, the faculty member will be able to offer it at least once each of the following three academic years.
2. Statement of support must be emailed by department chair to the Honors Director. If a statement of support from the department head is not submitted, the proposal will not be considered. When proposing a team-taught course, a statement of support must be provided for each faculty member.
3. The statement does not need to evaluate the proposal and can be brief.

For Office Use Only

Will the course need UCC approval? Yes ___   No ___

Course CIP code: _____

Faculty qualifications have been confirmed.   Yes ___

Semester/term in which course will be first offered: _____

Honors Director Signature: _____   Date: _____

Comments, if any.

Appendix C

UCC Memorandum of Awareness Policy

The following policy applies to curriculum proposals that impact items in multiple colleges:

1. A *memorandum of awareness* (*MOA*) is required for any curriculum change proposal (course change, course deletion, program change, program deletion) for which an "impact report" indicates impact on courses, programs, and/or enrollments of any department or program that is **in college other than the college of the proposing department**.

2. MOAs consist of **one or more** of the following items. In all cases, the item(s) must be included as an attachment(s) to the submitted Curriculog form.

   a. Documentation of support from the affected department(s) in another college.
   b. Statement of impact from the affected department(s) in another college.
   c. Documentation of any agreements that are in place between the proposing department and the affected department(s) as relates to the proposal.
   d. Copy of electronic notice sent (at least 14 days prior to college committee consideration of the proposal) to the Chair of an affected department, the UCC representative for that department, **and** the chair of the corresponding college curriculum committee.

3. It is the responsibility of the initial proposer to initiate the MOA process (as indicated in 2d). The consequence of sending forward a change proposal missing a necessary MOA is that the item will be returned to the initial proposer without consideration at UCC.