COLLEGE OF ARTS AND SCIENCES CURRICULUM COMMITTEE
POLICIES AND PROCEDURES*

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

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

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

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

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

PROCEDURES FOR EVALUATING AND PROCESSING CURRICULAR PROPOSALS

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

I. Procedures:
Major curricular changes, including creation, revision, and deletion of programs, majors, sequences, and courses, approved at the department/school level will be submitted to the College of Arts and Sciences Curriculum Committee though the University Curriculum Committee Forms website:
https://registrar.illinoisstate.edu/curriculumforms/(S(35pl13zjpnm23cybcmgaeq55))/support/login.aspx
The proposing department/school is also responsible for contacting other departments/schools that may have objections or concerns about the proposal and resolving those differences or concerns. In these cases, it is necessary to attach memos of concurrence or non-objection.

A. Course Proposals:

a. Each course proposal will be assigned to a subcommittee for review. The subcommittee will report on the proposal to the entire committee and make a recommendation for approval, approval pending, revision (minor revision requests by the CCC may be approved by its chair once the revisions are made), or rejection.

b. Any faculty or staff member in the College may raise objections in writing to the Dean's representative to the CCC at any time during the review period.

Objections to a proposed course may include:

(1) the subject matter is not within a proposing department/school's area of competence.
(2) a significant portion of the course content is already being taught in a course in another department/school.
(3) the proposed course does not meet University guidelines for the course level at which it is proposed.
(4) the proposed course requires or recommends courses in other departments/schools and consent has not been obtained.

c. If any objections are raised, the Committee will be responsible for overseeing their resolution.

d. Representatives of departments/schools and visitors are welcome to attend but may not participate in the *committee of the whole* discussions or votes.

e. Approved course proposals signed off on electronically by the CCC chair and the Dean are then sent to the UCC, Council for Teacher Education, or GCC as appropriate for the proposal. Comments and revisions are part of the material that the electronic system forwards to these committees.

f. Proposals requiring substantive revisions by the CCC, the CTE, the UCC, or the GCC, will be returned to the originators. Revised proposals must then be recirculated.

B. Program Proposals

a. Each course proposal will be assigned to a subcommittee for review. The results of this review are reported to the entire committee for action, and to make a recommendation for approval, approval pending, revision, or rejection.

b. Any faculty or staff member in the College may raise objections in writing with the Dean's representative to the CCC at any time during the review period. In addition, anyone noting errors in form may notify the department/school.

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

    (1) <u>New major or new minor</u>

        (a) Does the new program fit into the goals of the department/school and the College? Was the new program recommended by a Program Review or does it complement recommendations made in a Program Review?

        (b) Are any requests of funds for additional equipment or library materials reasonable and justified?

        (c) Was a Financial Implications Form provided?

        (d) If the program is approved without new funding, could the program be instituted without detriment to other programs in the department/school?

        (e) How would the new program, given sufficient funding, affect the other programs in the department/school?

        (f) What would be the possible effects on other departments/schools within the College? Outside the College?

    (2) <u>Program Changes</u>

        (a) Is there a clear rationale provided for the change?

        (b) Have the effects on students (scheduling, hours required, enrollment, etc.) been fully considered?

        (c) Have the effects on faculty (teaching load, coverage of material, adequate staff, etc.) been fully considered?

        (d) Does the change trigger any hidden requirements?

        (e) Will the change require any new resources (money, library materials, lab materials, etc.)?

d. After completing its investigation, the subcommittee will submit its findings to the entire CCC with recommendation for approval, request for more information or changes, or disapproval. The entire committee will vote on the subcommittee's recommendation.

e. If approved, the proposed program will be forwarded to the appropriate university committee (UCC, CTE, or GCC). If rejected, the proposal will be returned to the originating department/school with an explanation of the reason for rejection. Revised proposals must then be recirculated.

Editorial Changes in the Undergraduate & Graduate Catalogs

Requests for editorial changes for both courses and programs need to come through the department chair/school director with their approval noted. A brief rationale/reason for change should accompany the request along with proposed new catalog copy. See http://ucc.illinoisstate.edu/catalog/index.php for the up-to-date list from the University Curriculum Committee.

Courses/Programs

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

Course Changes Generally **NOT** Considered Editorial – Course Proposal Required
- Change of hours (unless course is already listed as variable hours)
- Course number change
- Addition of prerequisite(s) (there are exceptions)
- Course description or title revision that seems to change course focus
- Addition or removal of "Materials Charge Optional" without approval from Provost's Office

Editorial Changes Generally Allowed for Programs
- Removal or addition of text or punctuation to make requirements clearer
- Changes when necessary to make consistent with rest of catalog (Examples: when WS changed to WGS or when Health Sciences changed CLS to MLS)
- Change in a concentration (if it does not result in a change to the program requirements/hours)
- Removal of a course or courses within the same department/school or program
- Addition of a course or courses, within the same department/school or program, to specified program electives
- Removal of deleted courses from list of elective course options

Program Changes Generally **NOT** Considered Editorial – Curriculum Proposal Required
- Removal or addition of a course(s) to program requirements
- Change of the hours required in the program
- Removal of deleted courses from course requirements if doing so would change the number of hours required
- Removal of a course or courses, not within the same department/school or program

- Addition of a course or courses, not within the same department/school or program, to specified program electives.
- GPA and grade requirements for continuance in program (must be approved by EMAS or the Graduate School first)

APPENDIX A

Advice for Proposers

A. For new courses and significant changes in existing courses

1. Make sure that the catalog copy is consistent throughout.

2. Make sure that the catalog copy contains all the necessary elements listed in the UCC guidelines:
   a. course number
   b. course title (it cannot be more than 50 words long)
   c. semester hours credit
   d. prerequisites and other restrictions
   e. course description

3. If the course that is proposed is being made a requirement for any sequence, major, or minor, then make sure there is a program change as well.

4. Take out any extraneous materials, including strikeouts in new catalog copy and catalog prompts.

5. Make sure that the grading scale is clear, that it is mathematically correct (Ex: 90-100=A, 80-89=B, etc.), and that there are different grading scales and/or different assignments for undergraduates and graduates in a 300- level course.

6. Double check for spelling and grammatical errors! Always proofread.

7. Syllabi that are attached are considered examples, not the way the course will always necessarily be taught. Nevertheless, there needs to be a concrete, well thought out syllabus as a model. Sample syllabi should include all ISU required language such as that for Student Access and Accommodation Services.

8. The current system only allows for one supporting document, so if you have more than one, make sure that you merge them into one document.

Since 300 level courses go to the GCC after they are approved by the UCC, consider the following:

1. There should be a bibliography in addition to the required and optional readings specified on the syllabus. The purpose of the bibliography is to indicate to the GCC that a body of information exists that justifies the creation of a course for which graduate credit is offered.

2. The requirements for graduate students and undergraduate students should be clearly distinguished and reasonable.

*Replaces Checklist and Procedures dated January, 1985; September 1985; October 1991
Amended April 1992; March 2017; April 2018

Curriculum Committee Members -

The Provost wants to make sure that committee members understand that a signed financial implication form indicates that: 1) the financial viability of the proposed plan of study and its impact on other programs has been vetted. and 2) a determination has been made that the proposed plan of study can be financially supported. A signed form should not be interpreted as a request that the committee approve the proposal. Curriculum committees are part of our shared governance system and need to do their due diligence to determine whether any plan of study should be approved from the perspective of ISU's curriculum and, if so, in what form.