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RATIONALE FOR CURRENT CURRICULUM PROCESS

- Minimizes exceptions to graduation.
- Improves catalog consistency, accuracy, and clarity.
- Streamlines curriculum to maximize students’ progress towards graduation.
- Optimizes curriculum approval process and committee time.
- Faculty will be more fully informed.
- Facilitates communication between curriculum committee and faculty.
- Mediates interdepartmental curriculum conflicts.

WHAT DOES NOT REQUIRE A FORMAL CURRICULUM CHANGE PROPOSAL

A. **Changing the semester a course is offered** (departments may use the regular course scheduling process. If the term offered is specified in the course description, this should be updated during the departmental editing of the Catalog of Courses).

B. **Creation of courses numbered 190 or 390** (form available on the Registrar’s Office webpage; requires chair and dean approval).

C. **Editorial rewriting of course descriptions** (may be done during catalog edits prior to publication of the Fall course schedule and corresponding Catalog of Courses).

D. **Reinstatement of previously deleted courses** (see required process, page 5)

Everything else requires approval through the [official curriculum change process](#) (see page 3).

The curriculum proposal database is online and faculty may logon using a CAS username and password, go to [www.fortlewis.edu/curriculumchange](http://www.fortlewis.edu/curriculumchange) to propose changes. See Process and Deadline chart and Adopting a Two Year Catalog Cycle table for details.
EXPLANATION OF CURRICULUM CHANGE TYPES

A. PROGRAM CHANGES
1. Liberal Arts Core/General Education (Additions, modifications, and deletions)
2. Major (Additions, modifications, and deletions)
3. Minor (Additions, modifications, and deletions)

B. INDIVIDUAL COURSE CHANGES
1. New Course Proposals
2. Modification of Existing Course
   a. Change to number of credits (i.e., 3 to 4 credit)
   b. Change of course number or level
   c. Change of course description (substantial)
   d. Cross-listing (note: both courses need to mirror each other exactly for all course information, including description. Only the prefix is different)
   e. Change of pre-requisites
   f. Change of course type (lab to lecture, etc)
   g. Change of title
   h. Change or addition of Liberal Arts Core/Gen Ed category (attribute)
3. Course deletion Proposals

EXAMPLES OF ISSUES THAT MAY BE FOUND DURING CURRICULUM IMPACT ANALYSIS

• Deleting a course that may be an auxiliary requirement or major/minor requirement for another department without that department’s knowledge.

• Removing courses that are major/minor requirements may require exceptions so that students on those previous catalog years may still meet degree requirements.

• Changing the number of course credit hours from 4 to 3 may cause students to be short credits for their major, or for overall upper division and total credit hour requirements. Changing a course from 3 to 4 credits may necessitate students take more credits than the major or minor requires, or more than the overall requirements of 45 upper division credits or 120 total credit hours.

• When deleting a course and creating a new one—will the courses be equivalent? In other words, should one replace the other when repeated on a transcript? Regardless of the first answer, should the new course substitute for the old one within all or some of the programs where it was required?

• Repeatable courses: is the course repeatable only when the topic is different? Or is it only repeatable for a certain maximum number of credits? This must be noted in the course description for all repeatable courses.
# Chart of Curriculum Committee Approval Process and Deadlines

(Note: these deadlines will be changed with adoption of a 2-year catalog cycle, see pages 4):

<table>
<thead>
<tr>
<th>Step</th>
<th>Deadline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 30th (Proposal deadline)</strong></td>
<td></td>
<td>Submit completed* proposals to the Curriculum Committee via the online database. Enter all information including full catalog copy for program changes. The proposals will not show as ready until the status of the proposal is changed to “Ready for Consideration.” Only the chair signature is needed to submit proposals, but it’s a good idea to have the Dean’s support.</td>
</tr>
<tr>
<td><strong>August 15 (Impact Study Response Deadline)</strong></td>
<td></td>
<td>Chairs review impact study comments from Registrar’s Office during the first two weeks of August and need to respond to impact study questions by August 15th. The Registrar’s Office identifies student graduation impacts and asks for responses when questions arise regarding exceptions to graduation, transfer issues, or any other questions. After Chairs’ responses, proposal moves to the Deans of each school.</td>
</tr>
<tr>
<td><strong>First Monday in September (Dean Approval Deadline)</strong></td>
<td></td>
<td>Deans review proposals during the last two weeks of August. The deadline for Deans' signatures is the first Monday in September. Proposals for state designations for gtPathways must be voted on at the first curriculum meeting in order to make state deadlines.</td>
</tr>
<tr>
<td><strong>Fall Semester (Curriculum Review takes place)</strong></td>
<td></td>
<td>Proposal moves to the Curriculum Committee for review. If there are no further questions or concerns, CC forwards approved proposals to the Senate. Announcement made publicly on the Senate agenda. Last stage for public discussion. Senate discusses and votes on the proposal.</td>
</tr>
<tr>
<td><strong>December 23 (Provost Approval Deadline)</strong></td>
<td></td>
<td>The Vice President for Academic Affairs approves proposals and by Dec. 23rd sends them to the Registrar’s Office for implementation. In January the Registrar’s Office starts entering changes into the master catalog in the database. From February to May, the Registrar’s office prepares the catalog for publication. <strong>Online publication: June 15th.</strong></td>
</tr>
</tbody>
</table>

*Chair, please inform your department members of these deadlines and please track your proposals using the curriculum database system (log on through secure CAS screen).**

**If you have questions, please contact the Curriculum Committee Chair.**
<table>
<thead>
<tr>
<th>Catalog (dates in effect)</th>
<th>Deadline for Proposals</th>
<th>Impact Study, Responses and Approvals</th>
<th>Proposal Review (CC, Senate and Provost)</th>
<th>Implement Catalog Changes</th>
<th>Publication Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-18 FIRST 2-YR (Fall 2016 to WTR/SUM 2018)</td>
<td>April 30th, 2015</td>
<td>June –August 2015</td>
<td>Sept 2015– Feb 2016, note: all curriculum changes for courses must be through Senate by the first Feb. meeting, programs can be third week in Feb.</td>
<td>Feb – June 2016</td>
<td>July 2016</td>
</tr>
</tbody>
</table>
PROCEDURE FOR REINSTATING COURSES

This policy applies to reinstatement of courses that were previously listed in the catalog.

If you are changing your course, you must submit a proposal to the Curriculum Committee. The following changes require the regular curriculum process (including impact studies and approval by the Curriculum Committee): Changes in course description, prefix, pre-requisites, credits, title, course type, and/or reinstatement of a course in a major or minor. Curricular proposals must be submitted by April 30th annually.

Faculty wishing to reinstate a course must request approval to reinstate the course from the head of the appropriate department. The department head will seek approval from the dean of the appropriate school. To be included in the catalog currently under review, the request, required approvals, previous course number and description from the most recent catalog that included the course must be received by the Registrar’s Office not later than January 31. Requests received after January 31 will not be effective until the following catalog review cycle.

PROCEDURE FOR APPROVAL OF CERTIFICATE PROGRAMS

A Certificate program, as defined by the Academic Certificate Programs Policy, consists of a specified set of academic courses that focuses on a specific topic, representing a coherent and relatively free standing body of knowledge. Certificate programs must follow the requirements set forth in the Academic Certificate Programs Policy, approved by the Dean’s Council on June 6, 2005.

Certificate programs follow regular curriculum review procedures and must be approved by the appropriate department and Dean, Curriculum Committee, Faculty Senate and Provost.
CURRICULUM COMMITTEE OPERATING PROCEDURES

I. Communications Between Proponents of a Proposal and the Curriculum Committee
   a. The proponent of the proposal bears the burden of convincing the curriculum committee that a proposal has merit.
   b. Proponents of a proposal wishing to disseminate materials to the committee must submit the materials to the chair.
   c. Complex and/or extensive program changes require an overview and a cover letter explaining the changes.
   d. The curriculum committee endeavors to invite faculty representatives to committee meetings for complex and/or extensive proposals.
   e. The chair of the curriculum committee communicates with proponents of course and program proposals.

II. Order for Proposal Review
   a. The agenda for committee meetings is set by the chair of the curriculum committee.
   b. Curriculum committee review is not based on chronological order.
   c. State submissions for gtPathway courses will have priority review to meet state deadlines.
   d. Proposals for new majors will have priority review.
   e. The curriculum committee will review course and program proposals that make up a package as the package is completed.
   f. The curriculum committee always approves a new course before deleting an old one.
   g. The curriculum committee always approves course proposals before program proposals.

III. Decisions on Curricular Proposals
   a. The curriculum committee may approve, reject, or table a proposal.
   b. A tabled proposal will be temporarily set aside pending a more appropriate moment to review the proposal.
   c. The regular curriculum review process concludes with either an approval (with or without conditions or suggestions) or a rejection.
   d. Approvals that are subject to conditions will not be entered into the database as approved until all conditions are satisfied.
   e. In the case of rejection, unless reconsideration is granted, the curriculum review process terminates with the entry of the rejection into the database.
   f. In the case of rejection, the proponent of a proposal may resubmit the proposal for the next curriculum review process.
   g. Proponents of a proposal that has been rejected by the curriculum committee in the current review cycle may request reconsideration.
IV. Obligations of the Members of the Curriculum Committee

a. The membership of the Curriculum Committee includes:
   Chair
   1 faculty member from Library
   1 faculty member from Teacher Education
   1 faculty member chosen as a liaison from the General Education Council
   4-6 faculty members proportionally from the other schools
   1 Registrar’s Office staff member – ex officio
   Total: 9-12 members

b. Ex officio members do not vote.

c. The chair of the curriculum committee does not vote on curricular proposals except when necessary to break a tie.

d. The chair of the curriculum committee is elected by the sitting curriculum committee each spring with a term to begin in the following academic year.

e. The chair of the curriculum committee serves a one-year term, renewable for four consecutive terms.

f. Members of the Curriculum Committee are selected by their constituencies to serve a two-year term in a manner that prevents complete turnover of the committee membership in any single year.

g. Members of the curriculum committee are prepared for meetings by reviewing the proposals listed in the agenda.

h. Members of the curriculum committee have an obligation to inform the chair of anticipated absences so as not to deprive the committee of a quorum.

i. The chair of the curriculum committee regularly communicates with the larger campus community as to deadlines for proposal submissions and other matters of general interest.

j. The chair of the curriculum committee reports to the faculty senate annually on March 1.

k. The curriculum committee posts minutes on its website in a timely manner.
CURRICULUM CHANGE RESPONSIBILITIES

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Resources</th>
<th>Curricular Campus Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair</td>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
</tr>
<tr>
<td>Gen Ed Council</td>
<td>Primary</td>
<td>None</td>
<td>Primary</td>
</tr>
<tr>
<td>Registrar</td>
<td>None</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Dean</td>
<td>Oversight</td>
<td>Primary</td>
<td>Oversight</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>Primary</td>
<td>None</td>
<td>Primary</td>
</tr>
<tr>
<td>FEC</td>
<td>Oversight</td>
<td>None</td>
<td>Oversight</td>
</tr>
<tr>
<td>FASS</td>
<td>Oversight</td>
<td>None</td>
<td>Oversight</td>
</tr>
<tr>
<td>VPAA</td>
<td></td>
<td>Final approval*</td>
<td></td>
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**CDHE/state approval is required for all new majors/degrees, but is not required for new options within existing majors or for new minors.**

**Primary:** Approval is required for implementation. Approval indicates the approver has researched and evaluated the proposal and determined that it is acceptable.

**Advisory:** A recommendation is made based on a thorough evaluation and the issues that are identified.

**Oversight:** Approval is required for implementation. Approval indicates the relevant issues have been identified and satisfactorily addressed.

**Academic:** Is the proposal academically appropriate and consistent with mission and goals of the college?

**Resources:** Are fiscal, facility and staff resources available?

**Impacts:** Examples of questions to be addressed include:

- How does this affect student's ability to meet graduation requirements?
- How does this affect course availability?
- Will student need/demand be met?
- How does this impact transfer students?
- Does this overly complicate curriculum?
- Will this generate a need for exceptions and substitutions?
- If this is a course addition, deletion, or modification, what are the impacts on…
  - courses that are pre-requisites for this course or for which this is a pre-requisite?
  - programs that refer to this course for major, minor or auxiliary requirements?