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Undergraduate Curriculum and Academic Policy Committee

Minutes of January 18, 2005 Meeting

Present: Scott Graham, Eric Harris, Rashida Hussain, Nathan Klingbeil, KT Mechlin, Richard Mercer, Tom Sav, Karen Wilhoit.

Approved Minutes of January 11, 2005.

Course Inventory and Modification Requests

COSM

Approved Modifications: MTH 235 (change start from Fall 05 to Spring 05), EXB 194

New Academic Policy

Procedures and Guidelines for Distance Education

The committee called this special meeting to draft a set of WSU procedures and guidelines for proposing distance education programs that would conform to the requirements of the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). NCA policy requires that all distance learning degree programs, including major programs and certificate programs, receive prior approval from NCA before they are offered by WSU. The committee agreed that the WSU policy should also include minor programs even though such are not required to be approved by NCA. The rationale underlying the committee's decision was twofold: (1) faculty governance of distance education through the Faculty Senate should include all distance education programs and (2) in the event that NCA or other external agencies such as the Ohio Board of Regents move in the future to include distance education approval of minor programs, then WSU will be better positioned to meet the requirements. The committee approved the following for recommendation to the Faculty Senate:

Procedures and Guidelines for Distance Education Programs

Revised Academic Policy

Procedures and Guidelines for New Major, Minor, and Certificate Programs and Changes in Existing Programs

The committee thought it fruitful to integrate the above Procedures and Guidelines for Distance Education Programs into the existing procedures and guidelines governing the proposal for new major, minor, and certificate programs and changes in existing programs. Doing so would better serve and guide departments and colleges and schools when the proposal of new programs or changes in existing programs require additional approval through the faculty governance process and external agencies such as the Ohio Board of Regents or the WSU Board of Trustees. The following procedures and guidelines received very minor revisions approved by the committee for recommendation to the Faculty Senate. Each received a new section titled Distance Education Programs that guides departments and colleges and schools to the above new distance education program policy when applicable.

Procedures and Guidelines for Preparing Major Programs

Procedures and Guidelines for Preparing Minor Programs

Procedures and Guidelines for Preparing Certificate Programs

Procedures and Guidelines for Preparing Changes in Existing Programs

All of the above revised policies, as well as the new policy for distance education, are available at the following:

[Guidelines, Processes, and Procedures](#)

For UCAPC's meeting of February 8, proposals must be received no later than 12:00 noon January 27. Proposals received after that deadline will be placed on the March agenda.

[UCAPC HOME](#)

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Distance Education Programs

Distance Education Programs

In order for a major, minor, or certificate program at Wright State University (WSU) to be officially designated and offered through distance delivery methods, including but not limited to electronically offered or on-line programs, it must first be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum and Academic Policy Committee (UCAPC), and the Faculty Senate. Major programs and certificate programs must then be approved by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). If the program is being proposed as a new major program, approval must be obtained from the WSU Board of Trustees and the Ohio Board of Regents prior to submission to the NCA..

Distance education programs as defined herein are governed by the agreement of the regional accrediting associations:

Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.

The definition and additional guidelines adopted by regional accrediting associations of the Higher Learning Commission are available as follows:

Guidelines for Distance Education

In proposing to offer distance education programs, departments and colleges or schools are to ensure that the expectations in the *Guidelines for Distance Education* are met.

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Procedures and Guidelines for Preparing Distance Education Program Proposals

All distance education program proposals, whether they involve the creation of new academic programs or involve an existing academic program, must be submitted to UCAPC for review and approval and subsequently by UCAPC to the Faculty Senate based on the criteria established by the NCA's *Seeking Approval of Proposed Changes: Documentation to Support a Change Request* and contained in the following:

Documentation for Approval of Distance Learning Programs

An original and nineteen copies of the *Documentation* are to be submitted through the dean's office of the department's college or school to UCAPC. At the same time, the dean's office should provide copies to all other deans of colleges and schools to be made available for additional review by curriculum committees, departments, and

faculty and to the Office of the Provost, and other university offices as deemed necessary by the Office of the Provost and the Council of Deans.

Once the program has received approval through the WSU process and, when required, the WSU Board of Trustees and the Ohio Board of Regents, the Office of the Provost will submit the proposal for review to the NCA.

Additional Procedures and Guidelines Required by WSU Faculty Governance Policies

Depending on the nature of the proposal, it may be necessary to submit **additional documentation** following WSU policies and procedures.

When the distance education program being proposed is a new major program, a new minor program, or a new certificate program, it is required that, in addition to the above *Documentation*, the appropriate WSU policies and procedures be followed for creating new programs:

New Major Programs

as website: [**Procedures and Guidelines for Preparing Major Programs**](#)

as PDF file: [**Procedures and Guidelines for Preparing Major Programs**](#)

New Minor Programs

as website: [**Procedures and Guidelines for Preparing Minor Programs**](#)

as PDF file: [**Procedures and Guidelines for Preparing Minor Programs**](#)

New Certificate Programs

as website: [**Procedures and Guidelines for Preparing Certificate Programs**](#)

as PDF file: [**Procedures and Guidelines for Preparing Certificate Programs**](#)

When the distance education program being proposed involves an existing WSU approved major, minor, or certificate program but also carries with it changes in that program including changes in admission, program and graduation requirements, or changes in the program of courses as would typically be listed in the undergraduate catalog, namely, the specific listing of course requirements and options and corresponding numbers of credit hours, it is required that, in addition to the above *Documentation*, the WSU policies and procedures be followed for changes in existing programs:

as website: [**Procedures and Guidelines for Preparing Changes in Existing Programs**](#)

as PDF file: [**Procedures and Guidelines for Preparing Changes in Existing Programs**](#)

Best Practices for Electronically Offered Programs

To assist institutions in implementing and maintaining electronically offered programs, the eight regional accrediting commissions have developed and published *Best Practices For Electronically Offered Degree and Certificate Programs*. In developing, implementing, maintaining, and assessing distance learning programs, departments and colleges and schools should follow those practices available as follows:

Best Practices For Electronically Offered Degree and Certificate Programs

A flowchart of the curriculum and academic policy review process for distance education programs is contained in the following PDF file:

Flowchart for Review and Approval of Distance Education Programs

Approved:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Return To:

[Guidelines, Processes, and Procedures](#)

or

[UCAPC HOME](#)

Undergraduate Curriculum and Academic Policy Committee

Guidelines, Processes, and Procedures For Proposing New Programs and Changing Existing Programs

Available to View as a Web Document or as a PDF File (requires Acrobat Reader).
For printing copies, PDF may be preferred.

Distance Education Programs

(Also Available to View and Print as a PDF File)

New Major Programs

(Also Available to View and Print as a PDF File)

New Minor Programs

(Also Available to View and Print as a PDF File)

New Certificate Programs

(Also Available to View and Print as a PDF File)

Changes in Existing Programs

(Also Available to View and Print as a PDF File)

Overview Flowchart of All Review Processes

(also contained in the above as applicable to specific processes)

Available Only to View and Print as a PDF File

Approved:

Undergraduate Curriculum and Academic Policy Committee, April, 19, 2001

Faculty Senate, May 7, 2001

General Faculty, May 8, 2001

Revised:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005

Faculty Senate, March 7, 2005

UCAPC HOME

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Distance Education Programs

Distance Education Programs

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Distance education programs as defined herein are governed by the agreement of the regional accrediting associations:

Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.

The definition and additional guidelines adopted by regional accrediting associations of the Higher Learning Commission are available as follows:

Guidelines for Distance Education

In proposing to offer distance education programs, departments and colleges or schools are to ensure that the expectations in the *Guidelines for Distance Education* are met.

Procedures and Guidelines for Preparing Distance Education Program Proposals

All distance education program proposals, whether they involve the creation of new academic programs or involve an existing academic program, must be submitted to UCAPC for review and approval and subsequently by UCAPC to the Faculty Senate based on the criteria established by the NCA's *Seeking Approval of Proposed Changes: Documentation to Support a Change Request* and contained in the

following:

Documentation for Approval of Distance Learning Programs

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Once the program has received approval through the WSU process and, when required, the WSU Board of Trustees and the Ohio Board of Regents, the Office of the Provost will submit the proposal for review to the NCA.

Additional Procedures and Guidelines Required by WSU Faculty Governance Policies

Depending on the nature of the proposal, it may be necessary to submit **additional documentation** following WSU policies and procedures.

When the distance education program being proposed is a new major program, a new minor program, or a new certificate program, it is required that, in addition to the above *Documentation*, the appropriate WSU policies and procedures be followed for creating new programs:

New Major Programs

as website: **Procedures and Guidelines for Preparing Major Programs**

as PDF file: **Procedures and Guidelines for Preparing Major Programs**

New Minor Programs

as website: **Procedures and Guidelines for Preparing Minor Programs**

as PDF file: **Procedures and Guidelines for Preparing Minor Programs**

New Certificate Programs

as website: **Procedures and Guidelines for Preparing Certificate Programs**

as PDF file: **Procedures and Guidelines for Preparing Certificate Programs**

When the distance education program being proposed involves an existing WSU approved major, minor, or certificate program but also carries with it changes in that program including changes in admission, program and graduation requirements, or changes in the program of courses as would typically be listed in the undergraduate catalog, namely, the specific listing of course requirements and options and corresponding numbers of credit hours, it is required that, in addition to the above *Documentation*, the WSU policies and procedures be followed for changes in existing programs:

as website: **Procedures and Guidelines for Preparing Changes in Existing Programs**

as PDF file: **Procedures and Guidelines for Preparing Changes in Existing Programs**

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To assist institutions in implementing and maintaining electronically offered programs, the eight regional accrediting commissions have developed and published *Best Practices For Electronically Offered Degree and Certificate Programs*. In developing, implementing, maintaining, and assessing distance learning programs, departments and colleges and schools should follow those practices available as follows:

Best Practices For Electronically Offered Degree and Certificate Programs

A flowchart of the curriculum and academic policy review process for distance education programs is contained in the following PDF file:

Flowchart for Review and Approval of Distance Education Programs

Approved:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Preparing Major Programs

Major Programs

An officially designated major program at Wright State University is a structured and coherent primary concentration of study. It allows undergraduates to develop a specialized, in-depth field of study as part of their educational experience at the University. A major program may provide in-depth disciplinary study as part of a balanced bachelor's program, preparation for graduate study, or pre-professional, professional, or job-oriented training. All undergraduates must complete the requirements for one major program in order to earn a bachelor's degree from the University.

Majors are designed by academic departments or program units. Most major programs will lay out a single, prescribed course of study. Departments, however may choose to offer a major program that tracks students into optional concentrations. Some departments may offer more than one major; however, each major must bear the name of a recognized field within the discipline. Interdisciplinary majors can be co-sponsored by two or more departments or units. Although, needs of individual programs vary considerably, the number of hours required in a major program should not fall below one fourth or exceed one half of the hours required for graduation. Some professional programs may be an exception to this guideline.

A formal proposal for a new major program must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum and Academic Policy Committee, the Faculty Senate, the Board of Trustees, and the Ohio Board of Regents.

Upon approval, each major program will be assigned a number by the registrar, and students who have completed the requirements for a major will have that noted on their transcripts. The major program is administered by the designing department or unit, which is responsible for formal admission, tracking, and final degree certification.

Procedures and Guidelines for Preparing Major Program Proposals

Proposals for new major programs ultimately must be submitted to the Ohio Board of Regents (OBR) for review and approval. Rule 3333-1-05 of the Ohio Administrative Code establishes the policies, procedures, and guidelines for preparing proposals to be approved by the OBR. In order to provide consistency between the WSU internal preparation, review, and approval of proposals and the OBR guidelines, all proposals submitted to the University Undergraduate Curriculum and Academic Policy Committee should adhere to the Rule 3333-1-05 procedures and guidelines.

Major program proposals are reviewed in two stages, each approved first through the WSU process and

then by the OBR:

1. **Advanced Notice**. Initiating a new program requires the submission of a "Preliminary Prospectus" following the guidelines in Rule 3333-1-05 Appendix A. The "Preliminary Prospectus" is reviewed and approved through the WSU curriculum process before it is forwarded to the OBR. In certain cases, the submission of a "Preliminary Prospectus" may not be required by the OBR and, therefore, not required for the WSU review process. Prior to developing and submitting a proposal through the WSU process, departments, colleges, or schools should consult the Office of the Provost to determine whether it is advisable to develop and submit a "Preliminary Prospectus" or move directly to a "Formal Application." [Note: The "Formal Application" can be submitted for WSU curriculum review before notification of the OBR's actions.]

2. **Formal Application**. Upon notification following OBR's review of the "Preliminary Prospectus" or upon advice from the Office of the Provost to forgo the "Preliminary Prospectus," a formal proposal is to be submitted through the WSU curriculum review and approval process before it is submitted to the OBR. The proposal should follow the guidelines in the OBR's Rule 3333-1-05 Appendix B, Appendix C, and Appendix D. The WSU Office of Budget Planning & Resource Analysis has primary responsibility for working with departments and program units in completing Appendix D Financial Statement For New Degree Proposal and should be consulted accordingly.

Guidelines, Appendices, and OBR policies and procedures, are contained in the following (requires Adobe Acrobat Reader) or copies may be obtained from the Office of the Provost:

Rule 3333-01-05
Policies and Procedures for Review and Approval
of
New Degrees and New Degree Programs
Other Than Graduate Degrees and Associate Degrees

Note: For Associate Degree Programs at the Lake Campus refer to and substitute Rule 3333-1-04. For Off-Campus Programs refer to and substitute Rule 3333-1-08. Copies of these may be obtained from the Office of the Provost.

Distance Education Programs

If the proposed program is to be offered through distance delivery methods as defined in the following procedures and guidelines, then it is required that additional documentation be submitted and requirements be adhered to as specified in:

Procedures and Guidelines for Distance Education Programs

When new courses or the modifications of existing courses are being proposed in conjunction with the program, the appropriate course inventory (Course Inventory Request Form) and course modification (Course Modification Request Form) requests and supporting documentation are required for the WSU review process and should be submitted along with the proposal (these forms are not required for the OBR

process).

Proposals should be reviewed by all departments and program units that may be affected by the proposed program because of similar courses or course content, because of shared student clientele, or because the program of study, including course prerequisites, requirements, or electives carries scheduling or faculty and other resource implications.. Providing supporting letters or signed forms from potentially affected departments will facilitate the review. Therefore, for purposes of the WSU curriculum review and approval process, these documents should be submitted along with the proposal.

Proposals should assess needs pertaining to computer and library resources. In addressing the impact of those needs, the Director of Computing & Telecommunications Services and the University Librarian should be consulted, respectively. The results of this review should be included in the program proposal.

An original and nineteen copies of the proposal, Course Inventory and Course Modification Requests, and supporting letters or forms from potentially affected departments or program units should be submitted through the dean's office of the department's college or school to the Undergraduate Curriculum and Academic Policy Committee. At the same time, the dean's office should provide copies to all other deans of colleges and schools to be made available for additional review by curriculum committees, departments, and faculty and to the Office of the Provost, and other university offices as deemed necessary by the Office of the Provost and the Council of Deans.

A flowchart of the curriculum and academic policy review process for new major programs is contained in the following (requires Adobe Acrobat Reader):

[Flowchart for Curriculum and Academic Policy Review Process: New Major Programs](#)

Approved:

Undergraduate Curriculum and Academic Policy Committee, April 19, 2001
Faculty Senate, May 7, 2001
General Faculty, May 8, 2001

Revised:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Preparing Minor Programs

Minor Programs

An officially designated minor program at Wright State University is a structured and coherent secondary concentration of study. It is intended to allow undergraduates the option of presenting a second field of specialization in addition to a major as part of their permanent record at the University.

Minor programs are designed by academic departments or program units. Any department or unit offering a major may offer a minor. A department or unit may establish one or more minors; a minor program will bear the unit name or the name of a recognized field within the discipline.

A formal proposal for a new minor program must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum and Academic Policy Committee, and the Faculty Senate.

Upon approval, each minor program will be assigned a number by the registrar, and students who have completed the requirements for a minor will have that noted on their transcripts. Students may not major and minor in the same designated field.

The minor program is administered by the designing department or unit, which is responsible for formal admission, tracking, and final degree certification.

Minors will not be recognized or posted on the permanent record until the degree is conferred. The Degree Certification Form should be used to notify the Registrar's Office to post the minor and confer the degree.

Procedures and Guidelines for Preparing Minor Program Proposals

The requirements for minor programs may vary considerably across departments or program units. In order to ensure consistency from program to program, those preparing and approving proposals for a new program should observe the following format and guidelines:

- I. Title of Program and college or school and department responsible for administering the program.
- II. Objectives. Proposals should provide a clear statement of the objectives of the program.
- III.. Description. Proposals should include an undergraduate catalog description.
- IV. Admission Requirements. Proposals should clearly indicate requirements for admission to the program, including, for example, prior admission to a major, credit hours completed, GPA,

V. Program Requirements. Proposals should clearly specify the program of study, including course requirements and course electives. For each course, include the course designation,

courses should not be graded P/U. Proposals should identify and explain other requirements such as comprehensive examinations or oral presentations and include the total credit hours

When new courses or the modifications of existing courses are being proposed in conjunction with the program, the appropriate course inventory (Course Inventory Request Form) and

documentation must accompany the proposal.

VI. Program Quality. Proposals should justify the level of difficulty of required courses in

courses. A minor consisting entirely of introductory courses is unlikely to be approved. On the other hand, in some disciplines a minor consisting entirely of 300 or 400 level courses would

VII. Student Performance. Proposals should indicate any requirements for maintaining the quality of student performance, including, for example, overall GPA or student performance in program.

VIII. Curriculum Coordination. Before proposals are sent forward for approval, they should be

because of similar courses or course content, because of shared student clientele, or because the program of study, including course prerequisites, requirements, or electives carries

forms from potentially affected departments will facilitate the review.

IX. Resource Coordination. Proposals should assess needs pertaining to computer and library

Telecommunications Services and the University Librarian should be consulted, respectively. The results of this review should be included in the program proposal.

Undergraduate Curriculum and Academic Policy Committee, a systematic review of program needs related to faculty, staff, and costs should be conducted by the appropriate College or

academic rank and full-time or part-time status. Additional faculty, staff, and other resources required as part of the program proposal should be listed. The results of this review should be

Distance Education Programs

If the proposed program is to be offered through distance delivery methods as defined in the following be adhered to as specified in:

Procedures and Guidelines for Distance Education Programs

An original and nineteen copies of the proposal, Course Inventory and Course Modification Requests, and supporting letters or forms from potentially affected departments or program units should be submitted through the dean's office of the department's college or school to the Undergraduate Curriculum and Academic Policy Committee. At the same time, the dean's office should provide copies to all other deans of colleges and schools to be made available for additional review by curriculum committees, departments, and faculty and to the Office of the Provost, and other university offices as deemed necessary by the Office of the Provost and the Council of Deans.

A flowchart of the curriculum and academic policy review process for minor programs is contained in the following (requires Adobe Acrobat Reader):

Flowchart for Curriculum and Academic Policy Review Process: New Minor Programs

Approved:

Undergraduate Curriculum and Academic Policy Committee, April 19, 2001
Faculty Senate, May 7, 2001
General Faculty, May 8, 2001

Revised:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Preparing Certificate Programs

Certificate Programs

A certificate granting program at Wright State University is a non-degree program of study designed to serve a variety of purposes: to provide the student a formal opportunity to complement a major field of study or to enhance professional performance or to acquire credentials.

Certificate programs are designed by academic departments or program units. The programs should include at least twenty hours of course work at the 200 to 400 level and no more than twenty-three hours.* In some certificate programs, on-the-job training may be substituted for some formal course work.

A formal proposal for a new certificate program must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum and Academic Policy Committee, and the Faculty Senate.

After completing program requirements, the certificate candidate must pass a comprehensive evaluation by a faculty committee of at least three members selected by the academic department. The evaluation may be a written or oral examination or a portfolio review.

The awarding of a certificate will be noted on the permanent record at the time that all requirements are completed. A campus communication form should be used by the awarding unit to notify the Registrar's Office of the completion of a certificate program.

* This limitation is consistent with the Ohio Board of Regents requirement that graduate certificate programs of twenty-four hours or more be approved by the Regents. Although no such regulations exist for undergraduate certificate programs, this limitation puts an effective cap on undergraduate certificate programs.

Procedures and Guidelines for Preparing Certificate Program Proposals

The requirements for certificate programs may vary considerably across departments or program units. In order to ensure consistency from program to program, those preparing and approving proposals for a new program should observe the following format and guidelines:

- I. Title of Program and college or school and department responsible for administering the program.
- II. Objectives. Proposals should provide a clear statement of the objectives of the program.

III.. Description. Proposals should include an undergraduate catalog description.

IV. Admission Requirements. Proposals should clearly indicate requirements for admission to the program, including, for example, prior admission to a major, credit hours completed, GPA, prerequisites, and letter grade performance in specific classes.

V. Program Requirements. Proposals should clearly specify the program of study, including course requirements and course electives. For each course, include the course designation, number, title, credit hours and catalog description. Generally, with the exception of practice, courses should not be graded P/U. Proposals should identify and explain other requirements such as comprehensive examinations or oral presentations and include the total credit hours required for the certificate.

When new courses or the modifications of existing courses are being proposed in conjunction with the program, the appropriate course inventory (Course Inventory Request Form) and course modification (Course Modification Request Form) requests and supporting documentation must accompany the proposal.

Certificate programs should include at least twenty hours of course work at the 200 to 400 level and no more than twenty-three hours.

VI. Program Quality. Proposals should justify the level of difficulty of required courses in terms of program objectives and explain the balance between lower and upper division courses.

VII. Student Performance. Proposals should indicate any requirements for maintaining the quality of student performance, including, for example, overall GPA or student performance in specific classes required for continuance in the program and for successful completion of the program.

VIII. Curriculum Coordination. Before proposals are sent forward for approval, they should be reviewed by all departments and program units that may be affected by the proposed program because of similar courses or course content, because of shared student clientele, or because the program of study, including course prerequisites, requirements, or electives carries scheduling or faculty and other resource implications.. Providing supporting letters or signed forms from potentially affected departments will facilitate the review.

IX. Resource Coordination. Proposals should assess needs pertaining to computer and library resources. In addressing the impact of those needs, the Director of Computing & Telecommunications Services and the University Librarian should be consulted, respectively. The results of this review should be included in the program proposal.

X. Program Staffing. Before program proposals are sent forward to the University Undergraduate Curriculum and Academic Policy Committee, a systematic review of program needs related to faculty, staff, and costs should be conducted by the appropriate College or School. Faculty responsible for teaching in the program should be listed along with their academic rank and full-time or part-time status. Additional faculty, staff, and other resources required as part of the program proposal should be listed. The results of this review should be included in the program proposal.

Distance Education Programs

If the proposed program is to be offered through distance delivery methods as defined in the following procedures and guidelines, then it is required that additional documentation be submitted and requirements be adhered to as specified in:

Procedures and Guidelines for Distance Education Programs

An original and nineteen copies of the proposal, Course Inventory and Course Modification Requests, and supporting letters or forms from potentially affected departments or program units should be submitted through the dean's office of the department's college or school to the Undergraduate Curriculum and Academic Policy Committee. At the same time, the dean's office should provide copies to all other deans of colleges and schools to be made available for additional review by curriculum committees, departments, and faculty and to the Office of the Provost, and other university offices as deemed necessary by the Office of the Provost and the Council of Deans.

A flowchart of the curriculum and academic policy review process for certificate programs is contained in the following (requires Adobe Acrobat Reader):

Flowchart for Curriculum and Academic Policy Review Process: New Certificate Programs

Approved:

Undergraduate Curriculum and Academic Policy Committee, April 19, 2001
Faculty Senate, May 7, 2001
General Faculty, May 8, 2001

Revised:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Undergraduate Curriculum and Academic Policy Committee

Procedures and Guidelines for Preparing Changes in Existing Programs

Changes in Existing Programs

Academic units have primary responsibility for determining the curriculum requirements for major, minor, and certificate programs. Upon review, the University Curriculum and Academic Policy Committee normally approves recommendations for program changes. However, changes in programs may have significant resource implications, sometimes for other academic units, and the following process is intended to facilitate appropriate levels of communication of changes and consideration of the implications of changes. Also, programs being changed should continue to meet general university guidelines as indicated in the applicable guidelines for proposing new major, minor, and certificate programs.

Changes in programs to be submitted for review and approval include changes in admission, program, and graduation requirements, including changes in the program of courses as would typically be listed in the undergraduate catalog, namely, the specific listing of course requirements and options and corresponding numbers of credit hours.

A formal proposal for a changes in existing programs must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Curriculum and Academic Policy Committee, and the Faculty Senate.

Changes in general university graduation requirements and in college, school, or program admission requirements may be implemented no sooner than one full year after approval by the Faculty Senate. Exceptions to this waiting period will be routinely granted upon request with the proposed change if the requested implementation is considered not to inconvenience students planning to enter a program, for example by imposing new requirements typically taken in the first two years of study.

Procedures and Guidelines for Preparing Changes in Existing Programs

Requests for changes in existing major, minor, and certificate programs should observe the following format and guidelines::

- I. Title of Program and college or school and department responsible for administering the program.
- II. Program Changes: Description of the existing requirements, proposed requirements, and the specific changes Where appropriate, such as changes involving admission requirements, program requirements, graduation requirements, and student performance requirements,

provide existing requirements, proposed requirements, and specific changes.

When new courses or modifications of existing courses are being proposed in conjunction with the program changes, the appropriate course inventory (Course Inventory Request Form) and course modification (Course Modification Request Form) requests and necessary supporting documentation must accompany the proposal.

III. Transition Plan: Program changes may affect students currently enrolled in a program (for example, changing a course or courses from three to four credit hours, deleting a required course or courses from the program, or collapsing a three course sequence into a two course sequence so that the third course that was previously required is no longer required and offered). In such cases, provisions must be made to guarantee that students enrolled in the program will have sufficient opportunity to complete the program without any penalty in time or cost to graduation. When proposed program changes carry such implications, it is necessary to provide a transition plan of course offerings or alternatives that may include transition courses and a transition time line that guarantees students have sufficient opportunity to complete their program of study.

IV. Curriculum Coordination. Curriculum Coordination. Before proposals are sent forward for approval, they should be reviewed by all departments and program units that may be affected by the proposed program because of similar courses or course content, because of shared student clientele, or because the program of study, including course prerequisites, requirements, or electives carries scheduling or faculty and other resource implications.. Providing supporting letters or signed forms from potentially affected departments will facilitate the review.

V. Resource Coordination. Proposals should assess needs pertaining to computer and library resources. In addressing the impact of those needs, the Director of Computing & Telecommunications Services and the University Librarian should be consulted, respectively. The results of this review should be included in the program proposal.

Distance Education Programs

If the proposed program change is to offer the program through distance delivery methods as defined in the following procedures and guidelines, then it is required that additional documentation be submitted and requirements be adhered to as specified in:

Procedures and Guidelines for Distance Education Programs

An original and nineteen copies of the proposal, Course Inventory and Course Modification Requests, and supporting letters or forms from potentially affected departments or program units should be submitted through the dean's office of the department's college or school to the Undergraduate Curriculum and Academic Policy Committee. At the same time, the dean's office should provide copies to all other deans of colleges and schools to be made available for additional review by curriculum committees, departments, and faculty and to the Office of the Provost, and other university offices as deemed necessary by the Office of the Provost and the Council of Deans.

A flowchart of the curriculum and academic policy review process for program changes is contained in the

following (requires Adobe Acrobat Reader):

Flowchart for Curriculum and Academic Policy Review Process: Changes in Existing Programs

Approved:

Undergraduate Curriculum and Academic Policy Committee, April 19, 2001
Faculty Senate, May 7, 2001
General Faculty, May 8, 2001

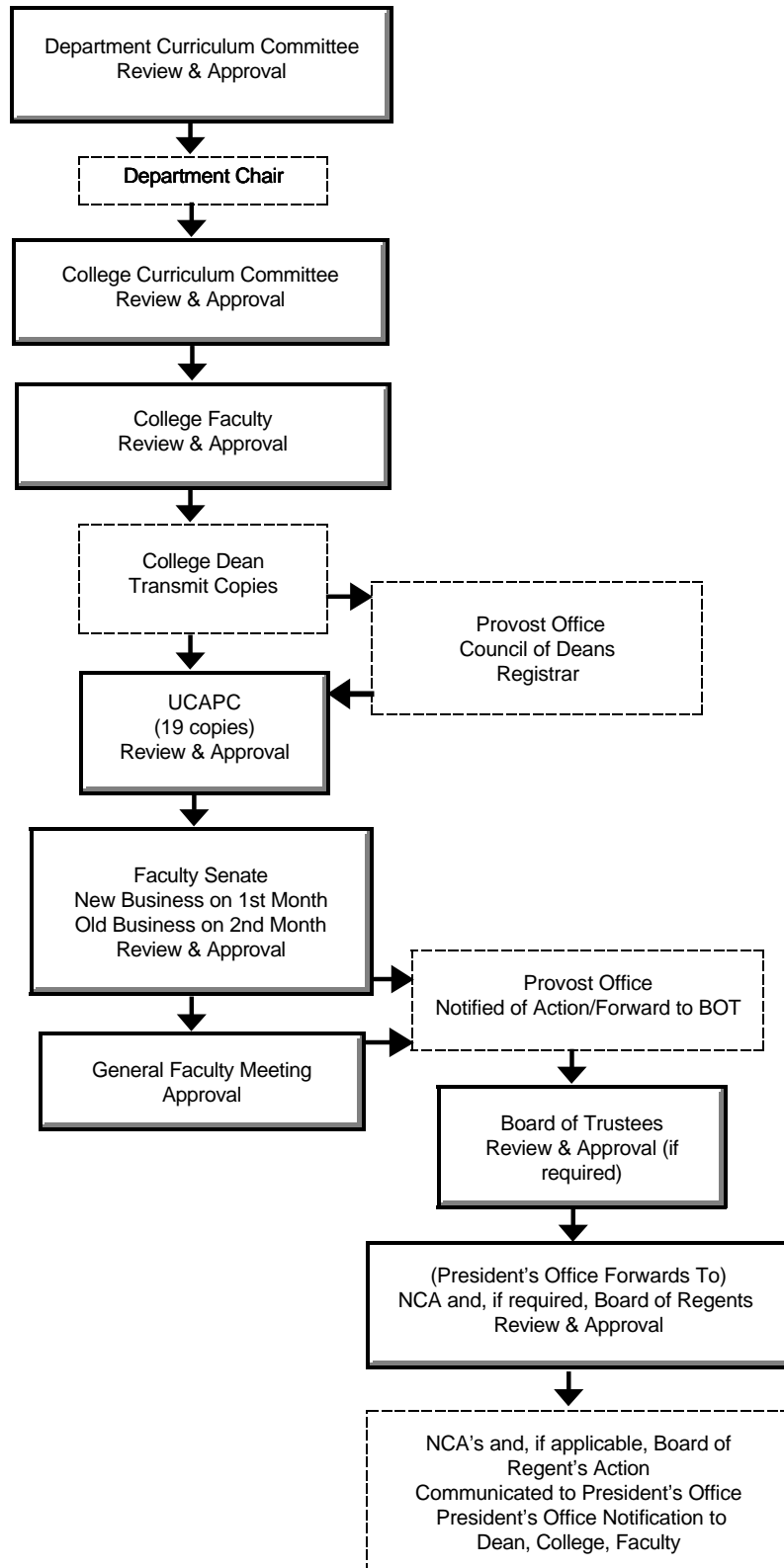
Revised:

Undergraduate Curriculum and Academic Policy Committee, January 18, 2005
Faculty Senate, March 7, 2005

Wright State University

Curriculum And Academic Policy Review Process: Distance Education Programs*

Legend:

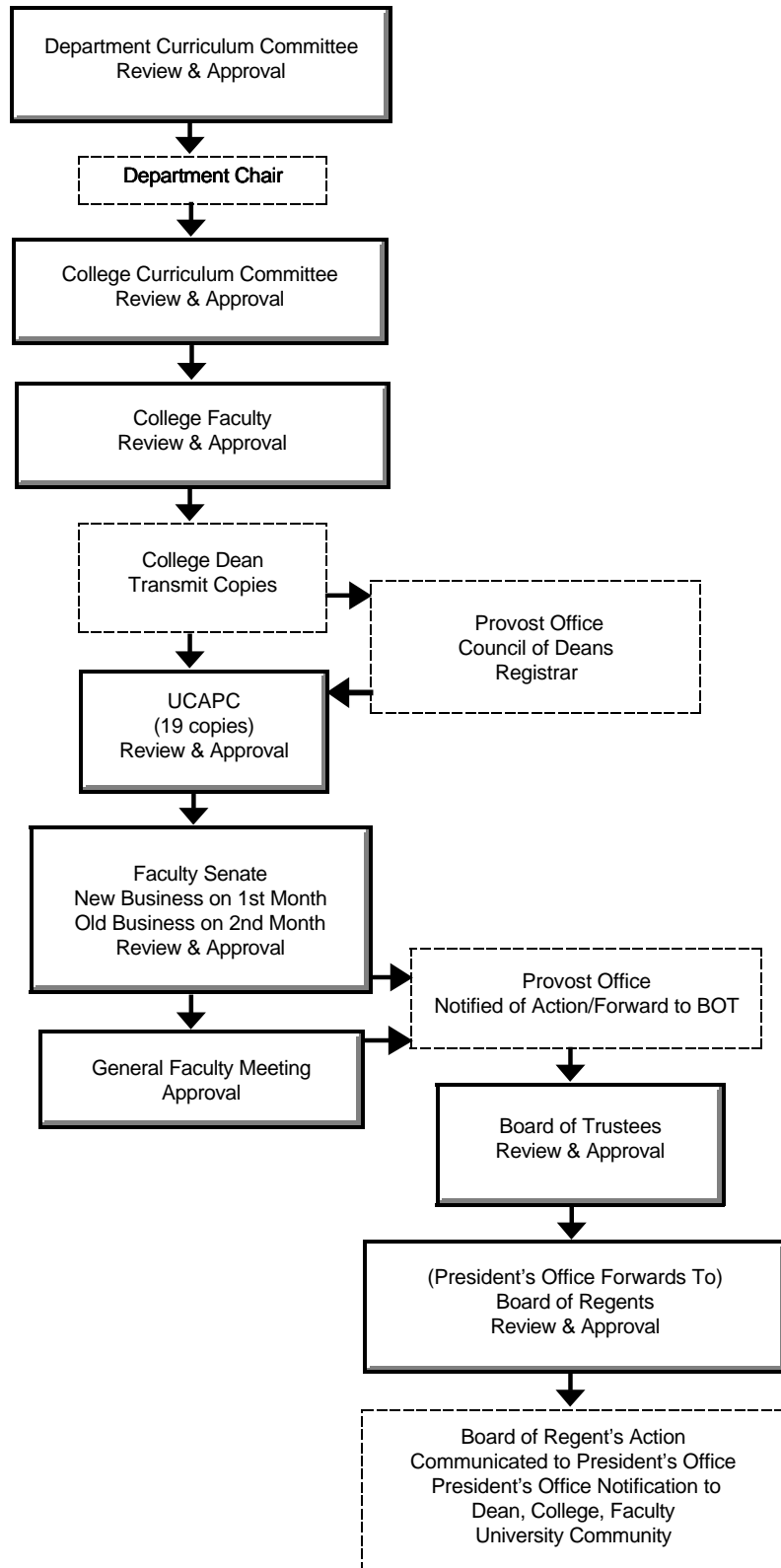


* This process applies to all distance education programs. Distance education degree programs are forwarded to NCA for review and approval. New major programs are forwarded to OBR for review and approval.

Wright State University

Curriculum And Academic Policy Review Process: New Major Programs*

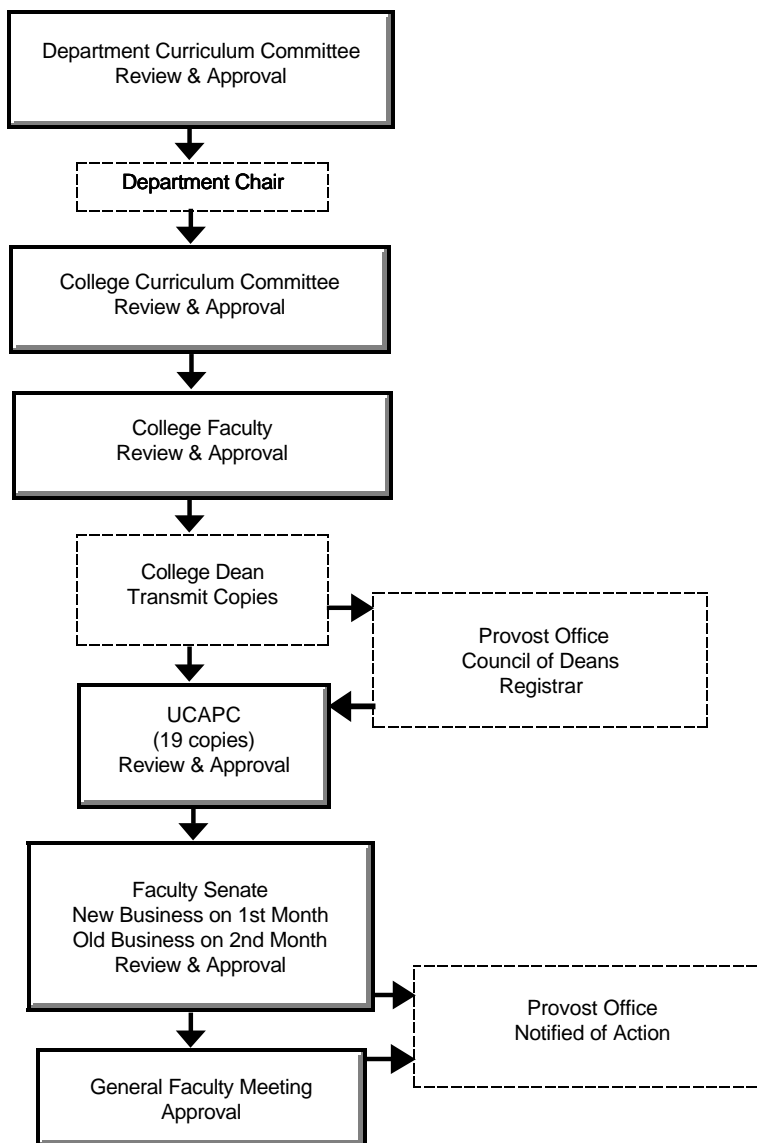
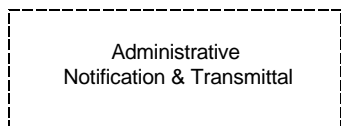
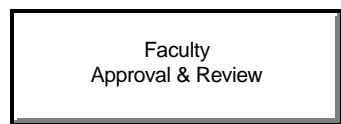
Legend:



* This process applies to New Major Programs. For all other curriculum and academic policies, including New Minor Programs, New Certificate Programs, Changes in Existing Programs, Course Inventory Requests (new course proposals), and Course Modification Requests (modification of existing courses) consult: "Curriculum and Academic Policy Review Process."

Wright State University Curriculum And Academic Policy Review Process*

Legend:



* This process applies to New Minor Programs, New Certificate Programs, Changes in Existing Programs, Course Inventory Requests (new course proposals), and Course Modification Requests (modification of existing courses). For the process applicable to the review and approvals of New Major Programs consult: "Curriculum and Academic Review Process: New Major Programs." The Faculty Senate delegates to the Undergraduate Curriculum and Academic Policy Committee (UCAPC) the approval of Course Inventory Requests and Course Modification Requests except where additional review and approval by the Faculty Senate is requested or determined necessary, e.g., in the mediation of undergraduate curricular disputes between colleges or schools that can not be resolved by the UCAPC.