

CURRICULUM HANDBOOK 2023-2024



**Undergraduate Academic Council
Graduate Academic Council**

Published August 14, 2023

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UNDERGRADUATE AND GRADUATE ACADEMIC COUNCILS CALENDAR: 2023–2024

Key: UAC is Undergraduate Academic Council LRPC is Long Range Planning Council
GAC is Graduate Academic Council SEB is Senate Executive Board

New Degree Programs only. Planning and submission process begins a year and a half before program can be listed in catalog.

For inclusion in the 2025-2026 catalog:

February 1, 2024

- Notify the Vice Provost for Graduate/Undergraduate Education of intention to file
- Begin consultation process with university offices/administrators
- Obtain recommendations on approval from academic unit dean, curriculum committee and program/department faculty

April 1, 2024 Deadline to file final new degree program proposal for review by

- Faculty Senate Councils
 - UAC/GAC in April-May
 - LRPC in June-September
 - SEB in September
- leading to Senate recommendations on approvals (October-November)
- Provost recommendation on approval (December), and
- Submission to Board of Trustees (March 2024)

All other curricular changes (except new degree programs) are due in the fall and early spring of the academic year prior to the publication of a new catalog, as listed below.

For inclusion in the 2024-2025 catalog:

August 1, 2023 Submissions may begin for the following:

- new undergraduate minor
- new undergraduate or graduate certificate for academic credit
- new graduate emphasis, area of study, specialization, or credential
- new integrated program
- all program revisions (simple and complex)
- all program closures
- new and revised course proposals

November 15, 2023 Submission deadline for inclusion in 2024-2025 catalog

- new undergraduate minor
- new certificate for academic credit

- new graduate emphasis, area of study, specialization, or credential
- new integrated program
- complex program revisions

December 1, 2023 Submission deadline for inclusion in 2024-2025 catalog

- simple program revisions
- program closures

March 15, 2024 Sub

- new courses*
- changes to existing courses
- inactivated courses

February 1, 2024 Submission deadline for inclusion in 2024-2025 catalog

- changes to the school/college/department narrative section catalog
- academic plans for inclusion with degree listings (2-, 3- or 4-year completion plans)

*For information on travel course deadlines, see the [Center for Global Travel Resources for Faculty](#) page.

Important information about program and course proposal submission:

All new, revised or inactive or closed **course** proposals are submitted through the Curriculog management system.

Only revised **program** proposals are submitted through the Curriculog online management system.

New and closed program proposals are still submitted using standard forms to document approval recommendations, **unless otherwise notified**. See [Appendix-Forms](#) for links to these forms. The new and closure Curriculog program proposal forms are still under development.

For further information on course and program proposal processes, please see the instructions provided in this handbook. Questions can be directed to the following:

- Course Proposals: Stephen Hall, Associate Registrar, sdhall@chapman.edu
- Graduate Program Proposals: GradEd@chapman.edu
- Undergraduate Program Proposals: UndergradEd@chapman.edu

Note: if you find any errors or have any questions about this handbook, please contact Brad Petitfils, Vice Provost for Undergraduate Education and Student Success at petitfils@chapman.edu.

DEFINITION OF TERMS

Academic Unit: College or school

Academic Unit Curriculum Committee: An academic unit curriculum committee operates at the school or college level. An academic unit may have a single curriculum committee, a graduate and an undergraduate curriculum committee, or may be organized by types of programs, such as academic and professional. For purposes of approving program proposals, the academic unit determines the appropriate curriculum committee for each degree program.

Bridge Program: A “bridge program” is not a degree-granting program. It is an agreement between the faculty of an undergraduate major program and a graduate degree program that gives preference for admission to students in the undergraduate major program based on criteria determined by the graduate program. A bridge program does not require approval from either the Graduate or Undergraduate Academic Councils, nor are such programs listed in the Undergraduate or Graduate catalogs as degree programs, although they may be described in the college/school and/or department narrative sections.

Area of Study (Graduate): An area of study within a graduate program is a portion of the graduate degree program that includes a subset of courses in a specific subject area or subfield that is used to complete the graduate degree. The area of study does not appear on transcript. *(Graduate areas of study are found only in the Film Production MFA and the Computational and Data Sciences M.S.)*

Area of Study (Undergraduate): An area of study within an undergraduate major is a portion of the major program that includes a subset of courses in a specific subject area or subfield that is used to complete the major. The area of study designation does not appear on the transcript.

Credential (Graduate): A graduate credential is a certificate program recognized by an outside agency that, upon completion, provides evidence that requirements of an outside agency has been met. At Chapman, specific credentials are offered in Education and Speech Pathology.

Certificate for Academic Credit (Graduate or Undergraduate): A sequence of courses identified in a subject area that leads to a specific skill acquisition. Such a certificate program is approved by appropriate program faculty and graduate or undergraduate academic council, in order to be listed on a transcript upon completion.

Degree Program: A sequence of courses and requirements that lead to the awarding of an academic degree. Degrees at Chapman consist of Ph.D., Pharm.D., D.P.T., J.D., M.M.S., M.F.A., M.B.A., M.S., M.M., M.A., B.F.A., B.S., B. M., B.A.

Emphasis (Undergraduate): An emphasis within an undergraduate major is a portion of the major program that includes a subset of courses in a specific subject area or subfield that is used to complete the major. Students choose from emphases offered in a major or may need to choose courses from emphases designated within a major. Music is the only subject area that uses both

the terms emphasis and area of study. In the music programs, emphasis is the term used for the subfield within a major, e.g. composition or performance, and area of study is the type of instrument being studied, e.g., brass or vocal, etc., within the performance emphasis. For all other majors, the term emphasis and area of study are used interchangeably. An emphasis appears on transcript.

Emphasis (Graduate): An emphasis within a graduate degree is an identified subfield within the subject area of the graduate degree. An emphasis appears on transcript.

Integrated Undergraduate/Graduate Program: An Integrated Undergraduate/Graduate Program is a program that allows undergraduate students to be conditionally accepted into a graduate degree program while still completing undergraduate requirements. Up to 15 credit credits may be shared between the undergraduate degree program and the specific graduate program. Integrated programs require approval of both Graduate and Undergraduate Academic Councils for new programs, revisions and closures.

Major (Undergraduate): An undergraduate major is a sequence of courses and requirements in a specific subject area that leads to fulfilling a portion of overall undergraduate degree requirements. A major is required to complete all undergraduate degree requirements. The term “undergraduate degree program” incorporates the major requirements specific to the subject area addressed by the major course requirements.

Minor (Undergraduate): An undergraduate minor is a sequence of courses and requirements in a specific subject area that may be used towards fulfilling a portion of overall undergraduate degree requirements. While not required, a minor is one way to fulfill the General Education Program Exploration Focus requirement, which requires completing a secondary area of study in addition to the major.

Program: An overarching term that refers to all types of academic programs, including

- undergraduate majors
- undergraduate minors
- undergraduate emphases
- undergraduate areas of study
- undergraduate or graduate certificates for academic credit
- graduate degrees
- graduate emphases
- graduate areas of study
- graduate specializations
- graduate credentials
- graduate joint programs
- undergraduate and graduate integrated programs

Program/Department: Academic units may be comprised of subunits that form the organizational structure of the academic unit. The reference to program/department is specifically to such subunits that are responsible for academic programs, and may be called divisions, departments, programs, or some combination of such organizational subunits. Each

program/department is comprised of full-time faculty, usually organized by a specific academic discipline or group of disciplines, program level or program offering. Each program/department is responsible for one or more degree programs within the academic unit. The organization of faculty into program/department groupings is determined by the academic unit.

Program/Department Faculty: For the purpose of curriculum, program/department faculty are full-time faculty who teach within a program/department within an academic unit.

Program/Department Faculty Representative: The program/department faculty representative represents all faculty in a program/department and has the authority to sign off on program approvals for new programs, revisions or closures on behalf of the program/department faculty responsible for an academic program. The program/department faculty representative is determined by the program/department faculty and may be a faculty member in the program/department, a chair or division head, or an associate dean.

Specialization (Graduate): A specialization is an optional subset of courses offered by a graduate degree program that may be included in the overall degree. The Ph.D. in Education is the only graduate program that offers an optional area of specialization.

Term: Refers to semester, trimester or interterm. When distinctions need to be made as to type of term, the specific word will be used.

FACULTY GOVERNANCE AND CURRICULUM

Changes to Organizational Architecture

Pursuant to the faculty's advisory role as specified in the Faculty Constitution (section II.B), all proposed changes to the organizational architecture of the university should be brought to the Faculty Senate for evaluation. Such changes include, but are not limited to, the creation, closing, merging or reorganization of colleges, schools, academic units, departments, programs, institutes or centers. The Senate Executive Board may refer such proposals to the Undergraduate or Graduate Academic Council and/or Long Range Planning Council for review of any curricular, budgetary, or strategic implications of the proposed change. The Undergraduate or Graduate Academic Council and/or Long Range Planning Council will submit a written evaluation of the proposed change to the Senate Executive Board. The Senate Executive Board will forward council evaluations, along with its own recommendations to the Faculty Senate for review. A majority vote is required to support any advisory statement issued by the Faculty Senate.

Faculty Councils

The Graduate Academic Council and the Undergraduate Academic Council oversee the curriculum at Chapman, ensuring that all academic programs meet high quality standards that are consistent and aligned with Chapman's mission, long term plans and goals.

Undergraduate Academic Council (UAC)

The primary purpose of the Undergraduate Academic Council is to oversee the undergraduate academic program of the University, including general education requirements, long range undergraduate academic planning, as well as undergraduate library resources and programs. The UAC shall work with the Office of the Provost and other administrative offices in fulfilling this responsibility. The UAC consists of nine faculty members: (1) the Chair of the Undergraduate Student Standards Committee, (2) the Chair of the General Education Committee, (3) five additional faculty members with teaching responsibilities in the undergraduate program, (4) a faculty-rank librarian, plus (5) the Undergraduate Academic Council Chair. Ex Officio members include a member from the following offices: Provost, Registrar, Academic Advising, and a student representative appointed by the Student Government Association. Only faculty members may vote on Council business. (Faculty Bylaws IV.B.4, as amended 3/18/22)

Graduate Academic Council (GAC)

The Graduate Academic Council is responsible for supporting and assisting individual academic units with developing and upholding academic policies that relate to graduate education and programs at Chapman University, to ensure that all graduate programs meet high quality standards that are consistent and aligned with Chapman's mission, long term plans and goals. Specifically, the Graduate Academic Council shall work with the individual units and across units to

1. Advise and assist in determining policies concerning academic standards for graduate programs;
2. Advise and assist in determining academic policies for graduate students as stipulated within the graduate catalog;
3. Review and make decisions regarding graduate petitions and appeals;
4. Review New Graduate Program Proposal submissions with a focus on curriculum and resources;

5. Review Complex Program Revisions with a focus on curriculum and resources;
6. Conduct program reviews for all graduate programs;
7. Advise the Vice Provost for Graduate Education on graduate scholarly-creative activities and grants;
8. Review and select the Chapman University outstanding graduate student awards;
9. Review and make decisions regarding posthumous graduate degrees and certificates; and
10. Encourage innovation, integration and interdisciplinarity in curricular and program offering.

Faculty membership: The GAC consists of one faculty rank librarian and one faculty member from each academic unit containing a graduate program. All members serve two-year, staggered terms.

Chair: The GAC Chair is elected by the corporate faculty, not the Council members, to a one-year term and serves as a SEB member. The candidates for Chair of the GAC shall normally be those GAC members continuing in their elected posts for a second (or later) academic year.

Ex-officio members: The Vice Provost for Graduate Education, University Registrar, and Dean of Enrollment Services or their designees, each serve as ex-officio members of the Council. The Council Chair will also appoint a liaison from each of the following to serve as ex-officio members:

- 1) the Undergraduate Academic Council,
- 2) the Assessment Committee,
- 3) the Academic Integrity Committee.
- 4) Student members: The Graduate Student Association shall appoint one graduate student to serve on the Council each academic year.

Voting privileges: Only faculty members of the GAC may vote on Council business.

(Faculty Bylaws IV.B.6, as amended 3/18/2022)

Faculty Committees and Related University-wide Governance Groups

Specific to this Curriculum Handbook and in addition to the information found in the [Faculty Bylaws](#), there are additional committees in charge of curricular issues. Note that the link above will take you to the CANVAS LMS, and the Faculty Governance Den, which requires a login. The most current version of the Faculty By-Laws, dated 3/18/2022 at the time of publication of this Handbook can be found there.

The following committees also work on issues related to curriculum:

General Education Committee

- Provide leadership to the faculty in the interpretation of the university's general education philosophy and vision and contribute to its further development.
- Review proposed general education syllabi for approval and report to the Undergraduate Academic Council.
- Review student petitions related to general education requirements and self-designed minors forwarded from the Office of the University Registrar.
- Review and assess the general education program.

- Advise the Undergraduate Academic Council and Office of the Provost on general education program review conducted every five years.
- Advise the Undergraduate Academic Council and Office of the Provost on the general education component of academic unit/department/school program reviews.
- Conduct periodic review of foundational courses.
- Coordinate and consult with relevant faculty committees, other committees of the Undergraduate Academic Council and the office of the Vice Provost for Undergraduate Education. Make recommendations to the Undergraduate Academic Council.

Assessment Committee

- Oversee implementation of learning outcomes assessment plans by academic units/departments and programs as they relate to majors and general education.
- Recommend to the Undergraduate and Graduate Academic Councils, an annual schedule of assessment activities and plans and reports.
- Review guidelines, policies and templates/forms for assessment plans and reports.
- Review academic program annual assessment plans and reports and provide recommendations/criticisms.
- Provide support and consultation with faculty, programs/departments and academic units regarding learning outcomes assessment.
- Promote campus discussion and reflection on learning outcomes assessment.
- Coordinate with the General Education Committee to develop links among assessment, program review and general education.
- Participate in the program review process by reviewing the relevant program review self-studies and external reviewer reports and presenting an advisory report to the provost.

First-year Foundations Curriculum Committee

Because First-year Foundations (FFC) is an academic program that does not fall within a specific academic unit or program/department, it has its own curriculum committee, which is not included in the structure of the Faculty Bylaws.

The First-year Foundations Curriculum Committee is composed of up to seven First-year Foundations faculty members. The Vice Provost for Undergraduate Education and Student Success and the Director of General Education serve as an ex-officio members. Membership slots are filled by self-nominations, with individuals named to the committee by vote if the number of nominations exceeds slots available. The committee's responsibilities are to:

- Advise new FFC faculty on course design and syllabus revision.
- Review new FFC syllabi and makes recommendations for General Education Committee approval.
- Lead curricular efforts to develop FFC as part of the First-Year Program.
- Represent FFC curricular goals in discussions of general education development.
- Consider pedagogical workshops for FFC faculty development and oversees planning of such workshops.
- Explore possibilities for grant support for curricular and pedagogical innovations.
- Work with the Diversity Committee on its curricular diversity plan.

College/School Curriculum Committees

The Undergraduate Academic Council and Graduate Academic Council rely heavily on the standing Curriculum Committees of schools and colleges for vetting, peer review and advice on curricular proposals. These Curriculum Committees review and approve new and revised course syllabi, review and recommend proposals for new programs, revisions of existing programs and program closures. The faculty of the unit makes the decision, which is then sent to the Undergraduate Academic Council or Graduate Academic Council for approval. All curricular proposals, including those for new programs, new majors, new minors, emphases or certificates, require vetting and recommendation by the appropriate Curriculum Committee to the faculty of the unit. The Undergraduate and Academic Councils will only consider curricular proposals that have been approved by the faculty of the unit.

Formation of Curriculum Committees

Each academic unit/department or free-standing program is represented in the unit's Curriculum Committee. (A "free-standing program" is a degree-conferring unit not housed in an academic unit/department and offering a graduate or undergraduate degree program.) Each Curriculum Committee shall consist of at least three faculty members. Only faculty (including chairs/program directors) may serve as voting members. Deans may not serve on Curriculum Committees. Associate deans may serve as ex-officio members. Members of Curriculum Committees are elected by faculty. The chair of the Curriculum Committee may be chosen by faculty or by those elected to serve on it. The chair should preferably be tenured. In the absence of a governing document from the school or college, each school or college forms curriculum committees that consist of one elected representative from each academic unit/department and free-standing program.

(Curriculum Committee language adopted by the Faculty Academic Council 4/12/2011, Language updated to reflect division of Faculty Academic Council to Undergraduate and Graduate Academic Councils)

CATALOG PROCESS

General Instructions

Most changes to information in the catalog are done through the filing of new, revised or inactivated course proposals and program revision proposals in Curriculog, which then allows input of the data from those forms directly into the catalog editing system. New programs and program closures are handled through filings as described in this handbook. Proposal deadlines are given in the calendar at the beginning of this Handbook. Changes in the narrative in the cover pages for academic units or departments are due no later than January 31.

The new graduate and undergraduate catalogs apply to students matriculating that catalog year and thereafter. Undergraduate transfer students enter under the catalog from the prior year.

All catalog materials should be reviewed by academic units and programs/departments in the interest of removing inconsistencies and errors and furthering accuracy, clarity and uniformity the year prior to the publication of new catalogs.

Academic units are encouraged to take a hard look at programs, majors, emphases, minors and courses that are not realistic in terms of faculty resources or student demand. Thorough self-appraisal is asked of all course-offering units. Program changes and course changes should be submitted through the Curriculog as needed to initiate these catalog changes.

Guidelines for new programs, revisions and/or closing of programs

- All program changes must follow the [Curriculum Process for Programs](#) for any revisions and the appropriate calendar deadlines for filing. Program material is considered to be the following:
 - Program description information
 - General program requirements
 - List of courses and credits required
 - Four-year plans for undergraduate programs or course sequence lists for graduate programs (required)
- Any new programs not approved by the appropriate approvers (UAC/GAC/Provost/Board) will not be listed in the catalog. New program proposals are due to UAC or GAC no later than April 1 of the academic year in the year prior to the catalog in which it appears so that this process can be completed in time for catalog inclusion. For instance, a new program filed in April 2024, if approved by the Board of Trustees in spring 2025, will appear in the 2025-26 catalog.
- All new program proposals require documented consultation with relevant offices and administrators prior to being submitted to the UAC or GAC, so it is recommended that the consultation process begin earlier, usually by February 1.
- New minors, certificates for academic credit, emphases, areas of study, specializations, credentials, and certificates for academic credit should be submitted in sufficient time to be reviewed by the Undergraduate or Graduate Academic Council and the Faculty Senate, if deemed necessary by the Senate Executive Board. New minors are to be submitted no later

than November 15 in the year prior to the catalog in which it will appear will allow the review and approval process to be completed.

- Program revisions and closures are due no later than November 15 for complex revisions and closures, and December 1 for simple revisions of the academic year prior to the new catalog. Any program changes (revisions/deletions) not approved by the Undergraduate or Graduate Academic Council (complex revisions) or Vice Provosts for Graduate or Undergraduate Education (simple revisions) prior to January 15 may not be included in the new catalog.
- Be accurate when listing courses in the degree requirements section. Course numbers and titles should be identical with those approved in Curriculog for the upcoming year. When making changes to courses, be sure to review the impact such changes will have on degree plans in which those courses are included.

Guidelines for new, revised or inactivated courses

Course changes are made through the [Curriculum Process for Courses](#), and changes must adhere to course proposal deadlines for inclusion in the catalog for the following academic year.

Course description information comes directly from Curriculog and is imported into the catalog. This includes the following: new courses, changes in the course description, number, title, prerequisites, corequisites, grade option, fees, credits, etc. These changes will not be included in the catalog unless they were input into Curriculog no later than March 15, subject to approval.

The following should be done annually to ensure accuracy in Catalog course listings:

- Check catalog listings for the inclusion of new courses that have been added and the inactivation of old courses that have been dropped.
- Courses that have not been offered for three years and are not scheduled for the upcoming year should be made inactive and removed from the catalog. If a course is to become inactive, please submit an inactive course proposal form in Curriculog by March 15. Course offering frequency as listed in the catalog copy should correspond with your proposed schedules of classes. Specifically, if a four-year plan indicates that a course should be taken in fall semester, it should indicate in the course description that it is offered fall semester. Check catalog statements for accuracy as to the frequency with which all courses are offered. If an update is required, submit a change of existing course proposal form in Curriculog by March 15. Course numbers and titles should be identical with those in the class schedules for the upcoming year. There should be no disparities between the titles, descriptions, fees, etc. of courses as they appear in the catalog and as they are found in the class schedules.
- The catalog descriptions listed in the university catalogs and class schedules reflect the course descriptions stated in the most recent new program forms submitted for review and revision of existing proposal forms submitted through Curriculog. Please review the catalog listing for accuracy.

Guidelines for revisions in college/school or department descriptions

Each unit is responsible for its own catalog changes in college/school or department description narratives by providing a copy of the previous year's description, sending the changes for the new catalog, to Associate Registrar for Catalog and Degree Audit, [Stephen Hall](#) no later than January 31. Changes in descriptive narrative information will be made by his office.

All catalog materials will be reviewed by the Vice Provosts for Graduate and Undergraduate Education and the Associate Registrar for Catalogs & Degree Audit prior to publication in the interest of removing inconsistencies and errors, and furthering accuracy, clarity and uniformity in the presentation of university information to the public.

General Calendar for Catalog Information

- August 1 Academic Units begin program and course changes through the program proposal process or course proposal submissions in Curriculog.
- March 15 Deadline for course changes for catalogs are submitted in Curriculog. (January 31 deadline for college/school/department descriptive narrative changes to be provided to the Associate Registrar for Catalog and Degree Audit for incorporation into the new catalog.

See the [Undergraduate and Graduate Academic Councils Calendar: 2023–2024](#) for more detailed information and for program deadlines.

CURRICULUM PROCESS

Overview

The curriculum process consists of two kinds of curriculum proposals:

- **Program proposals** for new programs, revisions of existing programs and closing of programs.
- **Course proposals** for new courses, changes to existing courses and deletion of courses.

The term “program” is an overarching term that refers to

- undergraduate majors
- undergraduate minors
- undergraduate emphases (included within undergraduate majors and minors)
- undergraduate areas of study (included within undergraduate majors and minors)
- graduate degrees
- graduate emphases
- graduate areas of study
- graduate specializations
- graduate credentials
- undergraduate/graduate integrated programs
- undergraduate/graduate certificates for academic credit

A list of all graduate academic programs and undergraduate academic programs can be found in the [graduate and undergraduate catalogs](#), respectively.

The terms “academic unit,” “program/department,” “program/department faculty,” “program/department faculty representative,” and “academic unit curriculum committee” are used as defined in the [Definition of Terms](#) section at the beginning of this Handbook.

The Undergraduate and Graduate Academic Councils publish the calendar of program and course submission deadlines at the start of each academic year in the Curriculum Handbook. Please see the [Undergraduate Academic and Graduate Academic Councils Calendar](#) in the beginning of this document for 2023-2024 submission deadlines.

Consultation

Academic units and program/department faculty preparing curricular proposals are responsible for consultation with other academic programs/departments whose academic programs and courses may be impacted by the curricular proposal being submitted should be submitted. This is particularly true of interdisciplinary programs.

Consultation is also required, when appropriate, with administrative units to discuss the impact of the proposed changes, particularly for the proposal of new programs and closure of programs, and to ensure that all policies and procedures are being followed.

All such consultation must be documented. Proposals that do not carry out or document consultation will not be approved.

The consultation process is to be used if one (or more) of the following actions is proposed:

- [Submission of new program proposals](#)
- [Program revisions](#)
- [Program closures](#)
- Addition and/or deletion of a course from the curriculum of one academic unit/department but offered by another academic unit/department*
- Deletion of and/or changes to a course which one academic unit or program/department offers but which is used by another academic unit or program/department*
- Addition of a new course that may converge with the curricular offerings of another program/department
- Any modification to a course (change of content, prerequisites or units; change in number or frequency of sections offered) that another department requires for its majors or that is on the general education list*

*The Curriculog course proposal system provides for and requires that an impact statement be run on revised and inactivated courses that shows what other programs include the course being revised or inactivated. It is the responsibility of the course proposal initiator to notify other programs of the change to or inactivation of a course. Course revisions and inactivated courses affect other programs which may include them in their program content. It is critical that notifications be made.

Observing Deadlines

Participants in the curriculum process need sufficient time to plan, consult and finish their work so that the implementation of programs will not be delayed and essential information will be available when students need it.

Programs/departments, academic units and other consultative bodies have an obligation to adhere to stated deadlines on the [Undergraduate Academic and Graduate Academic Councils Calendar](#) contained in this document.

- Proposals that require consultation should be provided to those offices to be consulted with a minimum of two weeks for review and an opportunity to provide comments prior to submission to the academic units, curriculum committees and deans.
- Academic units, curriculum committees and deans need sufficient time to review academic program proposals. It is recommended that proposals be submitted to those reviewers at least a week prior to final deadlines for submission to the Academic Councils for review.

If deadlines are missed, proposals for new, revised or deleted programs and courses may not be able to be reviewed in time to be included in the next year's catalog.

Offices on campus also need accurate and up-to-date information provided by timely consultation and review so that the following can be accomplished:

- Student admissions personnel must inform prospective students of current campus programs.
- The Office of the University Registrar has to verify transfer credit and evaluate student records to ensure timely graduation.
- New degree programs must get on the Faculty Senate and Board of Trustee calendars in order to move forward in a timely way.
- Finally, it is especially important that the [university catalogs](#) be published and delivered on schedule.

Budgetary and Resource Considerations

Curricular changes, whether involving the addition, deletion or modification of programs (majors, minors or degrees) or courses, may incur both costs and benefits. All curricular changes need to be analyzed in terms of their impact on resources, including FTE generation by/in the academic unit, and by other programs that may be impacted by this change.

Changes that reduce FTE generation or require new resources need to be carefully justified. Any net gain or loss in academic units or courses is subject to monitoring by the Office of the Provost, in consultation with the academic deans.

It is strongly recommended that academic units avoid a proliferation of courses without regard to their utility and that courses fit within the program. Academic units must be mindful of resource implications and keep a balance between additions and deletions of courses.

CURRICULUM PROCESS FOR PROGRAMS

The curriculum process for programs includes proposals for:

- [New programs](#)
- [Revisions of existing programs](#)
- [Closing of programs](#)

All curricular proposals for new programs, revisions of existing programs, and closures of programs must be reviewed by the appropriate academic unit curriculum committee, the appropriate program/department faculty, and the academic unit dean. Each must provide a recommendation on approval of the program proposal. Interdisciplinary program proposals require approval from all program/department faculty, academic unit curriculum committees, and deans involved in the interdisciplinary program being submitted.

Only academic units may propose degree and other academic programs at the graduate and undergraduate level. These academic units are:

- Argyros School of Business and Economics
- Attallah College of Educational Studies
- Crean College of Health and Behavioral Sciences
- Dodge College of Film and Media Arts

- Fowler School of Engineering
- Fowler School of Law
- Schmid College of Science and Technology
- Wilkinson College of Arts, Humanities and Social Sciences
- School of Communication
- College of Performing Arts
- School of Pharmacy

Institutes and centers may not offer programs or degrees but may work with existing programs/departments or academic units, which can develop and sponsor new programs and degrees.

All proposals for **new programs** and **closing of programs** at the time of publication of this Handbook must be submitted using the forms listed in the [Appendix-Forms](#) section of this Handbook.

Proposals for **revision** of existing programs must be submitted through the online Curriculog proposal management system, unless advised otherwise. The Curriculog proposal management system provides distribution to the Vice Provost for Undergraduate Education and/or the Vice Provost for Graduate Education, the academic unit approval groups and the Undergraduate or Graduate Academic Council as needed. Once approved, the proposal information is transferred to the catalog for the next academic year.

Proposals for “simple revisions” in existing programs are routinely reviewed and approved by the academic units and the Vice Provost for Undergraduate Education and/or the Vice Provost for Graduate Education as appropriate.

Proposals for “complex revisions” are approved by the academic unit approval groups and forwarded to the Undergraduate and/or Graduate Academic Council for final approval. For definitions of the terms “simple” and “complex,” see the [Revisions of Existing Program](#) section. A complex revision curriculum change that is greater than 25% of the entire curriculum must be reported to the regional accreditor, WASC, and the Director for Accreditation and Assessment must be notified and consulted as soon as possible to provide guidance on preparation of the WASC substantive change materials.

Academic unit administrators and/or program/department heads submitting program proposals may request to appear before the Undergraduate or Graduate Academic Council and/or the Long Range Planning Council to present the proposal and/or answer any questions. Before any decision-making body makes its decision, Council faculty may invite any appropriate faculty members or administrators to appear before the, to present positions or answer any questions.

CIP Codes and Academic Programs

The selection of the appropriate CIP code for a new program, or the changing of a CIP code for an existing program must be done in consultation with the Director of Accreditation & Assessment and the Office of the University Registrar. The number must be included in all new program proposals. Changing a CIP code for an existing program also requires consultation with

the Director of Accreditation & Assessment and the Office of the University Registrar. A request for changing a CIP Code is considered a program revision and should follow the complex revision process.

Information on CIP codes is provided below:

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980 and revised several times thereafter.

The CIP titles and program descriptions are intended to be generic categories into which program completions data can be placed, not exact duplicates of a specific major or field of study titles used by individual institutions. CIP codes are standard statistical coding tools that reflect current practice and are not a prescriptive list of officially recognized or permitted programs. The CIP is not intended to be a regulatory device. CIP codes, for the most part, are not intended to correspond exclusively to any specific degree or program level. In most cases, any given instructional program may be offered at various levels, and CIP codes are intended to capture all such data.

The vast majority of CIP titles correspond to academic and occupational instructional programs offered for credit at the postsecondary level. These programs result in recognized completion points and awards, including degrees, certificates, and other formal awards. The CIP also includes other types of instructional programs, such as residency programs in various dental, medical, podiatric, and veterinary specialties that may lead to advanced professional certification; personal improvement and leisure programs; and instructional programs that lead to diplomas and certificates at the secondary level only.

The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. Since it was first published in 1980, the CIP has been used by NCES in the Integrated Postsecondary Education Data System (IPEDS) and its predecessor, the Higher Education General Information Survey (HEGIS) to code degree completions. It is also used by other Department of Education offices, such as the Office for Civil Rights, the Office of Vocational and Adult Education, and the Office of Special Education, and serves as the standard on instructional programs for other federal agencies, including the National Science Foundation (NSF), the Department of Commerce (Bureau of the Census), the Department of Labor (Bureau of Labor Statistics), and others. The CIP is used by state agencies, national associations, academic institutions, and employment counseling services for collecting, reporting, and analyzing instructional program data.

Detailed information on CIP codes can be found at the [National Center for Educational Statistics website on CIP Codes](#). Information on the current CIP code for a Chapman academic program can be obtained from the [Office of the University Registrar](#).

Proposals for New Programs

New Program Proposals fall into the following categories:

- [New graduate or undergraduate degree program](#)
- [New joint degree program](#)
- [New integrated undergraduate/graduate program](#)
- [New undergraduate minor](#)
- [New emphasis, area of study, specialization or credential](#)
- [New undergraduate or graduate certificates for academic credit programs](#)
- Any other specialized academic program (such as the undergraduate Freshman Early Assurance Program in Pharmacy)

New Graduate or Undergraduate Degree Program Proposal Process

The approval of new undergraduate and graduate degrees is a comprehensive process requiring extensive documentation, appropriate consultation with university departments and offices, recommendations regarding approval within academic units, including curriculum committee, program/department faculty and dean; and careful scrutiny and recommendations by the Undergraduate Academic Council and/or Graduate Academic Council, Long Range Planning Council, concurrence by the Senate Executive Board, recommendation regarding approval by the Faculty Senate and approval by the Provost and the Board of Trustees. All consultations, recommendations for approvals and approvals are to be documented using the New Degree Program Form found in the [Appendix-Forms](#) section of this Handbook.

Proposed new undergraduate and graduate degrees may require submission of a substantive change proposal to Western Association of Schools and Colleges (WASC), who serve as the regional accrediting body for Chapman. Academic units considering a proposal for a new undergraduate or graduate degree program must consult with the Associate Vice Provost for Assessment and Student Success about WASC's substantive change policies and procedures before submitting a new program proposal. WASC requires much of the same information that is required for Chapman's new degree program proposal process (which is modeled on WASC's New Degree Program Proposal), but additional information may be required. Information required by both Chapman and WASC is noted in the requirements below.

WASC's template for [Substantive Change: New Degree Program Proposal \(Assoc, Bach, Masters\)](#) and [Substantive Change: Doctoral Programs](#) are found on the WASC website and linked here. If the links provided are not working, contact the Office of Assessment and Accreditation for updated information. New degree programs may be required to submit information to WASC following this template. Much of the information is also contained in the new program proposal required information outline below, and specific information for the template is indicated by [WASC] in the information description.

New graduate degree proposals that include undergraduate course work as credit-earning toward the graduate degree (not only as pre-requisites) must be reviewed by the UAC and the GAC. (**Note:** if the program being proposed is a [New Integrated Undergraduate/Graduate Degree Program](#), please consult that section of the program approval process, as Integrated programs are not required to follow the full new degree approval process.)

Academic requirements for degree programs are provided in the undergraduate and graduate academic catalogs, which should be consulted in designing any new academic degree program. A summary is also provided in the [Degree Requirements](#) section of this Handbook. The schedule for submitting a new degree proposal is provided in the [Undergraduate Academic and Graduate Academic Councils Calendar](#) at the beginning of this Handbook, and is summarized below:

- The Provost should be consulted regarding the initiation of any new degree program proposal. It is recommended that this first step be done with the Dean of the school or college in which a new degree program is being proposed and should take place before work begins on a new degree program proposal. The Provost can give guidance on the timing of the new degree program proposal, its fit with the current strategic plan, and is able to discuss potential resources needed and available.
- Consultation should then begin with all required offices and individuals no later than, and preferably substantially before, February 1 in order to be able to complete the process and allow the new degree program to be listed in the catalog a year and a half from the date the process begins. Consultation needs to be complete so that academic unit recommendations and signoffs can be completed by the April 1 deadline that begins the review process by faculty senate councils and faculty senate.
- Review and recommendations on approval by program faculty, curriculum committee and dean must be completed by April 1.
- Undergraduate or Graduate Academic Council reviews and provides a recommendation by May 30 to the Long Range Planning Council.
- Long Range Planning Council reviews and provides a recommendation by end of first week in September to Senate Executive Board.
- Senate Executive Board presents proposal to Faculty Senate by first meeting in September
- A recommendation from Faculty Senate is sent to Provost before the December Board of Trustees meeting.
- Provost presents degree proposal to Board of Trustees Finance and Academic Committees and to the Board as a whole, with target for final decision by March 30.
- The new approved degree is published in the subsequent June 1 catalog, approximately 18 months following the beginning of the new degree proposal process.

General Guidelines for the New Degree Program Proposal process

A proposed new undergraduate graduate degree programs will be evaluated on the basis of four criteria:

- The demonstrated need or demand for the proposed new degree or major
- Its compatibility with the university's mission and the academic strategic plan
- The academic quality of the proposed degree program and plans for assessment
- The cost of the degree or major and use of institutional resources

Proposals for new undergraduate and graduate degree program generally originate from the academic unit that will offer the new degree program. Proposals also may originate from other academic units or administrators, but all such programs require the support of program faculty, when such faculty are in place and will be providing the program. Academic units and other originators should engage in extensive preparation and consultation with relevant university offices and officers **beginning at least two months (February 1) before the April 1**. This will

allow time for the academic unit recommendation process to be completed by the April 1 for submission of new program proposals to the Undergraduate or Graduate Academic Council can be met.

Timely consultation and requested supporting documentation will ensure that the curriculum proposal is reviewed expeditiously. Note that consultation is the opportunity to gain input from relevant offices and personnel and make appropriate adjustments to the proposal before the academic unit considers the final proposal for recommendation.

All new degree program proposal information is to be placed in the file sharing folder developed by the Office of Graduate or Undergraduate Education for the specific new degree program proposal. Contact Lonnise Magallenez at GradEd@chapman.edu or Margaret McDonough Monroe at UndergradEd@chapman.edu, and the file will be established for the proposal. Links to the documents in the file folder can then be shared with all who need access for review. The New Proposal form found in the [Appendix-Forms](#) is included in this file sharing folder, to be signed by each required person representing the consultative office, faculty council, and senate.

Consultation should occur with the following, as appropriate, during the proposal process:

- Vice Provost for Graduate or Undergraduate Education to ensure that academic policies are being followed in degree design
- Office of Strategic Marketing and Communication for information on marketing potential of new degree program (addressed in Executive Summary, Appendix A, I)
- Assistant Provost for Operations and Finance regarding budget (addressed in Appendices C-I)
- Vice President for Institutional Effectiveness and Faculty Advancement and the Director of Accreditation and Assessment regarding accreditation and assessment (determination of whether or not substantive change filing with WASC is required and addressed in Appendices A and B)
- Vice President for Enrollment Management regarding projected enrollments and financial aid/scholarships (addressed in Appendices A and H)
- Office of Admission regarding recruitment and enrollments (addressed in Appendices A, H, and I)
- Library Liaison or Subject Specialist regarding information resources (addressed in Appendix D)
- Vice President for IS&T regarding computing and technology needs (addressed in Appendix E)
- Office of the EVP/COO (if new proposal is a new international or joint program with another school) Note that any such program requires a substantive change application to WASC and should follow the WASC Substantive Change: New Degree Program process.
- Office of Legal Affairs (if new proposal is a new international or joint program with another school) Note that any such program requires a substantive change application to WASC and should follow the WASC Substantive Change: New Degree Program process.

Each office listed above must provide documentation that the consultation occurred, and such documentation should be filed in the appropriate Appendix folder in the file sharing folder

developed by the Office of Graduate or Undergraduate Education for the New Degree Program Proposal.

The recommendations on approval by the academic unit should be obtained following the proposal completing the consultation process, as this process may result in changes to the original proposal. Recommendation on approval by the academic unit is required by the following:

- Representative of program/department faculty
- Academic unit curriculum committee
- Dean

Each party listed above has the opportunity submit a position memorandum to their recommendation on approval. These memoranda are to be filed in the New Program file sharing site set up for this purpose, to which all reviewing parties will have access. Recommendations and memoranda are required by April 1.

Subsequent recommendation on approval is required from the following:

- Undergraduate and/or Graduate Academic Council
- Long Range Planning Council

The Undergraduate or Graduate Academic Council and the Long Range Planning Council will identify relevant academic, strategic and budgetary issues and will prepare summative reports detailing:

- the fit of the proposal with the Academic Strategic Plan
- analysis of the resources requested
- the Council's recommendations

These reports are filed in the New Program file sharing system folder, along with appropriate approvals on the New Proposal form found in the file sharing system folder.

Any council may request feedback from the program/department and/or academic unit involved in the proposal process prior to submitting its own recommendations. Following its review, each council submits its report to the New Program file sharing system for the new degree program proposal, and completes the recommendation process documented on the New Proposal form found in the [Appendix-Forms](#), which will then forward that information to:

- Senate Executive Board

and inform the following of the recommendation:

- Program/department faculty
- Curriculum Committee
- Dean
- Vice Provost for Undergraduate Education and/or Graduate Education
- Provost

The Senate Executive Board will then submit, with their own recommendation (optional), all information to the:

- Faculty Senate

- Faculty Senate members will be provided access to the Dropbox or other file sharing system proposal file for their review.

Upon vote of the Faculty Senate, the Faculty Senate President will forward the recommendation for approval or disapproval to the Provost and notify all prior parties of the decision.

Once the recommendation for approval or non-approval by the faculty senate is received by the Provost and if the Provost recommends the new degree program for approval, he/she will arrange for review of the proposal by the following:

- Academic Committee of the Board of Trustees
- Finance Committee of the Board of Trustees
- Full Board of Trustees

While certain steps in the curriculum proposal process for new academic programs may be undertaken simultaneously, curriculum proposals for new academic programs will **not** be presented to the relevant Board of Trustees committees or the full Board of Trustees until all required previous steps have been taken, consultations verified and recommendations for approval or disapproval are made.

The Board of Trustees provides final approval on all new degree programs.

New Degree Program Proposal Content Guidelines

The proposal should consist of a 2- to 3-page executive summary that explains the high points of the proposed degree program and appendices that explain the details. Each appendix should begin with a brief narrative summary of the contents of the appendix. The proposal should also include a table of contents that correlates to the requirements set forth below.

Electronic copies of all required documents in the proposal sections (including all supporting documents in electronic format) are placed in a file sharing system folder created by the Office of the Provost. (Contact UndergradEd@chapman.edu or GradEd@chapman.edu so that the file sharing system folder can be set up for the new Degree). Links to the file sharing system folder are provided to the appropriate parties as part of the approval process submission, and will allow each of the appropriate parties to review all relevant files of the new degree program proposal:

- Program/department faculty, curriculum committee and dean
- Undergraduate or Graduate Academic Council
- Long Range Planning Council
- Senate Executive Board
- Provost
- Board of Trustees

Special requirements for Joint and Interdisciplinary programs and degrees require additional review and recommendations for approval by all program and academic units involved. In order to provide for the appropriate approvers to be included in the proposal process and on the proposal form for signature, please work with the Office of the Vice Provost for Undergraduate or Graduate Education as appropriate to set up the appropriate customized form for

acknowledgement of consultation and recommendations for approval from all parties for these proposals.

The detailed proposal should include the following sections that address the questions provided below. Below is the Template for the New Program file sharing system file folders categories in which information is required:

- Executive Summary
- Appendix A: Description
 - Narrative
 - Required Assessment Information (PLOs, ALOAR/Sec. 1, Curriculum Map)
- Appendix B: Curriculum
 - General Curriculum Information
 - New Course Syllabi (separate file for each course)
 - Existing/Revised Course Syllabi (separate file for each course)
- Appendix C: Faculty
 - General Faculty Information
 - Faculty Curriculum Vitae (separate file for each faculty member)
- Appendix D: Library Information
- Appendix E: Information and Computing Resources
- Appendix F: Facilities Needs
- Appendix G: Staff and Administrative Support Needs
- Appendix H: Student Support Needs
- Appendix I: Projected 5-Year Budget Memoranda regarding recommendations from:
 - Program/Department Faculty Representative
 - Curriculum Committee(s) governing academic unit
 - Dean for academic unit
 - Graduate or Undergraduate Academic Council
 - Long Range Planning Council
 - Senate Executive Board (not required)
 - Faculty Senate President representing Faculty Senate

Below is detailed information regarding what is required in each file sharing system folder. If [WASC] is indicated, it refers to information also required by the WASC Senior Colleges and Universities Commission for accreditation purposes)

Executive Summary (2-3 pages):

- Name of proposed degree
- Rationale for why the degree or major being proposed. Specifically, what need or purpose does the degree fill for the University, the academic unit, the discipline/field and/or the student body?
- Explanation of how the proposed degree fits the needs of the University and how this program connects with the mission, purpose and strategic plan of the University? With the strategic plan of the academic unit? [WASC]
- Name/position of the primary person responsible for overseeing the new program or degree. This includes the person or persons responsible for:

- annual accreditation reports,
- program reviews, and
- contact with the Office of the University Registrar for course substitutions and other degree waivers when applicable.
- If this is a joint or interdisciplinary degree:
 - address how courses will be reviewed and approved for this degree,
 - identify which program/department will be responsible for annual accreditation reports and program reviews.
 - identify which program director will be the contact to the Office of the University Registrar for approval of program course substitutions and waivers
 - address how programmatic changes are to be approved. Unless special conditions exist, both academic units and programs/departments should be required to approve programmatic changes, both simple and complex, and this should be noted in this summary. It is possible that a separate Curriculum Committee should be established specific to this degree. If this is needed, explain why this is needed, and who will serve on this new Curriculum Committee.
- Summarize the demand for this degree, how the demand was determined and what methods were used to collect evidence to support demand. The originator and program/department faculty and/or academic unit should conduct a needs assessment that supports the new degree program proposal to address these questions and provide a summary here. (Detailed information is to be provided in Appendix A.) Program faculty and/or administrators should consult with the Vice President and Dean for Enrollment Management for assistance in providing support for the demand for the degree. [WASC]
- Describe the targeted recruitment audience and processes for advertising and recruiting students. (Financial resources committed to marketing the program should be clearly explained in the budget in Appendix I). Program faculty should consult with the Vice President for Strategic Marketing and Communications on these matters, as well as web site design and maintenance. [WASC]
- Describe the admissions criteria and processes for admitting students. Program faculty should consult with the Vice President and Dean for Enrollment Management and appropriate Admission staff.
- Discuss the planning process for the proposed degree, including who was involved—faculty, staff, students, alumni, community members, and others—in planning the new degree or major. Describe all of the constituents involved in the planning process.
- Discuss how the degree fits within the academic unit’s current degrees. What impact will the proposed degree have on other degrees? Does the degree replace other degrees offered by the academic unit? If so, the program/department and academic unit must submit a concurrent proposal for closure of the degrees being replaced.
- Discuss how the proposed degree compares to other degrees identified by the academic unit and/or program/department in the discipline or field and how the proposed degree or major compares to the standards and guidelines (if any) of disciplinary/professional associations in the field. If the proposed degree responds to recommendations and concerns identified in the program/department’s last program review, identify the recommendation made.

- If applicable, explain the academic unit and/or program/department’s plan for meeting professional accreditation and/or certification requirements, and indicate the anticipated date of the accreditation request and approval.
- Discuss whether or not this program change will result in a substantive change to WASC accreditation, based on consultation with the Vice President of Institutional Effectiveness and Faculty Advancement and/or the Director of Accreditation & Assessment. Note that if a substantive change filing is required, the WASC Substantive Change Template for the appropriate degree may be used in lieu of this process for filing.
- If necessary (e.g., when the program is international, or requires collaborating with other institutions), originator and/or the program/department faculty must consult with the Office of the Executive Vice President/Chief Operating Officer and the Office of Legal Affairs to identify and resolve any potential legal issues, which should be discussed here.

Note: The information requested in the Executive Summary is to be provided in one digital file and information required in Appendices A through I described below should be in separate digital files. In some cases (i.e., Appendix C, Faculty), the Appendix may be a file folder containing several separate files. Please review the file sharing system template and use appropriate naming conventions for any files created.

All digital files are to be placed in the assigned file sharing system file set up by the Office of the Provost and the file will be made accessible by the Office of the Provost for all reviewing parties as the proposal moves through each step of the process.

Appendices

Appendix A. Detailed Description of the Proposed Degree and Need for Program

- Describe the program need/rationale framed by the University’s mission and strategic goals. [WASC]
- The originator and program/department faculty and/or academic unit should conduct a needs assessment that supports the new degree program proposal to address these questions and provide detailed information on the findings regarding the need for the program. Program faculty and/or administrators should consult with the Vice President and Dean for Enrollment Management for assistance in providing support for the demand for the degree.
- Describe the methods used to collect evidence (surveys, focus groups, documented inquiries, etc. that supports the enrollment projections and the conclusion that interest in the program is sufficient to sustain it at the expected levels. Evidence should demonstrate interest in this program specific to the University, as well as broader trends and employment outlook. Provide all evidence to support the addition of this program. [WASC]
- Provide an overall description of the program including the alignment of the program philosophy, curriculum design, and pedagogical methods/instructional theory with the target population, modality and degree nomenclature selected. [WASC]
- Describe the educational goals and objectives and program learning outcomes of the degree. Articulate how the curriculum is structured to achieve these goals and outcomes. Explain any special emphases or other curricular options in the proposed degree or major.

- (Graduate degrees only) If applicable, provide a rationale for any graduate courses cross-listed with undergraduate courses in a proposed graduate degree or major. Demonstrate how these courses will offer the same intellectual challenge as graduate courses and include a description of the methods of evaluation that distinguish undergraduate from graduate requirements.
- Describe the plan for assessment of student learning outcomes and for undergraduate degrees only, assessment of [WASC Core Competencies](#). How will achievement of the educational goals and objectives and learning outcomes be determined? By what methods will the program/department evaluate the quality of student learning in the degree or major? Complete and include;
 - The cover sheet and Section I. Process of the Annual Learning Outcomes Assessment Report Template ([ALOAR](#))
 - [Learning Outcomes Curricular Map Template](#)
 - (undergraduate degrees only) [Section I of the WASC Core Competencies Report Template](#) (p. 3 of the ALOAR),
 - (undergraduate degrees only) [WASC Core Competencies Curricular Map \[WASC\]](#)
- Memo from the Vice President of Institutional Effectiveness and Faculty Advancement, and/or the Director of Accreditation & Assessment regarding accreditation and assessment verifying that consultation occurred on WASC substantive change and design of assessment processes.
- Memo from the Vice President and Dean for Enrollment Management regarding needs assessment conducted and other data reviewed regarding potential enrollment trends.

Appendix B. Curriculum

- List the total number of credits required for the degree or major.
 - List required courses by catalog number, title and credit.
 - List elective courses by catalog number, title and credits, which can be used to satisfy requirements for the degree or major.
 - Provide the number of required credits to complete the major or degree and the number of credits that may be transferred to Chapman from other institutions and how transferability will be determined. [WASC]
- Provide updated course syllabi for all required courses in the proposed degree or major (syllabi should be contained together in a separate digital file folder). Syllabi should be adapted to the modality of the course, and appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality. If possible, include draft syllabi for proposed new courses.
- Identify any new courses that are needed in the first year of the major or after the first year.
 - New courses should be identified, and information provided, including catalog description and course objectives.
 - Identify any existing courses that will be substantively revised for the proposed new degree or major, together with a description of these revisions.
- If the degree program is interdisciplinary, provide following:

- A description of a capstone project or other significant learning experiences that integrates the curriculum across programs/departments and academic units.
- A description of unifying seminars or courses that facilitate and encourage cross-curricular learning.
- A description of teaching loads and credits for interdisciplinary courses, including where credits are distributed with respect to academic units and programs/departments.
- Provide a summary of the curriculum offerings, including a course schedule by term, year and course instructor. If courses from another program are used in the degree offerings, provide evidence that the appropriate program chair/director has been consulted and agreed to the inclusion of that course or courses in the new degree.
- Provide a catalog listing in the format that is to be used in the academic catalog. If there is any question of the required format, please contact the Vice Provost for Graduate or Undergraduate Education.
- Provide a study plan for students that demonstrates which courses (required and elective) should or could be taken in the proposed degree that demonstrates a student's ability to progress through the proposed curriculum in the expected period of time needed to complete the degree. For undergraduate students, this would be a sample 4-year plan. For graduate students, this would be provided in a timeframe appropriate to complete the requirements.
- Describe the impact if any, of the proposed new degree program on any existing degree programs (e.g., will faculty or other resources be shifted from an existing program to the new program or will enrollments of an existing program be affected?)
- For undergraduate degrees only, describe the information literacy competencies expected of graduates and how they will be evaluated. [WASC]
- Describe any internship or residency requirement and monitoring procedures, if an internship or residency is required. [WASC]
- Memo from the Vice Provost for Institutional Effectiveness, Faculty Affairs and Accreditation Liaison Officer, and/or the Director of Accreditation & Assessment regarding accreditation and assessment verifying that consultation occurred on WASC substantive change and design of assessment processes.

Appendix C. Faculty

- Provide a summary list of current faculty members who would teach in the proposed degree or major with rank, appointment status, highest degree earned, date and field of highest degree. Specifically note any joint or dual appointments that will involve faculty teaching in the program. List positions for new hires that are required.
- In a separate digital file within this Appendix, provide faculty Curriculum Vitae for all existing faculty, and any new hires expected, if available.
- Discuss how the quantity and quality of existing faculty will support the proposed degree.
- Describe how the responsibilities and workload of current faculty will be allocated to support the proposed degree.
- Describe the impact on faculty workload that supports existing degrees and how the increase in workload will be accommodated.
- Describe additional faculty resources needed to support the proposed degree. Include additional full-time faculty, part-time faculty and teaching load and faculty exchange

time, stipends and other faculty support. In addition to providing information here, the estimate of the cost of these additional faculty resources should be included in Section I, Projected Five-Year Budget.

- If a graduate degree with a thesis or dissertation requirement, or an undergraduate degree with a thesis requirement is proposed, specify how many faculty members will serve as dissertation or thesis mentors and readers and describe their compensation for such mentoring, including the costs of exchange time (specify the amount of exchange time per student mentored) and stipends (specify amount per thesis hour) for thesis mentoring. These costs should be in line with standard rates of compensation paid by other programs. These costs should be included Appendix I, Projected Five-Year Budget.

Appendix D. Library Resources

Consult with the academic unit or program/department's library liaison to determine what the library resources required are for the new program or degree. Library personnel must provide verification that they were consulted.

- Describe how library resources will be used to support the curriculum. [WASC]
- Describe existing library resources that will support the proposed degree or major to determine the adequacy of library resources for the new program or degree.
- Describe additional library resources needed to support the proposed degree or major.
- Provide an estimate of the cost of these additional library resources in Appendix I, Projected Five-Year Budget.
- Memo from the appropriate library staff that consultation occurred on needs of the new program for library resources.

Appendix E. Information and Computing Resources

Consult with Office of Information Systems & Technology to determine the information and computing resources required for the new program or degree. IS&T personnel must provide verification that they were consulted.

- Describe existing information and computing resources that will support the proposed degree or major.
- Describe additional information and computing resources needed to support the proposed degree or major.
Provide an estimate of the cost of these additional information and computing resources in Appendix I, Projected Five-Year Budget.
- Memo from the Vice President for IS&T that consultation occurred on needs of the new program for library resources.

Appendix F. Instructional and Research Facilities and Equipment

- Describe existing instructional facilities and equipment that will support the proposed degree.
- Describe additional instructional facilities and equipment needed to support the proposed degree. Provide an estimate of the cost of these additional instructional facilities and equipment in Appendix I, Projected Five-Year Budget. Include any anticipated custodial, overhead, maintenance and repair expenses.
- Describe existing research facilities and equipment that will support the proposed degree. Include any anticipated maintenance and repair expenses.

- Describe additional research facilities and equipment needed to support the proposed degree. Provide an estimate of the cost of these additional research facilities and equipment in Appendix I, Projected Five-Year Budget. Include any anticipated custodial, overhead, maintenance and repair expenses.

Appendix G. Staff and Administrative Support

- Describe existing staff and administrative support for the proposed degree.
- Describe additional staff and administrative support needed for the proposed degree. Provide an estimate of the cost of additional staff and administrative support in Appendix I, Projected Five-Year Budget.

Appendix H. Student Support/Resources

- Describe existing student scholarships and financial aid that will support the proposed degree.
- Describe additional student scholarships and financial aid needed to support the proposed degree or major.
- For graduate programs, provide a summary of teaching and research assistantships, and fellowships that will be provided to recruit and support graduate students.
- Provide an estimate of the cost of these additional student scholarships, fellowships, assistantships and financial aid in Appendix I, Projected Five-Year Budget
- Memo from the Vice President for Enrollment Management that consultation occurred on needs of the new program financial aid resources.

Appendix I. Projected Five-Year Budget

Consult with the Assistant Provost for Academic Financial Operations at least by February 1 or sooner prior to the April 1 submission deadline to develop the new program's proposed budget.

- Provide a five-year budget projection, including projected revenues and expenses for the proposed degree. The budget should be prepared using the *Budget Template for New Graduate Programs Form* or *Budget Template for New Undergraduate Programs Form* found online through the link provided in the [Appendix-Forms](#) found at the end of this Handbook.
- Include projected revenues for full-time and part-time student enrollments, tuition rate per credit and tuition revenue. Growth should be projected over five years and reflected in the five-year budget.
- Determine the actual costs for faculty and staff, including projected salary increases and any costs required for replacing faculty in other programs. Include:
 - projected expenses for additional full-time and part-time faculty, salaries and benefits
 - costs of faculty research start-up funds, teaching load, exchange time, stipends and faculty support
 - additional library resources
 - information and computing resources
 - instructional and research facilities and equipment
 - staff and administrative support
 - student scholarships and financial aid
 - program start-up costs such as advertising or professional services

- Memo from the Director for Academic Financial Operations that consultation occurred on needs of the new program financial aid resources.

Board of Trustees New Program Proposal Presentation

Academic units submitting new program proposals that are recommended by approval by the Senate the Provost are advised to prepare a presentation (e.g., using PowerPoint) for the Board of Trustees that summarizes the following points:

- The name and type of proposed degree.
- The academic unit and/or program/department offering the degree
- A rationale for offering the program or degree, including the projected demand/enrollments and the planning process that went into the development of the new degree.
- A description of how the degree fits into the missions and strategic plans of the university, and/or the academic unit and/or the program/department
- A brief description of the degree, including its curriculum, faculty and required resources.
- A summary of how the degree compares with existing relevant degrees at Chapman University or at competing universities.
- Plans/timelines for implementation and for meeting any accreditation requirements.
- A summary of the five-year budget, including projected enrollments, revenues and expenditures. The budget must be reviewed by the Long Range Planning Council, the Executive Vice President/Chief Operating Officer and the Provost.

On occasion, program head may inform the Board of Trustees of degree proposals that they have in development, prior to receiving Undergraduate or Graduate Academic Council, Long Range Planning Council, Senate Executive Board or Senate approval. Presenters must be clear, however, about the status of each degree proposal when making their presentations. That is, only proposals that have received recommendations for approval from the Faculty Senate and the Provost should be presented to the Board of Trustees for a vote.

New Graduate Program Proposals for a Research Based Programs

The proposer of a new research-based degree program with comprehensive or qualifying exams and/or theses or dissertations must draft and track their graduate student’s progress milestones and statuses to monitor time-to-completion. The new program must (1) select the appropriate milestones, (2) set the order of the selected milestones, and (3) indicate the term (number) when the milestone is due. Here is a list of the suggested milestones:

Masters			Doctoral
	Thesis	Capstone	Dissertation
Comprehensive Exam	Thesis Option Declared	Capstone Option Declared	
Comprehensive Exam Option Declared			
Comp Exam Date Scheduled			Qualifying Exam Date Scheduled
Comp Exam Date Passed			Qualifying Exam Date Passed
Comp Exam Date Not Passed			Qualifying Exam Date Not Passed

Comp Exam Retake Date Scheduled			Qualifying Exam Retake Date Scheduled
Comp Exam Retake Date Passed			Qualifying Exam Retake Date Passed
Comp Exam Retake Date Not Passed			Qualifying Exam Retake Date Not Passed
			Advancement to Candidacy
	Committee* Formed	Capstone Advisor	Committee* Formed
	Annual Progress report	Annual Progress report	Annual Progress report
	Proposal Approved	Synapsys Approved	Proposal Approved
	Written Thesis approved	Capstone report approved	Written Dissertation approved
	Defense Scheduled	Presentation Scheduled	Defense Scheduled
	Defense Passed	Capstone presented	Defense Passed
	Defense Passed with Revisions		Defense Passed with Revisions
	Defense Not Passed		Defense Not Passed
	Library Submission Complete		Library Submission Complete

*If necessary, complete the [Volunteer External Thesis/ Dissertation Committee Member Form](#) and submit to GradEd@chapman.edu

Create program forms or use this [link to notify the Office of the Vice Provost for Graduate Education of each Milestone](#) ‘in real time’ and no later than 30 days after they are reached.

New Joint Degree

Joint degrees, which are only at the graduate level, are those that are shared between or among more than one college/school.

In general, the guidelines for submitting proposals for new joint degrees are similar to those above for new program proposals; however, some the additional information, which is the same information that is required for interdisciplinary degrees must be included in the proposal.

Any joint degree program with another institution requires a substantive change filing with WASC, and input from the Vice President/Chief Operations Officer and the Office of Legal Affairs.

Contact the [Vice Provost for Graduate Education Office at GradEd@chapman.edu](#) for any special instructions regarding the proposal of a new joint degree.

New Integrated Undergraduate/Graduate Program

An integrated program combines both undergraduate and graduate education by allowing the undergraduate student to be conditionally admitted into the graduate program while still completing all undergraduate degree requirements. The application process, prerequisites, GPA and graduate program requirements are as specified for each graduate program, however, a GPA

minimum of 3.0 is required for acceptance into an integrated program, even in cases in which a Master's program considers lower GPA requirements for non-Integrated students. Student's will receive conditional admission to the graduate program, pending completion of their bachelor's degree as stipulated in the graduate catalog.

While still enrolled as undergraduates, students may take and share up to 15 credits, although some programs may permit less than 15 credits (please consult the degree section of the catalog for the number of credits that can be shared by specific degree program combination). Please note the following regarding policies for undergraduate students enrolling in graduate courses:

- Undergraduate students are required to have a minimum 3.000 GPA to enroll in graduate level courses.
- Undergraduate students must have either already earned 90 credits or be enrolled in and anticipate having earned 90 credits before the first day of the graduate course(s) in which they wish to enroll.
- Graduate courses shared with undergraduate degree requirements will only appear on the undergraduate transcript.

Students complete the remaining credit hours of graduate coursework beginning the term after receiving the undergraduate degree.

At minimum, 15 credits must be earned at the graduate, post-baccalaureate level. The minimum number of combined undergraduate and graduate credits required for any integrated bachelors/masters program is 135 total credits.

Integrated programs should stipulate the specific 500-level graduate courses that lend themselves to including advanced undergraduate students, and which will be the least affected by having undergraduate students enrolled in them. In some programs this may be just one course, in others there may be a list of several courses from which a student can choose. The list of the approved 500-level courses that students may (or must) take after 90 credits of undergraduate coursework must be communicated to the Office of the Registrar.

Integrated programs should identify any particular undergraduate courses offered in Chapman University programs that satisfy prerequisites for entrance into the graduate courses, so that interested undergraduate students can be advised of this and can plan to take these courses in preparation for taking the graduate courses identified as appropriate for advanced undergraduates who have crossed the 90-credit threshold.

Approval Process for Integrated Programs

Integrated Undergraduate/Graduate Programs require approval by both the UAC and GAC and **must be submitted to both for approval**. This requires filing Proposal for a New Integrated Program using the New Integrated Undergraduate/Graduate Program Form found in the [Appendix-Forms](#) section of this Handbook. Note that the Graduate Catalog contains a detailed description of the Integrated Program and the Undergraduate Catalog will contain a shortened summary of the integrated program, with a link to the graduate catalog description. The deadline for submission is November 15.

If an Integrated Program is being proposed as part of a New Degree Program that is under the New Degree Program Proposal process, it may be submitted along with the new degree program. The approval process for the Integrated Program, requiring both Graduate and Undergraduate Academic Councils review and approval, may begin in fall, and “provisional approval” if given, will be provided pending the final result of the New Degree Program approval process by the Board of Trustees.

Recommendations on approval of integrated programs are required from the following:

- Graduate and undergraduate program/department faculty representative (both program/department faculty if programs/departments differ)
- Academic unit curriculum committee chair (both academic unit curriculum committees if academic units differ)
- Dean (both academic unit deans if academic units differ)

Information in the proposals required are the following:

1. Catalog description for the Integrated Program to be included in the Undergraduate and Graduate catalogs. The Undergraduate catalog copy should be brief, and refer to the Graduate catalog copy, which provides a fuller description of the program, the list of approved graduate courses that can be taken, and the application process.
2. List the specific approved graduate courses that students must take in the program to be submitted to the Office of the University Registrar.
3. The maximum limit of graduate credits listed in an Integrated Program that may be taken by an undergraduate student and counted towards both graduate and undergraduate degree completion. The limit is 15 credits, but it may be less.
4. List of any undergraduate courses offered in Chapman University programs that satisfy prerequisites for entrance into the graduate courses.

Both Graduate and Undergraduate Academic Councils review and give final approval to new integrated undergraduate/graduate programs.

Programs/departments offering such programs must coordinate with the Office of the University Registrar, since that office has to give the program a code to track the student’s progress and allow for the double counting of credits.

Programs/departments should also provide information on these programs to the Office of Enrollment Management and Admissions Office in order for these programs to be included in admissions materials and planning.

New Undergraduate Minor

A minor can originate with faculty members or administrators and recommendations on approval are provided by the appropriate program faculty, academic unit curriculum committee, and Dean. The minor is reviewed by the Undergraduate Academic Council. The UAC informs the Senate Executive Board (SEB) of their recommendation, and the SEB may choose to submit the minor to the full faculty senate for review and recommendation. Final approval of a new minor rests with the Provost.

Academic requirements for a minor are contained in the Undergraduate Academic Catalog in the Undergraduate Degree Requirements section, which should be consulted in designing a new minor.

Process for submission of new minors

Timely consultation and consequent supporting documentation will ensure that the curriculum proposal is reviewed expeditiously. It is recommended that the Provost be consulted regarding the initiation of any new minor program proposal. The Dean of the school or college in which a new undergraduate minor program is being proposed should meet with the Provost before the proposal is begun. The Provost can give guidance on the timing of the new undergraduate minor program proposal, its fit with the current strategic plan, and is able to discuss potential resources needed and available.

Consultation should occur with the following, prior to submission of the proposal, as appropriate:

- Vice Provost for Undergraduate Education and Student Success to ensure that academic policies are being followed in degree design
- Director of Accreditation & Assessment regarding accreditation and assessment requirements
- Vice President for Enrollment Management

New undergraduate minors are filed using the Undergraduate New Minor Proposal form found in the [Appendix-Forms](#) section of this Handbook to document consultations and recommendations for approval.

Information on new minors that is required as described below is to be submitted to a file sharing system in a file setup by the Office of the Vice Provost for Undergraduate Education and Student Success. Request that the file sharing folder for the information regarding the minor to be set up by emailing UndergradEd@chapman.edu. When preparing information for the minor, please submit all information below into the shared files set up for that minor application. Links to the information will be made available to all reviewers.

The proposal for a new undergraduate minor must include the following information:

Executive Summary

- Full name of the minor and academic unit proposing the minor
- Term of first instruction
- The need the minor will fulfill
- Full Catalog listing as it will show in catalog (for questions regarding catalog format, consult the Vice Provost for Undergraduate Education and Student Success), including the following:
 - Description of minor
 - Name and email of minor coordinator for students to contact with questions or for advising

- Any academic requirements, such as GPA requirement, whether courses must be taken for letter grade, number of upper division credits required (minimum 12), or any other requirements
- Any related minors or majors that may not be taken with this minor due to overlap of credits (which is in violation of the 12-unique credit rule for minors)
- Overall number of credits required
- Required courses
- Elective courses

Courses

- Provide syllabi for all courses, and, for new courses that will need to be developed, provide course descriptions and draft syllabi
- If minor requires courses from other departments or is an interdisciplinary minor, please provide documentation of permissions from the offering program/department for any courses that are not offered by the program(s)/department(s) sponsoring the minor
- Proposed schedule of course offerings (Show that students will be able to complete the minor during a normal undergraduate course of study at Chapman, based on when courses are regularly offered)
- Approvals from other departments/programs for courses may be shared with this minor

Faculty

- List current faculty members who will teach in the proposed degree or major. Give rank, appointment status, highest degree earned, date and field of highest degree.
- In a separate digital file, provide all faculty Curriculum Vitae

Learning Outcomes, Curriculum Map, Assessment

- The learning outcomes of the minor (what will students know and be able to do? What values or dispositions will they develop?) and a [curriculum map](#) showing how these learning outcomes will be achieved. How will students' knowledge, skills, values and/or dispositions be assessed/measured?

Resources need

- Description of any additional resources needed (faculty, staff, equipment, library resources, budget, space)
- Should additional resources be required, provide documentation that such resources will be provided. Documentation must be signed by the source of the resources (usually the Dean or Provost)

Consultations

- Provide documentation that consultations with the Vice Provost for Undergraduate Education and Student Success, Director of Accreditation & Assessment and Vice President for Enrollment Management took place. Copies of emails are sufficient documentation.

When courses are included in a minor that are not from the sponsoring program(s)/department(s), documentation of permission to offer such courses must be obtained from the relevant

program/department. Permissions may be contained in emails that filed in the new minor program filing sharing system folder, as described under “Courses” above.

Recommendations for approval are required by the following:

- Representative of program/department faculty
- Academic unit curriculum committee
- Dean

Any party listed above may submit a memorandum in support or nonsupport of the minor.

The final decision on approval of an undergraduate minor is given by the Provost.

Interdisciplinary minors follow the same procedures given above. In addition, an interdisciplinary proposal must receive recommendations for approval from:

- Program/department faculty of programs/departments sponsoring the minor,
- Curriculum committee(s) of academic units sponsoring the minor
- Dean(s) of academic units sponsoring the minor

Add additional forms for signatures as needed.

The submission deadline for new minors is November 15, in order to provide the Undergraduate Academic Council sufficient time to review the submission.

The Undergraduate Academic Council presents new minors recommended for approval to the Senate Executive Board, which then determines if there is a need for the proposed minor to be sent to Faculty Senate for review and recommendation on approval. This is rarely required, but is an option for faculty senate.

New Emphasis, Area of Study, Specialization, or Credential

A new emphasis, area of study, specialization or credential may be added to an existing degree program. (Note that specializations and credentials only apply to graduate programs.) An emphasis, area of study, specialization, or credential can originate with faculty members or administrators and must be reviewed and a recommendation on approval provided by the appropriate academic unit curriculum committee, the department/program faculty, and dean. The deadline for filing for a new emphasis, area of study, specialization or credential to be added to an existing degree program is November 15.

Undergraduate Programs: Addition of a new emphasis or area of study in an undergraduate program is done through the program revision process and is considered to be a “complex” revision.

Policy regarding undergraduate emphasis or area of study: If an undergraduate program has a major with more than one emphasis or area of study, there should be a common core of courses totaling no less than 12 credits. Chapman does not distinguish between terms “emphasis” and “area of study” at the undergraduate level in structure of degree, however, an “emphasis” is listed on a student’s undergraduate transcript, while an area of study is not.

Graduate Programs: The proposal for a new emphasis, area of study, specialization or credential is submitted by sending the completed New Graduate Emphasis, Area of Study, Credential, Specialization Form found in the [Appendix-Forms](#) section of this Handbook to the Graduate Academic Council, accompanied by position memos from the program/department faculty, the academic unit curriculum committee, (required) and the dean (optional).

Policy regarding Graduate Program Emphasis: All organized subsections of a graduate program shall be named emphases. The number of new courses must not exceed 40 percent of the program. There must be a minimum of 12 credits in the emphasis.

The submission process requires timely consultation and consequent supporting documentation will ensure that the curriculum proposal is reviewed expeditiously. Consultation for graduate proposals should occur with the following, as appropriate:

- Vice Provost Graduate Education to ensure that academic policies are being followed in degree design
- Director of Accreditation and Assessment regarding accreditation and assessment issues

Recommendations on approval are required by the following:

- Program/department faculty representative
- Academic unit curriculum committee
- Dean
- Graduate Academic Council

The final decision on approval is given by the Provost.

A new emphasis, areas of study, specialization, or credential is filed using the New Graduate Emphasis, Area of Study, Specialization, or Credential proposal form found in the [Appendix-Forms](#) section of this Handbook, with all required information listed below attached to the form. The proposal is due, with consultations completed and recommendations for approval obtained from the program/department faculty, curriculum committee and dean by November 15. The proposal and accompanying signatures should be submitted the Office of the Vice Provost for Graduate Education (GradEd@chapman.edu), who will forward it on to the Graduate Academic Council for consideration.

The proposal for a graduate emphasis, area of study, specialization or credential must include the following information:

- Full name of the emphasis, area of study, specialization or credential and academic unit and/or program/department proposing it.
- Term of first instruction.
- Catalog description.
- The learning outcomes of the emphasis, area of study, specialization or credential and curricular map for degree with new emphasis, emphasis, area of study, specialization or credential, together with a plan for assessing the learning outcomes.
- The need the emphasis, area of study, specialization or credential will fulfill.

- List the number of credits required. (Show that the emphasis will fall within credit requirements for emphases).
- Required courses.
- Elective courses.
- New courses that will need to be developed. In a separate digital file, provide course descriptions and syllabi for all new courses.
- Proposed schedule of course offerings.
- List current faculty members who would teach in the proposed degree or major. Give rank, appointment status, highest degree earned, date and field of highest degree. In a separate digital file, provide CVs.
- Additional resources needed (faculty, staff, equipment, library resources, budget).
- If internships are required, evidence of availability of appropriate internship sites.

New Certificate for Academic Credit

A certificate program that enrolls students for academic credit can originate with faculty members or administrators and must be reviewed and a recommendation on approval provided by the appropriate academic unit curriculum committee, the program/unit faculty and dean of the unit. The proposal for the certificate is then submitted to the Undergraduate or Graduate Academic Council, accompanied by position memos from the program/department faculty, the academic unit curriculum committee (required), and the Dean (optional).

Timely consultation and consequent supporting documentation will ensure that the curriculum proposal is reviewed expeditiously. Consultation should occur with the following, as appropriate:

- Vice Provost for Undergraduate or Graduate Education to ensure that academic policies are being followed in certificate design
- Vice Provost of Operations and Finance
- Director of Accreditation and Assessment regarding accreditation and assessment issues specific to certificates

Review for recommendation on the proposal is required by the following:

- Representative of program/department faculty
- Academic unit curriculum committee
- Dean
- Undergraduate or Graduate Academic Council

The final decision on approval is given by the Provost.

New certificates for academic credit are filed using the using the New Certificate for Academic Credit Proposal form found in the [Appendix-Forms](#) section of this Handbook, with all required information listed below attached to the form.

The proposal for a certificate in which students enroll in courses for credit must include the following information:

- Full name of certificate
- Name of the academic unit or program/department offering the certificate

- Description of the program
- Proposed catalog listing
- Admission criteria
- Learning outcomes for certificate program
- Course content and number of credits required
- List of new courses
- Expected enrollment and impact on courses offered
- Start date of program
- Number of new faculty needed
- Name of faculty to be contacted by students with questions or for advising
- Additional facilities or equipment needed
- Additional library resources needed
- Any other resources needed not listed above

The deadline for filing an application for a new Certificate for Academic Credit is November 15.

New Extended Education Certificates (Not for Academic Credit)

Note: this section is provided for informational purposes only. Non-credited programs are not reviewed by faculty councils, faculty senate, or the provost.

Extended Education programs that result in non-academic certificates of completion are operated within individual schools and colleges. The Office of Provost supports quality and compliance in extended education programs and courses.

Any school or college that seeks to offer a new extended education course or program must have the course/program reviewed by the Office of the Provost. Please contact the Vice Provost of Operations and Finance, who will provide details on the approval process.

Extended Education programs are not listed in the catalog, nor are the courses recorded on a student's undergraduate or graduate academic transcript.

As non-academic programs, Extended Education programs do not require review from the Undergraduate or Graduate Academic Councils.

Self-designed majors and minors (undergraduate only)

Note: The process from self-designed majors is handled through application by the student to the Office of the University Registrar. It is provided here only for informational purposes.

The Undergraduate Academic Council allows for students to design their own majors and minors under specific circumstances. The policies allowing for self-designed majors and self-designed minors are listed in the Undergraduate Academic Catalog and repeated below.

Self-designed majors and minors are submitted for approval through the Office of the University Registrar. Self-designed majors are approved by the Undergraduate Academic Council and self-designed minors are approved by the General Education Committee. Forms for submission are found on the [Registrar-Forms](#) webpage.

All self-designed majors and minors require a faculty advisor, who works with the student on the application process and serves as the student's program advisor through to the completion of the major or minor. Faculty advisors must be full-time faculty members. The program/department head from the program/department that has the most credits contained in the degree serves as the major or minors approving program/department head. It is the responsibility of the faculty advisor and the program/department head to ensure the academic integrity of proposals submitted for approval by the Undergraduate Academic Council. Students submitting self-designed programs should be advised the approval of these proposals is not automatic.

Self-designed majors and minors are meant to serve the needs of students to design unique programs that are interdisciplinary in nature and cross the boundaries of disciplinary fields. They are not intended to serve as a means to provide a major when a program has not filed for a new degree program. While these may be approved to support programs in the development of a new major or minor, if numbers increase in applications of specific academic programs, programs/departments will be asked to submit new degree program or new minor proposals to meet the growing interest and need of students.

Self-Designed Major

A self-designed major is possible for a student who wishes to explore complex questions that draw from more than one traditional discipline or cross disciplinary boundaries in terms of content, theory, methodology and practice. In a self-designed major, it is expected that the student will analyze and synthesize information from multiple perspectives to construct new forms of knowledge.

A self-designed major should reflect a program of study that cannot be replicated through any of the University's existing majors or by any major/minor combination that is offered. The program of study must be coherent and characterized by intellectual diversity, research, scholarship, and creativity. Like other majors, a self-designed major must provide curricular depth and include the following:

- a set of foundational courses dependent upon the discipline
- advanced courses that give coherence and depth to the major; and
- a significant capstone project, which synthesizes and integrates learning in the major

There should be, as appropriate to the field of study, a research methods course, theoretical studies classes, skills development classes and practical application classes.

The self-designed major must rely primarily on courses offered at Chapman. A self-designed major is not meant to provide for academic studies that current faculty and curricular offerings cannot support. No more than two courses may be used from another institution, whether domestic or international (including study abroad).

The majors currently offered by the College's academic units and programs/departments and interdisciplinary programs are carefully designed and rigorously reviewed by the faculty for intellectual depth and coherence. Students who wish to propose a self-designed major should expect that their proposals will be held to the same standards. The self-designed major petition

process therefore requires a significant amount of time and reflection, development of appropriate learning outcomes, and demonstration that the courses chosen for the major address the development of the student in achieving the stated learning outcomes. A student wishing to pursue a self-designed major must work closely with their advising faculty in the relevant academic units and program/departments to construct their major proposal to meet these requirements.

In order to demonstrate intentionality and appropriate planning in the design process of the self-designed major, the application for approval must be filed by the appropriate deadlines, may not be filed until a student has completed a full semester at Chapman, and should be completed before no more than 50% of the courses in the self-designed major have been completed and/or before the student has earned 75 completed credits.

Students must be in good academic standing with a cumulative GPA of 3.0 or higher.

Approval is required by the following:

- a faculty advisor
- a sponsoring academic unit/department and
- the Undergraduate Academic Council

Detailed guidelines, forms and a timetable for submission for a self-designed major are provided on the [Self-Designed Major](#) application form found on the Registrar's Office [Student Services Forms](#) webpage. These guidelines are subject to change by the Undergraduate Academic Council.

Self-Designed Minor

Note: The process from self-designed minors is handled through application by the student to the Office of the University Registrar. It is provided here only for informational purposes.

A self-designed minor is possible for a student who wishes to explore complex questions that draw from more than one traditional discipline or cross disciplinary boundaries in terms of content, theory, methodology and practice. In a self-designed minor, it is expected that the student will analyze and synthesize information from multiple perspectives to construct new forms of knowledge and/or creative expression.

A self-designed minor should reflect a program of study that cannot be replicated through any of the University's existing minors or by any major/minor combination that is offered. A self-designed minor is not meant to provide for academic studies that current faculty and curricular offerings cannot support. If a minor is not offered in the particular area of study of the self-designed minor at Chapman, a statement must be provided by the chair, unit director or associate dean of the academic unit as appropriate stating that the self-designed minor program can be supported by the academic unit.

The program of study must be coherent and characterized by intellectual diversity, research, scholarship, and creativity. Like other minors, a self-designed minor must provide curricular depth and a clear pedagogical through-line. It should include the following:

- a set of foundational courses dependent upon the subject of the minor
- advanced courses that give coherence and depth to the minor; and
- an upper division course, individual study or internship that provides the opportunity to synthesize and integrate the learning in the minor

The self-designed minor must rely primarily on courses offered at Chapman. No more than two courses may be used from another institution, whether domestic or international (including study abroad).

The self-designed minor must meet the same requirements that apply to existing minors:

- The minor must be in a discipline outside of the student's major. For interdisciplinary minors, the discipline of the minor will be considered as the subject area or areas in which the most courses are required.
- For students with an interdisciplinary major, the designated discipline is the subject in which the greatest number of upper-division credits are required in the major.
- A minimum of 21 credits, 12 of which may not be duplicated by the major or any other minor. Such duplication includes a review of possible elective choices that may be taken in that major or minor.
- A minimum of 12 upper-division credits. A lower-division course accepted as a substitution or equivalent to an upper-division course does not count toward this requirement.
- A minimum of six upper-division credits completed in residence.
- A 2.000 cumulative GPA and 2.000 GPA for all upper-division coursework.

The self-designed minor is not intended to allow students to simply "redesign" existing minors to suit their personal preferences in courses or schedules. Accordingly, a self-designed minor must not contain more than 40 percent of the requirements of an existing minor, and it may not include more than 2 courses or up to 8 credits, whichever is less, not offered by Chapman University.

The minors currently offered by the University's academic departments and interdisciplinary programs are carefully designed and rigorously reviewed by the faculty for intellectual depth and coherence. Students who wish to propose a self-designed minor should expect that their proposals will be held to the same standards. The self-designed minor petition process therefore requires a significant amount of time and reflection, development of appropriate learning outcomes, and demonstration that the courses chosen for the minor address the development of the student in achieving the stated learning outcomes. A student wishing to pursue a self-designed minor must work closely with a full-time faculty member in the relevant department(s), who will serve as the advisor to the minor and will assist the student to construct their minor proposal to meet all requirements.

Approval is required by the following:

- a faculty advisor
- a sponsoring department, or departments in the case of interdisciplinary minors, and
- the Faculty General Education Committee

In order to demonstrate intentionality and appropriate planning in the design process of the self-designed minor, the application for approval:

- must be filed by the appropriate deadlines
- may not be filed until a student has completed a full semester at Chapman
- should be filed before the student has completed no more than 50% of the courses in the self-designed minor and
- must be filed before the student has earned 75 completed credits

Students must be in good academic standing with a cumulative GPA of 3.0 or higher at the time of filing to be eligible to apply for a self-designed minor.

Self-designed minor applications are due no later than the end of week 8 of each full semester to receive approval to begin the following semester. Applications received after that date will not be approved until the following semester. Students are advised that it may take up to 3-4 weeks for review and approval, and no approvals are given over the summer.

Detailed guidelines, forms and a timetable for submission for a self-designed minor are provided on the Self-Designed Minor application form found on the Office of the University Registrar's [Student Services Forms](#) webpage. Self-designed minors are submitted to the Office of the University Registrar and are reviewed for approval by the General Education Committee.

These guidelines are subject to change by the General Education Committee and/or the Undergraduate Academic Council.

Revisions of Existing Programs

(Note: The revision of academic programs is handled entirely through the Curriculog program proposal revision process. Should training be required, contact [Margaret McDonough Monroe](#). Should assistance be required, please contact the appropriate Vice Provost's office prior to submission (GradEd@chapman.edu or UndergradEd@chapman.edu).

Program revisions are two distinct types:

Complex revisions are change(s) in any of the following:

- Change in several required courses (more than 25% overall of required courses);
- change in overall number of credits,
- change in structure of the degree (new areas of study or emphases, revision of core structure);
- change in name of program;
- change in CIP code of a program;
- changes that are significant and may have implications for accreditation.

Simple revisions have no overall change in credits. Changes are only to any of the following:

- change in program description
- changes in electives only, or simple changes in courses in core (less than 25% with no substantive structure change to core curriculum);
- change in any degree catalog information, including, for instance, grade requirements, course sequencing, suggested plans for degree completion and other minor changes to degree requirements.

If there are questions as to whether a revision is simple or complex, please consult with the Vice Provost for Undergraduate Education at UndergradEd@chapman.edu and/or the Vice Provost for Graduate Education at GradEd@chapman.edu as appropriate.

Proposals for simple revisions in existing programs are routinely reviewed and signed off on by the Vice Provost for Graduate or Undergraduate Education as appropriate. Actual approval is by the academic unit of the program. The appropriate vice provost reviews these changes for clarity and to ensure that academic policies are followed.

Proposals for revisions that are deemed complex must go to the Director of Accreditation and Assessment, and the Vice President for Enrollment Management. A curriculum change that is greater than 25% of the entire curriculum must be reported to the regional accreditor, WASC, and may include additional filing requirements. For programs with such changes, the faculty must work with the Director for Accreditation and Assessment on appropriate submissions to WASC.

The Revision Process

Proposals for revising existing programs may originate with faculty or administrators.

Complex program revisions that may have implications for WASC Senior College and University Commission (WASC) accreditation (e.g., those that involve “substantive changes” that involve more than 25%) may be required to go through the entire new program approval process, including Senate Executive Board, Faculty Senate and Board of Trustees (BOT) approval.

Any question as to whether a program revision is a substantive change should be brought to the Director of Accreditation and Assessment for review, by either the individual proposing the change or the Vice Provost for Graduate or Undergraduate Education providing preliminary review of the change proposal.

Curriculum revision that involves a 25% or greater change in the curriculum may require WASC submission.

Proposals are submitted by the originator through the [Curriculog proposal system](#), choosing from the following forms: *(if new naming conventions are being used, update this section)*

- 2023-2024 Grad Complex Revisions to Existing Degrees and Programs
- 2023-2024 Grad Simple Revisions to Existing Degrees and Programs
- 2023-2024 Undergraduate Complex Revisions to Existing Degrees
- 2023-2024 Undergraduate Simple Revisions to Existing Degrees

For inclusion in the following year’s catalog, the deadline is **December 1** for the proposal to be reviewed and completed by the academic unit approvers (program/department faculty representative, curriculum committee chair, dean) and submitted for final approval, but submitting earlier is encouraged, particularly for complex changes. Those providing documentation of consultation or recommendations on approval are notified through the

Curriculum process, and comments may be sent to the originators and others in the approval process through that system.

The Process in Detail

A proposal to revise an existing degree program, integrated program, minor, emphasis, area of study, specialization, credential or certificate for academic credit depends on status as simple or complex revision.

All proposals for program revision must include:

- Rationale for the proposed changes
- Discussion of the impact on schedules, space and funding, and faculty allocations because of this revision
- Discussion explaining changes (if any) to:
 - the PLO curricular map,
 - learning outcomes assessment, and,
 - for undergraduate programs, changes to the WASC Core Competencies assessment process.
 - Attachments are required for new learning outcomes, PLO maps, and Learning Outcomes Assessment plan changes.

(Note that these items are required for all complex changes)

Complex Revisions:

Complex change proposals are reviewed by the following for consultation, and such consultation should be filed by November 15 or sooner:

- Vice President of Enrollment Management of any complex program revisions to notify of any changes that might affect recruitment and enrollment.
- Vice Provost for Institutional Effectiveness, Faculty Affairs and Accreditation Liaison Officer and/or Director of Accreditation and Assessment to consult on matters pertaining to potential WASC “substantive change” requirements and on matters pertaining to program learning outcomes and assessment
- Vice Provost for Undergraduate Education and/or the Vice Provost for Graduate Education for review regarding policy and procedure compliance of program revisions.

Following above consultation, the proposal is reviewed by:

- Representative of program/department faculty
- Academic unit curriculum committee
- Dean

These parties will submit a recommendation on approval and may submit memoranda in support of the revisions. The recommendations on approval may include memoranda from the program/department faculty, curriculum committee and/or dean, stating the reason for their position on approval.

Following the academic unit recommendations, the proposal is submitted to the UAC and/or GAC as applicable, no later than December 1:

- UAC or GAC reviews and approves complex revisions to existing programs or degrees that do not involve accreditation changes.

- Complex revisions that have implications for WASC accreditation must go through the same approval process as new program proposals, including Senate Executive Board, Faculty Senate and Board of Trustees (BOT) approval.

Since most members of the Undergraduate or Graduate Academic Council are not experts in the fields whose programs they are considering, care must be taken to communicate to those outside the field the nature and importance of any proposed changes.

Simple Revisions:

Simple revision change proposals are reviewed by the following, and are to be filed no later than December 1:

- Representative of program/department faculty
- Academic unit curriculum committee
- Dean

These parties will submit a recommendation on approval and may submit memoranda in support of the revisions. The recommendations on approval may include memoranda from the program/department faculty, curriculum committee and/or dean, stating the reason for their position on approval.

Following the academic unit recommendations, the proposal is submitted by December 1 to Vice Provost for Undergraduate Education and/or the Vice Provost for Graduate Education for review regarding policy and procedure compliance of program revisions. As long as the academic unit approval recommendations are unanimous, final approval is given by the Vice Provost for Undergraduate Education and/or the Vice Provost for Graduate Education. Should these recommendations not be unanimous, the proposal will be forwarded to UAC or GAC for review and approval.

Closing a Program

The closure of a program does not happen often. It is recommended that a program/department or academic unit work closely with the appropriate Vice Provost Office to ensure that all steps are followed and documented. Use the forms provided in the [Appendix-Forms](#) for each type of program closure to document the process.)

WASC Policy for Program Closure Teach-out Plans

In the event of program discontinuance, Chapman adheres to the WASC policy for program closures. The home department must make best efforts to ensure that all matriculated students have a pathway to graduation. Details and templates can be found in the [WASC Teach-Out Plans and Agreements Guide](#).

Closure of an Existing Degree Program

The closure of an existing degree program is a serious matter that requires careful deliberation, informed by the alignment of resource allocations with the Chapman Strategic Plan’s stated goals and aims and those of the university as a whole.

Closure may be prompted by

- the program review process
- a change in University or academic unit goals and operations
- an issue tied to accreditation
- a significant change in enrollment or enrollment prospects
- a significant change in the program/department faculty needed to provide the program, or
- another situation that may arise.

In some cases, the decision to recommend program closure is a unanimous decision on the part of the provost, dean and program/department unit faculty. In other situations, the decision may be of concern to some, if not all, parties affected by the closure, and/or members of the university at large, and there may not be a unanimous decision on the closure from all parties concerned.

In addition, it is important to recognize that a pending decision to close a program creates potential problems for current applicants. A decision to halt applications or suspend admissions should be taken in consultation with the

- Provost
- Office of Admissions
- Director of Accreditation and Assessment
- Program/department faculty
- Dean

Such consultation should happen immediately upon consideration of program closure so that appropriate action can be taken as quickly as possible to provide the least disruption to the current program applicants and students.

At all times throughout the closure process, the information regarding the Proposal to Close Program and all comments made should be available to those parties engaged in the decision-making process. The process should be clear, efficient, and allow for faculty consultation.

The process below addresses two situations: 1) Alternative 1 is the pathway if there is full agreement on a recommendation to close a program by the parties in the academic unit involved and the provost, and 2) Alternative 2 provides a pathway if there are concerns or disagreements about the recommendation to close the program by parties in the academic unit and/or others in the University. Both processes allow faculty consultation, but in situations in which there is full agreement on the recommendation, the proposal may not need to go through the entire process prior to the full faculty senate review.

Below is the process in brief, followed by a more detailed explanation of the process.

THE PROCESS IN BRIEF

Summary	Action(s)
Step 1: Written <u>Preliminary Rationale for Degree Program Closure</u> presented	<p>Originator submits written <u>Preliminary Rationale for Degree Program Closure</u> to program/department faculty, curriculum committee, dean, provost</p> <p>Written notification is given to Office of Admissions and to the Vice Provost for Institutional Excellence and Faculty Advancement.</p> <p>Other offices are notified as recommended</p>
Step 2: Meeting held to discuss <u>Preliminary Rationale</u>	<p>Meeting(s) held with originator and program/department faculty, curriculum committee, dean and provost to discuss <u>Preliminary Rationale</u>; also, to discuss any need to suspend admissions or other process necessary. Originator may continue process by moving to Step 3 or take no further action.</p>
Step 3: <u>Proposal to Close a Degree Program</u> prepared and provided to parties in academic unit	<p>Academic unit review period begins: <u>Proposal to Close Program</u> submitted by originator to program/department faculty, curriculum committee and dean for review and comment.</p>
Step 4: Academic unit review and comment	<p>Academic unit review period: program/department faculty, curriculum committee, and dean review proposal; outside constituencies consulted as needed. Recommendations are prepared for review by all parties.</p>
Step 5: Final Review and Comment Period at the academic unit level	<p>Following the end of the review and comment period, all members of the program and academic unit have 7 days/1 week to review the comments from all parties and make corrections or clarifications as needed.</p>
<i>Alternative 1: All academic unit parties and Provost are in support of Program Closure</i>	
Step 6/Alternative 1: Proposal with all recommendations sent to UAC/GAC and LRPC for review	<p>UAC/GAC review process <u>Proposal to Close Program</u>, particularly as it affects the teaching-out of the program, and provide comments to the Provost, SEB, Unit and Provost. If no issues are present, <u>Program Closure Proposal</u>, with comments, is forwarded to SEB for action</p> <p>LRPC reviews <u>Proposal to Close Program</u>, particularly with respect to long term impact on</p>

	<p>university planning, and provides comment as needed. If no issues are present, Program Closure Proposal, with comments, is forwarded to SEB for action</p>
<p>Step 7/Alternative 1: SEB reviews Degree Program Closure Proposal and comments from UAC/GAC, LRPC and comments, and if there is agreement, recommendation for Program closure is sent to Provost for final action</p> <p>If not, review of proposal is put on Faculty Senate agenda by SEB and their recommendation is sent to the Provost for final action</p>	<p>The SEB reviews the Proposal, the comments, and any other information provided by parties that may be affected by the proposal and who have not been consulted appropriately, if such information is available. If, after review, there is concurrence on program closure from all parties (units, councils, SEB), SEB forwards comments to Provost for final action.</p> <p>HOWEVER, if a compelling issue is discovered in the review, then SEB places review of Proposal to Close Program on Senate Agenda for review by the full Faculty Senate, the results of which are sent to the Provost, who takes final action.</p>
<p><i>Alternative 2: There is not unanimous agreement among academic unit parties, and/or with the Provost for closure.</i></p>	
<p>Step 6/Alternative 2: Proposal with all academic unit recommendations and comments sent to UAC/GAC, LRPC and SEB.</p> <p>SEB places request for review of Proposal on Faculty Senate Agenda</p>	<p>UAC/GAC and LRPC review Program Closure Proposal, and forward all comments and recommendations to SEB</p> <p>All recommendations and comments provided to UAC/GAC, LRPC, SEB for review and recommendation and posted for Faculty Senate review</p>
<p>Step 7/Alternative 2: SEB review of Proposal to Close Degree Program and all recommendations and comments from UAC/GAC, and LRPC</p>	<p>SEB provides recommendation and comments on Proposal to Close Degree Program and presents all prior materials for Faculty Senate for consideration</p>
<p>Step 8/Alternative 2: Faculty Senate reviews Proposal to Close Degree Program and all comments and recommendations from prior reviewers</p>	<p>Recommendations and comments from all academic units, UAC/GAC, LRPC, SEB are provided for Faculty Senate Review and recommendation.</p>
<p>Step 9/Alternative 2: Faculty Senate votes on recommendation on Proposal to Close Degree Program</p>	<p>Faculty Senate votes and the result is sent to the Provost by the SEB, along with all prior comments and recommendations. The Provost takes final action.</p>

CLOSURE PROCESS IN DETAIL

A proposal to terminate an existing program or degree may originate from the

- Provost
- Dean
- Program/department faculty

Step 1: No matter where the proposal originates, a Preliminary Rationale to Close Degree Program is drafted by the originator and is immediately provided to the program/department faculty, academic unit curriculum committee, dean, and provost for discussion and consideration.

The Office of Admissions and the Vice President of Institutional Effectiveness and Faculty Advancement are notified of the proposed closure and consulted in the preparation of the Preliminary Rationale for Program Closure, so that they may provide the proposer with information about the closure process that will need to be addressed and should be included in the Preliminary Rationale.

It is recommended that the following be notified in writing of the Preliminary Rationale for informational purposes and to provide assistance as needed in proposal preparation:

- Vice Provost for Undergraduate Education/Graduate Education
- Vice President of Institutional Effectiveness and Faculty Advancement
- Enrollment Services/Registrar
- Strategic Marketing & Communication
- EVP/COO (if proposal is an international or joint program with another school)
- Legal Affairs (if proposal is an international or joint program with another school)

This Preliminary Rationale to Close Degree Program must include:

- An explanation of the reasoning or situation that has initiated the proposal to close the program
- A brief impact analysis the effect of the proposed closure, including:
 - Expected impact on current students
 - Expected impact on current applicants
 - Accreditation issues that will arise from program closure
 - Expected impact on all faculty, with specific attention to how current tenured faculty will be affected
- Preliminary plans to address each of the situations above
- Discussion of economic factors that either are a part of the decision for closure or will be created by the program closure
- Discussion of how closure aligns with university strategic plan
- A clear timeline for program closure addressing deadlines for each step in the process, including any steps that need to be immediately taken depending on when the closure process is initiated, such as suspension of admission process.
- *In a situation in which the timeline for the decision on closure needs to be expedited for a legitimate and agreed upon reason, the proposer may ask the program/department faculty, curriculum committee, councils and SEB to reduce the timeline for the process as much as is possible, and still allow for faculty consultation into the closure process.*

No form is provided for the preparation of the Preliminary Rationale to Close Program but the proposer should follow the outline above in its preparation.

Step 2: A meeting is called by the proposer with program/department faculty, the academic unit curriculum committee, the dean, and the provost to allow for open discussion by these parties regarding the Preliminary Rationale. Questions, concerns, objections to, and support for the closure of the program should be brought to this discussion, so that information may be provided, if available, or will be made available following the meeting in the Proposal to Close Program. (Note: this meeting is for program/department faculty, curriculum committee, and administration and is designed to facilitate the process. It is not an open meeting, which can happen later in the process if needed.) At this meeting, a timeline is established for the development of the Proposal to Close Program, and for the response by the program/department faculty, academic unit curriculum committee, and dean to the proposal.

Step 3: Following this meeting, if the proposer wishes to continue with the closure proposal, a comprehensive Proposal to Close Degree Program is prepared and submitted to the program/department faculty, academic curriculum committee, and dean. This full proposal is an opportunity to address concerns, answer questions and provide more detailed information to all members of the academic unit that may have arisen in the prior meeting, as well as provide substantive information on the reason for and process to close the program. This document becomes the primary document reviewed by members of the academic unit and all subsequent reviewers. The Proposal to Close Degree Program must contain, at a minimum:

- An explanation of the reason for or situation that has initiated the proposal to close program, and rationale for the benefits to the university of the program closure
- Discussion of economic factors that either are a part of the decision for closure or will be affected by closure
- Discussion of how closure aligns with the University strategic plan
- A timeline for program closure, including any steps that need to be immediately taken, depending on when the closure process is initiated (such as suspension of admissions if practicable or necessary)
- A detailed impact analysis of closure, including:
 - A teach-out plan to allow current students to complete their degree program
 - A plan for notification of current applicants
 - An explanation of accreditation issues to be addressed and processes to be followed
 - The impact of program closure on other programs in terms of faculty, students, and curriculum shared with or contained within any other program(s), including on general education and interdisciplinary majors and minors, if undergraduate program
 - A discussion of how current faculty will be affected by the closure, including current part-time, full-time, tenure track and tenured faculty, and any specific plans for those faculty, specifically tenured faculty, as a result of the program closure
 - A discussion of how current staff will be affected as a result of the program closure
- Any additional information requested or that can be provided to assist the program/department faculty, dean, councils, senate executive board, faculty senators and

provost to understand the reason for the proposal to close the program and impact of the closure.

- The Proposal to Close Degree Program form can be found in the [Appendix-Forms](#) found at the end of this Handbook.

Step 4: Upon receipt of the full Proposal to Degree Close Program, and within the time agreed upon in Step 2, the program/department faculty, the curriculum committee, and the dean provide a response to the proposal with a recommendation for or against closing the program. It is recommended that a rationale for the recommendation is provided by each party when appropriate.

Any party may request information from students and alumni, which may be incorporated into the recommendation reached. In situations in which such parties may have a strong reaction to the proposed closure, it is recommended that students, alumni, and/or other parties with a stake in the decision be provided an avenue to express their concerns, whether in a public meeting or in writing, and that such concerns become a part of the record of the Proposal to Close Degree Program. At the end of this period, all recommendations and other documents created are collected and posted. While it is recommended that the program/department faculty and college/school curriculum committee each provide a separate group response, any individual in the academic unit may submit a separate individual response to the recommendation for approval/non-approval of the Proposal to Close Degree Program.

Step 5: All recommendations and other documents created are available to be reviewed by the program/department faculty, academic unit curriculum committee, dean, and the originator (if outside the academic unit) during the subsequent 5 business days/1 week. Comments and responses may be posted in response and should be limited primarily to omissions or corrections to statements of fact.

ALTERNATIVE ONE

Step 6/Alternative 1: If all of the recommendations and comments from the program/department faculty, academic unit curriculum committee and dean are unanimously in support of closure at the end of the academic unit review period, the recommendations and proposal are sent to the GAC/UAC to ensure closure process meets all academic policies and procedures, does not have an undue impact on other programs, and provides for a reasonable teach-out of current students. At the same time the Proposal and recommendations are sent to LRPC to review of the long-range impact. Comments from both Councils are then sent to the SEB.

Step 7/Alternative 1: The SEB reviews the Proposal and all recommendations for adherence to process and policy. Should there be no issues, the Proposal and all recommendations are sent to the Provost for final action. Should any issues arise, the SEB places the Proposal to Close Program on Senate agenda for review and recommendation. The recommendation from the Senate is sent to the provost who takes final action.

ALTERNATIVE TWO

Step 6/Alternative 2: If the recommendations from the program/department faculty, academic unit curriculum committee and dean are not unanimous, the Proposal to Close Degree Program, recommendations, and other comments are forwarded to the GAC/UAC, LRPC and SEB for review and recommendation. The SEB is asked to place the Proposal to Close Program on the

faculty senate agenda such that a second reading can take place with enough time for the senators to receive information from the councils and SEB prior to any final decision.

Step 7/Alternative 2: The GAC/UAC, LRPC and SEB review the Proposal to Close Degree Program, and all recommendations and comments by program/department faculty, academic unit curriculum committee and dean, and any other information obtained in the process. Based on the information provided, each council and the SEB make a recommendation for approval/non-approval.

Step 8/Alternative 2: The SEB provides the Faculty Senate with the Proposal to Close Degree Program and all recommendations and comments to date. The Faculty Senate votes to recommend or not recommend closure and the result is sent to the Provost for action.

Final Decision: The Provost has final authority to decide to approve or not approve the program closure.

Upon determination by the Provost to close or not to close a program, notification of the decision is sent by the Office of the Provost to:

- President, Faculty Senate
- Dean, academic unit curriculum committee and program/department faculty
- Vice Provost for Undergraduate Education or Graduate Education
- Vice President of Institutional Effectiveness and Faculty Advancement, and the Director of Accreditation & Assessment, who will notify WASC on closure
- Office of Enrollment Management Services and Admissions Office
- Enrollment Services/Registrar (on closure only)
- Strategic Marketing & Communication (on closure only)
- EVP/COO (on closure only)
- Legal Affairs (on closure only)
- Board of Trustees (on closure only)

Process following approval of closure:

The following communication is required once the major program closure is approved:

1. An official notice of program closure to all active and inactive students. The notice should include the following:
 - a. Communicate to all active and inactive students, in writing, about details of the program closure.
 - b. A timeline for the closure, and that we have not accepted any students for fall and are no longer accepting applications for future terms.
 - c. A timeline and a specific course plan to help students complete their program in a timely way – what courses will be offered in which terms so that the students can appropriately plan for the completion of their degrees.
 - d. Notice to offer advising sessions to any student who has questions or concerns about their ability to finish within the provided timeframe with the assurance that the program is going to do our best to help every student finish.
 - e. In the event that a student cannot finish within that time frame, the program will do its best to help them finish at another program/institution.
 - f. The tuition and fees and pricing structure for the remaining terms.

2. An official notice of program closure to all faculty and staff in the program.
3. An update the program website with program closure information.

Closing a Minor; Graduate Emphasis, Area of Study, Specialization, or Credential; or Certificate for Academic Credit

It is the faculty's responsibility to maintain the integrity of academic offerings in the catalog. The academic integrity of the catalog is undermined when emphases, areas of study and courses listed in the catalog are not offered on a regular basis. If a minor, graduate emphasis or area of study, graduate specialization, graduate credential, or certificate for academic credit has had no students for three years or more, the program/department faculty must make a case for its continuation or the Undergraduate or Graduate Academic Council may recommend its elimination in the program review process.

The Faculty Senate recommends to all academic units and programs/departments that they drop from the catalog any emphases, areas of study, or other programs in which required courses have not been offered and taught with the minimum enrollment requirement within the last four years as established by the Provost. A course or courses selected from a larger list are not considered required.

The closure of a Certificate for Academic Credit program must be reported to WASC. Please notify the Director of Accreditation & Assessment of a certificate program closure to ensure that all required steps are taken and reports are made.

THE PROCESS IN BRIEF

A proposal to terminate a Minor; Graduate Emphasis, Area of Study, Specialization, or Credential; or Certificate for Academic Credit may originate with an academic unit, dean, the Provost, or the UAC or GAC.

A rationale for the proposed closure is reviewed and a recommendation on approval is made by the:

- Dean. Written response sent to the academic unit curriculum committee.
- Academic unit curriculum committee. Written response sent to the program/department faculty.
- Program/department faculty.

Each party listed above may provide a position memorandum on their decision.

- The academic unit must notify the Director of Accreditation & Assessment of any closure of a Minor; Graduate Emphasis, Area of Study, Specialization, or Credential; or Certificate for Academic Credit.

Note that the closure of an undergraduate emphasis or areas of study should use the complex revision process. Graduate programs must use this closure process.

Proposals, with optional written responses from the various recommending parties, is sent to the Vice Provost for Graduate or Undergraduate Education, who forwards it to the Chair of UAC or GAC.

UAC/GAC reviews and approves or denies proposal.

Detailed process for Closing a Minor; Graduate Emphasis, Area of Study, Specialization, or Credential; or Certificate for Academic Credit

A proposal to terminate an existing minor, emphasis, area of study, specialization, credential or certificate for academic credit must be vetted by the program/department faculty and academic curriculum committee, in consultation with the dean and other appropriate administrators and submitted to the program/department faculty for approval. An academic unit or program/department that proposes to close an existing minor, graduate emphasis, graduate area of study, graduate specialization, graduate credential, or certificate for academic credit must get the approval of the program/department faculty, academic unit curriculum committee and the dean and must notify the Vice President for Enrollment Management and the Director of Accreditation & Assessment of the proposed change.

The proposal for closing a minor; graduate emphasis, area of study, specialization or credential; or academic certificate must be submitted to the appropriate Vice Provost for Graduate or Undergraduate Education, accompanied by the Closing a Minor, Emphasis, Area of Study or Certificate for Academic Credit Program Form, which can be found in the [Appendix-Forms](#) at the end of this Handbook. This forms document the recommendations on approval made by the program/department faculty, the academic unit curriculum committee and the dean. Each of these parties may attach a position memo to the proposal form. The signatories for a proposal originating from the academic unit must include the date of the faculty meeting at which the proposal was approved. The Vice Provost will forward all elements of the proposal to the Undergraduate or Graduate Academic Council as appropriate.

A proposal to close a minor, emphasis or area of study, or certificate should present a written proposal with the reasons for closing it, the impact on the academic unit and program/department. The proposal must include a description of the impact on other academic units and program/departments and address:

- Any other programs with requirements that are cross-listed with the program whose termination is being proposed.
- Any other programs with required courses that will be deleted by the closure of the program.

The proposal must also include a plan for teaching out the program. The teach-out policy must address:

- Information and process that will be put in place to notify students of the changes in the minor, emphasis or area of study, or certificate.
- The process by which students will complete their program under the catalogs in which it was offered.
- The ability to ensure that the program can be completed—who is responsible for ensuring the offering of courses needed to complete program?
- If a new program is being offered in its place, whether or not students can bridge from old to new program without penalty, and how is this achieved

The proposal information above should be provided with the appropriate form and signatures required.

CURRICULUM PROCESS FOR COURSES

Each academic unit may determine its own approval system for courses prior to the point of submission in Curriculog. New courses may be approved only by programs/departments or may need to be vetted by academic unit curriculum committees. In some academic units, sign off approval may be given to a chair, head of academic unit, chair of the curriculum committee, associate dean or dean rather than the program/department faculty prior to submission in Curriculog. Each year the Associate Registrar for Catalog and Degree Audit will request an update of course approvers in each program/department so that the appropriate individual is contacted for approval.

The Undergraduate and Graduate Academic Councils review all course syllabi only when submitted in new program proposals, and in academic programs during the program review process. These councils do not review new or revised course proposals.

The General Education Committee does review syllabi for consideration for general education category approval.

At this time (Fall 2023), the General Education Committee reviews all Diversity, Equity and Inclusion designation applications. It is expected that the Faculty Senate will be putting a new faculty committee to review these courses, who will take over the process from the General Education Committee in Spring 2024.

Overview

The curriculum process for courses requires submission of course proposals online in Curriculog using the following:

- New Course Proposal form
- Change in Existing Course Proposal form
- Inactivate Course Proposal form

Course proposals may also indicate the following:

- General Education Course requests
- Travel Course requests
- Cross-listed Course requests
- Diversity, Equity, Inclusion (DEI) course status

The course proposals process and workflow is as follows:

- Course proposals are input online in [Curriculog](#).
- A correctly input course form will allow Curriculog's workflow to send each course proposal to the correct approvers.
- The name of the program/department's designated approver in Curriculog for each subject code/program, and any changes to the person holding that role, need to be communicated to the Associate Registrar for Catalog and Degree Audit.

New Courses

New Course Proposal forms may be submitted at any time during the academic year. After all approvals are received, new courses are entered into the course master by the Office of the Registrar and then they become active. Once active, a course may be offered. New course listings and descriptions will appear in the following year's catalog.

The approval of New Course Proposal forms is the responsibility of the faculty of each respective academic unit. A faculty member develops a course and inputs the required information into a New Course Proposal form online in [Curriculog](#). (The form input may be done by an administrative assistant.)

New course workflow approvals in Curriculog are as follows:

- The Originator
- Academic unit's designated approver
- Associate Registrar for Catalog and Degree Audit
- Vice Provost for Undergraduate or Graduate Education
- Vice Provost for Operations and Finance
- Associate Registrar for Catalog and Degree Audit

Changes to Existing Courses

All changes to existing course criteria (including changes in course description, title, grade option, prerequisites, fees, faculty load, number of credits, course component, etc.) are to be submitted through a Change in Existing Course Proposal form online in [Curriculog](#). Course changes must be submitted by March 15 to be included in the following year's catalog.

When revising a course, it is crucial to pay attention to the Impact Statement, which is run as part of the Curriculog input process. If a course being revised is used in any other program, it is the responsibility of the program changing the course to notify the other program.

Change course form workflow approvals in Curriculog:

- The Originator
- Academic unit's designated approver
- Associate Registrar for Catalog and Degree Audit

(Note, others have been added to the course flow, notably the Vice Provost of Grad or Undergrad Ed, the Vice Provost of Operations and Finance and the Assistant Provost for Operations and Finance—these are not for “approval” but to ensure courses are meeting requirements for credit and load—perhaps something should be added here?)

Note: Programs/departments must make all corrections to course criteria through a Change of Existing Course Proposal form in Curriculog before the Office of the Registrar can make the changes in the course master's course criteria. Course changes must be submitted by March 15 to be included in the following year's catalog.

Inactivating Courses

Academic units may submit a Change of Existing Course Proposal Form or an Inactivate Course Proposal Form in [Curriculog](#).

When inactivating a course, it is crucial to pay attention to the Impact Statement, which is run as part of the Curriculog process. If a course being inactivated is used in any other program, it is the responsibility of the program inactivating the course to notify the other program.

After approved, a change of an existing course will be updated in the University catalog, but its criteria will remain on students' academic records as it was, when it was taken. Previous course forms will remain as a record in Curriculog. Change of Existing Course Proposals must be submitted by March 15 to be updated in the following year's catalog and academic year.

After approved, an inactive course will be removed from the University catalog but will remain on students' academic records and will remain as a record in Curriculog and the Office of the Registrar. Inactivate Course Proposals must be submitted by March 15 to be removed from the following year's catalog.

Change and Inactive course proposal form workflow approvals in Curriculog are as follows:

- The Originator
- Academic unit's designated approver
- Associate Registrar for Catalog and Degree Audit

Academic units should monitor their curriculum to avoid a proliferation of courses without regard to their utility. Courses no longer an essential part of the curriculum should be considered for removal. A course should be inactivated for the following reasons:

- The course number has been changed.
- The course will no longer be offered.
- The entire content of the course has changed.
- The course has not been taught for 4 years or more.

Note: Courses that have not been taught for 4 years or more should be made inactive and removed from the subsequent catalog. It is the policy of the Vice Provost for Graduate and Undergraduate Education to notify units of courses not taught in the past 4 years, and request that these courses be made inactive, or that a rationale for keeping the course active in the catalog be provided. Even if a rationale for keeping the course in the catalog is made and accepted, a course will not retain its general education designation, if applicable, if it has not been offered in 4 years. It will need to be re-submitted for General Education approval if offered again.

Academic units should consult with any units whose degree requirements are affected by the proposed course deletions. Deletion of courses that are used in GE Themed Inquiry program(s) (formerly Inter/Multidisciplinary clusters) should notify the Themed Inquiry coordinator(s). Courses with GE designations that are deleted are automatically sent to the Vice Provost for Undergraduate Education to update GE information.

General Education Courses

The General Education Committee must review all courses requesting a general education (GE) course designation. Courses requesting GE, including individual topics and experimental courses, must be submitted in [Curriculog](#) on an Undergraduate GE Course Proposal Form.

GE course request process:

1. Submit the course for academic approval (New or change proposal) and wait for it to be completed in Curriculog. [Learning outcomes for GE categories](#) requested must be included in the New or Changed course proposal form.
2. Once completed in Curriculog, create, and submit an Undergraduate GE Proposal Form (Make sure to import the course from the catalog into the GE form.)
3. Select up to three GE categories for approval.
4. Attach the course syllabus, which includes all GE required criteria and information.
5. Approve the form. The Curriculog workflow will direct the GE Proposal form to the General Education Committee for review.

Undergraduate GE Course Proposal form workflow approvals in Curriculog:

- The Originator
- Academic unit's designated approver
- GE Committee
- Associate Registrar for Catalog and Degree Audit

For further information on criteria for approval and other GE course requirements, see the [General Education Program](#) section below. The [General Education Program](#) website provides General Education program guidelines and General Education category learning outcomes.

Cross-Listed Courses

Faculty or administrators wishing to cross-list courses must submit a *Request for Cross-listed Course Form*, which can be found online through the link provided in the [Appendix-Forms](#) at the end of this Handbook. The form requests a detailed rationale on the purpose of cross-listing. Attach the form and documents to the Course Proposal forms requesting to be cross-listed. Courses requesting to be cross-listed must be submitted at the same time in [Curriculog](#). Cross-listed course requests should be indicated on each New or Change course proposal form submitted. Relevant program approvers must indicate their approval of the course and their agreement that the course is multi-disciplinary and interdisciplinary in nature or provide a rationale if another type of cross-listing is requested.

Interdisciplinary cross-listed courses must have the same course description, learning outcomes, and other appropriate information, and faculty need to make required changes on course proposal forms and submit in Curriculog to align the criteria of cross-listed courses.

Cross-listed courses are subject to approval by the Undergraduate or Graduate Academic Council, which may choose to delegate approval authority to the appropriate Vice Provost.

The Undergraduate or Graduate Academic Council generally discourages cross-listing courses, but academic units may seek approval for cross-listing under certain circumstances. Specifically,

the Undergraduate or Graduate Academic Council supports cross-listing interdisciplinary or multi-disciplinary courses across academic units/departments, providing that the criteria listed below are met.

Cross-listed courses must include the appropriate rigor, expectations, content and methodologies for their respective levels of credit and discipline(s). The Curriculum Committee of a particular college or school may be charged with determining the appropriateness of cross-listing courses by subject area(s), but the Undergraduate or Graduate Academic Council retains the authority to approve or deny their recommendation.

Courses should not be cross-listed for the sole purpose of increasing potential enrollments.

Undergraduate Academic Council and Graduate Academic Council Policies Regarding Cross-Listed Courses

1. Cross-listing between undergraduate and graduate courses: In general, courses should not be cross-listed between undergraduate and graduate programs. Exceptions may be made when the course syllabus explicitly distinguishes undergraduate from graduate expectations and requirements and when a clear academic basis for cross-listing exists. Also, the requirements for graduate students must be commensurate with other graduate coursework in the field.

Graduate students may not receive graduate credit for undergraduate courses. Programs are advised to limit the number of cross-listed courses allowable for graduate credit. Graduate courses that are cross-listed with undergraduate courses should require additional assignments, such as one or more additional research papers/projects, as well as a comprehensive evaluation process that is based on graduate level performance expectations.

2. Cross-listing between lower division and upper division courses: Generally, lower division courses should not be cross-listed with upper division courses. In rare cases, exceptions may be made if the program can articulate a clear, academically-based rationale for cross-listing. That is, the program must provide a pedagogically sound explanation for why the course cannot be offered as either a lower division or an upper division course. Some courses in the College of Performing Arts or Dodge College may be cross-listed, if an appropriate justification for doing so is provided. The Curriculum Committee will review such courses to determine the appropriateness of cross-listing.

To be approved for cross-listing between lower and upper division, the syllabus should delineate differences in expectations and requirements between students receiving lower division credit vs. upper division credit. Upper division students may not receive upper division credit for a lower division course.

3. In general, to be approved by the Undergraduate or Graduate Academic Council for cross-listing, a course must:
 - Demonstrate consistent occurrence of themes and topics from more than one discipline.
 - Demonstrate use of primary and/or secondary sources from more than one discipline. These sources should constitute significant components of the course.

- Demonstrate use of methodologies from more than one discipline if the methodologies are different.
- Encourage students to think critically regarding the relationship among the disciplines, their subject matter and methodologies.

If approved for cross-listing, a course must use the same course number in each of the academic units in which they are listed. For example, "REL 350 (same as HIST 350)" under Religion and "HIST 350 (same as REL 350)" under History. Students who have enrolled in a course under one academic unit/department code may not change the offering academic unit/department name credit after the course has been completed.

Cross-listed courses are considered equivalent. Students should not be repeating the same cross-listed course simply because it is listed in another discipline. Note that cross-listed topics courses are distinguished by their topic designation.

If two courses are cross-listed, the enrollments are allocated to the home department/academic unit. For example, PCST 257: Model United Nations is cross-listed with POSC 257. The enrollments count in the Peace Studies program because it is the home department/academic unit, regardless of who is teaching the course and regardless of whether the students are enrolled under PCST or POSC. The revenues are allocated to the department/academic unit of the faculty member teaching the course. The home department is designated in the initial request for cross-listing.

A note on cross-listing and interdisciplinary programs (i.e., majors, minors, emphases, specializations, credentials, certificates, etc.): A program that includes courses from more than one department/academic unit should list all of the approved courses (by subject code of the academic unit offering the course) under the program's catalog description and with the Office of the University Registrar's degree audit program. Programs should only cross-list individual courses that are themselves inherently inter- or multidisciplinary, not the entire array of courses within the program. For example, if a given program includes coursework from biology, psychology, chemistry and sociology, then each course should retain its appropriate departmental/academic unit course designation and not be cross-listed with other departments/academic units. Please refer to the catalog description of the B.S. in Health Sciences interdisciplinary degree for an illustrative example.

Guidelines for the Various Criteria Required for Course Proposals in Curriculog

Curriculog is an online curriculum management system into which new, revised, or inactivated course information is input, and requests for approvals are then sent to the appropriate individuals in its workflow. Curriculog provides information to the registrar's office, the course catalog, the general education program and the Office of Global Education. The information also transfers to the next year's course catalog.

Questions regarding Curriculog course proposals, or requests for training, should be sent to [Associate Registrar, Catalog & Degree Audit, Stephen Hall](#).

Below is a list of information required to be input into the course approval system*.

Impact report (run only if a change or inactivation form)

Fill in information from report to the proposal form. Notify other programs if change or inactivation affects their program listings.

First term to be offered (or changes begin)

Fill in term as appropriate.

Course status

- "Active-Visible" - for all courses that will appear in the catalog.
- "Inactive-Hidden" - only selected if proposing a "one year only" experimental course topic (129, 229, 329, 429) that also plans to request GE or Travel course approval.

Faculty member(s)

Fill in name(s) as appropriate.

Academic unit approving

Select from drop down menu. (Choose the academic unit required for this course approval.)

Acalog hierarchy

Select from drop down menu. (This determines where the course is listed in the University catalog (Acalog system). This is either a school or department/program page.)

Subject code description

Select from drop down menu. (This is the meaning of the subject code. Example: the subject code description is English; the subject code is ENG.)

Subject code

Select from drop down menu.

Course number

Curriculog does not show all course numbers open to an academic unit or department. Please refer to the Course master of active courses sent annually to each College and School. If you wish a copy, please consult [Associate Registrar for Catalog & Degree Audit, Stephen Hall](#). if there are any questions.

Numbering System/Course Number

Courses must reflect the academic level and requirements indicated in the course number.

100–200	Introductory level courses, most appropriate for freshmen and sophomores
300–400	More advanced courses, most appropriate for juniors and seniors
500–600	Graduate level courses
700 –799	Doctoral level courses

Course title (not abbreviations)

Fill in the title or revise it as determined.

Course Description

A course description is the same thing as the catalog description

In writing the course description, please follow the guidelines below:

- A description should offer a statement of the course goals and material to be covered. The style of the description should conform to the following:
- Use nouns and verbs and complete sentences.
- Use active verbs.
- Write in the third person and do not change.
- Avoid using a series of questions as a way to introduce the course descriptions.
- While there is no word-count limit, please keep the course description brief and to the point.
- All course descriptions will be listed in one paragraph in the catalog. Additional paragraphs, or bullets/numbering will be combined into one paragraph.
- For questions on style, please consult the [Chapman University Communications Style Guide](#).
- The course description must include language addressing teaching methodology if a course is taught online or as a hybrid/blended course, or if some sections of a course are taught in this manner. See [Policy Regarding Online and Hybrid/Blended Course Offerings](#). If appropriate, and approved by your program faculty, you may include a sentence prior to the fee, such as “Some sections of XXX 122 are held with YYY 122. This is not the same as cross-listing but will be considered a combined course.
- If a revision to the course is made that changes the name or catalog description, submit a change of existing course proposal form in Curriculog. The course description will be updated in the following year’s catalog. Descriptions must be given not only for new courses and experimental courses, but also for specific topics or seminar courses that are offered under generic syllabi.

Credits

- Provide the minimum, maximum, and incremental number of credits that may be earned for this course. Refer to the [Policy on Credit Hours](#) in this document if there are any questions.
- Undergraduate courses that are cross-listed with courses for graduate credit must include additional requirements for those receiving graduate credit in the graduate course listing and on the graduate syllabus, and this information must be included in the course criteria submitted in Curriculog. It is the responsibility of the academic unit/department to ensure that this is in place.
- Courses are normally three credits (2 and 1/2 hours per week per 15-week term). Courses with lab requirements normally receive four credits (three additional hours for lab).
- One credit should correspond to approximately 15 contact hours. The number of credits for a course should not exceed the number of weeks over which the course is given. See [Policy on Credit Hours](#) in this document for further guidelines on credit allocation.

Travel courses are limited to a maximum of 1 credit per week of full-time travel/study, with 1 additional credit for additional readings, papers and class meetings required before or after the

course. A travel course can have no more than one week (to consist of at least 15 contact hours) of non-travel study before and/or after the travel, except in rare cases (see additional information on [Travel Courses](#) below).

Courses typically offered (or frequency of offerings)

In Curriculog please select from the dropdown menu one of the standard offerings. Students use this information in planning their schedules. While some instances such as sabbaticals, or changes in faculty may throw the schedule of course offerings off for a term, the frequency should be listed as to when a course is expected to regularly be offered. The “as needed” designation should be avoided whenever possible.

Prerequisite Courses

Upper division and graduate courses should normally carry course prerequisites. In cases that they do not, other non-course prerequisites must be specified indicating the appropriate academic maturity required for a student to take the course. Also include all other restrictions on academic level required.

Corequisite Courses

List any course that must be taken at the same time as the course, such as a lab.

Restrictions

Restrictions Include these fields:

- Consent of instructor required, (Fill in yes or no)
- Degree restrictions, (From the drop-down menu, select majors, minors or General Education Themed Inquiry students that are only allowed to enroll)
- Class standing restrictions, (Select from the drop-down menu as appropriate for course level or the content of the course restrictions.)
- Additional restrictions, (This includes specific GPAs or required tests, etc.)

Grading basis

Grading options to select from the drop-down menu include:

- Letter Grade with Pass/No Pass option. (Students may select)
- Letter Grade.
- Numerical grading.
- Pass/No Pass. (Note: that Pass/No Pass requires a C+ to pass for graduate courses and a C- to pass for undergraduate courses.)

Repeatability (or repeating a course)

Academic units/departments may put a limit on how often a course may be repeated for credit. Most courses are only taken once, but some courses, such as internships, individual studies, research/creative activity courses, or travel courses may be repeated more than once. The academic unit/department may limit how often a course may be repeated and count towards the degree. Some courses may be repeated when content varies.

Select the repeatable option that applies:

- Repeatable for credit if the topic is different.
- This course may be repeated for credit.
- With consent, this course may be repeated for credit.

Indicate the total credits allowed: (total includes repeat credits).

Fee Information

Minimum allowable fee is \$75. Input fee amount and include a fee justification.

Course Learning Outcomes

This section should specify the intended learning outcomes of the course. The outcomes are brief statements of student abilities or behaviors that can be observed or demonstrated as a result of the course.

Program or General Education Learning Outcomes

This section should specify the learning outcomes for the degree program that the course supports and, if not apparent, describe how course outcomes support the program outcomes. If the course is designated to satisfy a GE requirement it should state the correlating GE learning outcome.

Instruction Mode

Select from the following list:

- HS = High School
- HY = Hybrid
- IT = Internships
- ON = Online
- P = in Person
- RC = Reading and Conference
- SA = Study Abroad
- SU = Supervision
- TL = Travel

Course Component

Select from the following list:

- ACT = Activity (physical-based course only)
- EI = Electronic Instruction
- FW = Field Work
- HY = Hybrid
- IS = Individual Study
- IT = Internship
- LAB = Lab
- LEC = Lecture/Seminar (note that most courses receive this designation even if not held in traditional lecture or seminar formats)
- PI = Private Instruction (music only)
- PW = Performance Workshop (used by performing arts only)

RC = Reading and Conference
RS = Research and Creative Activity (must have permission to use this designation)
THE = Thesis

Audit

Faculty and academic unit/department should indicate if auditing the course is allowed.

Course replaces or equate to another course

If 'yes', course(s) should be equated, please provide equated course(s).

Faculty Load credit(s)

List credits allocated towards faculty load. Indicate the minimum and maximum credits. If faculty load credit(s) are different from students, a justification must be submitted on the Course Proposal form.

Cross-listed Information

If you wish to cross-list courses, each academic unit head must sign the [Cross-listed Form](#) and then attach it to each course proposal. Indicate all academic units cross-listing and which academic unit will be credited as the home/primary course. (Courses cross-listed with this course are noted as "Same as" in a parenthesis. Example: (Same as XX 500.)

Request GE Approval

(for undergraduate forms only)

Selecting yes will require submitting an additional GE proposal form after this new course proposal form is academically approved. Submitting a GE proposal form will automatically forward your course to the GE Committee for review. Please note, the GE Committee also requires a course syllabus that includes all GE required content and outcomes to be submitted with the GE proposal form.

Request Travel Course Approval

- Selecting yes will require responding to additional questions regarding itinerary, schedule of lectures and detailed assignments during trip. Additional information may be requested separately.
- Selecting yes requires attaching the travel course syllabus to the Curriculog new course proposal form. Please note, a travel course syllabus must include content, required text(s), instructional strategies, methods of evaluation, itinerary, schedule of lectures, detailed assignments during trip.

Attachments and Check:

- Attach: any required forms or syllabi by navigating to the proposal toolbox on the right-hand side and select the paper clip, "Files" icon.
- Check: "I have completed all relevant parts of this form." and "IF APPLICABLE, I have submitted a signed cross-listed form and/or syllabus for a travel course as requested within this proposal form."

Validate and Launch

Select this option to begin the course approval workflow. (The first approver is the originator of the form.)

For questions about course submissions and approvals email CourseInfo@chapman.edu or the Associate Registrar for Catalog and Degree Audit

Travel Courses

The Undergraduate and Graduate Academic Councils strongly encourage faculty and administrators to develop and offer travel courses because of their unique experiential dimension and the important role they can play in exposing students to the world and its various cultures.

First-time travel course criteria, just as all new courses, should be input online in a New Course Proposal Form in Curriculog. Within the Curriculog workflow, the course form is then forwarded to the appropriate academic unit head/designated approver for review. Approved course forms are then submitted to the Associate Registrar for Catalog and Degree Audit. From there, the new travel course form will be directed for approvals to the Director of the Center for Global Education, the Vice Provost for Undergraduate Education or Vice Provost for Graduate Education, the Vice Provost of Operations and Finance and the General Education Committee, if applicable (note: all international travel courses automatically receive GE Global Studies (“GC”) designation and do not need separate General Education Committee submission or review).

Travel Course proposals - Courses requesting Travel course designations will be automatically submitted to the Center for Global Education through Curriculog. Courses requesting a travel course designation review, including individual topics and experimental courses, must be submitted in [Curriculog](#). Travel course requests should be indicated on New Course Proposal forms. A course syllabus with all travel course required information should be attached to the New Course Proposal Form when submitted.

The specific learning outcomes and course plan of the travel course should be laid out in the course syllabus with attention to the experiential aspects of learning. If credit towards GE requirements is requested, the syllabus must show how the learning outcomes for each GE designation requested are fulfilled by the course (other than the “GC” designation, which is automatic). If other GE designations are requested refer to “General Education Courses” above.

Travel course guidelines may be found in the [Faculty Travel Course Handbook](#). All students participating in a travel course must sign the appropriate forms before their departure. Necessary forms can be located at the Center for Global Education Web site under [travel courses and internships](#). It is the responsibility of the faculty member leading the travel course to make sure that all the forms are signed, collected and handed to the Center for Global Education before departure. The Center for Global Education will coordinate registration with the Office of the University Registrar using the faculty authorization form.

The following guidelines are presented by the Undergraduate and Graduate Academic Council for all travel courses to ensure that faculty travel leaders provide appropriate and consistent intellectual requirements for their students and that the activities and travel experience be

oriented toward specific learning goals, while taking into consideration students' need for some diversion in such an intensive learning experience.

- The specific learning objectives and course plan should be clarified through the submission of a syllabus in which the course requirements will be oriented to the travel and experiential plans.
- It is the Undergraduate or Graduate Academic Council's charge to ensure that all syllabi demonstrate appropriate academic rigor; this is particularly so with travel courses, where the travel experience must be clearly distinct from simple tourism. Before approving each syllabus, the council asks that the faculty member articulate the pedagogical rationale for what might be called the "tourist" component of each course (tours to famous sites) in relation to the academic component. How will specific assignments serve to integrate these two aspects? We suggest that this statement go under the "instructional strategies" section of the syllabus (see the sample syllabus).
- Each credit requires at least 15 contact hours per week (one week per credit) between faculty and students (note: one contact hour = 50 minutes). Total contact hours should be spread out over the duration of the travel course. While some reading should be encouraged during travel, the intensive nature of such an experience precludes heavy reading requirements at that time. Nevertheless, some assessment of the learning acquired by the experience itself must be required, normally through a paper written upon the students' return, for which notes (such as a journal) should be kept during the trip and/or some combination of the two.
- Credit for travel courses is limited to a maximum of one credit per week of full-time travel/study, with one additional credit for additional readings, papers and class meetings required before or after the course. A travel course can have no more than one week (to consist of at least 15 contact hours) of non-travel study before and/or after the travel, except in rare cases.
- No student may take two travel courses simultaneously.
- Most of the reading and discussion for which credit is given, designed to illuminate the experience, should be completed prior to the trip, along with pre-trip testing or other appropriate evaluation. These requirements should correspond to the number of credits granted for such preparation. For example, if the trip is for two weeks and three credits are to be granted to the students for the entire experience, the reading required should be equal to that required for a third of a normal three-credit course. Preparatory meetings with students should provide the corresponding appropriate time for discussion and evaluation of such preparatory learning.
- There may also be learning that builds upon the experience after the course is over. Such complementary learning may even be split, some occurring before and some after the experience. In such cases the same criterion for the total number of credits granted would hold. Thus, six credits could be granted for a course in the summer if the total number of contact hours is a minimum of 90 and the contact hours take place over six weeks (one week per credit).
- Faculty members are required to complete the *faculty evaluation form*.
- A faculty member may not conduct two travel courses concurrently.
- Travel courses in the January interterm are limited to a maximum of four credits.
- Travel course credit can only be applied for work or travel undertaken during the specified dates of the respective term (Academic Committee, Oct. 1, 1996).

- Travel courses must follow all relevant WASC guidelines for travel courses.

All travel courses will be reviewed by the Undergraduate or Graduate Academic Council for re-approval every three years, beginning in academic year 2009–2010 and including all travel courses on record in the 2009–2010 undergraduate and graduate catalogs.

Superseded by Distance Education policy included later in document.

COURSE GUIDELINES AND POLICIES

Course Numbering

001–099	Remedial courses and courses not appropriate for college degree credit but designed to meet specific needs of individuals or groups where degree credit is not required. Remedial courses are non-credit courses.
100–199	Introductory level courses, most appropriate for first-year- and sophomore-level students. No prerequisites.
200–299	Lower division courses, most appropriate for first-year and sophomore level students. Some may have prerequisites. First-year students may be admitted to 200-level courses with prerequisite requirements and/or with their advisor's or instructor's consent.
300–399	Upper division courses for junior- and senior-level students and to which sophomores may be admitted, provided that they meet the prerequisites and have their advisor's consent. First-year students are admitted with written consent of advisor and instructor.
400–499	Upper division courses for junior- and senior-level students and to which lower division students are not admitted. First-year students and sophomores may not enroll.
500–699	Graduate-level courses. Graduate courses for graduate students and seniors meeting specific guidelines, by permission.
700–799	Post-master's and doctoral courses.

Special Courses

The course numbers listed below are reserved for the accompanying subjects:

129/229/329/429/529/629/729	Experimental courses
290/490/590/690/790	Independent internship
291/491	Student faculty research/creative activity
492	Seminar internship
199/299/399/499/599/699/799	Individual study
SA 100/200/300/400	Study abroad courses
497/498	Senior seminar, senior project
698	Master's Thesis/continuous enrollment
798	Doctoral Dissertation/continuous enrollment

Experimental Courses

Experimental courses may be offered by a department or academic unit. They are designed to offer additional opportunities to explore experimental areas and subjects of special interest. They

may be repeated for credit if course content is different. The course title will be Experimental Course, but subtitles vary. Experimental courses are approved for one year. Experimental courses may request GE category approval and that designation, if approved, also will last one year. These courses must be approved as regular courses if they are to be offered beyond a year.

Independent Internships

Policies for internships for academic credit are the responsibility of the appropriate Academic Council (UAC/GAC). Internships give students the opportunity to earn academic credit while gaining practical work experience in the field of their choice. Positions are available in various disciplines and are offered year-round. A specific number of hours for each credit earned plus regular contact with an internship faculty advisor are required. Up to three credits per employer, per term may be earned through internship courses and most are graded on a Pass/No Pass basis.

Undergraduate students may accumulate up to 12 internship credits toward a Chapman degree. To register for internships, students must submit a registration form and learning agreement to the Career Development Center. More information is available with the [Career and Professional Development Center](#). Credit is not awarded retroactively for internships.

Full-time faculty members are paid to serve as advisors for independent internships (290/490/590/690/790). The student must fill out all appropriate forms before starting the independent internship class (students need to contact the Career Development Center). Independent internships are graded on a Pass/No Pass basis with the exception of some undergraduate international internships offered through the Center for Global Education.

Special Note regarding Internships and Citizenship, Community and Service Inquiry (CC) credit for GE

Internships that engage in community academic service learning may be approved for GE Citizenship, Community, Service category but must be pre-approved by the Vice Provost for Undergraduate Education and Student Success prior to beginning the internship. Retroactive approval will not be given. See instructions and application for approval on the [Registrar's Forms page](#), specifically the "[Request for Internship or Individual Study for General Education Citizenship, Community, Service Form](#)".

Seminar Internship

A seminar internship (492) is treated like any course a faculty member teaches. It counts towards the faculty member's load. It does not count towards the limit of the total number of internship credits taken by a student. Seminar internships have a regular meeting time for students and faculty. When students work outside the university setting, the instructor must ensure that all appropriate forms are completed by the student before starting a position offsite, including appropriate liability waivers. Contact the [Office of Risk Management](#) if you have any questions. A faculty member can serve as the employer and the advisor for a student enrolled in an internship course.

Individual Study and Research

An Individual study and research course is offered to students to research particular topics that are not provided for by regular curriculum offerings.

Students should spend 40 to 50 hours in instruction and research for each credit of individual study.

To enroll in individual study and research course, students must complete the [individual study and research form](#) (available from the Office of the University Registrar) and obtain the signatures of the course instructor and the department chair/program director of the academic program offering the course. After receiving approval, the student must submit the form to the Office of the University Registrar.

Student Faculty Research and Creative Activity

Student-Faculty Research/Creative Activity allows students to work directly with a faculty mentor on independent contributions to the mentor's scholarly research/creative project(s) or on the student's independent scholarly research/creative project under faculty guidance. This coursework is available to undergraduate matriculated students. 291 is available to all undergraduate matriculated students. 491 is available to junior/senior-level only. This allows students to earn course credit while making an original contribution to scholarship or creative work in a discipline or across disciplines. 291/491 projects are designed to enhance traditional learning formats; therefore, no degree or minor program can require 291/491 for all its students, nor should a program use this system to cover a gap in its curriculum or staffing.

A minimum of 5 hours of instructor-student contact for each hour of credit is required. The student should spend a total of 40-50 hours in instruction and research for each credit of individual study. Student-Faculty Research/Creative Activity are required to keep a record or journal with a listing of dates, hours-spent, nature of activities, etc.

To enroll Student/Faculty Research, students must complete the Undergraduate Student-Faculty Research and Creative Activity 291/491 form (available from the [Office of the University Registrar Forms page](#)) and obtain the signatures of the course instructor and the department chair/program director of the academic program offering the course. After receiving approval, the student must submit the form to the Office of the University Registrar.

Senior Project

Since senior projects may add considerably to faculty teaching/advising loads, department chairs/program directors are advised to undertake a study of the probable impact. The following is a list of general guidelines for senior project classes:

- Senior projects are to function as the culmination of the students' academic work in a major field.
- Senior projects should demonstrate the students' ability to do independent work in integrating, analyzing and evaluating basic components within the major field.
- Senior projects should be individualized. Students should develop their own particular themes, theses, performances or presentations.
- Senior projects should include a corporate aspect. At intervals considered appropriate to the specific departments/academic units, seniors should meet with faculty members and fellow students within the major field to discuss the issues, problems, methods and progress of the senior projects. A meeting held at the beginning of the projects, for

instance, may highlight questions of project proposals and methods of research or rehearsal. For all projects a concluding session should be held for an oral evaluation of the project. Where appropriate, this final meeting may include, in addition to faculty members and students within the major field, at least one faculty member outside that field.

- Senior projects should incorporate, unless deemed inappropriate by the departments/academic units, a written component of a significant quality. For many projects a substantial research paper will be the main product of the research that is undertaken. For others, the written component may consist of program notes to accompany an art show or recital, a screenplay that constitutes the basis for a film or some similar written work.
- Departments/academic units might consider the idea of the public presentation of senior projects. A senior project day or week could present research papers, scientific demonstration, exhibits of films and other works of art and performances in music and dance. The titles or topics of senior projects may also be published (e.g., in the *Chapman Magazine* or *Happenings*) for the information of the Chapman community.
- The specific departments/academic units are to decide whether or not academic credits are to be given for senior projects. When academic credits are given for senior projects, a maximum of three credits is to be assigned. For some senior projects, it may be advisable to preface the project with a separate course or seminar that will allow students to focus more specifically upon issues of content and method. The successful completion of a senior project should be noted on a student's transcript as a special line item (and designated "with distinction" as appropriate) and also a separate course (when awarded credits).
- Assessment of senior projects must align with WASC's rubric for evaluating senior projects or capstone courses.

Reading & Conference Courses

Reading and conference courses are offered only (1) when the course is not being offered in the current term, (2) when necessary for a student to complete degree requirements. The courses are not offered to resolve scheduling conflicts with other classes nor to enable a student to meet financial aid or other eligibility criteria that are based on enrolled credits.

To enroll in reading and conference courses, students must submit a completed reading and conference form (available from the Office of the University Registrar) with the signatures of their academic advisor, department chair/program director of the course and course instructor.

After receiving approval, the student must submit a copy of the form to the Office of the University Registrar. A minimum of five hours of instruction for each credit is required for reading and conference courses.

Before signing the form for a reading & conference course, please make sure that the student satisfies the minimum requirements for the course, including the prerequisites.

In special cases, a reading and conference course designation may be used when a specific course does not meet the minimum enrollment and the program/department head agrees to offer

it on a limited basis as a reading and conference course in order for students to stay on track in completing degree requirements.

Self-directed Courses and Faculty Compensation

Independent internships (290/490/590/690/790), Student/Faculty Research and Creative Activity (291/491), independent research and individual study (199/299/399/499/599/699/799), and courses taught as reading and conference are not counted towards a full-time faculty member's teaching load. Instead, the faculty member is paid a supplemental payment. The schedule of supplemental pay rates is maintained by the Provost's office. The payment is made once the faculty member assigns a grade for the self-directed course. The payment is normally processed one month after the end of the term.

Part-time faculty members are not permitted to teach independent internship, individual study, and student faculty research/creative activity courses. Part-time faculty may teach a reading and conference course only with the approval of the department chair/program director or associate dean and the Vice Provost of Operations and Finance. Any request for full-time staff to teach independent internship, independent research, and student faculty research/creative activity courses must receive the approval of the staff member's supervisor and the Vice Provost of Operations and Finance.

GENERAL EDUCATION PROGRAM

Information on the General Education Program, and all general education categories and requirements can be found on the [General Education](#) website.

General Education Course Approval Process

To recommend a course to be included in the General Education Program, submit an Undergraduate GE Proposal form in Curriculog, after the course has been academically approved. This process is the same for already existing courses, new courses, experimental courses, and topics courses. Check the GE categories requested on the Curriculog proposal form, and attach a syllabus. The course proposal will then be directed to the General Education Committee for review. For more detail, see [General Education Courses](#) approval process.

The course description and syllabus must show a clear linkage between the course learning outcomes and the [General Education Learning Outcome](#) for the GE category requested.

The General Education Committee decides whether a course should be designated as a GE course. The General Education Committee reviews the syllabus to assist their determination. For a new course, a draft syllabus may be included.

The General Education Committee has restricted the application of General Education attributes to no more than three per course, effective with the 2019/20 academic year.

Existing Chapman courses may not count towards General Education completion unless previously approved by the General Education Committee. Courses may not be retroactively added to the General Education approved course list.

Students may not petition General Education status for a Chapman course. The request for General Education category approval can only be made by the department/academic unit offering the course.

Courses not offered in 4 or more years will have their General Education approval status removed and will need to be re-submitted for General Education approval if they are again offered. This is done to keep the listing of approved General Education courses accurate and include only courses that are regularly offered.

Experimental courses may be submitted for approval but will have limited approvals for one year. These courses need to be submitted through the Curriculog process for approval as courses prior to submitting them through Curriculog for General Education status review.

General Education Course Approval Process

The General Education Committee must review all courses requesting a general education (GE) course designation. Courses requesting GE, including individual topics and experimental courses, must be submitted in Curriculog on an Undergraduate GE Course Proposal Form.

GE course request process:

- Submit the course for academic approval (new or change proposal) and wait for it to be completed in Curriculog.
- Once completed in Curriculog, create, and submit an Undergraduate GE Proposal Form (Make sure to import the course from the catalog into the GE form.)
- Select up to three GE categories for approval.
- Attach the course syllabus which includes all GE required criteria and information.
- Approve the form. The Curriculog workflow will direct the GE Proposal form to the General Education Committee for review.
- Undergraduate GE Course Proposal form workflow approvals in Curriculog:
 - The Originator
 - Academic unit's designated approver
 - GE Committee
 - Associate Registrar for Catalog and Degree Audit

GE Course details:

- GE course descriptions must show a clear linkage between the course learning outcomes and the general education program outcome for the GE category requested. The GE learning outcome must be included on the course syllabus and on the New or Change Course Proposal form submitted.
- The General Education Committee decides whether a course should be designated as a GE course.
- The General Education Committee has restricted the application of General Education attributes to no more than three per course.

- There will be no retroactive addition of courses to the General Education list.
- Existing Chapman courses may not count towards General Education completion unless previously approved by the General Education Committee.
- Students may not petition General Education status for a Chapman course. The request for General Education category approval can only be made by the department/academic unit offering the course.
- Courses not offered in 4 or more years will have their General Education approval status removed and will need to be re-submitted for General Education approval if they are again offered. This is done to keep the listing of approved General Education courses accurate and include only courses that are regularly offered.
- Experimental courses may be submitted for approval but will have limited approvals for one year. These courses need to be submitted on a New Course Proposal form in Curriculog at <https://chapman.curriculog.com/>. Once the New Course Proposal form is approved and completed, submit a GE Course Proposal form which the General Education Committee will review.

Special Note regarding Citizenship, Community and Service Inquiry (CC) for GE

Individual studies or individual internships taken for academic credit that engage in community service may be approved for GE Citizenship, Community, Service category but must be pre-approved by the Vice Provost for Undergraduate Education and Student Success or designee prior to beginning the internship. See instructions and application for approval on the [Registrar's Forms page, specifically the "Request for Internship or Individual Study for General Education Citizenship, Community, Service Form."](#)

Diversity, Equity and Inclusion Course Approval Process

Prior to graduation, students must receive credit for one course of at least three credits chosen from a list of Diversity, Equity, and Inclusion (DEI) courses offered each term. A course taken at other undergraduate institutions may count towards the DEI requirement if it has been articulated for this category by the Office of the University Registrar and/or the appropriate faculty approval committee. Please see the [Transfer Credit and Articulation webpage](#) for more information. Students should check with the Office of the University Registrar if they have any questions regarding whether a course at another institution will transfer to Chapman and how it will count in meeting degree requirements. Credits used to satisfy the DEI requirement may be used to satisfy other university graduation requirements.

Application for DEI course approval is requested through Curriculog. Approval at this time is by the General Education Committee.

[Guidelines for application for DEI course approval](#) are found on the Faculty Senate Canvas site.

SYLLABUS GUIDELINES FOR DEPARTMENT CHAIRS/PROGRAM HEADS AND FACULTY

Department Chair/Academic Program Head Responsibilities regarding Syllabi

It is the department chair/academic program head's responsibility to ensure the following:

- all academic unit/department syllabi meet the Chapman syllabus requirements
- syllabi for all sections of the same course are consistent with respect to
- the course/catalog description
- the course and program learning outcomes
- if applicable, the General Education learning outcomes
- all syllabi are posted to the Online Syllabi System each term

Requirement to Upload Syllabus to Online Syllabi System

The Online Syllabus Bank is a homegrown Chapman System that is updated every term to list all courses offered at Chapman. It consists of the following:

- [Syllabus Upload Page](#) (Secure: Available to faculty teaching the course/section and administrative staff given appropriate permission)
- [Online Syllabus System Documentation and Instructions](#) (Also available from Syllabus Upload Page)
- [Syllabus View Page](#) (Secure: Available to all faculty, staff and students with Chapman login)
- [Law School Syllabus View Page](#) (Not Secure: Available to the general public)

Each term, all syllabi are required to be posted to the Chapman Online Syllabi System. Syllabi on this site are available for viewing on the [Syllabus View Page](#), and are only available to the Chapman campus community. The Law School syllabi, which are found on the [Law School Syllabus View Page](#), are available to the public, per accreditation standards requirements.

This Online Syllabi System replaces the previous requirement that academic units/departments maintain paper copies of all academic unit/department course syllabi each term. Should syllabi for an instructor in a program/unit not be posted or available through the Online Syllabus System as required, it is the responsibility of the program/department head to have paper or digital copies on file for use.

Maintaining syllabi each term is required for several purposes, including transfer and articulation of Chapman courses for students who transfer from Chapman or who require information about past courses for graduate school, WASC accreditation processes, and GE certification processes. The syllabi are also provided to the student body at the request of the Student Government Association, which was approved by Faculty Senate.

Syllabi should be posted using no later than the end of the fourth week of classes. Department chairs/academic program heads may ask the academic unit/department assistant to collect and post syllabi or ask faculty to do so themselves.

Required Syllabus Content

While the format of the syllabus is not proscribed, all Chapman syllabi must contain at a minimum the following items:

- Course designation, number and title
- Faculty member's contact information and office hours
- Catalog description, including restrictions, prerequisites, grading system, fees, and credits
- Course and program learning outcomes for the course and for the degree program(s) that the course supports, including [General Education outcomes](#) and/or DEI outcomes when applicable
- Linkages to or listings of program learning outcomes, general education learning outcomes, and DEI learning outcomes if applicable, should be indicated
- Content description
- Current required text and readings
- Instructional strategies employed in the course
- Method of evaluation including:
 - All exams, papers and other graded requirements
 - Grade weight for each requirement
 - Grade scale needed for the various final course letter grades
 - Dates of exams and due dates for other requirements (to the extent possible)
 - Attendance policy guidelines
- Chapman University's Academic Integrity Policy
- Chapman University's Students with Disabilities Policy
- Chapman University's Equity and Diversity Statement
- Optional Statements to include:
 - [Chapman University Statement on Student Support at Chapman University](#)
 - [Chapman University Statement on Religious Accommodation](#)
- Bibliography (optional)
- Special requirements for travel courses (if applicable)

A sample syllabus is provided in the [Appendix—Other Information](#).

Detailed information on each category required in the syllabus:

Catalog Description

This is the exact wording of the course description in the catalog. Include prerequisites, followed by the description. The last part of the description regarding grading method, if a course may be completed, when a course is offered, the course fee if applicable, and number of credits, should also be included. You may also include a separate course description if appropriate, particularly for courses that have a generic catalog description but a unique course topic, for instance, FFC 100 courses. These courses all share the same catalog description, which is to be used on the syllabus, but may also include a course description specific to the topic of the FFC course.

Course Learning Outcomes

This section should specify the intended learning outcomes of the course. The outcomes are brief statements of student abilities or behaviors that can be observed or demonstrated as a result of the course.

Program Learning Outcomes

This section should specify the learning outcomes for the degree program that the course supports and, if not apparent, describe how course outcomes support the program outcomes.

General Education Learning Outcomes

If the course is designated to satisfy a GE requirement or requirements it must state the correlating GE learning outcome (s).

Content

This section should provide a fairly comprehensive sketch of the course content so that another scholar in the same field could readily judge what is being covered.

Current Required Text(s) and Reading(s)

- Normally, all courses should have a required text that is current to the field, except for the use of primary sources.
- If supplementary or recommended texts are provided, those should be listed in a separate category.
- Publisher and date of publication should be indicated for each book and appropriate bibliographic citation form should be followed consistently.
- Required reading must be challenging for the course level, both in content and amount.

Instructional Strategies

- A variety of instructional strategies should be specified. These may include lectures, written assignments, oral presentations by students and exercises in critical thinking.
- If a class is taught utilizing online teaching strategies in whole or in part, this information must be provided in the syllabus. (See [Policy Regarding Online and Hybrid/Blended Course Offerings](#).)
- Regular writing that reflects all aspects of the writing process is expected in all classes where it is an effective means of learning. If writing assignments are not included, this section should explicitly explain their absence.
- Graduate courses should require students to use a significant number of learning resources other than textbooks, such as primary sources, monographs and journals, in research projects/papers, etc.

Methods of Evaluation

- The types of assessment of student performance and their timing throughout the term should be specified.
- Assessment of student performance, particularly for undergraduate students, should begin early in the term.
- Assessment should reflect the diversity of the modes of student learning. It should include but not be limited to knowledge acquisition, critical analysis, integration and creative synthesis. Written and spoken material should normally be included as an

expectation of student work. Written work should be evaluated not only on the basis of content but also structure and style.

- Syllabi that do not require regular evaluation, such as in-class examinations, must provide a rationale for such an exception. These syllabi, including the statements of rationale, must be submitted to the academic unit/department for review.
- Students should be evaluated with enough frequency and in sufficiently challenging formats to enable faculty members to determine accurately the students' ability to utilize primary sources, to think critically, to integrate disparate information, to write cogently and to apply the course content to new issues and/or questions.
- Additional Requirements for Graduate Courses: Graduate courses that are cross-listed with undergraduate courses should require additional assignments, such as one or more additional research papers/projects, as well as a comprehensive evaluation process that is based on graduate level performance expectations.

Dates of Exams and other Requirements

To the extent possible, students should be provided with dates of examinations and other important project due dates. Many faculty provide a weekly calendar showing topics covered by date and all other due dates. It is always a good policy to indicate that such a calendar is subject to change.

Chapman University's Academic Integrity Policy

The course syllabus must include the following statement:

“Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please review the full description of Chapman University's policy on [Academic Integrity](#).”

Chapman University's Students with Disabilities Policy

The course syllabus must include the following statement:

“In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact [Disability Services](#) at (714) 516-4520 if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.”

Chapman University's Equity and Diversity Policy

The course syllabus must include the following statement:

“Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman’s Harassment and Discrimination Policy. Please review the full description of [Harassment and Discrimination Policy](#). Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.”

Optional Statements that may be included:

- [Chapman University Statement on Student Support at Chapman University](#)
- [Chapman University Statement on Religious Accommodation](#)

Bibliography

Follow these guidelines if you choose to include a bibliography in your course syllabus.

- Faculty members are strongly urged to consult with their subject liaison librarian/ university librarian when developing the bibliography. This will ensure that faculty members are familiar not only with all current holdings but also with electronic resources available for major research projects. If this is done before the course is approved, the library is committed to ensure that all necessary information resources are available in time for the course.
- Based on the nature of the courses as well as relevance, currency and accessibility of the materials, the bibliography for graduate courses should normally include monographs, journal articles, etc. and other resources in addition to textbook type materials.
- The bibliography should list current and/or classic research titles for the course topic and study units.
- Format may vary by discipline (MLA, APA, etc.), but should consistently include author, title, date, publisher and place of publication according to the chosen format.

Travel Courses – Special Requirements Related to the Trip

Provide the following:

- Itinerary: destination, length of the trip, sites to be visited and how these visits connect to what is covered in the course
- Schedule of lectures before, during and after the trip
- Detailed assignments during the trip

A Sample Syllabus is provided in the [Appendix](#) at the end of this document.

LEARNING OUTCOMES ASSESSMENT

Each year, the faculty of each degree program at Chapman are responsible for completing an annual learning outcomes assessment report (ALoar) in which they describe the processes they have used for assessing their program’s learning outcomes, the performance levels they have measured in their students that year and the progress they have observed in improving student learning over the previous year.

These reports are submitted using the [annual learning outcomes assessment report template](#). The reports are due **June 30**, following the conclusion of the academic year.

The Assessment Committee, composed of faculty members appointed from all over Chapman's campus, evaluates each degree program's annual learning outcomes assessment report using the ALOAR Evaluation form (graduate and undergraduate programs) and WASC's Core Competency Rubrics (undergraduate programs only). Contact the Director of Accreditation and Assessment for the most recent copies of these forms.

These rubrics along with committee's recommendations are then returned to the degree program's faculty for consideration. Improvement measures are undertaken and changes are made to curriculum and assessment methods based on the Assessment Committee's feedback.

For more information on [learning outcomes assessment](#) see the learning at Chapman Web site.

PROGRAM REVIEW

Program review represents Chapman's commitment to excellence in academic programs through cyclical review of educational effectiveness by external expert reviewers. Program review also provides an opportunity for each program to reflect on its contribution to the university and its strategic plan. The results of program review guide institutional planning, budgeting, and decision-making.

Goals of Program Review

- Improve student learning
- Assess program quality and currency
- Reflect on the alignment of program goals and learning outcomes with institutional mission and strategic initiatives
- Provide data and evidence to support institutional planning, budgeting and decision-making

The program review process includes the following:

- Data collection
- Data analysis and review by the program/school
- Self-study report from the program/school
- Site visit and report by an external review team
- Program response to external reviewers' report
- Advisory reports from:
 - Assessment Committee
 - Long Range Planning Council
 - Undergraduate or Graduate Academic Council
 - Response from the Office of the Provost
- Follow-up actions, if any, by the program

Faculty, chairs and deans may use the [program review website](#) to find information on program review guidelines and schedules, the program review self-study report and appendix, external reviewers and the program review site visit, links to helpful resources, and whom to contact for assistance.

Program Review Process for Accredited Degree Programs

Recognizing the generally significant undertaking it is to prepare documents to meet an accreditation review, and the duplication of efforts often involved, the University's program review process has been modified as follows:

- Accredited programs will prepare their accreditation documents and turn them in to the Director of Accreditation & Assessment, the Undergraduate Academic Council or Graduate Academic Council, and the Long Range Planning Council.
- Accredited programs will turn in a completed University program review template that
- References relevant sections from the accreditation documents where appropriate.
- Completes any and all sections of the program review template that are not encompassed in the unit's accreditation documents.
- The external agency's accreditation report(s) will be turned in to the Undergraduate Academic Council or Graduate Academic Council and Long Range Planning Council, along with the completed University's program review template, as described above.
- The program review process will be undertaken with the documentation described above.

DEGREE REQUIREMENTS

Please see the undergraduate or graduate [catalog](#) for the current degree requirements. These requirements are also summarized below:

Requirements for Undergraduate Bachelor's Degrees/Majors

- Credits and specific courses are determined by academic units (departments, schools or colleges). Major requirements are located within department/college/school listings.
- Majors are subject to the following credit guidelines:
 - A Bachelor of Arts may be no less than 33 credits and no more than 51 credits, unless noted otherwise the catalog. Students earning a Bachelor of Arts degree are required to take 60 credits outside of their major.
 - A Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Science may be no less than 60 credits and no more than 80 credits.
- Students must follow the General Education and major requirements of the same catalog year.
- A minimum of 21 credits of upper-division coursework in the major are required. A lower-division course accepted as a substitution or equivalent to an upper-division course does not count toward the 21-credit of upper division coursework requirement.
- A minimum of 15 credits of upper-division coursework in the major must be completed in residence.
- A minimum of 2.000 average on a 4.000 scale in the major overall and in upper-division coursework are required.
- The following may/should be determined by the academic program
 - Admissions requirements
 - Minimum GPA requirement for major
 - Minimum GPA requirement for specific courses
 - Requirement to take major courses for a letter grade, or some specific courses such as core courses for a letter grade

- Number of upper division courses required (minimum of 21 upper division credits/15 in residency)
- Completion of a senior project/thesis/capstone
- Any other requirements specific to degree or college

Requirements for Graduate Degrees

- Admission to the Degree Program: With the exception of the Doctor of Pharmacy, admission is based upon possession of a baccalaureate degree from a regionally accredited institution and the fulfillment of requirements as specified for each program. Students accepted into integrated graduate degree programs prior to the awarding of their baccalaureate degree are not officially admitted to the graduate program until after the baccalaureate degree is conferred.
- Time Limitation: It is important that graduate students be current in their fields of study when they graduate. Therefore, all requirements for graduate degrees and credential programs, including courses accepted for transfer credit from other institutions, must be completed within the immediate seven years prior to the date of degree conferral. To request an exception to this policy a student must submit a [Graduate Petition form](#) to the Office of the University Registrar. The student’s program adviser and associate dean must submit a written statement of support for the petition. The Graduate Academic Council will review the petition and notify the student of their decision.
- Grade and Quality Requirements: Degrees and credentials are granted on evidence of intellectual growth and development rather than solely on the basis of formal course credits. Fulfillment of the minimum course requirements set forth cannot, therefore, be regarded as the sole requisite of a degree or credential.
- Residency Requirement: A minimum of 24 credits in the degree program must be completed at Chapman University for all graduate degrees. For specific program requirements, please refer to the appropriate program section. These credits do not include courses taken to fulfill prerequisite requirements. Students in credential programs are required to complete a minimum of two-thirds of the program at Chapman.
- Minimum Course Grade Requirement: Unless stated otherwise by the academic program, no grade below 2.300 “C+” is acceptable toward a graduate degree or credential, but is included in calculating the overall grade-point average. Please refer to the appropriate program section.
- By action of the Graduate Academic Council, all courses must be taken for a letter grade unless specifically noted otherwise in the course description.
- Grade Point Average: The following are University guidelines; some programs specify different GPA requirements. Please refer to the appropriate program section.
 - A grade point average of 3.000 based on all coursework taken at Chapman and applicable to the graduate degree or credential is required, excluding prerequisite courses.
 - A cumulative grade point average of 3.000 based on all coursework applicable to the graduate degree or credential is required, excluding prerequisite courses.

POLICY ON CREDIT HOURS

All Chapman University courses are offered on the basis of credit hours or credits. One credit hour of coursework requires one face-to-face contact hour (note: one contact hour = 50 minutes)

per week between a faculty member and a student and two hours of assigned coursework per week on the part of the student outside of the classroom for a regular term. The typical three-credit course requires three contact hours per week and six hours of assigned coursework per week or 45 contact hours and 90 hours of assigned coursework for a regular term (15 weeks including the final exam period). Note that some classes meet beyond the scheduled class times based on the credits listed and that the number of contact hours and assigned coursework in lab courses, individually directed courses, non-traditional media-based courses and travel courses is tailored to the type of course and/or course objectives.

Lab courses are courses that have a strong skill component and typically require a special room, equipment or fieldwork experience for students to utilize to enhance their learning. One credit of a lab course requires a minimum of three contact hours, which may include a minimum of three hours of face-to-face contact hour per week between a faculty member and a student or a combination of face-to-face contact hours and assigned coursework to total three contact hours of engagement per week of instruction for a regular term.

Individually directed courses provide a more in-depth interaction between student, faculty member and course materials or research project. Since, typically, a student works one-on-one with a faculty member and receives an intensified experience of personalized education, the contact hours and amount of assigned coursework are tailored to the nature of the coursework and may exceed the minimum requirements given below.

- Reading and conference courses require a minimum of five hours of instructor-student contact per credit hour and a minimum of 30 hours of outside work per credit hour per term.
- Individual study and research courses require a minimum of five hours of instructor-student contact per credit hour and 30 hours of outside work per credit hour per term. In these courses the program is designed by the faculty member and the student working collaboratively and approved prior to the start of the term.
- Graduate thesis credits require a minimum of five hours of instructor-student contact per credit hour and 30 hours of outside work per credit hour per term. Students registering for graduate thesis credits pursue graduate research or a project in collaboration with a thesis or project advisor.

Travel courses are courses that occur primarily off-campus such as elsewhere in the United States or abroad. Travel courses are measured in weeks, with each week garnering a maximum of one credit. Each credit requires a minimum of 15 hours of contact or experience and 30 hours of assigned coursework or experience per credit hour. For courses that have two weeks of travel, 15 contact hours are required before and/or after travel.

Nontraditional Courses (Online and Hybrid/Blended Courses)

Online courses are courses that have few or no face-to-face contact hours between a faculty member and a student. Instead, student/faculty contact is mediated by the web. This contact can be either synchronous (e.g., chat or virtual classroom) or asynchronous (e.g., a discussion board). Whether synchronous or asynchronous, a faculty member is expected to offer course-related content to a student that engages a student for a total of 45 hours over the term for a three-credit course. Student engagement may include some discussion with other students; however, it is expected that a faculty member will monitor and participate in discussion and provide an

appropriate level of feedback at regular intervals during the term. As with traditional courses, there should be a total of 90 hours of additional assigned coursework over the term for a three-credit course.

Hybrid/blended courses are courses with both face-to-face contact in a classroom setting and web-mediated contact between a faculty member and a student. Web-mediated contact can be either synchronous (e.g., chat or virtual classroom) or asynchronous (e.g., a discussion board). Web-mediated contact may include some discussion with other students in the class; however, it is expected that a faculty member will monitor and participate in discussion and provide an appropriate level of feedback at regular intervals during the term. The total combined contact hours (face-to-face and web-mediated) should sum to 45 hours over the term for a three-credit course. As with traditional courses, there should be a total of 90 hours of additional assigned coursework over the term for a three-credit course.

Refer to [Policy Regarding Online and Hybrid/Blended Course Offerings](#).

Courses Governed by Accrediting Agencies

Law school travel courses offer credit per ABA standards as per the “criteria for approval of foreign summer and intersession programs established by ABA-approved law schools”, which stipulates that courses shall award no more than 1.5 semester credit hours for each week of the program. Courses shall not be in class more than 220 minutes per day, excluding breaks. Credit shall be stated in terms of credit hours according to the following formula: one semester hour for each 700 minutes of class time or equivalent or one quarter hour for each 450 minutes of class time or equivalent. ABA standards require that the program shall include visits to legal institutions in the host country. However, time allocated for visits to legal institutions normally is not considered time spent in class and is not calculated in the 220 maximum class minutes per day; credit may be awarded for extra-curricular lectures and field trips only when the content is academic in nature and specially related to the class for which the credit is awarded. If credit is given for externship placements (e.g., in a law firm, government office or corporation), then faculty supervision must be individualized and integrated with classroom work to ensure that the credit allowed is commensurate with the educational benefit to the participating student. If credit is given for distance education components, those components and credits must comply with the requirements of standard 306 and the interpretation of that standard.

CHAPMAN UNIVERSITY POLICY ON DISTANCE EDUCATION PROGRAMS AND COURSES

Approved by Senate Executive Board on March 10, 2023

DISTANCE EDUCATION PROGRAM ACCREDITATION REVIEW REQUIREMENTS

Departments/academic units proposing programs with online or blended coursework are required to consult with the Vice President of Institutional Effectiveness and Faculty Advancement.

If the proportion of program courses delivered through distance education is 50% or more of the program courses, WASC accreditation guidelines require that the program be reviewed as a substantive change request.

DISTANCE EDUCATION COURSE REQUIREMENTS

All courses offered at Chapman University must meet the same high standards in terms of the educational experience they offer to students, regardless of the mode of instruction. Specifically, these standards include:

- Active engagement of a qualified instructor who has significant expertise in the subject of the course.
- Frequent instructor-guided activity to support student learning.
- A means for students to periodically assess their progress towards achievement of course learning goals.

Courses that meet these standards and employ, whether partially or exclusively, technologically mediated formats (referred to as online or blended courses) may be offered at Chapman University via Distance Education (DE) courses.

Faculty teaching DE courses and teaching within DE programs shall comply with Chapman's Guidelines on Distance Education, Department of Education and WASC accreditation standards for Distance Education. The Department of Education requires "regular and substantive instructor interaction (RSI) in all courses. This is defined as "engaging students in teaching, learning, and assessment that is consistent with the course content." Regular interaction is predictable and scheduled in the course, and substantive feedback includes faculty-initiated interactions pertaining to the course's academic content. Within Chapman's Center for Excellence in Teaching and Learning's (CETL's) course design plan, all DE instructors will therefore be required to detail how the regular monitoring of, and substantive feedback to, students will be carried out throughout the term.

Faculty teaching DE courses must consider how their interactions with students advance Chapman's mission to provide a personalized education of distinction and will be required to address this in the course approval process. Faculty are required to adopt technologies and practices that allow them to interact with each student as an individual, and should avoid the use of off-the-shelf, prerecorded materials as a substitute for direct interaction between the student and instructor.

DISTANCE EDUCATION DEFINITION

The Department of Education under *34 CFR § 600.2* defines Distance Education as:

(1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

(2) The technologies that may be used to offer distance education include –

- (i) The internet;

(ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(iii) Audio conference; or

(iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition.

A DE course must support instructor-initiated regular and substantive interaction (RSI), either synchronously (scheduled but remote) or asynchronously (on demand and remote). Examples of RSI are provided in the Course Design Plan Form and the Preparing to Teach Online course provided by CETL and required of all course proposers and faculty teaching DE courses. For the purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency; or
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

As listed in the Department of Education definition above, many technologies can be used to deliver DE courses, including the internet, recorded videos, online audio/video conferencing, online discussion forums, and online Learning Management Systems. Distance Education courses can employ several mechanisms of instruction, including online lectures, online discussion groups, and online discussion forums, each of which can be synchronous, asynchronous or a combination of both.

- A course will be considered a DE course if less than 30% of student-instructor substantive interaction time is designed to occur face-to-face (meaning physically in the same room). An online course provides 80% or more of the substantive course interaction delivered either synchronously (scheduled but remote) or asynchronously (on demand and remote).
- A blended course delivers from 30% to 79% of the substantive course interaction either synchronously (live but remote) or asynchronously (on demand and remote).
- The term Distance Education does not apply to distance interactions designed to accommodate short-term and occasional technology-mediated interactions between students and faculty due to faculty travel or student/faculty illness.

STANDARDS FOR DISTANCE EDUCATION COURSES

Distance Education courses must meet the following standards:

1. Credit Hour/Contact Time: DE courses must meet the same standards of academic rigor and quality in both content and delivery that are required of traditional lecture courses. Credit hour/contact time for online and blended courses is required to meet the standard required for all Chapman courses. A typical 3-credit course requires 3 contact hours/directed study per week and 6 hours of assigned coursework/self-directed study per week or 45 contact hours and 90 hours of assigned coursework for a regular term (15 weeks including the final exam period) for a total of 135 hours. Whether synchronous or asynchronous, a faculty member is expected to offer faculty-directed course-related content and activities to a student that engage the student for a total of 45 hours over a 15-week term for a 3-credit course. Student engagement may include some discussion with other students; however, it is expected that a faculty member will monitor and participate in discussions and provide an appropriate level of frequent, timely and personal feedback to students at regular intervals during the term. As with traditional courses, there should be a total of 90 hours of additional assigned student self-directed coursework over a 15-week term for a 3-credit course.
2. Expertise/Training: Instructors offering DE courses must have the required expertise and qualifications to develop and teach courses that utilize teaching strategies and technologies for distance education. Faculty proposing a DE program, proposing/designing a DE course and/or teaching a DE course are required to:
 - a. Complete Chapman's Preparing to Teach Online Course offered through CETL.
 - b. Collaborate with CETL to complete the Course Design Plan Form and then utilize the DE course design template in Canvas.
 - c. Departments and programs offering DE courses are responsible for ensuring the Instructor's and the TA's qualifications. Faculty development opportunities in DE Instruction are available through CETL.
3. Support Services for DE Courses and Programs:
 - a. Support services for instructors, in addition to those provided through CETL discussed above, are available through the Office of [Educational Technology Services](#), which provides both [Instructional Technology](#) and [Classroom Technology](#).
 - b. Technical support to facilitate the resolution of computing issues for both students and instructors is available by email, phone or in person through the [IS&T Service Desk](#). Available hours vary through the year, but parallel scheduled class times during academic terms.
4. Verification of Student Identity: Departments offering DE courses must have processes in place to verify that each registered student is the same student who participates in and completes the course and receives academic credit. Examples of processes that can achieve this goal include:
 - a. Required use of a student's Chapman log-in and password to engage in class activities.
 - b. Proctored examinations, either technologically proctored or required in-person attendance.
 - c. New or other technologies or practices that are effective in verifying student identity.
 - d. Other identity verification processes as recommended by CETL.
5. Student Evaluation: Instructors must apply strict procedures to ensure that credibility and integrity are maintained at the highest level. Instructors must have a plan to monitor and assess student progress toward course learning outcomes through graded activities

mediated through technology. As part of the course approval process at Chapman, all courses being proposed must have identified course learning outcomes. All course learning outcomes are required to be provided to students on syllabi. When a course has a General Education course learning outcome, those outcomes are assessed on a regular basis by the General Education program. Departments regularly review course learning outcomes as part of their annual assessment and program review processes.

6. Application of Campus Policies and Procedures: All campus policies and required procedures for courses and instruction (registration deadlines, academic integrity, etc.) that apply to conventional courses also apply to DE courses. As with in-person courses, DE courses must provide appropriate accommodations for students with disabilities, as determined with the Office of Disability Services and in keeping with the [Chapman Policy Statement on Assisting Students With Disabilities](#). Students will be notified of their rights and how to access these accommodations both in the syllabus and in the Canvas learning management system course information.
7. Notification to Students of Equipment Needed to Participate: All DE courses must list the technological equipment necessary for full participation in synchronous and/or asynchronous class sessions (such as internet access, webcam, microphone, personal computer) at the time of registration. This technological equipment is considered part of required Course Materials, and information regarding required equipment must be provided in the online registration information as part of required course materials information.
8. Notification to Students of Required Fees: Departments and programs must notify students of any additional fees associated with the verification of student identity for a DE course at the time of registration or other required fees. Such fees are listed in course descriptions, which are available to students in the academic catalogs and in course information provided through the registration system and can be reviewed by the student prior to registration.
9. Standards for Synchronous Interactions: Any synchronous interaction (for example in-person lectures, discussion sections, office hours, or any other setting) must meet the following minimum set of standards:
 - a. Students must be able to see and hear the instructor, and view instruction and materials (for example, physical or electronic whiteboard, computer slides, experimental setups, etc.) with sufficient fidelity that no significant information is lost. Courses made available to students in off-campus sites may only be taught in facilities capable of sustaining a synchronous, two-way video and audio connection between Chapman and off-campus sites.
 - b. Students must be able to hear questions asked by other students and the instructor's answers.
 - c. Students must follow expectations and protocol for appropriate and respectful communications (i.e., asking questions, emails, dialog, etc.).
 - d. Students are to be provided with guidelines for appropriate online etiquette expected for participation in the courses.
 - e. Students are to be provided clarity in the expectations of student activities (participation and performance).
 - f. Virtual class session days/times, particularly if they do not match the stated schedule for the course, must be advertised at the time of registration rather than waiting to tell

students on the first day of class. Not providing this information in advance impacts students' class schedules and work opportunities.

- g. It is the responsibility of the student to ensure that they have the required technological fluency to succeed in a distance learning environment and to secure and maintain access to required technology resources.
- Student readiness is evaluated through the Online Readiness Assessment and other materials on the [Technology Requirements for Online/Blended Courses website](#) prior to registration.
 - Students must have access to an internet connection, which is necessary to participate in course discussions and assignments, access course resources, and receive feedback from instructors.
 - Instructor permission is required for enrollment in a DE course.
 - Students should check their campus email account and Canvas courses daily to keep abreast of their coursework and program communications.

ASSESSMENT OF DISTANCE EDUCATION COURSES

Instructors of DE courses must clearly identify the course learning outcomes that each student will demonstrate by the end of the course. If the same course is offered in person and through DE, the course learning outcomes must be the same for both sections. Within each course, minimum requirements for proficiency should be established based on course learning outcomes, particularly those tied to program learning outcomes. These proficiencies are to be demonstrated through both formative and summative assessments designed to measure progress toward achieving the course learning outcomes within the course's respective academic term.

Proposals for DE programs and courses must include an assessment plan to ensure that the program and/or course is meeting course and program learning outcomes at the level defined by the academic unit and is reporting such assessments regularly for review. The academic unit's assessment program must include specific assessment strategies that are designed to assure that DE courses meet the same standards of academic rigor and content as other courses offered in person and that course learning outcomes are met. These assessments are to be conducted regularly by the academic unit as part of annual assessment and program review.

APPENDIX-FORMS AND INFORMATION

Program Proposal Forms

Revisions to all academic programs are done through [Curriculog](#).

For new program proposals, program closures, and cross-listed courses, use forms below. If you have difficulty downloading and saving the forms below to your computer desktop or files please contact Margaret McDonough Monroe at mmonroe@chapman.edu. Please do not make edits directly onto the original forms.

- [Budget Template for New Graduate Degree Program Proposals](#)

- [Budget Template for New Undergraduate Program Proposals](#)
- [New Undergraduate Major/Graduate Degree Program Form](#)
- [New Undergraduate Minor Form](#)
- [New Integrated Undergraduate/Graduate Degree Form](#)
- [New Graduate Emphasis, Area of Study, Credential, Specialization Form](#)
- [New Certificate for Academic Credit Form](#)
- [Closing an Undergraduate Major/Graduate Degree Program Form](#)
- [Closing a Minor, Emphasis, Area of Study or Certificate Program Form](#)
- [Cross-listed Course Form](#) (to be attached to [Curriculog](#) Course Proposal)
- [Shared Courses Approval Form](#)
- [Sample Syllabus-COM 110](#)

NOTE: all forms should be fillable PDFs. If you are having difficulty, contact [Margaret McDonough Monroe](#) for the latest version of the form needed.

Other Information

[Academic Policies and Procedures from Academic Councils](#)