NORFOLK STATE UNIVERSITY

Curriculum

Manual

Final Edition, November 16, 2017

Revised, July 9, 2018

> *We must change "the question from 'What students know and can do' to 'What students know and can do as a result of their educational experiences.'" (Burstei & Winters, 1994, quoted from Anderson, 2002, p. 255 [emphasis added])*
>
> *Simply stated, our greatest asset and responsibility is our students. And under my leadership students will always be first. (NSU President Melvin T. Stith, Sr., Spring 2017 Opening Conference Remarks, January 3, 2017).*

Foreword

Program curriculum is a set of teaching and learning experiences intentionally designed to lead to articulated student-learning outcomes. It is organized and guided by a recognized faculty that has responsibility for the content and structure of the program and student-learning. Program faculty is responsible for program curriculum quality, effectiveness, and coherency regardless of format: face-to-face, web-based, web enhanced, correspondence, experiential, distance, off-campus consultation, or other design (AAUP, 1966/1984; SACSCOC, 2018).

The quality of the program curriculum refers to (1) currency and relevancy of the theories and practices in the given field or discipline; (2) intellectual rigor appropriate to the level of the degree program; and (3) the "connectivity" among the components of the curriculum (SACSCOC, 2018). Further, academic quality is increasingly defined as the achievement by students of intended learning outcomes that reflect societal expectations, market demands, institutional mission and goals, and disciplinary academic standards (AAC&U, 2004). The characteristics for assessing the effectiveness of the curriculum include the extent to which the curriculum provides opportunities for (1) increasingly complex understandings of theories, principles, and practices; (2) increasingly complex levels of analysis and development of skills; and (3) application of theories and principles (SACSCOC, 2018). A coherent curriculum is characterized by quality and effectiveness indicators and usually described in terms of sequencing, complexity, and linkages (SACSCOC, 2018).

Under the current conditions of rapid social, economic, and academic change, effective and efficient strategies for coordinating and linking multiple, at times contradictory, societal expectations, labor market demands, institutional goals, academic program objectives, and teaching and learning experiences in individual courses move to prominence as a concern for campus curriculum planners and managers.

Regional (e.g., SACSCOC) and disciplinary (e.g., ABET, CSWE, CAEP) accreditation commissions and professional associations (e.g., AAC&U) increasingly call for institutions and programs to ensure, document, and demonstrate that their curricula embody coherent courses of study that reflect statements of intended learning outcomes. Similarly, state agencies (e.g., SCHEV in Virginia), concerned with growing costs of higher education, require institutions to ensure that courses and programs effectively and efficiently address state-wide goals and core competencies. Research also indicates that students demonstrate higher levels of achievement if they are provided with multiple and diverse, yet systematic, curricular and co-curricular opportunities to build on previous learning, receive feedback, and reflect on their progress toward explicitly stated learning outcomes (Gaff, Ratcliff, & Associates, 1997; Huber & Hutchings, 2004).

The rationale for curriculum review and approval processes at NSU is to ensure curricular currency, relevancy, rigor, and coherence through curriculum alignment. Curriculum alignment is the degree to which components of curricular structures are appropriately positioned relative to one another to promote learning, student development, and student achievement of desired outcomes. Curriculum alignment provides a strategy to chart program courses as they relate to the student needs, University mission and goals, labor market demands, and intended institutional or program learning outcomes. Explicit alignment of university,

program and course intended learning outcomes help students recognize their involvement in a cohesive curriculum; promote student learning and reflective teaching among faculty members; and assist curriculum committees and administrators in enhancing the quality of students' academic experiences (AAC&U, 2002, 2004).

Policy on Curriculum Review and Approval

Policy Statement

Norfolk State University (NSU) has the responsibility to design, administer, and deliver a rigorous and coherent curriculum to equip NSU's ethnically and culturally diverse student population with the capability to become productive citizens who continuously contribute to a global and rapidly changing society. Curriculum review facilitates curriculum development and approval, ensures alignment between the designed, delivered, and assessed curriculum, and evaluates the effectiveness of the curriculum.

This policy establishes a comprehensive university-wide process of curriculum review at Norfolk State University. The faculty, University Curriculum Committee, and the Office of the Provost are responsible for implementation and management of the process.

Purpose

The purpose of the University Policy on Curriculum Review and Approval is to institutionalize procedures for course and program curriculum review and action; to identify related administrative functions; and to provide guidance to faculty and staff regarding review and approval of curricular issues. Curriculum review and approval is a collaborative process between faculty and academic administration designed to ensure that all courses and programs are based upon fields of study appropriate to higher education, aligned with the University mission and strategic goals, consistent with institutional standards of quality, and in compliance with regional accreditation standards and requirements and State Council of Higher Education for Virginia (SCHEV) policies and procedures.

Procedures

The University Curriculum Committee approves all proposed new curricular offerings and periodically reviews and evaluates existing courses and programs. Course and program proposals, reviews, and evaluations must adhere to the format described in the Curriculum Manual. All curriculum actions must be submitted for review and approval at all appropriate levels. The Office of the Provost facilitates and monitors the institutional approval, review, and evaluation processes in accordance with University policy. The Policy on Curriculum Review and Approval and the Curriculum Manual are reviewed annually by the University Curriculum Committee.

Definition of Terms

Academic Degree Program is a structured set of teaching and learning experiences designed to lead to the student development of intended student learning outcomes and to the award of an associate's, bachelor's, master's, professional, or doctoral degree identified by a separate CIP code in the SCHEV program inventory. The minimum number of required semester hours for each degree program is 60 for associate, 120 for baccalaureate, and 30 for graduate.

Alternative Methods of Delivery refer to instructional processes in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Such courses may employ correspondence study, or audio, video, or computer technologies.

CIP code is Classification of Instructional Program code assigned to all academic degree programs.

Complexity refers to the level of breadth, depth, rigor, and challenge of taught and learned content (knowledge, skills, and/or competencies) as students progress through a course of study. Complexity should be expressed through statements of program outcomes.

Program Outcome Saturation refers to the number of courses addressing a particular outcome.

Program Outcome Variability refers to the combination of 'levels of content delivery' (I, E, R, A – see definition below) of a particular outcome as addressed by a course or courses in a program of study.

Corequisite is a course that must be taken at the same time as another course.

Course is a structured unit of instruction or research within a discipline or subject area. Each course has a clear rationale and a set of specific learning outcomes.

Course Designation is an indicator that a course meets specific criteria to be classified or categorized in an approved enriching educational experience. For example, a course may be classified as:

- Civic Engagement
- e-Learning
- Distance Education
- Global Perspective
- Honors
- Service Learning

Course Description is a summary of the course goals and content.

Course Level/Number is an indicator of the knowledge and skills that are expected to be taught and learned in a course. Course level indicates progression of learning, rigor, and content. Generally, the course level is indicated by the course numbering system – undergraduate-level courses range from 100 to 499 (i.e., 100 through 199 sequence indicates freshman-level courses, 200 through 299 sequence indicates sophomore-level courses, 300 through 399 sequence indicates junior-level courses, and 400 through 499 sequence indicates senior-level courses), and graduate-level courses start at 500 and go up to a potential ceiling of 999 (i.e., 500 through 599 sequence indicates First Year Graduate Courses, and 600 through 999 Upper Level Graduate Courses. In general, course prefix numbers ranging from 500-799 designate master's

level coursework. Depending on the program, doctoral-level course prefixes may range from 500-999. In general, doctoral level courses are designated by course prefixes ranging from 700-999).

Course Name/Title is an indicator of the content of the course. Typically, the title should not contain more than 60 characters, and should not include colons, semicolons, dashes, etc. Within reasonable limits, titles should be consistent with academic practices in the disciplines.

Course Rationale specifies the role, importance, and level of rigor in developing program learning outcomes and competencies.

Curriculum is an academic plan consisting of the following major elements:

- Mission of the program: philosophy and general goals that guide specific knowledge, skills, and values/dispositions (i.e., learning outcomes) to be learned
- Content: the subject matter within which the learning experiences are embedded; program goals identify major content domains
- Sequence: an arrangement of the subject matter intended to lead to specific learning outcomes
- Learners: information about the learners for whom the curriculum is devised
- Pedagogies: instructional activities by which intended learning outcomes may be achieved
- Program resources: materials, settings, and expertise to be used in the learning process
- Assessment: the strategies used to determine if intended student learning outcomes are achieved
- Revision and adjustment process: processes to implement changes in the curriculum based on experience and assessment results.

Curriculum Alignment is an iterative process involving systematic study (curriculum mapping, analysis, and interpretation) of curricular components to determine the degree of agreement between what faculty expect students to learn, what faculty think they teach, and what students learn as a result of their educational experiences.

Curriculum Change Proposal Sponsor identifies a faculty member or group of faculty members initiating a curriculum change.

Curriculum Coherence is a conclusion based on a systematic study, interpretation, reflection, and judgment of curricular components such as course sequencing, increasing complexity, and established linkages.

Curriculum Effectiveness characteristics include (1) increasingly complex understandings of theories, principles, and practices; (2) increasingly complex levels of analysis and development of skills; and (3) application of theories and principles.

Curriculum Intentionality is the deliberate and systematic alignment of intended program learning outcomes with course-level outcomes and instructional and learning activities.

Curriculum Map is a snapshot of a course of study at a particular point in its development. A curriculum map represents the relationship of courses to program learning outcomes by charting courses, program outcomes, and linkages between and among curricular components.

Curriculum Mapping refers to the data collection phase of a curriculum alignment process. It includes organizing and recording information about the curriculum to permit a visual display of the relationships between and among curricular components.

Curriculum Matrix is a two-dimensional data collection instrument used to organize the curriculum mapping process. A curriculum matrix records the assignment of specific program outcomes (in columns) to individual courses (in rows) while identifying the level at which the outcome will be taught (at the intersection of columns and rows) by indicating whether the outcome is introduced, emphasized, reinforced, or applied.

Curriculum Quality characteristics include (1) currency and relevancy of the theories and practices in the field or discipline; (2) intellectual rigor appropriate to the level of the degree program; and (3) the "connectivity" among the components of the curriculum.

Degree Designation refers to the degree awarded (e.g., Master of Science).

Degree Name refers to the field or specialization (e.g., Sociology).

Degree Title refers to both the degree name and degree designation (e.g., Bachelor of Arts in History).

Explicit (X) Statement of Intended Outcome is a program outcome that is fully and directly expressed or referenced in a course syllabus.

Implicit (I) Statement of Intended Outcome is a program outcome that is indirectly expressed or referenced in a course syllabus.

Learning Outcome is an intended effect of the college/school experience that has been stated in terms of specific, observable, and measurable student performance. Program learning outcomes specify knowledge, skills, values, and attitudes students are expected to attain in a course of study.

Level of Content Delivery refers to the level and complexity of the knowledge and skills that are expected to be taught and learned in a course. The four levels of content delivery are:

- Introduced (I) – Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.
- Emphasized (E) – Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity.
- Reinforced (R) – Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.
- Applied (A) – Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

Linkage refers to the degree of integration between multiple program learning outcomes in a course or course of study.

Major is an extensive program of study in a subject area designated by CIP code and approved by SCHEV. A major is an intentionally and formally organized aggregate of courses in designated primary subject areas/disciplines in which a student commits to gain in-depth knowledge, skills, competence, and understanding through a coherent pattern of courses

Minor is a focused area of study like a major; however, a minor in a discipline is narrower or restricted in scope. Fewer course credits are required than in the major field of study.

Prerequisite is a successfully completed course or courses, skills, or knowledge a student must possess and demonstrate prior to registering for more advanced courses.

Program Assessment is a systematic process of gathering, analyzing and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, value, and can do with their knowledge and skills as a result of their experiences in the program; the process culminates when assessment results are used to improve subsequent learning.

Program Goals outline general domains of student performance. For example, "Program graduates will demonstrate competence in critical thinking skills." Generally, goals are not directly observable or measurable. Goals must be closely linked to and aligned with learning outcomes.

Program Review is a systematic examination of an academic program by faculty and administrators to assess the relative value of an academic program in terms or mission-centeredness, quality, and viability.

Semester Credit Hour is the unit of instruction used for computing the amount of work required for assigning credit. Academic credit is awarded in the form of a semester credit hour, which reflects the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also in laboratories, studios, internships and other experiential learning, and distance and correspondence education. One semester hour is equivalent to one 50–70 minute period of instruction or lecture per week for 15 weeks. Two or three 50-minute periods of laboratory sessions are equal to one period of instruction or lecture. Faculty assign and monitor semester credit hour assignments.

Sequencing refers to the extent to which courses are organized in a logical manner in relation to a program outcome or a set of program outcomes.

Structure of Course Sequence refers to the extent to which levels of content delivery (I, E, R, A – see definition of 'level of content delivery') are organized in a logical manner to address a particular outcome.

Substantive Change is a significant modification or expansion of the nature and scope of an accredited institution. In accordance with published policies and procedures, substantive changes must be reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Council of Higher Education for Virginia (SCHEV). The Vice Provost (responsible for curriculum management) will identify changes that are substantive in nature, will initiate appropriate reporting and approval processes in compliance with SACSCOC and SCHEV policies and procedures, and will refer questions to the Provost for resolution.

Syllabus is the primary summary of a course. It outlines the course, denotes what students may expect from the course (e.g., rationale, goals, measurable learning outcomes), and locates the course in the curriculum.

Curriculum Change: Common Types and Levels of Approval

I. Course Level Change

TYPE	LEVEL OF APPROVAL
Special Course/Section Designations Honors Service-Learning Web-Based (Online) Cohort Hybrid Online/Technology-delivered	University Curriculum Committee
Dropping/adding prerequisites	University Curriculum Committee
Changes in the course title	University Curriculum Committee
Change in the course catalog description	University Curriculum Committee
Change in the level of the course	University Curriculum Committee
Proposing a new course	University Curriculum Committee
Deletion of a course	University Curriculum Committee

II. Program Level Changes

TYPE	LEVEL OF APPROVAL
Change in Program CIP Code Change made in an existing six-digit CIP code designation (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code to respond to changes in the field or to better reflect the intent of the program.	University Curriculum Committee SCHEV Staff Approval
Change in Degree Program Title Change made in an existing program title (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts).	University Curriculum Committee SCHEV Staff Approval Board of Visitors and SACSCOC Notification
Change in Degree Designation Change made in an existing degree designation (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis (e.g. from the B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A.).	University Curriculum Committee SCHEV Staff Approval Board of Visitors and SACSCOC Notification

II. Program Level Changes	
TYPE	**LEVEL OF APPROVAL**
Change in Length of Program A written request to SCHEV to increase the number of credit hours for an academic degree program above the minimum 120 credit hours is required. Reasons for the increase in the required number of credit hours may include compliance with the discipline-specific accrediting standards for student learning outcomes/competencies.	University Curriculum Committee SCHEV Staff Approval Board of Visitors and SACSCOC Notification
Spin-Off Degree Program Curriculum that expands an existing degree program into a stand-alone degree at the same degree level and does not change its essential character, integrity, or objectives and shares at least the first two digits of the existing program's CIP Code; shares at least three-quarters of courses with the existing degree program; requires minimal or no additional faculty; and, is funded through internal reallocations or private funds and does not require additional state funding. SCHEV staff approval is required to confer a spin-off degree. SCHEV reserves the right to determine whether a proposal is considered a new program or a spin-off program.	University Curriculum Committee SCHEV Staff Approval Board of Visitors Approval SACSCOC Notification
New Certificate Program Curriculum leading to a formal award certifying completion of post-baccalaureate degree-level work in an academic or occupationally specific field of study.	University Curriculum Committee Board of Visitors Approval SCHEV and SACSCOC Notification
New Degree Program Curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, requires a separate CIP code. Additional faculty, facilities, or funding may be required to initiate and operate the new program.	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Prospectus and Approval
Program Discontinuance Action taken to close a program by indicating in SCHEV's program inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required; notification prior to program closure is suggested. The intent to close a program in a Critical Shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.	University Curriculum Committee Board of Visitors Approval SCHEV and SACSCOC Notification University Curriculum Committee
Inactive Program Curricula Action taken to declare a program curriculum inactive by indicating to the University Curriculum Committee the date for which no new student can be enrolled.	University Curriculum Committee Board of Visitors Approval SCHEV and SACSCOC Notification University Curriculum Committee

II. Program Level Changes

TYPE	LEVEL OF APPROVAL
Initiating Off-Campus Instruction	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Notification and Approval
Initiating Degree Completion Program A program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved the baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Notification and Approval
Initiating Instruction or Programs at a Different Level	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Notification and Approval
Initiating a Course or Program that Represents a Significant Departure either in Content or Method of Delivery	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Notification and Approval
Initiating Courses or Programs Delivered through Contractual Agreement or Consortium Contractual Agreement Typically, a relationship in which one institution enters an agreement for receipt of courses/programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution or service provider.	University Curriculum Committee Board of Visitors Approval SCHEV Council Approval SACSCOC Notification and Approval

II. Program Level Changes

TYPE	LEVEL OF APPROVAL
A consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality.	

Level of Approval

Course Level Changes	University Curriculum Committee	BOV Notification	BOV Approval	SCHEV Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	SACSCOC Notification	SACSCOC Approval
Special course/Section designation (Honors[1], SL, LLC, Online)	X							
Dropping/adding prerequisites	X							
Changes in course title	X							
Change in the level of the course	X							
Proposal for a new course	X							
Deletion of a course	X							

Level of Approval

Program Level Changes	University Curriculum Committee	BOV Notification	BOV Approval	SCHEV Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	SACSCOC Notification	SACSCOC Approval
Change in Program CIP Code	X				X[2]			
Change in Degree Program Title	X	X			X[2]		X	
Change in Degree Designation	X	X			X[2, 5]		X	
Change in Length of Program	X	X			X		X	
Spin-Off Degree Program	X		X		X		X	
New Certificate Program[3]	X		X			X[4]	X	

[1] Honors courses require the approval of the Dean of the Honors College

[2] The "Format for Revising Academic Programs" cover sheet and requisite narrative statement must be submitted.

[3] See SACSCOC Substantive Change Policy

[4] For all certificate programs, the "Program Proposal" cover sheet and requisite narrative statement must be submitted.

Program Level Changes	Level of Approval							
	University Curriculum Committee	BOV Notification	BOV Approval	SCHEV Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	SACSCOC Notification	SACSCOC Approval
New Degree Program	X		X	X[5]				**X**[3, 7]
Program Discontinuance	X		X			X[6]	X	
Initiating Off-Campus Instruction	X		X	X			X	**X**[3]
Initiating Degree Completion Program	X		X	X			X	X[7]
Initiating coursework or programs at a different level than currently approved	X		X	X				X[8]
Initiating a Course or Program that Represents a Significant Departure either in Content or Method of Delivery	X		X	X			X	**X**[3]
Initiating Courses or Programs Delivered through Contractual Agreement or Consortium	X		X	X			X[9]	

[5] If a proposed academic program will elevate a public institution to a new degree level then, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

[6] The "Intent to Discontinue an Academic Program" cover sheet and requisite narrative must be submitted.

[7] Prospectus required

[8] Application for level change required

[9] Letter of notification and copy of signed agreement must be submitted.

Composition of Curriculum Committees

Curricula belong to the faculty in academic departments, units, and colleges/schools of the university. Thus, those are the initiating bodies for all curricular changes including modification of existing programs/courses and introduction of new programs/courses. Each department and college/school must establish a curriculum committee that will be responsible for managing the curricula of the department and the college/school respectively. The "…primary responsibility for the content, quality, delivery, and effectiveness of the curriculum [lies] with its faculty." (SACSCOC Section 10.4 *Academic Governance*, pg. 10, 2018).

Program / Department Curriculum Committee

Composition of the program/department curriculum committee is determined per the rules of the department. The chair of the Program/Department Curriculum Committee is elected by the committee members each time the committee is reconstituted.

College/school Curriculum Committee

Composition of the college/school curriculum committee is determined per the rules of the college/school. The chair of the College/school Curriculum Committee is elected by the committee members each time the committee is reconstituted.

University Curriculum Committee

The University Curriculum Committee (UCC) is a standing University committee established to advise and guide Norfolk State University in its review of curricular matters (2018 Faculty Handbook Section 2.3.7). The UCC provides a channel for curriculum matters for communication, advice, support and liaison among NSU academic programs, educational support services, and administrative units. Committee meetings are open to all faculty.

The purpose of the UCC is to ensure programs and courses reflect current knowledge, to ensure programs and courses are appropriate to higher education, to oversee and monitor the university-wide curriculum review and approval processes, and to ensure that processes are consistent with the University Mission and Strategic Plan as well as the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

Composition of the University Curriculum Committee (UCC)

The composition of the University Curriculum Committee is as follows:

Voting Members

- Three faculty members from each college, elected by faculty
- Two faculty members from each school, elected by faculty
- Two Faculty Senate representatives (names submitted by the Faculty Senate President)
- Deans: Dean of Colleges (2), Schools (3), and Honors College (1)
- Graduate Studies Dean
- General Education Council Chair
- Provost or Provost's representative (votes as tie breaker only)

Non-Voting Members

- Registrar
- Library representative
- University Assessment Advisory Committee representative
- Vice Provost (responsible for curriculum management)

If a member must be absent from a meeting, he or she will designate a substitute to attend that meeting.

Committee members will serve two-year terms. All members of the committee are eligible for reappointment. There is no limit on the number of reappointments.

The committee will be chaired by the Provost or by the Provost's designee (the elected Convener). The Convener will be a faculty representative. Committee members will elect the Convener, who will serve two-year terms. The Convener is eligible for re-election. There is no limit on the number of re-elections.

The Committee meets at least two times a semester (Fall and Spring). Additional meetings are scheduled as needed within the semester. In advance of each meeting, the agenda, curriculum proposals, and other relevant documents will be posted to the University Curriculum Committee's SharePoint site

Curriculum committee members may communicate through SharePoint collaborations, email discussions, conference calls, and smaller group meetings in advance of or between committee meetings to clarify questions and to ensure the efficient and effective use of curriculum committee meetings.

Curriculum Review and Approval Process

The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. "The number of such faculty will need to be sufficient to fulfill basic functions of curriculum design, development, and evaluation; teaching; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional, community, and professional service." SACSCOC *Section 6: Faculty* ensures that programs, including programs offered through collaborative arrangements, contain appropriate courses reflecting current knowledge within a discipline and that they are appropriate for the students enrolled. Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the institution possesses both the organization and resources to ensure the quality of its educational programs. [10]

The curriculum review and approval processes must follow a well-defined sequence of actions between the initiation of a change and its final approval at the university level. All such proposals for changes, not being of the same importance, may not follow the same steps for approval. There should be a well-orchestrated information process in place so that all stakeholders including faculty members, the concerned administrators, students, alumni, business community, etc. can participate in the management process.

General Guidelines

1. Other academic departments, colleges/schools affected by a proposed change must be contacted before the approval process is initiated. Reactions of these units to the proposed change should accompany the proposal as it proceeds through approval channels.
2. Originating departments, colleges/schools should submit related changes as a package (i.e., does a credit hour change in a course affect the program? If so, a Program Revision must accompany the Course Modification.)
3. Proposals that are not complete, clear, consistent, or accurate will be returned to the originating unit with proper feedback so that the department can suitably modify the proposal and resubmit.

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[10] Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, Southern Association of Colleges and Schools, Commission on Colleges, 2018, pp. 47-48.

4. Originating departments, colleges/schools must be notified by each approval group (respective college/school Curriculum Committee, General Education Council, Graduate Council, etc.) when a proposed change has been placed on the agenda.

5. At each step of the review and approval process, comments and recommendations may be added to a proposal.

6. The originating department and college/school will receive the following feedback if a proposed curriculum change is not approved: (a) notification that the change was not approved; (b) specific feedback as to why it was not approved; and, (c) suggestions for modifications, if applicable.

7. Departments, colleges/schools, and approval groups should monitor all changes in programs that, accumulated over time, might change the scope of programs in ways that are not congruent with the role and mission of the department, the school, and the University.

8. Deans should discuss proposed new degree programs with the Vice Provost (responsible for curriculum management) before developing a new program proposal.

9. The minimum number of required semester hours for each degree program is 60 for the associate degree, 120 for the bachelor's degree, and 30 for graduate degree programs. The number of hours required for a minor is a minimum of 15 and a maximum of 18 semester hours. The number of semester hours required for certificate, master's and doctoral degree programs varies by discipline. In general, master's degree programs require a minimum of 30 semester hours beyond the bachelor's degree and doctoral programs require significantly more credits beyond the master's degree (e.g., 60+ semester hours).

Compliance with SACSCOC and SCHEV Requirements and Standards

The following information must be included in the transmittal packet accompanying the proposal.

All Course-Level Proposals

When preparing and reviewing course-level proposals, proposal sponsors and curriculum committees must ensure and document compliance with SACSCOC accreditation standards. The proposal must:

- Provide rationale for recommended course level (100, 200, 300, etc.)
- Provide rationale for recommended amount of credit for the course
- Clearly articulate course-level learning outcomes
- Indicate how the course will assist in developing program-learning outcomes in terms of curriculum sequencing, complexity, and linkages

When preparing and reviewing course-level proposals, proposal sponsors and curriculum committees must ensure and document compliance with SCHEV accountability requirements. The proposal must:

- Indicate at which academic rigor of material delivery (I, E, R, A) the course will address the six SCHEV core competencies (written communication, oral communication, information literacy, scientific reasoning, quantitative reasoning, and critical thinking).
- Indicate what assessment methods will be used to capture and document the course value-added.

All Program-Level Proposals

SACSCOC Requirements and Standards

When preparing and reviewing program-level proposals, proposal sponsors and curriculum committees must document and ensure compliance with SACSCOC accreditation standards. The proposal must:

- Clearly articulate program mission, goals, and intended learning outcomes
- Discuss how the mission of the proposed program relates to the University and College/school missions and strategic goals
- Describe the role of faculty in program design
- Provide rationale for recommended program length (total # of required hours) *and* structure (# of hours for General Education core, major core, electives, etc.)
- Describe the process used to determine what coursework is included in the major program requirement
- Provide peer institutions comparative data for major program requirements
- Present a well-developed process for ensuring and documenting proposed program curriculum (1) quality, (2) effectiveness, and (3) coherency
- Present a well-developed process for program outcomes assessment using both direct and indirect assessment methods
- Describe the role of faculty in program outcomes assessment

- Describe how the proposed program will provide information about the program, including philosophy, goals and outcomes, and required coursework, that is sufficient for a student to make informed choices.

Academic units proposing a new program must prepare a prospectus according to the requirements outlined in the SACSCOC "Substantive Change Policy" and a new program proposal as required by SCHEV. The SACSCOC prospectus and SCHEV program proposal must be submitted with the Curriculum Change Request for review and action by the University Curriculum Committee.

The Vice Provost (responsible for curriculum management) is responsible for conducting an ongoing review of curricular revisions to identify possible changes that may be substantive in nature and may require reporting or prior approval by SACSCOC. The Vice Provost (responsible for curriculum management) will make the final determination of changes that are substantive in nature, will initiate appropriate reporting and approval processes in compliance with SACSCOC policies and procedures, and will refer questions to the Provost for resolution.

SCHEV Requirements

When preparing and reviewing new program proposals, proposal sponsors must address, and curriculum committees must review, the following SCHEV questions:

- **Why does Virginia need this program at this time?**

- State Needs. Will the program proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

- Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

- Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

- Duplication. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar programs are offered in the state; where? What is the enrollment strength of these similar programs?

- **Why does the institution need this program at this time?**

- Institutional Needs. Will the program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

- Resource Needs. Will the program affect the institution's budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, etc.? Will the program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

- What assessment designs/methods/instruments will be used to measure the *value-added* of the program in terms of student learning?

- A new program proposal as required by SCHEV

(http://www.schev.edu/AdminFaculty/2002PoliciesProcedures4ApprovalsChanges.pdf) and a
SACSCOC prospectus (described in the previous section) must be submitted with the Curriculum
Change Request for review and action by the University Curriculum Committee.

General Education Core Proposals

When preparing and reviewing general education-related proposals, proposal sponsors must document, and
curriculum committees must ensure, compliance with SACSCOC accreditation standards. The proposal
must:

- Provide evidence that the proposed course does not narrowly focus on those skills, techniques,
  and procedures specific to a particular occupation or profession
- Indicate how the course will assist in developing general education learning outcomes/core
  competencies in terms of curriculum sequencing, complexity, and linkages
- Explicitly indicate how the proposed course addresses assessment of general education
  competencies and demonstrates as well as documents the value-added competencies students are
  expected to achieve

Preparing and reviewing general education-related proposals should be aligned with the SCHEV General
Education Program Recommendations (General Education in Virginia: Assessment and Innovation, pp. 50-
51).

Proposals Related to Graduate Programs / Instruction

When preparing and reviewing proposals affecting graduate courses and instruction, proposal sponsors
must document and curriculum committees must ensure compliance with SACSCOC accreditation
standards. The proposal must:

- Provide evidence that proposed graduate instruction/course/program is progressively more
  advanced in academic content and intended learning outcomes than undergraduate
  courses/programs
- Outline specific activities that will be used to develop *and* assess graduate students' understanding
  of the literature of the discipline
- Identify specific ways to ensure and document ongoing student engagement in research and/or
  appropriate professional practice and training experiences

Curriculum Revision and Approval Process Steps

Requests for curriculum revision and approval follow a sequential process of review and action.

STEP 1   Proposals to initiate curricular revisions are presented and discussed at the
           program/department level.

Requests for curriculum revision and approval follow a sequential process of review and action.

STEP 2   If consensus is reached at the program/departmental level, a program/department faculty sponsor prepares a proposal for curricular revision for presentation and action by the respective program/departmental Curriculum Committee. Proposals not approved at the program/department level are sent back to the faculty sponsor and no further action is taken with reference to the proposal.

STEP 3   If approved at the program/department level, the proposal transmittal form (Course or Program Change Request Form) is signed and forwarded with the proposal to the College/school Curriculum Committee chair for review and action (approval/denial) by the College/school Curriculum Committee. Proposals approved at the program/department level are presented to and discussed by the College/school Curriculum Committee for action (approval/denial). Proposals not approved at the school-level/college-level are sent back to the program/department, the faculty sponsor is notified, and no further action is taken with reference to the proposal.

STEP 4   If approved at the school-level/college-level, the proposal and the proposal transmittal form (Course or Program Change Request Form) are signed by chair of the College/school Curriculum Committee and the College/school Dean, and forwarded to:

- The General Education Council for review and recommendation for action by the University Curriculum Committee if the proposal involves the general education core program. If the General Education Council approves the proposal, the proposal form (Course or Program Change Request Form) is signed by the Chair of the General Education Council and forwarded to the Dean's Office for processing and submission to the University Curriculum Committee. If the General Education Council does not approve the proposal, it is forwarded to the Dean's Office for referral to the program/department and the faculty sponsor.

- The Graduate Council for review and recommendation for action by the University Curriculum Committee if the proposal involves graduate programs or graduate-level instruction. If the Graduate Council approves the proposal, the proposal form (Course or Program Change Request Form) is signed by the chair of the Graduate Council and forwarded to the Dean's Office for processing and submission to the University Curriculum Committee. If the Graduate Council does not approve the proposal, it is forwarded to the Dean's Office for referral to the program/department and the faculty sponsor.

- The proposed e-Learning Committee for review and recommendation for action by the University Curriculum Committee if the proposal involves alternative methods of delivery. If the proposal is approved/supported by the e-Learning Committee, the proposal form (Course or Program Change Request Form) is signed by the chair of e-Learning Committee and forwarded to the Dean's Office for processing and submission to the University Curriculum Committee. If the proposal is not supported by the e-Learning Committee, it is forwarded to the Dean's Office for referral to the program/department and the faculty sponsor for additional review.

- The University Curriculum Committee if the general education core, graduate programs/instruction, or alternatively delivered programs/courses are not involved.

Requests for curriculum revision and approval follow a sequential process of review and action.

STEP 5   Proposals are reviewed by the University Curriculum Committee at scheduled meetings each semester. The University Curriculum Committee meets at least twice each semester.

STEP 6   The proposal sponsor, the academic program/department, and the College/school are notified of Curriculum Committee actions.

STEP 7   Approved proposals involving academic programs (e.g., initiate a new academic program, close an existing program, degree designation change, degree title/name change, etc.) require additional review and approval (i.e., BOV, SCHEV, SACSCOC).

STEP 8   Approved course changes are loaded into the curriculum management information system within 24 hours of the meeting.

STEP 9   Minutes of the meeting are completed, recorded, and disseminated to committee members.
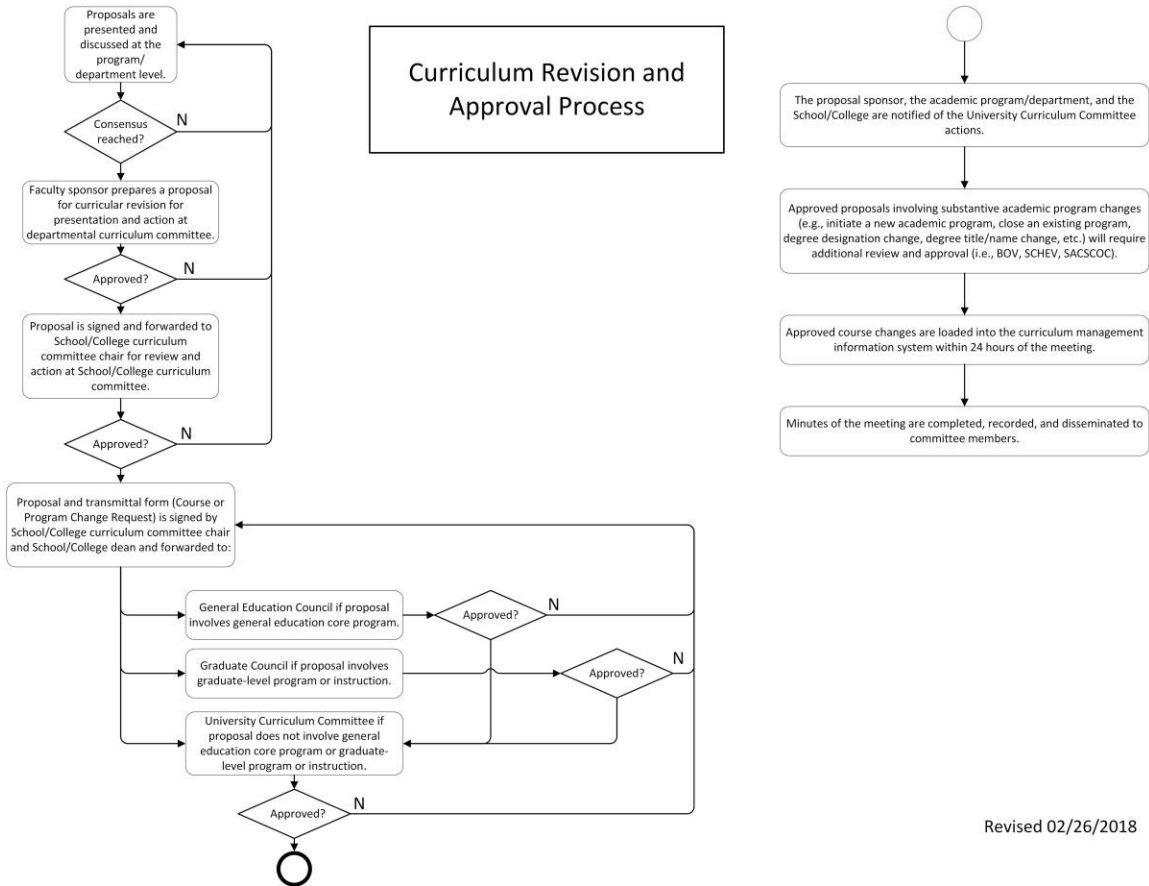
Curriculum Revision and Approval Process

Revised 02/26/2018

Faculty Sponsor

The first step in any curricular revision of academic programs and courses is to develop consensus and obtain approval from faculty who have responsibility for the program. All department faculty affected by the curriculum change should have input into the development of proposals. Each department maintains published policies and procedures for approval of proposals. Typically, these procedures provide a voice for all department faculty. Because program revisions affect the use of resources and faculty assignments, department chairs must be part of this process and are responsible for the organization and quality of the department curriculum.

Some programs, such as the general education program, by its very nature affect many other programs. Special attention and procedures must be pursued in order to ensure appropriate review of such programs. Proposed changes that add new courses, increase hours, or affect formal requirements are subject to review by all units from which the program faculty are drawn and should be reviewed in a manner consistent with the policies and procedures of all units [i.e., department(s) and college/school(s)] from which the faculty are drawn.

In addition, programs must seek and document consultation with other programs and units that may be significantly affected by or have clear interest in a proposal. All departments/units that are affected, or would be expected to have substantial interest in the proposal, must be consulted and the results of that consultation documented by copies of e-mail messages or memos from the department/program curriculum committee chair. Each department that participates in the program or course administration must approve the proposal.

Proposal sponsors are strongly encouraged to consult with the appropriate subject specialist in the Library to discuss library resources and needs.

Curricular decisions that affect the program only and are within department, college/school, and university guidelines usually do not need consultation and consensus outside the program.

Specific responsibilities of proposal sponsors include the following:

- Develop a Transmittal Letter (which provides a brief overview of the proposed curriculum revision)
- Describe the proposed change
- Provide a rationale for the change
- Address compliance with specific SACSCOC and SCHEV requirements and standards (section V.5) that apply to the proposed change.
- Determine the impact of proposed changes on other departments or colleges/schools
- Indicate whether the proposed change falls under one of SACSCOC's substantive change categories
- Complete the appropriate curriculum change request form (i.e., Course or Program Change Request Form)
- Complete all appropriate fields in the form
- Notify other departments of possible effects in their areas, including items such as scheduling
- Obtain approvals from other departments and units as necessary
- Attach supporting documentation

Program Coordinator

For each academic degree program, the university assigns responsibility for (1) program coordination, (2) curriculum development, and (3) program review coordination to academically qualified faculty members who hold academic credentials and other qualifications appropriate to the degree program. Program coordinators must demonstrate that they keep current in the discipline/field and are actively engaged in scholarship.

Program coordinators are responsible for ensuring that degree programs:

- have well developed statements of program learning outcomes,

- follow the university course syllabus format,

- have implemented ongoing assessment processes,

- have implemented curriculum review processes,

- have established a program curriculum committee,

- have a comprehensive academic advising and academic support system,

- have clear procedures for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates,

- have clear procedures for ensuring the quality of programs/courses offered through consortia relationships or contractual agreements,

- have recruitment materials and presentations that accurately represent program practices,

- have a website and update it regularly, and

- other duties as assigned (e.g., graduate program coordination, etc.).

Program/Department Curriculum Committee

When reviewing a new course/program or revising an existing course/program, the Program/Department Curriculum Committee should:

a) Ensure appropriate content and pedagogy of the proposed course/program,
b) Ensure currency and relevancy of the proposed course/program,
c) Ensure and document alignment of the proposed course/program with existing courses/programs,
d) Ensure that change requests are completed using the appropriate and current form,
e) Ensure that any necessary codes (e.g., course or section numbers, Classification of Instructional Programs – CIP, etc.) are included and are correct,
f) Ensure that there is sufficient differentiation between undergraduate (UG) and graduate expectations (GR) for UG/GR cross listed courses,
g) Determine if the proposed changes are consistent with departmental goals, disciplinary accreditation requirements and academic standards,
h) Ensure the academic integrity of the course, as demonstrated in course content and course requirements for the course level and number of credits,
i) Review articulation concerns, and
j) Ensure that resource (faculty, equipment, supplies, etc.) needs have been addressed.

Minutes of all program/department curriculum committee meetings must be recorded in the standard format and maintained in program/departmental files in accordance with university and state document retention policies.

College/School Curriculum Committee

Each college/school has its own process for curricular review. However, the colleges/schools must maintain guidelines that provide consistency among courses and programs and coordinate offerings that involve other colleges/schools. They also provide a framework for strategic planning of overarching college/school curricular directions and resource decisions. In reviewing curriculum proposals from departments, the College/School Curriculum Committee should:

a) Ensure that proposed changes are consistent with college/school goals and academic standards/integrity,

b) Ensure that course duplication is avoided,

c) Confirm that all affected areas were contacted and have granted their approvals to the proposal as necessary,

d) Review proposal rationale and resources information, especially with respect to staffing and technology requirements,

e) Ensure appropriate academic support services and resources are available to support the proposed change, and

f) Ensure that all necessary supporting documents are included and complete.

Minutes of all College/School Curriculum Committee meetings must be recorded in the standard format and maintained in college/school files in accordance with university and state records retention policies.

Dean's Office

The dean or his/her representative must review the documentation and process of consultation to ensure accuracy and completeness of the proposal. The dean is responsible for maintaining academic quality in the college/school. Deans must also consider how curricular revisions respond to the strategic plans of the college/school and weigh curricular proposals in light of the resources available to support the suggested modifications. The dean or dean's representative should:

a) Ensure that the proposed change is consistent with college/school mission and goals.

b) Review for consistency with the college/school mission and curriculum plan.

c) Review budget implications and determine if adequate resources are available to support the proposed change. Lack of adequate resources is sufficient grounds to make a recommendation to the college/school Curriculum Committee to reject a proposed change.

d) Ensure compliance with SACSCOC Substantive Review Policy and notify the Office of the Provost of any substantive changes.

General Education Council

The purpose of the General Education Council is to review the general education program and to ensure, enforce and facilitate development and assessment of core competency skills in students. Specifically, the Council is charged with the following tasks:

• To enhance the alignment between what all graduates (educated persons) at the undergraduate level need to know and be able to do and the extent to which the general education curriculum provides the learning experiences for students to acquire the depth and breadth of knowledge and skills needed,

• To ensure the quality and effectiveness of the general education curriculum,

- To ensure that general education learning experiences are adequately preparing students to meet core competencies,
- To gather evidence on a systematic basis to document the effectiveness of the general education program in terms of student learning and student outcomes and to demonstrate improvement based on an analysis of the evidence/results,
- To make curricular recommendations as appropriate, and
- To recommend University-wide policies to govern and monitor the general education program.

The General Education Council must ensure that all general education-related curriculum proposals, as well as the general education program as whole, are aligned with the SCHEV Guidelines (General Education in Virginia, pp. 50-51).

Minutes of all General Education Council meetings must be recorded in the standard format and maintained in university files in accordance with university and state records retention policies.

Graduate Council

The Graduate Council is responsible for recommending and implementing university policies, regulations, and procedures related to graduate programs. Its aim is to ensure the satisfactory coordination of graduate studies and the maintenance of high quality graduate instruction. The Council, therefore, determines the following:

- criteria for awarding graduate faculty status;
- recommendations for instructional loads for the graduate faculty;
- requirements for admission to graduate study at the university;
- mechanisms for the evaluation of the effectiveness and viability of graduate programs;
- regulations governing the number of undergraduate hours which graduate students can apply towards a graduate degree and the admission of undergraduate students to graduate courses;
- the number of transferable graduate credits that a student is permitted to accumulate, and
- other matters regarding procedures, policies, and regulations as they are presented to the Council for consideration.

Submitting Curriculum Proposals to the Graduate Council:

1. Complete the appropriate curriculum request form.
2. Submit the proposal to the Graduate Council Curriculum Committee Chair (dshacker@nsu.edu)
   a) The proposal should be submitted no later than one (1) week prior to the Graduate Council meeting.
   b) If submitted via email, please indicate if all required signatures have been obtained (Department Head, College/School Curriculum Committee, and College/School Dean).
   c) If this proposal is for a new course, the course outline must be submitted according to University Guidelines.
3. The Graduate Council Curriculum Committee will respond to the request and recommend attendance at a Graduate Council meeting to present the proposal and respond to questions.
   a) Bring the original proposal with all required signatures.

Minutes of all Graduate Council meetings must be recorded in the standard format and maintained in the Graduate School files in accordance with University and state records retention policies.

Proposed e-Learning Committee

The proposed e-Learning Committee is responsible for reviewing courses and programs delivered through alternative methods. Alternative methods of delivery refer to instructional processes in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Such courses may employ correspondence study, or audio, video, or computer technologies.

The proposed e-Learning Committee must ensure that their alternatively delivered courses and programs comply with the SACSCOC Policy Statement on Distance and Correspondence Education. When reviewing and approving alternatively delivered courses and degree programs, the committee must ensure and document compliance of proposed alternatively delivered courses and programs with SACSCOC accreditation standards.

- Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the alternatively delivered programs and courses

- Alternatively delivered programs and courses provide for timely and appropriate interaction (1) between students and faculty and (2) among students

- The faculty assumes responsibility for and exercises oversight of alternatively delivered education, ensuring both (1) the rigor of programs and (2) the quality of instruction

- The technology used is (1) appropriate to the nature and objectives of the programs and courses and (2) expectations concerning the use of such technology are clearly communicated to students

- There is currency of materials, programs, and courses

- Alternative delivery policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, tele courses, or other media products

- Faculty support services are appropriate and specifically related to e-learning and other alternative methods of delivery

- Faculty who teach in e-learning and other alternative programs and courses receive appropriate training

- Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs

- Comparability of alternatively delivered programs and courses to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction

- The integrity of student work and the credibility of degrees and course credits are ensured

- Students enrolled in alternatively delivered programs and courses have access to and can effectively use appropriate library resources

- Course requirements ensure that students make appropriate use of learning resources

- Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs

- Students enrolled in alternatively delivered programs and courses have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling

- Students enrolled in alternatively delivered programs and courses have an adequate procedure for resolving their complaints

- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students

- Students enrolled in enrolled in alternatively delivered programs and courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed

- Equipment and technical expertise required for alternatively delivered programs and courses are available

Office of the Provost and Vice President for Academic Affairs

In its role to support faculty and the University in curricular matters, the Office of the Provost and Vice President for Academic Affairs will:

a) Serve as a liaison between colleges/schools and the University Curriculum Committee.
b) Provide advice and consultation concerning the formats, the process, and other aspects of the requirements for approval of a new course or program.
c) Assist in determining the relationship of the proposed course or program with other existing courses or programs (e.g., proper academic home of courses or programs; checking possible overlap, duplication, or possible conflict with state or university policy; congruence with the university mission, etc.).
d) Coordinate the development of the course if it is determined to be interdisciplinary in nature (involving two or more departments or colleges/schools, or not clearly involving one department or college/school, as determined by the review and approval process).
e) Ensure that all proposals comply with the University Curriculum Manual.
f) Place the proposals on the agenda of the University Curriculum Committee.
g) Forward proposals approved by the University Curriculum Committee to the Vice Provost (responsible for curriculum management) for additional processing and approval as appropriate (e.g., action by the NSU Board of Visitors, SCHEV, SACSCOC, etc.).
h) Follow external reporting or processing requirements (e.g., follow the substantive change procedures of SACSCOC and inform the Commission of such changes in accordance with those procedures).
i) Ensure that approved courses are accurately listed in the University Catalog, Schedule Books, and the student information system.

University Curriculum Committee

The University Curriculum Committee (UCC) reviews the proposed courses and approves, rejects, or returns the proposals. For this review and recommendation process, the UCC develops criteria that attempt to provide a university perspective on proposed major changes. The UCC will:

a) Evaluate the proposal based on
    1. university mission appropriateness,
    2. alignment with the University's Strategic and Six-Year Plans,
    3. evidence of sufficient need,
    4. quality of content and delivery methods,
    5. adequacy of resources, and
    6. completeness of the proposal

b) Approve, reject or return the proposal to the originating unit.

Minutes of all University Curriculum Committee meetings must be recorded in the standard format, maintained in university official files, and comply with university and state policies governing records retention.

Board of Visitors (BOV)

The Board is responsible for advancing and protecting the academic quality of the educational programs offered by the University (BOV Bylaws § 2.02g). The Academic Affairs Committee of the Board of Visitors reviews proposals for new academic programs as well as proposals for program discontinuance and makes recommendations to the full Board. The Board takes action on new program and program discontinuance proposals by either approving or rejecting the proposals.

State Council of Higher Education for Virginia (SCHEV)

Under the *Code of Virginia*, Section 23-9.6:1, SCHEV has authority to review and approve or disapprove all new academic programs which any public institution of higher education proposes, including both undergraduate and graduate programs. The process chart that follows was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. Shaded actions require preparation of program proposals. Non-shaded actions require submission of designated forms and narrative statement. SCHEV's Policies and Procedures for Program Approvals and Changes contains definitions of terms, specific policy statements, detailed instructions, and all requisite forms.

Academic Program Action Sought by Institution	State Level Requirement			
	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	No Action Required at State Level
New Degree Program[1]	X			
Spin-Off Degree Program		X		
First Professional Degree[1]	X			
Health Program[1, 2]	X			
Major, Concentration, Option, Emphasis, Focus, or Track				X
Certificate			X[3]	
C.A.G.S or Ed.S.[1]	X			
Program Merger		X[4, 6]		
Degree Designation Change[1]		X[5]		
Program Title Change		X[5]		
CIP Code Change		X[5]		
Program Discontinuance			X[6]	

[1] If a proposed academic program will elevate a public institution to a new degree level then, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.
[2] § 23-9.10:1 The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.
[3] For all certificate programs, submit the "Program Proposal" cover sheet and requisite narrative statement.
[4] Submit the "Format for Merging Academic Programs" cover sheet and requisite narrative statement.
[5] Submit the "Format for Revising Academic Programs" cover sheet and requisite narrative statement.
[6] Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative.

Southern Association of Colleges and Schools Commissions on Colleges (SACSCOC)
SACSCOC is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards. It is the responsibility of an institution to follow the substantive change procedures of the Commission and inform the Commission of such changes in accord with those procedures. The Substantive Change Policy outlines what qualifies as substantive changes, the procedure to be used for each, their respective approval/notification requirements, and their reporting time lines.

Required Documentation for Curriculum Change Proposals

New Course
Proposals must include the following:

1. Transmittal letter (which provides a brief overview of the proposed curriculum revision)
2. Evidence of compliance with SACSCOC and SCHEV requirements
3. Curriculum Change Request Form with all required fields completed appropriately
4. Catalog page with insertion point identified and new course description (30 words or less)
5. Course syllabus in required format and addressing required criteria
6. Program curriculum map (optional, but strongly recommended)

Modified Course
Proposals must include the following:

1. Transmittal letter (which provides a brief overview of the proposed curriculum revision)
2. Evidence of compliance with SACSCOC and SCHEV requirements
3. Course Change Request Form with all required fields completed appropriately
4. Existing course description from the catalog
5. Proposed new course description (identify proposed changes in the existing course description)
6. Course syllabus in the required format and addressing required criteria
7. Program curriculum map (optional, but strongly recommended)

Deletion of Course
Proposals must include the following:

1. Transmittal letter (provide a brief overview of the proposed curriculum revision)
2. Course Change Request Form with all required fields completed appropriately
3. Catalog page with deleted course marked out with a red "X"
4. Program curriculum map (optional, but strongly recommended)

New Program/Minor/Concentration
Proposals must include the following:

1. Transmittal letter (provide a brief overview of the proposed curriculum revision)
2. Evidence of compliance with SACS and SCHEV requirements
3. Program Change Request Form with all required fields completed appropriately
4. Proposed new degree or program sheet in the required format (i.e., degree sheet format)

5. Program curriculum map (optional, but strongly recommended)
6. Program assessment plan

Revised Program/Concentration

Proposal must include the following:

1. Transmittal letter (which provides a brief overview of the proposed curriculum revision)
2. Evidence of compliance with SACS and SCHEV requirements
3. Program Change Request Form with all required fields completed appropriately
4. Existing degree sheet with proposed changes clearly marked (highlighted or in red font) and proposed new degree sheet
5. Program curriculum map (optional, but strongly recommended)
6. Program assessment plan

Closed/Deleted Program/Concentration

Proposal must include the following:

1. Transmittal letter (which provides a brief overview of the proposed curriculum revision)
2. Program Change Request Form with all required fields completed appropriately
3. Catalog page with deletion marked with a red "X" Program Review Process

Purpose of Program Review

The purpose of program review is to examine the quality, mission-centeredness, and viability of academic programs.

Definitions

- **Academic Program** – structured set of teaching and learning experiences designed to lead to the achievement of intended student learning outcomes and to the award of an associate's, bachelor's, master's, professional, or doctoral degree identified by a separate CIP code in the SCHEV program inventory.

- **Program Review** – systematic examination of an academic program by faculty and administrators to assess the relative value of an academic program in terms of mission-centeredness, quality, and viability.

- **Mission-Centeredness** – relative contribution of the program to attainment of university and state goals
    - History of the program
    - Program contribution to institutional mission and priorities
    - Program contribution to state needs, K-12 partnerships, economic development, other social benefits

- **Quality** – measures of excellence. Quality measures determine and document the effectiveness of the program's activities and services. Quality indicators may include, but are not limited to, attainments of student learning outcomes, core competency assessment performance, licensure exam pass rates, a comparison of program elements relative to internal and external benchmarks, accreditation criteria, awards and honors received by the program, job placements, placement in graduate schools, and other standards
    - Curriculum quality
    - Pedagogical quality

- o Quality of student learning
- o Quality of faculty
- o Program Quality Enhancement Plan
- **Viability** – the likelihood that an academic program can be continued, given uniqueness of the program, faculty productivity, current and projected patterns of available resources, and student interest. Viability indicators may include, but are not limited to, the number of graduates of an academic program and/or the number of students served through service courses (e.g., general education); faculty scholarship and service (external and internal/university citizenship), etc.
  - o Student productivity
  - o Faculty productivity
  - o Program efficiency
  - o Program resources
  - o Program uniqueness

Goals of Program Review

The goals of program review are to:

- assure students and parents, the public, the Board of Visitors, legislators, and regional and disciplinary accrediting bodies that NSU is providing quality academic programs;

- provide individual program faculty and staff, as well as university administrators, with information and feedback that will assist in their responsibility to continuously enhance program quality and cost effectiveness; and

- determine which programs to enhance, reduce, maintain, eliminate, or study further (Outcomes of the Program Review/Prioritization Outcomes).

Steps in the Program Review Process

Norfolk State University's program review model is aligned with SACSCOC's reaffirmation of accreditation process, experiences in other comprehensive universities, and identified best practices in program review (Dickeson, 1999; Wergin & Swingen, 2000). There are eight steps in the program review process that involve the program, External Review Committee or Consultant(s), the Program Review Team (a subcommittee of the Curriculum Committee), and Provost's Office staff.

1. The Provost's Office staff conducts an orientation for the program Self-Study Team.
2. The program prepares and submits its Self-Study and relevant supporting documentation to the Vice Provost (curriculum management) and External Review Committee or Consultant(s).
3. The External Review Committee or Consultant(s) reviews the Self-Study and supporting documentation attesting to the program's quality, viability, and productivity. The External Review Committee or Consultant(s) prepares a report of its findings for the program it reviews.
4. The Provost's Office staff communicates to the program a summary of the report prepared by the External Review Committee or Consultant(s). The program may choose to submit a Focused Report in response to the committee's findings. The University Curriculum Committee receives a written copy of the External Review Committee or Consultant(s) and the program's Focused Report, if one is submitted.
5. The program submits its Quality Enhancement Plan (QEP) to the University Curriculum Committee.
6. The University Curriculum Committee reviews and determines the acceptability of the QEP, reviews areas of concern noted by the External Review Committee or Consultant(s). The University Curriculum Committee submits its recommendations to the Vice Provost (curriculum management).
7. The Provost's Office staff reviews the findings and recommendations included in the report of the University Curriculum Committee and makes the recommendation to the cabinet on the program's expansion, maintenance, reduction, or termination.

Wherever possible, Program Review will coincide with specialized accreditation, other mandated reviews, or with reviews for new degree programs. Reviews by discipline-specific accrediting agencies can be substituted, in whole or part, for the Self-Study if they are periodic (at least once every four to six years). Accreditation reviews must be outcome-based, require substantial NSU faculty involvement, and include recommendations for improvement. A request for submitting a review from an accrediting agency must be approved in advance.

NOTE: Program review criteria are outlined in Section Resources, Item No. 7 of this Manual.

Resources

Curriculum Change Forms

Program Proposal/Change(s)

https://www.nsu.edu/provost/Curriculum-Change-Request-Programs

Course Proposal/Change(s)

https://www.nsu.edu/provost/Curriculum-Change-Request-Courses

Course Syllabus Format

As the primary summary of a course, the syllabus serves several purposes. It outlines the course, denotes what graduate and undergraduate students may expect from the course (e.g., rationale, goals, objectives, and measurable learning outcomes), and locates the course in the curriculum. It is the best and most concise description of the course for those who teach it. The course description is read by students as well as faculty, colleagues, accreditation agencies, and other interested audiences.

All course syllabi must include the components that are identified in the Course Syllabus Format. It would be helpful if the syllabi followed the same order, but the order or outline is not the focus. The critical issue is that the components are specified in all course syllabi. Programs and faculty may include additional components and information for a variety of reasons (e.g., specialized accreditation requirements, etc.). The Course Syllabus Format specifies the core components required by the University that should appear in all course syllabi. The structure (the order in which the components appear) may be adjusted.

All course syllabi must be entered in the SAVES (Syllabus and VITA Electronic System) database.

SEMESTER AND YEAR

COURSE NUMBER, TITLE, CREDIT HOURS

CLASS MEETINGS (days, hours, building and room)

INSTRUCTOR NAME, TITLE, DEPARTMENT, AND OFFICE HOURS

INSTRUCTOR CONTACT INFORMATION
Office location (building and room number), office telephone number, e-mail address, department telephone number and location
COURSE DESCRIPTION, PREREQUISITES, CO-REQUISITES
Provide an overview of the course, a description of the type of student who is expected to take the course, and a statement of student responsibility for achieving learning outcomes (i.e., student engagement in the course). The description must be consistent with the description that was approved by the University Curriculum Committee and published in the University Catalog.

COURSE RATIONALE

The course rationale communicates to students and faculty the location of the course in the curriculum. Provide a rationale for general education courses. Identify general education outcomes addressed by the course as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application).

Provide a rationale for required program core courses. Identify related program outcomes as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). If applicable, identify professional training standards, certification standards, accreditation guidelines, licensure requirements, and/or the basis for the requirement.

Provide a rationale for elective courses. Identify basis for offering the course as an elective.

COURSE GOALS *AND* MEASURABLE INTENDED STUDENT LEARNING OUTCOMES (Intended Course Outcomes)

Specify the goals and learning outcomes for the course. Outcomes should be expressed as the specific knowledge, understanding, skills, and attitudes students will be able to demonstrate upon successful completion of the course.

- The major goals to be achieved by students taking this course are ….
- By the end of the course, students will:
    - Describe/Explain/Identify . . .
    - Be able to do/perform/demonstrate …, and
    - Value…

COURSE MATERIALS / REQUIRED TEXT(S) / SUPPLEMENTARY READINGS

List required and supplementary textbooks and other learning resources such as reading lists, bibliographic information and style guide (e.g., APA, MLA), reference materials, databases, collections, software, etc. Where no text is required, a list of required readings or other appropriate course materials must be provided.

PRIMARY METHOD(S) OF INSTRUCTION / METHODS TO ENGAGE STUDENTS

Indicate instructional methods employed in the course designed to engage students in achieving learning outcomes. For example, methods may include lecture, demonstration, class discussion, group discussion, role playing, audio-visual presentations, collaborative learning, case study, drill, lab, simulation, fieldwork, community service, service-learning, assigned readings, Blackboard (on-line delivery) etc.

COURSE OUTLINE / CALENDAR (Expectations for Student Engagement in the Course)

Provide an outline with dates specifying the schedule of class meetings, topics or modules covered, quizzes, deadlines for assignments and projects, examination dates, holidays, etc. An optional component is to include a statement such as the following at the end of the outline: *The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class.*

RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS

Identify and describe any of the following competencies, as appropriate, that will be required or assessed in the course.

- Writing
- Information Technology Literacy
- Quantitative Reasoning
- Scientific Reasoning
- Oral Communication
- Critical Thinking
- Other Competencies or Requirements such as portfolios, labs, community service, civic engagement, co-curricular requirements (e.g., museum visits, concerts, conferences, research forums, etc.).

EVALUATION / ASSESSMENT METHODS
Specify methods that will be used to evaluate achievement of learning objectives and outcomes. For example, specify the quizzes, exams, standardized tests, performances, reflective journals, essays, research papers, projects, oral examinations, art work, etc., that will be required. The assessment in the course may be done using a rubric, a matrix that uses a descriptive tool that measures each learning objective in an unbiased manner. This tool allows the instructor to provide qualitative feedback on designated competency levels. Rubrics also allow you to see beforehand what the assessment is all about and study accordingly. All evaluation/assessment methods should be described in sufficient detail so students know what is expected.

GRADING STANDARDS / EVALUATION CRITERIA
Provide information regarding how grades will be determined. Identify the components that will be included in determining the grade, identify how each component will be weighted in the computation of the final grade, and specify the grading scale (e.g., A = 93% - 100%, A- = 90% - 92%, etc.). Consult the current University Catalog to ensure consistency with published academic policies. Optional statement: *The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.*
Specify:
- o   whether extra credit options will be allowed and under what conditions
- o   how absence and tardiness will affect the grade
- o   whether active class participation will be included in the grade
- o   whether late assignments will be accepted and whether a penalty will be applied
- o   whether make-up examinations/assignments will be permitted, under what circumstances, and the time limit
- o   whether an incomplete grade will be permitted and under what conditions including:
  - o   a time limit no later than mid-term of the next semester and an agreement regarding the remaining work to be completed,
  - o   a significant portion of the course requirements must be completed with satisfactory performance (i.e., passing) in order to be considered for an incomplete grade, and
  - o   students cannot retake the course in order to remove the incomplete.

ACADEMIC INTEGRITY STANDARDS
Describe expectations regarding student conduct such as:
- o   Attendance (define attendance, especially for online/web-based courses)
- o   Tardiness
- o   Class participation
- o   Honesty, honor code, and violations of integrity such as plagiarism
- o   Student class conduct (e.g., use of cell phones and electronic devices, etc.)
- o   NSU e-mail policy

Academic integrity and honesty are central components of a student's education, and ethical conduct should maintained at all times. Under the University's Student Code of Conduct, students have the responsibility to uphold the principles of academic integrity in all of their academic work. Forms or violation include, but not limited to, cheating, plagiarism, falsification, multiple submissions, using works from another class assignment without instructor's permission, attempting or assisting another classmate with a graded assignment without instructor's permission, etc. Penalties for violating an academic integrity issue can include a grade penalty up and including a failing grade for the course.

Academic Honor Code: Students will conduct themselves ethically and responsibly, safeguarding their own integrity and that of the community. In fairness to themselves and in justice to others, students will not lie, cheat or steal others' ideas, nor will they tolerate egregious behavior in others. Students will avoid deception and collusion whenever they engage in academic activities offered under the auspices of NSU. As scholars, students will scrupulously avoid plagiarism, learning to select high-quality research sources and to cite them correctly.

Consult the University Catalog to ensure consistency with published academic policies. Consult the *NSU Faculty Manual* as well as the *Student Handbook* on matters regarding student conduct such as attendance, illness, off-campus trips, and grade appeals, etc.

BLACKBOARD INSTRUCTIONS
If using Blackboard, provide login and navigation instructions.

For the best online learning experience, you will need:
- o   Windows 7 or, Mac OS X 10.6 or later
- o   At least 512 MB RAM
- o   Broadband Internet Connection (1.5 Mbps required, 3.0 Mbps recommended)
- o   Adobe Flash 10.1 or later
- o   Latest version of Java
- o   User privileges to install software for required software installations
- o   Microphone and webcam (headphones with microphone recommended) for courses that require online meetings with audio and/or video participation and for online proctoring.

Note: While mobile devices, especially smartphones, are convenient and may be utilized for some course functions, they cannot be the primary device for completing your online course work.

Log-In Instructions
1. Log in to MyNSU
2. Type your username. Your username is the local part of your NSU email address (up to but not including the @ sign). Please do not include the @ symbol or the domain part. For example, if your email address is *john.doe@spartans.nsu.edu*, your user name is *john.doe*.
3. Type your password.
4. Select the Blackboard icon to [Bb] access your courses.

What do I do if I can't log in to MyNSU?
For questions or concerns about accessing MyNSU, please call NSU Client Services at 757-823-8678 or email clientservices@nsu.edu.

What do I do if I don't see my enrolled course listed under My Courses?
Please contact your instructor to make sure the course has been made available. If the course has been made available, students should be able to see new registered courses 24 hours after registering.

How do I know if my test was submitted?
At the conclusion of the test, you will receive a test receipt page. You can print it using your browser's print command to keep a copy for your records. Below is an example of the test receipt page.

Test Submitted: Exam 1

Test saved and submitted.

Student: Shelley Scott-Johnson
Test: Exam 1
Course: Blackboard Training (SEL-TRAINING-STSCOTT)
Started: 11/10/15 10:22 AM
Submitted: 11/10/15 10:22 AM
Time Used: 0 minute out of 10 minutes

Click **OK** to review results.
Tuesday, November 10, 2015 10:22:39 AM EST

Getting Technical Help and Support
If you need Blackboard technical assistance, please email BbTechSupport@nsu.edu, or call toll free 1-844-266-4990, or Submit a Ticket.   You may also access Blackboard help by visiting the Blackboard Help website.

When seeking Blackboard Technical assistance, please be prepared to provide the following information:

- o First Name and Last Name
- o Blackboard Username
- o Contact Information—email address and telephone number
- o Course ID w/ section number
- o Brief description of request—Provide detailed and descriptive information.

Note: Blackboard may experience service outages between the hours of 2 a.m. and 6 a.m. on Fridays for scheduled system maintenance.

Supported File Names and Extensions

Although Blackboard Learn may allow you to upload files with a variety of characters, your instructor and classmates' web browsers/operating systems may prevent the file from opening. For this reason, Blackboard Learn file names should contain ONLY letters, numbers, and/or the underscore. The length of file names should be less than 125 characters. Special characters like % & # < > = \ + / ' , " : ! ? $ @ | [ ] { } will prevent your instructor and classmates from being able to open the file. Also, be sure your file has a file extension, such as .doc, .txt.   Some Mac programs don't add file extensions. If you upload a file to Blackboard Learn that doesn't contain a file extension, your instructor and classmates may not be able to open the file.

Note: Please close any opened file prior to uploading that specific file.

INSTRUCTION DURING INCLEMENT WEATHER AND/OR UNIVERSITY CLOSING
To ensure that all classes meet the required number of instructional contact hours, the method of offering continuous instruction in the event of class cancellation or University closure due to inclement weather is to provide course content, assignments and activities *via* Blackboard as the course management system and the virtual classroom.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact O.A.S.I.S., the Office of Accessibility Services, upon registration at Norfolk State University to confidentially discuss any accommodation needs. Norfolk State University ensures equal access to instruction through collaboration between students with disabilities, instructors, and O.A.S.I.S. "Reasonable" means the University permits no fundamental alterations to academic standards or retroactive modifications. For more information, please consult our web site (see address below). Should you have a disability, including unseen disabilities such as learning disabilities, psychological health injuries (such as PTSD), or cognitive disabilities (such as brain injuries), that require reasonable accommodations, please contact:

      Location: Student Services Center, Suite 110
      Contact Person: Audrey M. Wells – O.A.S.I.S. Coordinator
      Telephones: 757-823-8325 / 757-823-2640 (fax)
      Email: amwells@nsu.edu
      Website: https://www.nsu.edu/oasis/about

UNIVERSITY ASSESSMENT STATEMENT
As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

ACADEMIC SUPPORT SERVICES AND RESOURCES (OPTIONAL)
Provide information regarding the relevant NSU academic support services (e.g., Stith Student Success Center, departmental or college/school advising and tutoring services, student groups or clubs for majors, University bookstore, Counseling Center, Career Services, Lyman Beecher Brooks Library, LibGuides, Military and Veterans Affairs, International Student Services, etc.). Publications providing this information, such as the University Catalog, may be referenced.

SUCCESS TIPS (OPTIONAL)
Provide tips on how to succeed in this course. For example, provide suggestions such as planning and self-management skills, identify common misconceptions or mistakes, strategies for study, tips regarding successful completion of assignments, additional online resources, etc.

Computer Literacy Requirements: To successfully complete this course, you must possess:

- A basic **knowledge of computers**. For example, understanding files and folders to upload or download course content is absolutely essential. Basic computer literacy classes (CSC-150) are available on campus as elective courses. Students deficient in the necessary computer skills should consider taking face-to-face courses.
- **An understanding of the Web** and its resources, such as the library and online research tools accessed through a Web browser.
- **Familiarity with Microsoft Office applications,** such as Word and PowerPoint; this is absolutely essential for your academic success.
- **Familiarity with NSU's e-mail system** to guarantee effective communications with both instructors and classmates. All NSU students have been assigned an e-mail account and are expected to access it regularly via the Web.
- **Knowledge of Blackboard** Learning Management System (**LMS**), which **is mandatory** for this course.

Distance learning students must comply with all University policies and procedures. The delineated policies and procedures are intended to provide guidance on the application of University policies, practice, and procedures that affect you as a distance education student.

Policy Library. The Policy Library is the official online repository of all policies from the Board of Visitors, President, and Administration. As policies are updated, revised, and approved, the latest version will be posted on the Policy Library website. Individual colleges, schools, academic support units may have specific policies and procedures and guidelines for administering their areas of responsibility. If so, these will be published on each respective unit's website.

Distance Education Policy. NSU Online's commitment to academic excellence includes consistency between on-campus classroom instruction and distance education instruction. The purpose of the Distance Education and Correspondence Education Policy is to provide a framework for the development, implementation, and maintenance of degree and certificate programs and courses offered via distance education for academic credit.

Proctoring Policy. An online assessment is an assessment that may be completed at a specified time and on a specific date as outlined on the course syllabus. For these assessments, faculty may elect one or more proctoring options. Please check your course syllabus. Proctoring requirements and dates for online assessments will be delineated.

Each student responsible for ensuring that he or she has the necessary computer hardware, software, and Internet connectivity necessary for the completion of all online assessments. Each student must check the course syllabus to determine if any special software is needed. If you have any questions about online assessments, contact your instructor during the first week of class.

For all proctored, assessments, each student must present an official, current University picture ID or another approved University sanctioned ID prior to completing the assessment. Each student is responsible for all associated costs incurred for arranging and scheduling of proctored examinations that are not administered by an official University faculty member or designee for the distance education or correspondence education course.

The faculty member may require any one or more of the following choices for completing proctored assessments. Check with your instructor or review the course syllabus for details.

1. The instructor may schedule a specific campus classroom or NSU Testing Center for a specific date and time for individuals who are available to come to campus to complete scheduled online assessments.

2. The instructor may require you to find an appropriate proctor and complete and submit the NSU Online Proctoring Application Approval Form.   The proctor must be approved by the instructor prior to taking the assessment.

3. The instructor may require you to complete the assessment by using Respondus LockDown Browser and/or Respondus Monitor. These online proctoring tools protect the integrity of online assessments. Using a webcam and a reliable high-speed internet connection, you can complete your assessments anywhere. The system verifies your identity via photo identification and uses the webcam to scan the physical environment.

In order to maintain academic integrity, please do not submit the name of a relative, close friend, neighbor, coworker, roommate or anyone you may have a personal relationship with to serve as your proctor. Current and former NSU students are also ineligible. Proctors must provide an email account, work telephone number, and physical work address. AOL, Hotmail, Yahoo, or similar email address cannot be approved. Approval of proctors is at the discretion of your instructor. Your instructor has the right to deny the use of a requested proctor. You will be notified via your official NSU email if your selected proctor is not approved.

Respondus.   The technology of on-line exams enables instructors to allow multiple attempts, set time limits, auto-grade, include multimedia in questions, schedule time ranges for testing, or require a password. Exams may be taken in a computer lab with a proctor or using a proctoring tool to ensure the privacy and identity of students are maintained in an on-line environment. SEL/NSU Online is using Respondus LockDown and Respondus Monitor, which resembles the classroom equivalent of a face-to-face monitoring during exams.

The ultimate goal is to ensure academic integrity while also authenticating the identity of the student. Your instructor will provide the link for installing and downloading Respondus. To gain a basic understanding of this technology view a copy of the Quick Start Guide for Students and the video.

- Download and install Respondus LockDown Browser Student Edition.
- Find a quiet distraction-free environment place. Televisions, phones, and other people in the room can draw your attention away from the screen. Use only supported browser versions or supported file names and extensions when taking online tests or submitting an assignment.
- Use a wired high-speed internet connection (one in which the computer connects directly to the wall or to a router via an Ethernet cable) to take an online test if possible because a wireless connection is not as stable and secure as a hard-wired connection.
- Disable pop-up blockers. Please check the Blackboard **Help** tab for how to disable pop-up blockers.

Student Guidelines for Using Respondus

1. Select a distraction-free environment for the exam. Televisions and other people in the room can draw your attention away from the screen. Other people that come into view of the webcam may also trigger flags by the automated system.
2. Do not allow anyone else to take your test for you.
3. Do not allow anyone else to join you while you take your test.
4. Turn off all mobile devices, phones, etc.
5. Use the restroom prior to beginning your test. You are not allowed to take breaks during the timeframe the test is in progress. Do not leave your desk or workstation for the duration of the test.
6. Clear your desk of all external materials — books, papers, other computers, or devices.
7. Ensure your computer is on a hard surface, especially your notebook or laptop, and not in your lap. LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.
8. Don't lie down on a couch or bed while taking an exam. There is a greater chance you'll move out of the video frame or change your relative position to the webcam.
9. Don't take an exam in a dark room. If the details of your face don't show clearly during the webcam check, the automated video analysis is more likely to flag you as missing.
10. Avoid backlighting situations, such as sitting with your back to a window. It's better to have light in front of your face, than behind your head.
11. Do not wear any hats or hoodies that cover any part of your face.
12. Do not wear any sunglasses or eye coverings.
13. Do not cover the web camera in any way!
14. Do not look to the sides of your monitor for any extended amount of time as this may result in an alert.

If you encounter an issue with using Respondus Lockdown Browser or Monitor, please contact you instructor first. Then, contact Blackboard Support at 1-844-266-4990 or submit a ticket via email at bbtechsupport@nsu.edu.

SafeAssign. SafeAssign is a tool used to detect potential plagiarism. The SafeAssign originality report provides detailed information about the matches found between the students' submitted paper and existing sources. It also creates opportunities to identify how to properly attribute sources rather than paraphrase. The instructor will determine if the student can view the results of the report.

Attendance Policy: Regular class attendance is vital to your academic success. Students in online courses are expected to attend by actively participating in the course on a weekly basis.

Students enrolled in online courses who never actively participate in a course via during the enrollment verification period will be dropped from the course. Examples of active participation include, but are not limited to, submitting an assignment; participating in a discussion, wiki, or journaling activity; completing quizzes and exams; completing a tutorial; or participating in computer-assisted activity.

How to be a successful online learner. To comply with federal mandates for universities' handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as "attendance" in online courses. For a copy of the latest version of these federal mandates, please see the Federal Student Aid Handbook.

Online Success Tips. As you know, this is an ONLINE course. This means YOU MUST discipline yourself to get your work done in accordance with the deadlines specified on the course calendar in a virtual environment. The first week in an online class can be a little frustrating. You must learn to navigate the virtual "classroom," interact with your peers and the professor without actually seeing anyone face-to-face, and at the same time balance your course work, professional work, and family commitments virtually.

These tips can help you succeed in your online class:

1. Acquire the required textbook(s) and identify access to ALL appropriate software and hardware tools prior to the first week of class.
1. Acquaint yourself with the class structure. Spend a few minutes exploring the course structure prior to completing any assignments. Make sure you understand how you can access the necessary online class components (course syllabus, policies, assignments, lecture readings/notes, communication tools, course calendar, assignment submission requirements, grades, tutorials, etc.). Review the material and layout under each navigation button.
2. Read carefully. Ask questions about unclear items. Ask questions prior to the due date!
3. Avoid procrastination. Get in the habit of posting all assignments prior to the due date. This will allow ample time for correction if needed.
4. Manage you time effectively. Online courses do not have in-class time but require an equal or greater amount of time than traditional classes. This equates to spending at least an hour a day for your online course. Make the commitment to login frequently.

Netiquette Guidelines

1. Be clear: Make sure the subject line (e-mail) or title (web page) reflects your content.
2. Use appropriate language: If you have a question on whether or not you are too emotional, don't send the message, save it, and review it "later." Remember no one can guess your mood, see your facial expressions, etc. All they have are your words, and your words can express the opposite of what you feel.
3. Don't use ALL CAPITAL LETTERS for an entire email--it's equal to shouting or screaming
4. Be brief: If your message is short, people will be more likely to read it.
5. Make a good impression: Your words and content represent you; review/edit your words and images before sending.
6. Be selective on what information is sent: Information on the Internet is very public and can be seen by anyone in the world including criminals, future employers, and governments
7. Be cautious about forwarding e-mail messages and using distribution lists: Send only with permission of the sender. Use distribution lists appropriately and with permission
8. Remember you are not anonymous: What you write in an e-mail and web site can be traced back to you.
9. Consider others: If you are upset by what you read or see on the Internet, forgive bad spelling or stupidity; If you think it violates the law, forward it to the FBI or your state's Attorney General.
10. Obey copyright laws: Don't use others' images, content, etc. without permission.

Format available at https://www.nsu.edu/provost/forms under Academic Affairs. Revised 1992, 2001, 2005, 2008, 2016

Curriculum Committee Review Questions for Course-Level Curriculum Change

1   Full title of the proposed course. Does the title properly reflect the content of the course?

2   Name(s) of the proposal initiator(s)

3   Department / Program. Is the department/program appropriate to offer the course?

4   Catalog description. Does the description of the course reflect the intent and content of the course?

5   Abbreviated title (Catalogue, Schedule Book, EVALs)

6   Proposed implementation date.

7   Prerequisites. Justify prerequisites by describing the material in the courses that are of significance for the proposed course. Are the prerequisites appropriate and clearly stated?

8   Co-requisites. Justify co-requisites by describing the material in the courses that are of significance for the proposed course. Are the co-requisites appropriate and clearly stated?

9   Laboratory and credit hours. Is credit hour value appropriate for the expectations of the course (e.g., learning to be gained, contact hours planned, assignments, and required experiences)?

10   Cross-listing. Indicate the subject and course number of the cross listing(s). A letter of support for the cross listing must be obtained from the Head of the cross listing department. If the course is cross-listed, does it clearly state, "Also offered as   " in both descriptions?

11   Impact on existing courses
   a) Overlap or Duplication - Describe prior communication and interaction with department(s) offering courses that the proposed course duplicate or overlaps
   b) Replacement of Existing Courses - If this course is to replace an existing course, provide the title and number of the course which should be dropped
   c) Impact on Student Enrollment in Other Courses. If it is anticipated that the proposed course may impact on other specific, existing offerings of the university, indicate the nature and extent of this impact

Is there any evidence that the material covered in the course will inappropriately overlap or encroach upon the interests of other departments/programs? If so, has appropriate consultation taken place?

12   Goal(s) of the course. Are goals well defined? Are the goals appropriate for the program, College/school, and the University curricula? Are the goals applicable to the stated audience?

13   Course intended learning outcomes.
   a) What new knowledge, skills, and values will students derive from this course? Are course outcomes at the college/school level? Are course outcomes well defined and specific? Are course outcomes observable and measurable?
   b) Do course outcomes reflect program outcomes? At which level (introduction, emphasis, reinforcement, or application)?

Curriculum Committee Review Questions for Course-Level Curriculum Change

| 14 | Rationale for the course. For example: |
| | a) Educational significance of the proposed course with respect to a curriculum and institutional/program goals |

           i.   This course is a prerequisite for:

          ii.   This course is required in the following curricula:

        iii.   This course explicitly addresses development and/or assessment of the following SCHEV-mandated core competencies_

        iv.   This course explicitly addresses development and/or assessment of the following general education outcomes

         v.   This course is an elective in the following areas:

Curriculum Committee Review Questions for Course-Level Curriculum Change

      vi.   List any general education categories for which this course will be submitted[11]:

How does the course relate to the overall pattern of courses in your unit and/or to other courses in this area of specialization?

Has the appropriate consideration been given to assessing how the course fits into the total curriculum of the department/program, general education core, and/or the University curriculum? Does this course introduce, emphasize, reinforce, or apply SCHEV-mandated core competencies? Does this course introduce, emphasize, reinforce, or apply material covered in other courses?

    b)   Pressures and critiques from external entities (e.g., employers, accrediting agencies)

    c)   Student demand or dissatisfaction with existing course(s)

    d)   Application of faculty research.

15	Use of Technology. How will technology be used in the proposed course/program to enhance student learning? What evidence exists that technology is appropriate for meeting the objectives of the proposed course/program?
16	Justification of the level of the course. Explain the placement of the course in a particular curriculum sequence or structure. Has the appropriate consideration been given to assessing how the course fits into the total curriculum of the department/program, general education core, and/or the University curriculum?

Curriculum Committee Review Questions for Course-Level Curriculum Change

17   Resource assessment.
   a)   How frequently do you anticipate offering this course? Is it likely that the course can be offered with sufficient student demand at least once every two years?
   b)   How many sections of this course do you anticipate? Is it likely that all sections will be filled?
   c)   What class size do you anticipate for this course? Is there adequate space to house the course?
   d)   What is the expected distribution of student registration (% freshman, % sophomore, % junior, % senior, % graduate)?
   e)   Describe anticipated staffing for the course, including any changes in existing faculty assignments. Will the proposed staffing classification achieve the stated objectives of the course?
   f)   Estimate the cost of required new equipment and supplies.
   g)   Estimate cost of and description of additional library resources.
   h)   Will this course require additional computer/network use, hardware or software?

What demand does the proposed course make on the current resources of the University?
What will be the continued or projected demand on University resources?

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11 A course proposed for use in the General Education program must be approved as such by the General Education Council prior to approval by the University Curriculum Committee. Also, there must be a plan for assessment of the General Education objectives as part of the proposal.

Curriculum Committee Review Questions for Course-Level Curriculum Change

18   Outline of course syllabus (follow the recommended format).
      Does the syllabus clarify and help students understand their responsibility? Does the syllabus
      provide the student with a structure for the course? Are instructional methods, classroom
      activities, and assignments aligned with the stated goals and outcomes of the course and
      applicable to the stated audience? Are assigned readings current? Is student performance
      assessed accurately and regularly? Are all course outcomes assessed?

19   Approval signatures
      Has the proposal been approved at all appropriate levels?

Curriculum Mapping and Alignment Processes

Curriculum Alignment is an iterative process involving a systematic three-level study (1. curriculum mapping,
2. analysis of curriculum maps, and 3. interpretation) of curricular components to determine the degree of
agreement between what faculty expect students to learn, what faculty think they teach, and what students
learn as a result of their educational experiences.

1. Curriculum mapping refers to the data collection phase of a curriculum alignment process. It
   includes organizing and recording information about the curriculum to permit a visual display of
   the relationships between and among curricular components.
2. A curriculum map is a snapshot of a course of study at a particular point in its development. A
   curriculum map represents the relationship of courses to program learning outcomes by
   charting courses, program outcomes, and linkages between and among curricular
   components. Analysis involves identifying and studying the relationships that take the form of
   curricular components such as course sequencing, increasing complexity, and established
   linkages.
3. The final step in the curriculum alignment process is interpretation, reflection, and evaluation of
   curricular components such as course sequencing, increasing complexity, and established
   linkages. Relationships identified at the Analysis stage are contextualized in the contexts of the
   institution's mission, program history, and disciplinary paradigms.

Interpretation results in the judgment /conclusion on the level of curriculum coherence and a decision
whether or not to make any curricular adjustments.

Recommended Curriculum Alignment Process Steps

First, the faculty member teaching the given course (or a group of faculty members, if the course has
multiple sections) independently fills in the cells on the curriculum matrix for the given course and submits
the matrix to the program coordinator.

Second, the program coordinator compiles information for individual courses in the program curriculum map.

Third, the program coordinator convenes a program faculty meeting. Faculty collectively analyze the map using the *Guiding Questions for Curriculum Map* analysis and, then, interpret results.

Fourth, program faculty collectively make decisions about whether to maintain the current curriculum or make necessary curricular changes and adjustments.

Finally, the program coordinator prepares a brief summary of program map analysis and proposed changes (if any) and submits the summary to the College/school Dean, chair of the College/school Curriculum Committee, and chair of the University Curriculum Committee.

Guidelines for Completing Curriculum Matrix

NSU's curriculum alignment process is based on the "learning outcomes model," which (1) focuses on what learners are expected to be able to do in terms of their knowledge, understandings, and/or abilities at the completion of the program and (2) uses statements of learning outcomes in order to express expectations.

STEP 1	**IDENTIFY** and list the six most important program outcomes in the top horizontal row. *TIP:* *Invest time and effort to develop meaningful, observable and measurable program outcomes Although a program might have more than six (6) outcomes, best practice shows that six is an optimal number for mapping purposes. If a program has (e.g., mandated by disciplinary accreditors) more than six outcomes, the outcomes can be rotated for mapping annually or by semester.*
STEP 2	**LIST** core required program courses in the left vertical column. Provide course prefix, course number, and course title. List the courses that a typical student would take to progress through the program. *TIP:* *Ideally, program outcomes should be fully developed in core courses. In specific cases, however, when electives constitute a substantial portion of major credit hours, the most popular electives should be identified and included on the map.*
STEP 3	**ANALYZE** course syllabi and indicate whether each program outcome is explicitly or implicitly mentioned among the course outcomes. An (X) Explicit outcome is a program outcome that is fully and directly expressed or referenced in a course syllabus. EXAMPLE: EXPLICIT / SCIENTIFIC REASONING. "At the end of the course, students will be able to … describe how social scientists follow the scientific method to understand social phenomena…." An (I) Implicit outcome is a program outcome that is indirectly expressed or referenced in a course syllabus. EXAMPLE: IMPLICIT / CRITICAL THINKING. "The student will analyze the major historical interpretations of the causes of the American Revolution and will construct from the readings a historical synthesis which s/he can articulate effectively." *TIP:* *If there is not a common syllabus for sections of a given course, faculty teaching the sections should complete the map for the given course as a group. If there is a common syllabus requirement and if you are reasonably sure that this requirement works, then the course coordinator can complete the map for the given course and send it to all faculty teaching the course for review and validation.*

Guidelines for Completing Curriculum Matrix

A cohesive curriculum systematically provides students with opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values. Important program learning outcomes should be introduced early; they should be further developed, reinforced and applied throughout the curriculum. By using a labeling system (I,E,R,A) identifying a level of content delivery, faculty demonstrate how courses build on intended learning outcomes over time, providing a sense of relationships among and between courses and a chronology of how students learn.

STEP 4	**MAKE a professional JUDGMENT** and indicate whether each program outcome is Introduced, Emphasized, Reinforced, or Applied in the course. PROVIDE 1-2 brief examples of representative course activities that support your judgment (optional). (I) Introduced – Students are introduced to the content/skill. Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. (E) Emphasized – The content/skill is emphasized and taught in depth. Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. (R) Reinforced – The content/skill is reinforced with additional exposure to the information. Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity. (A) Applied – The content/skills are being applied. Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. *TIP:* *Although the whole process involves a high degree of judgment, this particular step is especially subjective, requires reflection, and, in the case of multiple sections, conversation with colleagues teaching the course.* *If a content/skill is introduced, emphasized and applied in the same course, the level of complexity on which you spend the most time should be used. If you spend an equal share of time on several levels, use the highest level.* *As additional reference points, some helpful ways to specify levels of content delivery are Bloom's taxonomy for knowledge-based outcomes; Krathwohl, Bloom, & Bertram's taxonomy for affective outcomes; and Simpson's taxonomy for psychomotor outcomes.*
STEP 5	**ANALYZE** course syllabi and indicate whether students have opportunities to demonstrate what has been learned on each program outcome and receive feedback in a formal way. (F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal feedback. EXAMPLE: WRITTEN COMMUNICATION AND CRITICAL THINKING. "There is one (1) article each student is expected to read, in addition to reading assignments from the text, and to write a critical review." WRITTEN COMMUNICATION. "Students must complete at least three critiques of assigned scholarly articles. These critiques should be 4-5 pages, typed and double-spaced. They should have an introduction, thesis statement, body, and conclusion. Poor usage and spelling will reduce your grade. Please proofread your work!" *TIP:* *Many programs find it useful to provide examples of representative course assessment activities in the attachment to the map. There is a tendency for some individuals to generously check boxes, indicating that they provide students with opportunity to practice and demonstrate learning on most of, if not all, program outcomes, without giving due thought and consideration to the evidence they might have to support their judgment.*

Questions to Guide Curriculum Map Analysis and Interpretation

Curriculum map analysis and interpretation is a two-stage process.
Stage 1 involves examining vertical alignment of the map. Guiding questions 1 through 4 address this dimension. At this stage, the unit of analysis is the individual program outcome and questions 1 through 4 should be addressed for each outcome. For example, questions 1-4 are addressed for Outcome 1, then, questions 1-4 are addressed for Outcome 2, and so on.

Stage 2 involves examining horizontal alignment of the map. Guiding question 5 addresses this dimension. At this stage, the unit of analysis is the individual course and we address question 5 course by course.

Question 1

Do students receive appropriate syllabus guidance? Are program outcomes explicitly identified as one of course learning outcomes?

- At this step faculty begin to determine how *intentionally*/deliberately program outcomes are addressed in their courses. The unit of analysis here is a given program outcome.

- If the given outcome is addressed in the course, how explicitly is the outcome communicated to students in the course syllabus?

- Does the syllabus assist faculty in developing informed, intentional learners who take responsibility for their learning?

- Does the syllabus demonstrate transparency of teaching/learning processes the public, media, and legislators?

- Explicitly tying course outcomes to program outcomes helps students recognize their involvement in a cohesive curriculum. AAC&U promotes the development of students as intentional learners; curriculum alignment efforts promote faculty as intentional teachers. Course outcomes aligned with program outcomes contributes to those goals.

Question 2

Do students have opportunities to develop program outcomes?

- At this step, the focus is on the *complexity* of program curriculum. Complexity refers to the level of breadth, depth, and rigor of taught and learned content (knowledge, skills, and/or competencies) as students progress through a course of study. The unit of analysis here is a given program outcome.

- The first indicator of complexity is program outcome saturation or the number of courses addressing a particular program outcome.
    - Do different outcomes have different levels of attention and coverage?
    - Is the intentional prioritization that reflects content associated with the outcome, program mission, goals, and student interests? Or does it reflect only faculty personal research interests and expertise?
    - Level of outcome saturation can demonstrate declining or sporadic attention to an outcome. Such sporadic attention raises the following questions for program faculty:
        - Is this outcome still one of our priorities?
        - If so, how do we redirect attention to it?
        - If not, why do we state it as a priority (program outcome)?

- The second indicator of complexity is program outcome variability. Outcome variability refers to the combination of 'levels of content delivery' of a particular outcome as addressed by a course or courses in a program of study.

o   Is the given outcome addressed at different levels of content delivery?

o   Is it introduced *and* emphasized *and* reinforced *and* applied?

Question 3

Are levels of content delivery (I, E, R, A) organized in a logical manner to address a particular program outcome?

- At this step, the focus is on the course sequence structure. *Sequencing* refers to the extent to which courses are organized in a logical manner in relation to a program outcome. The unit of analysis here is a given program outcome.

- The structure of the course sequence refers to the extent to which levels of content delivery for the given outcome are organized in a logical manner to address a particular outcome

    o   Are courses organized in a logical order to effectively address the outcomes? Is introduction followed by emphasis, emphasis by reinforcement, and reinforcement by application?

    o   Are there gaps (e.g., reinforcement level is missing)?

    o   Is there unnecessary repetition and duplication (e.g., too many courses introduce the outcome)?

Question 4

Do students have the opportunity to have their learning outcomes assessed?

- At this step, the focus is on *assessment.* Assessment provides evidence of how deliberately/intentionally and effectively a given outcome is addressed in the course. The unit of analysis here is a given program outcome.

- If a given outcome was covered in the given course, then students need to be provided with feedback on how well they acquired the delivered material. Learning is a sequence of stimulus and response actions. Learners need feedback and reinforcement.

- This step also provides evidence of the fairness of assessments. If students enrolled in the given course are assessed on the given outcome, were they explicitly informed in the syllabus and was the outcome covered in the course?

- In addition, the analysis at this step helps assessment committees to profile the frequency and range of assessments/feedback that occur along student progression through the curriculum. This profile shows the relative value of a given outcome in the program's assessment process. For example, outcome 1 might be assessed in 7 courses, whereas outcome 3 in only 2 courses.

- Is this intentional or accidental prioritization?

    o   Finally, this step helps the program assessment committee to identify the most appropriate course in which to embed assessment of a particular program outcome.

- A good practice is to provide samples of assessments for the given outcome.

Question 5

Do individual courses provide students with opportunities to integrate multiple program learning outcomes?

- At this step, the unit of analysis is the individual course and the focus is on *linkages*. Linkage refers to the degree of integration between multiple program learning outcomes in a course. In other words, is the course focus broad or narrow?
- Does the given course address all outcomes or just a few?
    - o Is there a balance between breadth and depth of material coverage?
- Does the course contribute to the development of integrative thinkers and life-long learners equipped to be engaged leaders and productive global citizens?
    - o The AAC&U defines integrative learning as "an understanding and a disposition that student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situation within and beyond the campus (AAC&U VALUE: Valid Assessment of Learning in Undergraduate Education Rubric, 2012).

Criteria Used for Program Review Self-Study

Please Note that Measures/Sources of Data and Guiding Review Questions are beginning ideas and need further development and elaboration.

Mission-Centeredness
Contribution to Institutional Mission/Priorities

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Program mission	Program assessment report	Discuss the relationship between the program's mission and the mission and priorities of the university. To what extent does the university need the program to carry out its function as a comprehensive state university?
Alignment of program and institutional goals	Goal audit matrix	Discuss past and future potential contributions of the program to college/school and university goals.
General education support	List of general education core courses provided by the program	What contributions does the program make to the general education core?
Core Competency development and assessment support	Core Competency Program Curriculum Map	To what extent does the program develop and assess the six SCHEV-mandated core competencies?
Other programs support	List of service courses	To what extent do other degree programs depend on the academic services of this program?
Academic Advising	Program Academic Advising Handbook Average number of students advised by one faculty member	Describe the student advising process. What process is used to distribute advising and mentoring responsibilities to faculty and staff, and what methods are used to evaluate their effectiveness?
Retention rate	Comparisons with institutional averages	How does the program address any special needs of its students (e.g., students who may need

Mission-Centeredness
Contribution to Institutional Mission/Priorities

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
		extra assistance, transfers, students with accommodations)?
Graduation rate	Comparisons with institutional averages	What is the program doing to ensure that students graduate in a timely manner?
Contribution to diversity and globalization goals	Course syllabus and assessment results	How are diversity and globalization reflected in the program's pedagogical content and processes?

Contribution to State Needs, Economic Development, Other Social Benefits

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Program Mission	Program assessment report	How well does the program provide a persuasive rationale for society's need for persons with the knowledge, skills, and dispositions developed in the program?
Student interest	Comparison of program applications to program capacity	Does the program anticipate student demand for the program? Does the program provide credible evidence of current unmet student demand for such curricula?
Employer demand	Occupational demand projections	Does the program provide credible evidence of a labor market need (employment opportunities) for graduates?
Student demographics	Profile of students in the program by status, residency, gender, race, age, SAT/ACT	How clearly does the program identify the personal development, employment, and graduate college/school opportunities which students can expect to gain from the program?
Number of transfers in the program	Enrollment management data	Explain how close the transfer figures are to the capacity of the program and/or institutional, state, other program "benchmarks."
Partnerships	List each of the primary partnerships by the name of the institution, organization, company, etc.	Discuss K-12 partnerships as well as partnerships focused on economic development of the region.

Quality
Curriculum Quality

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Statements of intended learning outcomes	Statements of Intended Learning Outcomes Comparisons with "field" standards	Do the learning outcomes describe student performances in terms of observable and assessable student behaviors? Do learning outcomes include higher-order knowledge and skills? To what extent will achievement of the learning outcomes prepare students for societal service, employment, and graduate school opportunities?
Requirements for major	Comparisons with "benchmarks"	Is there a common core of courses taken by all students in the program? If yes, describe.
Alignment of program/course outcomes	Program Curriculum Maps	How clearly does the program identify the roles or functions that each of its formal courses performs related to program goals and learning outcomes?
Coherence of curriculum	Program Curriculum Maps Sequencing Progression Linkages	How clearly does the program identify the curricular pathways available to students to fulfill each learning outcome?
Uniformity across multiple course sections	Course syllabus	Do multiple sections of the same course have the same goals and intended learning outcomes?
Curricular revision procedures	Program curriculum revision procedures	Is the program curriculum revision process open and participatory?
Currency and relevancy of the curriculum	Graduating Student Exit Survey (GSES)	Describe processes used to ensure currency of curriculum (industry advisory boards, pass rates on licensure or standardized exams, etc.).

Pedagogical Quality

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Class size	Average class size by course level	Are classes the appropriate size to accomplish the teaching and learning goals?
Quality of syllabi	Syllabus analysis	Do syllabi adequately inform students about faculty expectations and requirements?
Student engagement in collaborative and active learning	National Survey of Student Engagement (NSSE)	Are students engaged in effective educational experiences?
Student satisfaction	Graduating Student Exit Survey (GSES)	How satisfied are students with the overall quality of education and academic advising they are receiving, the schedule and availability of the formal courses, and the quality of classroom instruction, etc.
Student engagement in academic enrichment activities	Course syllabi	What program efforts are being made to enhance student participation in academic enrichment activities (e.g., internships, service-learning, UG research)?
Adoption of information technology	Course syllabi	Describe the use of technology enhanced delivery systems within the program.

Quality of Student Learning

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Process for outcomes assessment	Assessment plans and reports	How clearly does the assessment protocol stipulate the types of documentation students should submit as evidence of learning for each learning outcome? How clearly does the protocol identify the criteria that will be used to review student work or identify appropriate documentation for each learning outcome? How are assessment results disseminated and used for quality enhancement?
Mastery of generic skills	Assessment results	Discuss performance of program majors on Core Competency Assessments.
Student achievements	Assessment results	Discuss student accomplishment of intended learning outcomes in the major.
Mastery of professional knowledge and skills	Assessment results	Discuss student performance on licensing/certification exams, standardized tests.
Student personal development	National Survey of Student Engagement (NSSE)	Discuss how the program meets student demand for personal growth and enrichment in

Quality of Student Learning

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
	Graduating Student Exit Survey (GSES)	required courses or in addition to the program requirements.
Job placement	Surveys of graduates

Percent of majors placed in jobs related to their field of preparation | Discuss the job placement of the students (e.g., employment rate, types of jobs, types of employers). To what extent are graduates engaged in relevant and appropriate jobs and/or graduate programs? |
| Employer satisfaction | Surveys of employers | |
| Alumni satisfaction | Alumni surveys | How much do graduates of the program feel that the program has helped them to achieve their personal and professional goals? |
| Graduate Education | Surveys of graduates

Percent of majors placed in graduate programs related to their field of preparation | |

Quality of Faculty

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Faculty profile	Vitae	Does the program have an appropriate mix of senior and junior faculty and an appropriate balance of full-time and part-time faculty? Is the program successfully hiring and promoting minority and women faculty? Discuss the attrition (cumulative number not tenured, resigned, retired, or other) of the program faculty over the past three years.
Academic and professional origins/credentials	Vitae	Does the program's faculty have an appropriate distribution of academic expertise and professional experience to deliver this degree program? Does the program have an appropriate proportion of faculty with terminal degrees?
Qualifications of adjuncts	Faculty Qualifications Matrices

Copies of transcripts | |
| Adjunct usage | Percentage of courses and course sections taught by adjuncts | Do students have adequate time to interact with faculty members outside the classroom? |
| Alignment of faculty qualifications with program needs/goals and course outcomes | Vitae
Program goals
Faculty Qualification Matrices | What does the program perceive as its needs for new faculty now and over the next five years? Identify the areas of specialization needed and |

Quality of Faculty

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
		provide a brief statement of justification.
Instructional evaluations	Student ratings of instruction Peer reviews Teaching portfolios	
Faculty development opportunities	List of faculty development activities	Has the program undertaken any faculty development activities in the past five years? If so, please specify. Are there mechanisms for mentoring new and adjunct faculty?
Staff integration in teaching/learning process		To what extent does the program effectively integrate non-faculty specialists (e.g., lab assistants, professional advisors, field coordinators, assessors) into its professional team?

Viability

Student Productivity

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Enrollment patterns	Comparisons with enrollment patterns in similar programs at NSU and/or peer institutions	Are student enrollment indicators stable, increasing, or decreasing?
Number of majors		Explain how close the enrollment figures are to the capacity of the program and/or institutional, state, or other program "benchmarks."
Degrees awarded	Average number of degrees awarded annually for the last five years	Does the number of awarded degrees exceed the SCHEV standard?
Time to degree		Comment on the average time for completion of degree.
Student effort	National Survey of Student Engagement (NSSE)	Discuss patterns of student time allocation to various activities.
Student awards		Describe national, regional, state, university, college/school, and departmental awards received by students in the program.

Faculty Productivity

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Student credit hours (SCH) taught		Are faculty workloads equitable and appropriate to the program's mission? How does the program rank among those in similar institutions regarding teaching loads?
Students advised	Number of students advised by program's faculty	How does the program rank among those in similar institutions regarding student advising?
Theses advised, chaired		
Publications and conference presentations	Vitae, citation indices List of program's faculty publications and presentations	Is the scholarly work of the faculty appropriate to the program's mission and overall responsibilities with regard to quality and quantity? How does the program rank among those in similar institutions regarding scholarly work?
Scholarly awards	Vitae Number and list of awards received by program's faculty	
Public/community service contributions	Vitae Number and list of external clients served	Is the public/community service work of the faculty appropriate to the program's mission and overall responsibilities with regard to quality and quantity?
University service contributions	Vitae Number and list of university committees served	How are administrative tasks and committee assignments distributed within the program?
Professional service contribution		Are the faculty engaged in regional and national professional organizations?
Research funding	Number of grant proposals submitted and funded	Are faculty generating external funding to the degree that they might? How does the program rank among those in similar

Faculty Productivity

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
		institutions regarding research funding?

Program Efficiency

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Program coordinator	Program coordinator responsibilities Program coordinator qualifications	How is the program administered (e.g., is there a program coordinator and/or program committee, what is the role or function of the program coordinator, how do they operate, how are appeals handled, etc.)?
Effective use of faculty resources	Faculty/student FTE Student credit hours/ faculty FTE	
Effective use of financial resources	Operating budget/faculty FTE State support/total budget	
Space utilization		
Special program costs		Describe special facilities, software, lab, and instructional delivery (e.g., individualized instruction, lab assistance) requirements for the program.

Program Resources

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Information resources	Number of volumes in the library holdings in the program area Library holdings in the program area at peer institutions	Discuss the adequacy of library holdings and computer access to appropriate databases to achieve the present and anticipated goals of the program.
Facilities	Square footage assigned to the program	Discuss the adequacy of the space assigned to the program to achieve the present and anticipated goals of the program.
Equipment		Discuss the currency and adequacy of equipment – including but not limited to computer equipment – to achieve the present and anticipated goals of the program.

Uniqueness of the Program

CRITERIA	MEASURES/SOURCES OF DATA	GUIDING REVIEW QUESTIONS
Availability of program elsewhere	Locations of closest competing programs	Provide evidence that the program does not duplicate similar programs in other Virginia public higher education institutions.
Program distinctiveness	"Benchmark" programs	Describe unique features of program compared to other programs in Virginia.