POLICY, PROCESS, AND FORMS FOR ACADEMIC AND GRADUATE COUNCIL

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Policies on Scope of Authority: Academic Council and Graduate Council

The **Academic Affairs Council** is involved with decisions relating to academic programs and policies, curriculum, convocations, and the library. Specifically, this council serves as the final recommending body to the president of the University regarding decisions in the following areas:

1. Addition or deletion of individual courses
2. Minor modification of program (major, minor) requirements
3. Library policies and procedures
4. Registration policies and procedures
5. Policies on convocations and other such events
6. Grading policies
7. Policies regarding academic standings of students

This council shall serve as the preliminary hearing body for the Shared Governance Council on matters relating to the following areas:

1. Addition or deletion of major or minor programs
2. Changes in the academic calendar
3. Graduation requirements
4. Admissions requirements for programs
5. General curriculum policies
6. Addition or deletion of special programs relating to the academic area of the University

Generally, proposals relating to the addition or deletion of courses or to the addition or deletion of major or minor programs will be reviewed by the appropriate academic school(s) before being considered by the Academic Affairs Council. When serving as a preliminary hearing body, the council shall attempt to gather as much relevant information as possible from the entire University community. The council should prepare a report for the Shared Governance Council listing all information gathered as well as its recommendation on the topic. The recommendation may be approved as presented, approved with specific modification or denied.

Members of the council shall include the assistant vice president for academic affairs (chairperson), the registrar, the librarian, one representative from an academic support service, two representatives from each academic school elected by members of that school, a representative from Enrollment Services, and two students from the Student Government elected by the members of that body.

The council shall meet at least once monthly during the regular academic year. Members of the council are responsible for communicating with their constituencies on matters that come before the council.

The **Graduate Council** is charged to initiate and recommend policies and procedures for the administration of the graduate programs of the University on matters relating to admissions, curricular requirements, residence requirements, research papers and other scholarly work, advanced standing and other duties necessary for the successful operation of the graduate programs; to review all matters pertaining to graduate programs to ensure that program policies are developed; implemented, applied and maintained properly; to study graduate program issues and when appropriate, recommend changes to the administration – a task force of the Graduate Council is charged with review and response to issues and brings forward to the council all matters requiring formal action; and to submit policy and other

proposals to those decision making bodies that are ultimately responsible for the quality of the programs. Specifically, the council is concerned with matters such as:

1. Graduate faculty qualifications
2. Program requirements and outcomes
3. Addition to and deletion of course from the programs
4. Graduation requirements
5. Development of new graduate programs
6. Admission requirements

The following are members of the council:
1. The assistant vice president for academic affairs who serves as ex-officio chair
2. Registrar
3. Directors/chairs of all graduate degree programs
4. A representative from University of Mary graduate enrollment services
5. A representative from each school without graduate degree programs appointed for staggered two-year terms by the assistant vice president for academic affairs. Representatives must hold graduate teaching faculty status and must be employed full-time by the University of Mary
6. One degree-seeking graduate student appointed by the assistant vice president for academic affairs from nominations by the directors of graduate degree programs

Academic and Graduate Council General Operating Procedures and Timelines

The Chair of Academic/Graduate Council is responsible for setting each council meeting agenda. The VPAA or Chair has authority to call a special meeting of these councils.

Academic and Graduate Council have authority to recommend a do not pass or table any proposal. Reasons for these actions include, but are not limited to, submission of incomplete forms, submission of forms lacking sufficient evidence to support the change, or a determination by the council that there are insufficient resources to support the change. These committees may also refer proposals back to their respective schools to request additional information before making a final decision.

All curriculum proposals submitted to Academic and Graduate Council will be stored in Curriculog; all faculty will receive login credentials to this site.

Timelines: Timelines for changes to the committee are generally as follows:

1. Implementation of new programs, new majors/minors, new certificates, program deactivations, and changes to the core are generally approved no later than the last Friday in January to take effect during the subsequent fall term; changes approved after this deadline typically will take effect during the following calendar year beginning in fall term (e.g., a change to the core approved in April 2022 will take effect in Fall 2023). These timelines are designed to help streamline the student registration process for fall courses—a process that begins in early spring.
2. With the exclusion of items listed in #1, all curricular proposals must be submitted no later than the last working Friday in April for inclusion in the next publication of the Catalog.
3. All agenda items for Academic/Graduate Council must be submitted and approved up to the Academic Affairs/Graduate Council level no later than the last working Friday of the month for inclusion on the subsequent month's agenda.

Changes to the Academic Catalog

Once changes to the curriculum are approved in accordance with this handbook, the Registrar will assign numbers for new courses and modify curriculum and course content in the SIS. New programs may not start until the effective date listed on their enabling documentation.

Submission deadlines for changes curricular changes to be printed in the University Catalog are addressed in the timeline section of this handbook. Operational sections to the catalog such as financial aid, student services, personnel listings, etc. must be submitted to the Registrar's office no later than **the second week in June**.

Review of the Draft Catalog and Catalog Publication

Both undergraduate and graduate programs are in UMary's online Catalog. A rough draft of the catalog shall be created in June of each year. The Registrar's Office shall send notice to all schools requesting deans/chairs' review of the draft. This email shall contain a deadline for completing the review. It is important that staff originating curricular change proposals review the Catalog draft for accuracy and notify the Registrar of any needed changes.

The Registrar's Office shall determine when the Catalog is ready for final publication online and will email notice to all appropriate departments when the newest version is available. Past versions of the Catalog are archived online on the Catalog homepage.

Creating the PDF Docs

The UMary Catalog is an online publication. PDF copies may be available upon request to the Registrar's Office.

Procedures for Addenda
Generally, addenda to a published Catalog will be issued only when needed to meet the compliance requirement of an accrediting agency.

Release of Curricular Information and Marketing
To avoid errors and descriptions of new programs that do not correspond to academic structure and catalog content, marketing content should be reviewed in relation to the Catalog and the Registrar's Office or appropriate academic department should be consulted about pending proposals that will impact a program's requirements for the upcoming school year prior to releasing marketing material.

CURRICULAR PROPOSALS

Pre-Approval Process to Develop an Academic Program

To receive pre-approval to begin developing the curriculum for a new program, an initiator shall receive a recommendation from his/her respective school to submit a proposal to the VPAA and then the Board of Trustees for a recommendation. At a minimum, these proposals must include data supporting the need for the program, a list of possible courses, and a cost/benefit analysis. Upon receipt of a program pre-approval request, the VPAA and the Board of Trustees shall issue a recommendation on whether or

not to proceed with drafting the proposal to create a new academic program. If the request to develop the program is denied, the initiator will be notified and asked to revise the proposal.

Flow Chart for Initiating a Curricular Change

Curricular changes to begin or end programs are typically initiated by the faculty and approved by the department, division, school, Academic Council/Graduate Council, University Senate, the President, and the Board of Trustees (for new major/degree programs and to end programs). In certain cases, additional approvals may be required by state agencies, accreditors, or the U.S. Department of Education.

The flow chart showing the approval steps in this process is included below.

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          │  Curricular program proposal and │
          │    needs assessment conducted    │
          └─────────────────────────────────┘
                          │
                          ▼
     ┌──────────────────────────────────────────┐
     │ Proposal receives chair approval if needed│
     │ and is inputted into Curriculog; the      │
     │ proposal originator approves the          │
     │ proposal to advance it in the system.     │
     └──────────────────────────────────────────┘
            │                       │
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 ┌──────────────────────┐   ┌────────────────────────┐
 │ Department or School │   │ Department or School   │
 │ requests more        │   │ approves               │
 │ information or denies │   └────────────────────────┘
 │ and program proposal │              │
 │ returned to initiator│              ▼
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                            │ Academic/Graduate      │
                            │ Council                │
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Curricular program proposal and needs assessment conducted

Proposal receives chair approval if needed and is inputted into Curriculog; the proposal originator approves the proposal to advance it in the system.

Department or School requests more information or denies and program proposal returned to initiator

Department or School approves

Academic/Graduate Council

Academic/Graduate Council votes on recommendation for major proposals* and sends to Shared Governance Council

Academic/Graduate Council votes on recommendation for minor proposals* and sends to President

Academic/Graduate Council tables due to lack of information and program proposal returned to Department/School

Shared Governance Council considers and provides recommendation

President disapproves and proposal returned to Department/School

President approves

Board of Trustees votes (if appropriate)** and notice of decision sent to Academic Affairs

*See definitions on page 8 of this handbook.
**Only new and deactivated major and degree programs are approved by the Board.

Process for Initiating a Curricular Change

This process shall require use of the appropriate form in Curriculog. Each form has a unique workflow based on the type of curricular change being proposed. Generally, the proposal workflow process is as follows:

School of Arts and Sciences

1. Faculty member initiates a proposal in Curriculog after receiving approval from his/her chair.

3. The SOAS Advisory Committee, made up of Administrative and Program Chairs, meets once per month to review and vote on proposals.

4. Once a proposal has been approved by the SOAS Advisory Committee, the dean approves the proposal in Curriculog. The dean may then route the proposal to the full school if s/he deems this step necessary.

5. The Registrar reviews the proposal for errors, omission, and Catalog formatting.

6. Proposals are made available to all UMary faculty for input to their Academic Affairs or Graduate Council liaison.

7. Academic Affairs/Graduate Council votes on the proposals.

8. The additional approvals, as indicated on the curricular forms, are obtained.

9. Proposals are reserved in Curriculog until the new catalog is published online.

Liffrig School of Education and Behavioral Sciences

1. Faculty request approval from the applicable chair:

- Dr. Kim Marman – Chair, Undergraduate Education
- Heidi Nieuwsma – Chair, Undergraduate Behavioral Sciences
- Dr. Brenda Tufte – Chair, Graduate Education
- Dr. Rebecca Meidinger – Chair, Graduate Counseling

2. Faculty member initiates a proposal in Curriculog after receiving approval from his/her chair.

3. Proposals are approved by the school at the monthly school meeting, and the dean approves the proposals on behalf of the school.

5. The Registrar reviews the proposal for errors, omission, and Catalog formatting.

6. Proposals are made available to all UMary faculty for input to their Academic Affairs or Graduate Council liaison.

7. Academic Affairs/Graduate Council votes on the proposals.

8. The additional approvals, as indicated on the curricular forms, are obtained.

9. Proposals are reserved in Curriculog until the new catalog is published online.

School of Health Sciences

1. Each of the SHS department chairs and coordinators are responsible for developing proposals that pertain only to their departments. The associate deans/chairs are as follows:

- Dr. Billie Madler, Nursing
- Dr. Jody Eckert, Physical Therapy
- Dr. Janeene Sibla, Occupational Therapy
- Dr. Jessica Smith, Speech Language Pathology, Communication Science Disorders
- Dr. Rachel Johnson Krug, Athletic Training, Kinesiology, Biomechanics

- Dr. Jill Nustad, Exercise Science, Clinical Exercise Physiology
- Dr. Chris Sperle, Respiratory Therapy
- Megan Schneider, Bioethics, RT to BSRT

2. For minor changes to curriculum etc., the SHS does not vote as a whole. Instead, only the dean approves. For major changes, new programs, etc., the SHS does vote, and the dean approves on behalf of the school.

5. The Registrar reviews the proposal for errors, omission, and Catalog formatting.

6. Proposals are made available to all UMary faculty for input to their Academic Affairs or Graduate Council liaison.

7. Academic Affairs/Graduate Council votes on the proposals.

8. The additional approvals, as indicated on the curricular forms, are obtained

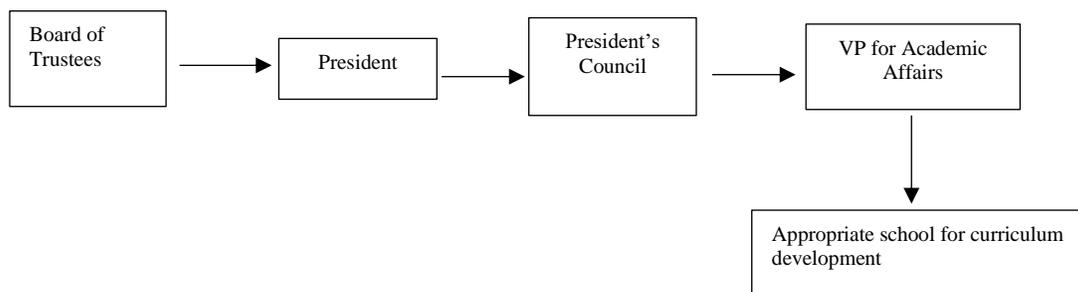9. Proposals are reserved in Curriculog until the new catalog is published online.

Gary Tharaldson School of Business

1. Originator receives approval from chair to submit a proposal.

2. Proposal is considered at the GTSB school meeting; dean approves.

3. The Registrar reviews the proposal for errors, omission, and Catalog formatting.

4. Proposals are made available to all UMary faculty for input to their Academic Affairs or Graduate Council liaison.

5. Academic Affairs/Graduate Council votes on the proposals.

6. The additional approvals, as indicated on the curricular forms, are obtained.

7. Proposals are reserved in Curriculog until the new catalog is published online.

School of Engineering

1. Originator receives approval from the dean to submit a proposal.

2. Proposal is considered at the Engineering school meeting; dean approves.

3. The Registrar reviews the proposal for errors, omission, and Catalog formatting.

4. Proposals are made available to all UMary faculty for input to their Academic Affairs or Graduate Council liaison.

5. Academic Affairs/Graduate Council votes on the proposals.

6. The additional approvals, as indicated on the curricular forms, are obtained.

7. Proposals are reserved in Curriculog until the new catalog is published online.

Creating a Program Initiated by the President or Board

When a new program or curricular change is proposed by the President or Board, the process for approval will follow the same steps as followed by proposals initiated by faculty, departments, and schools with the additional steps below taken at the beginning of the process. Proposals initiated by the Board or President should contain a recommendation on the implementation date.

Board of Trustees → President → President's Council → VP for Academic Affairs → Appropriate school for curriculum development

Types of Curricular Changes and Accessing Curricular Change Forms

All curricular proposal forms are housed in Curriculog and must be submitted within this system in order to be considered for approval. UMary has developed forms for the following types of curricular changes: pre-approval of a new major or degree program, changes to BS/BA Liberal Arts Core, course changes, course deactivation, new course, change to a major or degree program, deactivation of a program, new certificate, new major program/degree request, new minor/concentration request, and new or major amendment to a curricular policy. Each form contains detailed instructions and fields requiring specific information needed to consider a curricular change request. In addition to the requirements in the curricular change forms, below are policies developed to help guide proposal preparation and submission.

Curricular Change Types Definitions

Major curricular proposals include changes to the liberal arts core, deactivation of a program, new major program/degree requests, and new/major amendments to a curricular policy. These require approval of Shared Governance Council before the President's approval.

Minor curricular proposals include course changes, course deactivation, new courses, change to an existing program, new certificate requests, and new minor/concentration requests. These proposals move directly to the President after being considered by Academic Affairs/Graduate Council.

Non-Substantive Changes to a Course

Curricular changes are ineligible for non-substantive reviews if the change will impact the core curriculum, impact another school, require a change to existing academic standards policies, or if the change requires the use of additional university resources (additional budget allocations, support services, lab space, etc.) to implement.

Items eligible for **non-substantive** review include:

- Course number change within same level
- Change in pre-requisites/co-requisites (if changes do not impact more than one school)
- Request to cross list existing courses
- Change in description
- Change in course name
- Change in term offered
- Requesting a course become repeatable for credits
- Reinstating a course (NOT impacting more than one school)
- Other minor changes as approved by the Vice President for Academic Affairs or Academic Affairs/Graduate Council Chair

Substantive Change to a Course

This process shall be used for the following purposes:

- Addition, deletion, or significant change in a course or academic program

- Course description and/or outcomes change reflecting a "rewrite" in the curriculum
- Dividing a course into two or more courses
- Any changes to the core curriculum or that impact delivery of the core curriculum
- Combining two or more courses into one
- Deleting a course
- Adding a new course
- Changing the required number of credits for completion of a program
- Addition or deletion of an academic option, specialization, minor, etc.
- Other changes that significantly impact the curriculum or its implementation as determined by the Vice President for Academic Affairs or Academic Affairs/Graduate Council Chair

Syllabi and Other Supporting Documentation Requirements

- Syllabi must accompany curricular change proposals anytime a change to the number of credit hours or a change to the course level is proposed. The syllabus helps verify that the course is in compliance with the university's definition of a credit hour and/or that course outcomes reflect the rigor associated with a course level change request.
- A syllabus must accompany any newly proposed course. The syllabus helps verify that the course is in compliance with the university's definition of a credit hour and that course outcomes reflect the rigor associated with a course level being proposed.
- New program requests require substantial supporting documentation requests as outlined in the proposal form, including a curricular map, budget, needs assessment, program assessment plan, and HLC Assumed Practices checklist (see Appendix A).

2+2 Approval Process

1. Contact is made between partner institution and University of Mary. Initial contact may come from faculty, Enrollment Services, Academic Affairs, or other school official.
2. Once representatives from both schools are in verbal agreement that a 2+2 would be useful, a request for 2+2 mapping can be submitted via Curriculog. Once the form is submitted, the AVP for Academic Affairs will review the request and grant preliminary approval.
3. From there, the request will be routed to the Office of the Registrar for development and transfer mapping.
4. The assistant registrar will:
    a. Pull the program curriculum and courses for the partner school up, following their published catalog requirements exactly
    b. Develop a recommended map for which courses the student should take at the partner institution in order to successfully complete an associate's degree there, and also be on track to move seamlessly into the desired University of Mary bachelor's degree program.
5. Once map is completed, the assistant registrar will attach the map to the proposal in Curriculog and mark it approved, which will route it back to the Office of Academic Affairs for finalization. The AVPAA will produce an MOU to be signed by the CAO at each institution. Method of signature will be HelloSign unless specified otherwise.
6. Once MOU is signed by all parties:

     a. The AVPAA will upload the signed pdf to the proposal form and mark the item as approved.
     b. Approval notifications will go out from Curriculog to the Registrar's Office, Enrollment Services, and the original submitter of the request.
     c. Registrar's Office will add the 2+2 to the Articulation Agreements page of the Catalog, which is done in fulfillment of the Title IV compliance requirement to publicly list all articulation agreements with other institutions.
     d. Registrar's Office will ensure the signed MOU is uploaded to the Sharepoint site for articulation agreements for long term storage and compliance tracking.
     e. Enrollment Services and faculty can now market the relationship to students at the partner institution.
     f. If a recruitment flyer is desired, please request Dr. Melissa McDowall to create the flyer for you—Creative Services has made a template, but is not able to produce the individual, customized flyers for each program and school, so Dr. McDowall has taken on this portion of the task.

7. 2+2's should be reviewed and updated to match current curricula annually, once the new Catalog is published by each institution. Normally this update process will occur over the summer, and will be performed by the Office of the Registrar.

APPENDIX A: HLC ASSUMED PRACTICES CHECKLIST

The following information is required to be included with a new program proposal to demonstrate compliance with Higher Learning Commission requirements.

Requirement:	Addressed in proposal:	Explanation, notes, and/or reference to page number in proposal:
The proposal contains a full description of requirements for the program, including prerequisite courses.	□ Yes □ No	
The proposal contains an explanation of program admission requirements.	□ Yes □ No	
The proposal addresses any special requirements associated with transfer credits and credit for experience. Please review existing policies on these topics to make a determination.	□ Yes □ No	
The proposal identifies all student costs associated with enrolling in the program, including tuition, fees, training, and incidentals.	□ Yes □ No	
The proposal identifies any special requirements (different than existing university policy) on academic standing, probation, and dismissal.	□ Yes □ No	
The proposal assures compliance with HLC criteria for academic credentials; if the program will use the "tested experience" exception, the proposal includes a policy outlining how this exception will be implemented.	□ Yes □ No	

The proposal identifies any external providers of instruction (from hospitals, churches, etc.) and includes written agreements for managing internships and/or clinical placements if applicable or contains a plan on how such agreements will be secured if applicable.	□ Yes □ No □ N/a	
The proposal identifies any specialized accreditation necessary and/or how it will meet any mandates prescribed by applicable licensure boards if applicable.	□ Yes □ No □ N/a	
The program complies with the university's policy on program credits.	□ Yes □ No	
The program complies with the university's policy on academic load per term.	□ Yes □ No	
Content and rigor of proposed courses is appropriate for undergraduate or graduate education as applicable.	□ Yes □ No	
The program complies with the university's policy on minimum credits for general education.	□ Yes □ No	
The proposal contains an explanation of the program's assessment plan.	□ Yes □ No	