

In effect October 2008. Updated February 2009.

CLA VETTING PROCEDURES FOR NEW COURSE AND PROGRAM PROPOSALS (AND REQUESTED CHANGES TO EXISTING COURSES AND PROGRAMS)

- The CLA Curriculum Committee will review all course and program proposals, and requests for changes to existing courses and programs of study, within the college.
- Members of the CLA Curriculum Committee will make recommendations to the Associate Dean for Curriculum and Students, who will in turn make recommendations to the Dean of the College of Liberal Arts, regarding approval or denial of each request. Final approval of requests resides with the Dean, in consultation with the Associate Dean.
- In consultation with the CLA Dean, the Associate Dean for Curriculum and Students will route approved requests to the appropriate university committees for further consideration.
- The CLA Curriculum Committee will review all requests through a resource lens. That is, all courses and programs of study are viewed as connecting to faculty members and faculty lines. Faculty time spent in one area, conducting research or teaching a particular course, cannot be spent in another area. Consequently, requests for new courses/programs or changes to existing courses/programs will require an **enhanced justification, including:**

1) an explicit statement regarding faculty load and use of/impact on faculty resources in light of the new proposal,

2) a clear statement on impact to the unit; that is, how does the request strengthen priority areas within the department and/or college, and

3) a statement regarding what existing course will not be taught or taught on a lower frequency if the proposed new course is taught.

Note: A new course must be pivotal to the direction of the department and should have clear curricular and overall demand. Curricular change forms presently request a “Rationale” for each proposal. The enhanced justification should be submitted as an addendum to each request, with “see attached” stated under the Rationale heading on the standard curricular change form.

Overall comments regarding the new procedures:

- Curricular and program proposals should be considered requests for resources. The anticipated need for, or shifting of, resources must be identified and disclosed with each proposal. Connections should be made between each request and departmental and college-level priorities and areas of focus. All new proposals must be contextualized within a resource framework (thus, simply stating that a particular faculty member has the expertise to teach a course or would like to teach a certain course is not a sufficient justification for a new offering).
- Curricular matters should likewise be viewed through a lens of: a university anticipating a smaller faculty pool into the foreseeable future, with a need for more concentrated and focused effort. Consequently, highly specialized topics might best be taught under a Special Topics number rather than through a permanent new course.
- Service to existing undergraduate majors and/or graduate degrees will likely represent an area of priority consideration. It can be asked whether a given new proposal is in direct service to an existing degree deemed necessary by the department, college, and university. Similarly, it can be asked whether there are adequate faculty members for the delivery of a particular degree—bearing in mind that the faculty is not expected to grow.