Curriculum Council Handbook

Revised May 2019

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I. Curriculum Council Overview

Standing Rules

In keeping with the mission of offering rigorous academic programs, Saint Augustine's University holds to the tenets that the primary responsibility for curriculum rests with the faculty in each department in each school or division. Curriculum Council is a standing committee appointed by the Chief academic officer that reviews and make recommendations of proposed changes to the curriculum for his/her consideration and approval. The purpose of the Curriculum Council is to ensure the proposed academic course changes maintains academic integrity and meet the accreditation requirements of the Southern Association of Colleges and Schools (SACS) and discipline specific accrediting organizations. The council membership is made up of faculty representatives from the academic schools of the university, and at-large members appointed by the Chief academic officer who serve a one-year term. Members may be reappointed at the discretion of the Chief academic officer in consultation with the deans of the schools. The council meets at least once per month.

Membership *(See appendix A)*: Two faculty representatives appointed from each School; Honors College Director; Professor of Military Science; and at-large members at the discretion of the Chief academic officer.

Ex-Officio members/representatives: SACSCOC Liaison; General Education Program Director; University Registrar's Office; Library Services; and Office of Business and Finance and student representative(s).

The Curriculum Council is responsible for the following: 1) approval/disapproval of all proposals for deletion of courses, modification of courses, and addition of courses, creation or deletion of academic programs; 2) advise the Chief Academic Officer and appropriate University senior administration concerning the formulation of curriculum policy; 3) periodically review curriculum offerings, programs and modifications; 4) report on actions taken to the Chief Academic Officer and as appropriate, communicate and/or collaborate with the Academic Policy Committee and other appointed academic councils or committees.

SAU Expectation of Curriculum Council Representatives

1. Preview proposals from the schools they represent with careful attention to whether they meet the curriculum expectations.

2. Offer to meet with the initiator and/or committee to assist them as needed in developing a complete and strong case for the curricular changes requested.

3. Present a motion of recommendation on the proposals to the Curriculum Council, outlining the merits of the proposal and opening the discussion of the proposals.

Expectation for the Curriculum Council as a Body

1. Regular update of curriculum that is consistent with the mission, goals, and strategic planning of the University.

2. Avoid course proliferation by deactivating or deleting some courses when adding new courses.

3. Provide clear rationale for changes such as multiple additions or deletions of courses or programs.

4. Consideration of resources required for implementation of the course(s) and the actual funds available.

5. Provide careful consideration of possible course duplication across disciplines and departments and avoidance of impinging on another department's program authority.

6. Concise course descriptions

7. Appropriate content level based on the course numbering (i.e., no introductory courses with 300 level numbers)

8. Appropriate course credit hours and contact hours

9. Meet SACSCOC expectations for general curriculum and its management

10. Meet SACSCOC expectation for new programs notification and submission of substantive changes.

Review Criteria

1. Is there sufficient information for Council to fulfill its ten obligations listed above?

2. Is the correct form used and is it complete?

3. Is the rationale presented, including benchmarking and supporting material?

4. Are there disciplinary conflicts with courses currently offered?

5. Are the revisions minor or do they indicate a brand new course?

6. For course modification: is the difference between the old and new descriptions accurate?

7. For a new course: If the course has the same name, is it named to indicate the sequence (Roman numeral following the title)? Does the course information and description on the proposal match what is presented on the course syllabus? Does the course description include a brief summary of course content and appropriate length (maximum of three sentences)? Does the proposed number of credit hours reflect the expectations described in the syllabus? (Also see Appendix F for information on student contact hours.)

The Curriculum Committee Chair

A key role on the committee is that played by the chair. Most colleges recognize the primacy of faculty in the area of curriculum by stipulating that the chair be a faculty member.

The Role of the Curriculum Chair

- prepare agendas

- conduct the committee meetings

- edit minutes (typically taken by a committee member or recorded for transcription)

- set the calendar of committee meetings

- keep informed of curriculum standards, the Curriculum Handbook, and accreditation

- supervise the orientation of new members and on-going training of continuing members

- assist discipline faculty in the curriculum development process (usually with faculty curriculum committee member from that school)

- assure that committee functions take place smoothly: technical review, prerequisite review, distance education review, general education review, library sign-off, articulation, agreements, adherence to SACSCOC requirements, review reports to the committee, etc.

- sign off on final version of curriculum recommendations to the Provost

- review catalog drafts for concurrence with approved changes

II. GENERAL PROCEDURES AND DIRECTIONS

Overview

The design, approval, and implementation of curriculum proposals neither begin nor end with the Curriculum Council.

All curricular actions originate with faculty in the academic department. After approval by the department, approval by the School is required. The next step is approval by a University-wide committee or council that has been charged with the governance and coordination of curriculum. At Saint Augustine's University, four committees fulfill this charge: The Academic Policy Committee (APC), the Curriculum Council (CC); Licensure Program, and the General Education Program Committee (GEPC).

Actions requiring approval by one or more of the aforementioned committees:
- New/amended courses;
- New or revised programs (majors, concentrations, minors);
- Routine course changes;
- Discontinuation of a course, program, or degree;
- Moratorium of a course, program, or degree.

It is recommended that course planning be started at least one year before the proposed first offering of a course (Early Fall Start**)** in order to afford enough time for administrative actions. In Appendix B, there are two charts that provide the details of the timeline and flow of the proposals through the approval process (including before they come to the Council and following the Council's recommendation).

Found in Appendix B
Proposal Flowchart
Proposal Timeline

Significance of Course Numbers and Course Prefixes

100-400 level course proposals for the actions above must be submitted to the CC; 500 level and above proposals for the actions above must be approved by both GSC and CC.

- Significance of Course Numbers
- Course Description Key
- Course Abbreviations or Prefixes
- Course Numbers
- Prerequisite/Corequisite
- List of Undergraduate Courses
- Common Courses Designated in Course Descriptions

100-199 Freshman   (Introductory Courses)   300-399 Junior (Advanced Courses)
200-299 Sophomore (Foundation Courses)   400-499 Senior (Mastery & Capstone Courses)

Course Descriptions

Course descriptions should be brief descriptions of the course that allow the program sufficient flexibility to make small adjustments without proposing a new course. Details should be provided in the sample syllabus.

For example, it is not necessary to use complete sentences or predication. Instead list the topics covered in **brief descriptive phrases**.

Examples:

Brief Description
Syntax of film time-space. Conditioning agents as factors of human response in relation to the needs of self-expression.

Longer Description
The student will explore the syntax of film time-space. Conditioning agents as factors of human response will be examined in relation to the needs of self-expression.

The proposal writers should avoid using phrases such as "a study of" or "an examination of" since it is assumed that all courses analyze, examine or study the subject matter. Instead list the topics covered in brief descriptive phrases.

Unless the course typically covers more than the topics named because of multiple sections, subjects that vary from year to year, or a list too long to print, don't use phrases like "topics include". Phrases like "with emphasis on" should be used only if it is really significant to point out that one or more among several topics is the primary focus of a course, in which case "emphasizing" is more concise. Separately naming the topic emphasized will usually accomplish the same thing.

Examples:

Description Using Unnecessary Phrases
Survey of the theories of major modern philosophers (Locke, Rousseau, Hume, J.S. Mill, Marx), with particular attention to their views on liberty, justice, and equality. Includes examination of contemporary theories of liberty, justice and equality.

Description Omitting Unnecessary Phrases
Theories of modern political philosophers: Locke, Rousseau, Hume, J.S. Hill, Marx. Their views on liberty, justice and equality.

If the first line of a description does nothing more than repeat the title, omit it and go on to the next line.
If a term such as "laboratory", "seminar" or "workshop" is used in the title, do not repeat it in the description.
If the course number or title adequately indicates the relative sophistication of the course it is unnecessary to use "introduction to" or "advanced study of" in the course description.

Avoid the use of unnecessary articles and complicated language. If you have any questions regarding the simplification of your course descriptions, please contact your school's Curriculum Council Representative.

SAU Examples:

BIOL 131 FUNDAMENTALS OF BIOLOGY. (For Non-Majors) Considers the philosophy of science; the scientific method; the nature and organization of living matter; structure-function relationships; principles of development, growth, reproduction, and metabolism, the relationship of heredity and ecology to behavior; conservation, taxonomy, and evolution. (3) F, S, SU

BIOL 131L FUNDAMENTALS OF BIOLOGY LABORATORY. Laboratory work includes training in the use of the microscope; the study of various taxonomic groups, experiments in heredity, genetics, taxonomy, and physiology. Fee required (2 hours per week) (1) F, S, SU

COMM 201 COMMUNICATION SKILLS. This course teaches techniques and strategies on the art of listening, speaking, and writing effectively, especially in the public, interpersonal, and small group contexts of communication. Emphasis is placed on providing the student with activities that help acquire competencies in all three modes of communication. (3) F, S, SU

SOC 132 INTRODUCTION TO SOCIOLOGY. Introduction to the sociological perspectives and sociological imagination. Emphasis given to defining key terms in the discipline and explaining basic principles and concepts used in the study of social interaction and group life. (3) F, S, SU

Pre-requisites and Co-requisites

Prerequisite refers to a course or courses or other requirements that must be satisfied before the described course.

Corequisite indicates a course or courses that must be taken at the same time as the described course.

Prerequisite or Corequisite recommended indicates a course that is not required but would provide additional preparation for the course described.

P=Prerequisite(s); C=Corequisite(s); R=Recommended P, C, or P/C (both)

Credit Hours

The numbers in parentheses following the course description for each course listed under the various programs, departments, and schools of the university indicate the semester credit hours. Courses normally meet one hour per week for each semester hour credit. There are exceptions to the credit hour rule for courses such as labs, music, and physical education.

The Saint Augustine's University semesters are 16 weeks in duration. We also have 5-week long terms for our nontraditional programs.   Note that: 1 Credit Hour equates to 800 minutes per term or 50 contact minutes per week. Saint Augustine's University applies well-considered, uniform standards for determining credit hours for courses. The Saint Augustine's University Catalog defines a semester credit as one 50-minute class per week (or its equivalent) for one semester. **Overall, one credit hour equates to about 3 hours of the student's time (i.e., 50 minutes in class and 2 hours of out-of-class student work) per week.**

Thus, in any seven-day period, a student is expected to be academically engaged through (for examples) classroom attendance, examinations, practica, laboratory work, internships, and supervised studio work. In the case of hybrid classes, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Most three-credit courses at Saint Augustine's University meet for 150 minutes per week of in class instruction and the faculty and administration expect its students to spend at least 6 hours per week engaged in out-of-class preparation for each class hour. Therefore, students spend about 10 hours per week on each course. The University considers the 10-hour-standard both sound and acceptable for a 3 credit course.

Additionally, Saint Augustine's University considers the U.S. Department of Education Guidelines in awarding academic credit. The U. S. Department of Education requires that the institution determine the amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour.   In general, a week of instructional time is any seven-day period in which at least one day of regularly scheduled instruction or examination occurs; thus, in any seven-day period, a student is expected to be academically engaged through, for example, classroom attendance, examinations, practica, laboratory work, internships, and supervised studio work.

In the case of distance education and correspondence education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Even though a student's homework, research, or other unsupervised student work is not considered in determining the weeks of instructional time in our educational programs, such student work is considered in determining the number of credits to be awarded for a student's coursework.

The awarding of academic credit is also consistent with other institutions within the Cooperating Raleigh Colleges consortium. Laboratory and studio classes that normally require two to four hours in class per week are considered the equivalent of one credit hour. Credit for internships, fieldwork courses and practica is determined according to this prevailing standard as well. For instance, 1/4-time internships, etc., that require about 10 hours per week per semester earn 3 credit hours. In contrast, 1/2-time internships requiring about 20 hours per week per semester earn 6 credit hours.

Credit offered for courses of less than a semester's duration is commensurate with the prevailing standard as well. (Also see Appendix F for information on student contact hours.)

Dual-Listed and Cross-Listed Courses

Dual-listed courses are offered by a single discipline using both a non-honors and honors course number, or a lower division and upper division course number. Dual-listed courses permit students on different academic levels to be in the same class but to receive credit under two different course sections. Course requirements for dual-listed courses are expected to be more rigorous for the upper division or honor students and such additional course requirements and standards of performance should be stated on the course syllabi. Additional course

requirements for honors sections may be in the form of additional reading, projects, examinations, or other assignments as determined by the instructor in conjunction with the Honors College Director.

Cross-listed courses are offered by two academic disciplines. The courses are identical in all respects except in department and course identification number. All cross-listed courses meet in the same room, at the same time, have the same course requirements and are taught by the same faculty. The multidisciplinary prefix is preferred for cross-listed courses offered outside a single department or school.

Cross-listed courses permit students to be in the same class but to receive credit under two different department and course numbers. It may be used when departments require the same course content within different majors or honors curriculum. This policy may also allow for innovative course development through interdisciplinary collaboration and team teaching between academic departments.

Courses proposed for dual- or cross-listing must be approved by the collaborating departments, schools and when applicable, by the Honors College.

SAU List of Courses Prefixes by Departments and Schools

PREFIX	COURSES	DEPARTMENT	SCHOOL
ACCT	Accounting	Business, Accounting and Sport Management	Business, Management & Technology
AHMS	Applied Health (**formerly AHS)**	Public Health and Exercise Science	Sciences, Mathematics, and Public Health
ART	Visual/Graphic Arts	Humanities	Humanities, Education, Social and Behavioral Sciences
BIOL	Biology	Biological and Physical Science	Sciences, Mathematics, and Public Health
BUS	Business	Business	Business, Management & Technology
CC	Cisco Certification	Computer Information Systems	Business, Management & Technology
CHEM	Chemistry	Biological and Physical Science	Sciences, Mathematics, and Public Health
CIS	Computer Information Systems	Computer Information Systems	Business, Management & Technology
CJ	Criminal Justice	Criminal Justice/Extended Studies	Humanities, Education, Social and Behavioral Sciences
COMM	Communication	Media and Mass Communications	Humanities, Education, Social and Behavioral Sciences
CSC	Computer Science	Computer Information Systems	Business, Management & Technology

ECON	Economics	Business, Accounting and Sport Management	Business, Management & Technology
EDUCA	Education	Education	Humanities, Education, Social and Behavioral Sciences
ENGL	English	Humanities	Humanities, Education, Social and Behavioral Sciences
ENGR	Engineering	Mathematics	Sciences, Mathematics, and Public Health
EXSC	Exercise Science	Public Health and Exercise Science	Sciences, Mathematics, and Public Health
FIM	Film	Media and Mass Communications	Humanities, Education, Social and Behavioral Sciences
FLCH	Chinese	Service Department	General College
FLFR	French	Service Department	General College
FLSP	Spanish	Service Department	General College
FYE	First Year Experience	Office of First Year Experience	Academic Affairs
HIST	History	Service Department	General College
HON	Honors	Honors College	General College
INTBU	International Business	Business, Accounting and Sport Management	Business, Management & Technology
LEAD	Leadership Development	Business, Accounting and Sport Management	Business, Management & Technology
LIS	Liberal and Interdisciplinary Studies		General College
MATH	Mathematics	Mathematics	Sciences, Mathematics, and Public Health
MS	Military Science		Military Science
MUS	Music	Humanities	Humanities, Education, Social and Behavioral Sciences
ORGD	Organizational Management	Extended Studies	Business, Management & Technology
PE	Physical Education	Education	Humanities, Education, Social and Behavioral Sciences
PHIL	Philosophy	Service	General College
PHS	Public Health Science	Public Health and Exercise Science	Sciences, Mathematics, and Public Health
PHYS	Physical Science	Biological and Physical Science	Sciences, Mathematics, and

			Public Health
POLS	Political Science	Social Sciences	Humanities, Education, Social and Behavioral Sciences
PSYCH	Psychology	Social Sciences	Humanities, Education, Social and Behavioral Sciences
PPS	Public Policy Studies	Social Sciences	Humanities, Education, Social and Behavioral Sciences
Social Sciences	Social and Behavioral Sciences	Humanities/Extended Studies	Humanities, Education, Social and Behavioral Sciences
REM	Real Estate Management	Business, Accounting and Sport Management	Business, Management & Technology
SM	Sports Management	Business, Accounting and Sport Management	Business, Management & Technology
SOC	Sociology	Social Sciences	Humanities, Education, Social and Behavioral Sciences
SW	Social Work	Social Sciences	Humanities, Education, Social and Behavioral Sciences
THE	Theatre	Humanities	Humanities, Education, Social and Behavioral Sciences

PROCEDURE for Establishing a Course in the General Education Program (GEP)

The General Education Committee oversees the design and implementation of the general education curriculum. To offer a GEP course, the chair of the department (or designee) must submit a GEP Course Proposal form indicating the rationale for offering the course. Once the request has been submitted, feedback is provided either accepting the request, denying the request or asking for additional information. Once a course is identified as GEP, it must be taught as a GEP course, support the corresponding competency definition, address the student learning outcomes (SLO's), and follow the supporting guidelines. After a GEP course is taught, an assessment report is required that indicates student's success as it relates to the corresponding competency rubric. Once a GEP course is offered it may only be deleted as a GEP course by following standard procedures to delete the course. The GEP course deletion form must be completed and the GEP Core must approve any deletion.

Existing Courses – for existing courses to become a GEP course, the GEP Course Proposal form should be submitted directly to the GEP program. A course may not be designated as GEP without having GEP approval.

New Courses – for new courses to become a GEP course, the GEP request should be presented as part of the curriculum council proposal. A course may not be designated as GEP without have approval from the GEP.

PROCEDURE for Establishing a Course in the Honors College

Step 1:   Preliminary Planning

☐ Propose new course to hosting College/School Dean

☐ Propose new course outline to Director of Honors College

Step 2:   Request Authorization

☐ Complete New Course Proposal Form

☐ Obtain approval signatures in the following order:
   a) Department Curriculum Committee Member (if applicable)
   b) College or School Faculty
   c) Dean of College or School

☐ Submit copy of completed and approved Course Proposal to Honors College Director for circulation to Honors Committee

☐ Attach the Honors Committee approval form to original Course Proposal Form

☐ Submit completed Course Proposal Form to Curriculum Council

Step 4:   SACSCOC Approval

Programs that are significantly different (new financial resources, facilities, courses, faculty, library/learning resources) from those already offered by SAU will require SACSCOC approval in addition to Board of Governors approval. The Office of Institutional Research and Planning will work with the department to submit a prospectus to SACSCOC.

Contact Information for Internal Notification

If relevant to the nature of the proposal, support should be obtained from the following offices prior to review by Curriculum Council.

General Education Program Committee
Dr. Kengie Bass
Dean and Assistant Professor| General College
kbass@st-aug.edu
Tel: 516-4160

Honors College
Dr. Kengie Bass

External Reporting and SACSCOC Liaison Office of Sponsored Programs
 http://www.st-aug.edu/accreditation-and-institutional-effectiveness.html
Booker T. Anthony, Ph.D.
Associate Vice President for Sponsored Programs
btanthony@st-aug.edu

Library Resources and Acquisitions
Tiwanna Nevels
Director of Library Services
Prezell R. Robinson Library | Room 202
Office: 919-516-4150   Fax: 919-516-4757
Any request to the library for information to support curriculum proposals for new or existing academic programs, especially as it relates to SACSCOC, should be reviewed by the Director of Library Services. Given notice at least two weeks in advance, the library can provide reporting on existing library holdings to support proposals. If you do not require a full report the turnaround time can be much less.

Curriculum Council
Chair: Wanda B. Coneal, Ph.D.
Dean and Associate Professor
School of Humanities, Education, Social and Behavioral Sciences
wbconeal@st-aug.edu
Office: 919-516-4116

Contact the Council Chair or your School Representative for meeting dates and submission deadlines for the current academic year. Email one (1) Word file (docx) of the original form and supporting documents with a scanned signature page. Proposals and revisions will not be reviewed without the original signature page with all appropriate signatures.

III. PROCEDURES THAT REQUIRE EXTERNAL NOTIFICATION OR APPROVAL

New Degree Programs

New Certificate and Licensure Programs

Initiating Online Programs

Initiating Off-Campus Programs or Sites

Discontinuations

Establishing a New Degree Program

Step 1:   Preliminary Planning

☐ Propose new academic degree program to College/School Dean.

☐ Graduate Program: Provide abstract to Dean of the Graduate School.

☐ Submit *Academic Program Planning Questionnaire* to Office of Academic Affairs to initiate process.

Step 2:   Request Authorization to Plan – SAU Approval Process

☐ Complete *Request Authorization to Plan A New Degree Program* (Appendix X)

☐ Graduate Programs: *Request Authorization to Plan A New Degree Program* (Appendix X)

☐ Obtain approval signatures in the following order:
   a) Department Curriculum Committee (if applicable)
   b) College or School Faculty
   c) Dean of College or School
   d) Curriculum Council (CC) or Graduate Studies Committee (GSC)

Step 4:   Request Authorization to Establish – SAU Approval Process

☐ Complete *Request Authorization to Establish A New Degree Program* (Appendix X).

☐ Submit completed Appendix X to Provost's Office.

☐ Graduate Programs: Submit Appendix X to Dean of the Graduate School.

☐ Obtain approval signatures in the following order:
   a) Department Curriculum Committee (if applicable)
   b) College or School Faculty
   c) Dean of College or School
   d) Curriculum Council (CC) or Graduate Studies Committee (GSC)

Step 5:   SACSCOC Approval

Programs that are significantly different (new financial resources, facilities, courses, faculty, library/learning resources) from those already offered by SAU will require SACSCOC approval in addition to Board of Governors approval. The Office of Academic Affairs and SACSCOC/Liaison will work with the department to submit a prospectus to SACSCOC.
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Offering Degree Programs Online

(50% or more of credits towards degree or concentration will be available online)

Step 1: Preliminary Planning

☐ Submit proposal for creating online version of an existing program to Dean of College or School

☐ Submit *Academic Program Planning Questionnaire* to Office of Academic Affairs.

Step 2: Notification of Intent to Plan

☐ Complete *Request for Authorization to Plan a New Degree Program*.

☐ Obtain approval signatures in the following order:
   1. Department Curriculum Committee (if applicable)
   2. College or School Faculty
   3. Dean of College or School
   4. Curriculum Council (CC) or Graduate Studies Committee (GSC)

Step 3: Request for Authorization to Establish an Online Program

☐ Complete *Request for Authorization to Establish a New Degree Program*.

☐ Submit completed request to Provost's Office.

☐ Graduate programs: Submit Appendix X to Dean of The Graduate School.

☐ Obtain approval signatures in the following order:
   1. Department Curriculum Committee (if applicable)
   2. College or School Faculty
   3. Dean of College or School
   4. Curriculum Council (CC) or Graduate Studies Committee (GSC)

Step 4: SACSCOC Notification

A program that is significantly different or utilizes new or unique technologies from those SAU is already authorized to offer will require notification to SACSCOC prior to implementation. The Office of Academic Affairs and SACSCOC Liaison will facilitate this determination and notification.

Offering Courses or Programs at Off-Campus Sites

Due to the complex reporting requirements for initiating and discontinuing off-campus programs and sites, as well as emergency notification issues, the Office of Institutional Research and Planning and the University Registrar's Office must be aware of all off-campus instruction. To simplify the process, there are two initial steps to follow for all off-campus activity.

Step 1:   Contact the Office of Academic Affairs for all off-campus course offerings. Individual guidance will be provided based on the following list of off-campus activity options.

Off-campus activity options
1. Offering any course at an off-campus site
2. Initiating new program at new site
3. Expanding a new program at an existing site
4. Relocating an existing program from one site to a new location within the same county
5. Relocating an existing program from one site to a new location, not in the same county
6. Discontinuing a program at an off-campus site
7. Discontinuing a program at an off-campus site that hosts multiple programs
8. Closing an off-campus site

Step 2:   Include the complete off-campus address for the course section in CAMS.

SACSCOC has reporting requirements that are a result of credit hour percentages offered at an off-campus location for any program (includes certificates). Off- campus locations offering 50% of credit hours for a program have to be listed on SAU's Participation Agreement with the US Department of Education in order to be eligible to offer financial aid.

The percentages fall into three categories, based on the number of credit hours available at the off-campus location:
- 0-24% - no reporting required;
- 25-49% - notification required;
- 50-100% - approval required.

For example, offering four courses that are three credit hours each for a 30-hour master's program translates to 12/30 or 40% of credit hours offered for the master's degree. Certificate programs can reach their reporting threshold by offering just one course at an off-campus location in the instance of a 12-hour certificate (3/12 = 25%). Notification or approvals are to occur before reaching the percentage of credit hours offered at an off-campus site.

Establishing Certificate or Licensure Programs

Applies to all modes of delivery: on-campus, online, or off-campus

Step 1: Preliminary Planning

☐   Submit proposal for initiating a certificate or licensure program to the Dean of College or School.

☐   Submit *Academic Program Planning Questionnaire* to the Office of Academic Affairs. Please note that certificate programs may require SACSCOC approval or notification.

☐   Contact the Office of Career Placement (919-516-5082) for information about Gainful Employment reporting requirements to be able to offer financial aid for certificate programs.

Step 2: Authorization to Establish

☐   Complete *Certificate or Licensure Program Proposal* for each mode of delivery that will be offered (on-campus, online, off-campus).

☐   Obtain signatures in the following order:
   1. Department Curriculum Committee, if applicable
   2. College or School Faculty
   3. Graduate Studies Committee (GSC)

Step 3: SACSCOC Approval or Notification

☐   SACSCOC *approval* is required for the following circumstances:
   ‣ Initiating coursework, certificates, or programs of study at a different level than those previously
   ‣ approved by SACSCOC.

   ‣ Certificate is not derived from an already approved program and is significantly different from other approved programs. (Note: Repackaging of an existing approved curriculum to create a new degree level, such as an institution that offers a full 120-hour baccalaureate program creating an associate degree from its lower-division offerings, usually required only advanced notification, not approval.)
   ‣ Initiating certificate programs for workforce development.
   ‣ Initiating other certificate programs.
   ‣ Initiating an off-campus (additional) site (site-based/classroom group instruction) at which student can earn at least 50% of the credits toward an educational program.
   ‣ Adding a site for a previously approved program under a U.S. military contract.
   ‣ Initiating degree completion programs.
   ‣ Initiating a branch campus.
   ‣ Initiating distance learning or correspondence courses and programs by which students can earn at least 50% of a program's credit through delivery in a format other than face to face.
   ‣ Expanding at the institution's current degree level.
   ‣ Initiating a significant change in the established mission of the institution.
   ‣ Changing from clock hours to credit hours.

- Changing significantly the length of a program, substantially increasing or decreasing the number of clock or credit hours awarded for successful completion of a degree program.
- Relocating a main or branch campus.
- Initiating a collaborative academic program with another institution not accredited by SACSCOC.
- Entering into a contract with an entity not certified to participate in USDOE Title IV programs.

☐　SACSCOC *notification* prior to implementation is required for the following circumstances:

- Initiating an off-campus site at which a student may earn at least 25% but less than 50% of credits toward a program.
- Moving an approved off-campus instructional site within the same geographic area to serve
  essentially the same pool of students.
- Offering for the first time credit courses via distance learning/technology-based instruction by which students can obtain at least 25% but less than 50% of their credits toward an educational program.
- Initiating program/courses delivered through contractual agreement or a consortium.
- Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the accredited institution.
- Repackaging of an existing approved curriculum.

Discontinuing Academic Programs

Saint Augustine's University maintains an internal curriculum process for discontinuation to ensure that the request is complete and appropriate. Depending on the type of program, approval by SACSCOC may be required. Any questions about the external approval process for the discontinuation of a program should be directed to the Office of Academic Affairs and the SACSCOC Liaison.

☐ Step 1: Complete the applicable discontinuation document from the following choices:

    a) Degree, Certificate, and Licensure Programs: Complete ***Request for Discontinuation of a Program.***

    b) Concentrations, Second Academic Concentrations, Second-major Option, and Minors: Complete ***Addition and Discontinuation of Concentrations, Second- Major Option, and/or Minors.***

    c) Off-campus or online programs and sites: Complete ***Distance Education Degree Program Online or Site Discontinuation Form.***

☐ Step 2: Obtain approval signatures in the following order:

    a) Department Head or Chair
    b) Dean of College or School
    c) Curriculum Council (CC) or Graduate Studies Committee (GSC)

☐ Step 3: The Office of Office of Academic Affairs and SACSCOC Liaison facilitate the process for any external authorization or approvals, as required.

Advertising New Academic Programs

The Office of Academic Affairs will work with departments to determine the appropriate timing and wording for new program advertising.

Programs that require **SACSCOC notification or SACSCOC approval** prior to implementation will use wording that indicates that the program is "pending SACSCOC approval" in any communication, announcement, advertisement, or Web site after authorization has been received by Saint Augustine's University and prior to receiving the official letter from SACSCOC.

Please note that any reference to SACSCOC accreditation on any published material (paper or electronic) must use the following wording:
Saint Augustine's University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelors' and masters' degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4007, or call 404-679-4500 for questions about the accreditation of Saint Augustine's University.

EXTERNAL REPORTING CHART

[WORK IN PROGRESS]

ACTION	SAU Forms	SACS COC*	OTHER
New Program Development			
New Degree Programs		Significant Departures	NC DPI (licensure)
New Certificate Programs		Notification	DOE (Gainful Employment)
Online Programs			
Offering 50% or more of program online		Significant Departures	
Offering certificates online		Significant Departures	DOE (Gainful Employment)
Off-Campus Locations			
Initiating off-campus site 25-49% of credential		Letter of Notification	
Initiating off-campus site > 50% of degree		Prospectus	US DOE &Homeland Security
Adding programs at an already approved off-campus site		Significant Departures	Homeland Security
Discontinuations			
Discontinuation of a Degree Program		YES Teach-Out Plan	
Discontinuation of a Certificate Program		YES Teach-Out Plan	DOE (Gainful Employment)
Closing an off-campus site		YES Teach-Out Plan	DOE Homeland Security
Discontinuation of a program at an off-campus site		YES Teach-Out Plan	Homeland Security
Other			
Teacher licensure programs			NC DPI
Change of Degree or Certificate Name		NO	DOE (Gainful Employment)

APPENDICES

APPENDIX A: Members of Curriculum Council

<div align="center">

Curriculum Council Membership

</div>

Chairperson

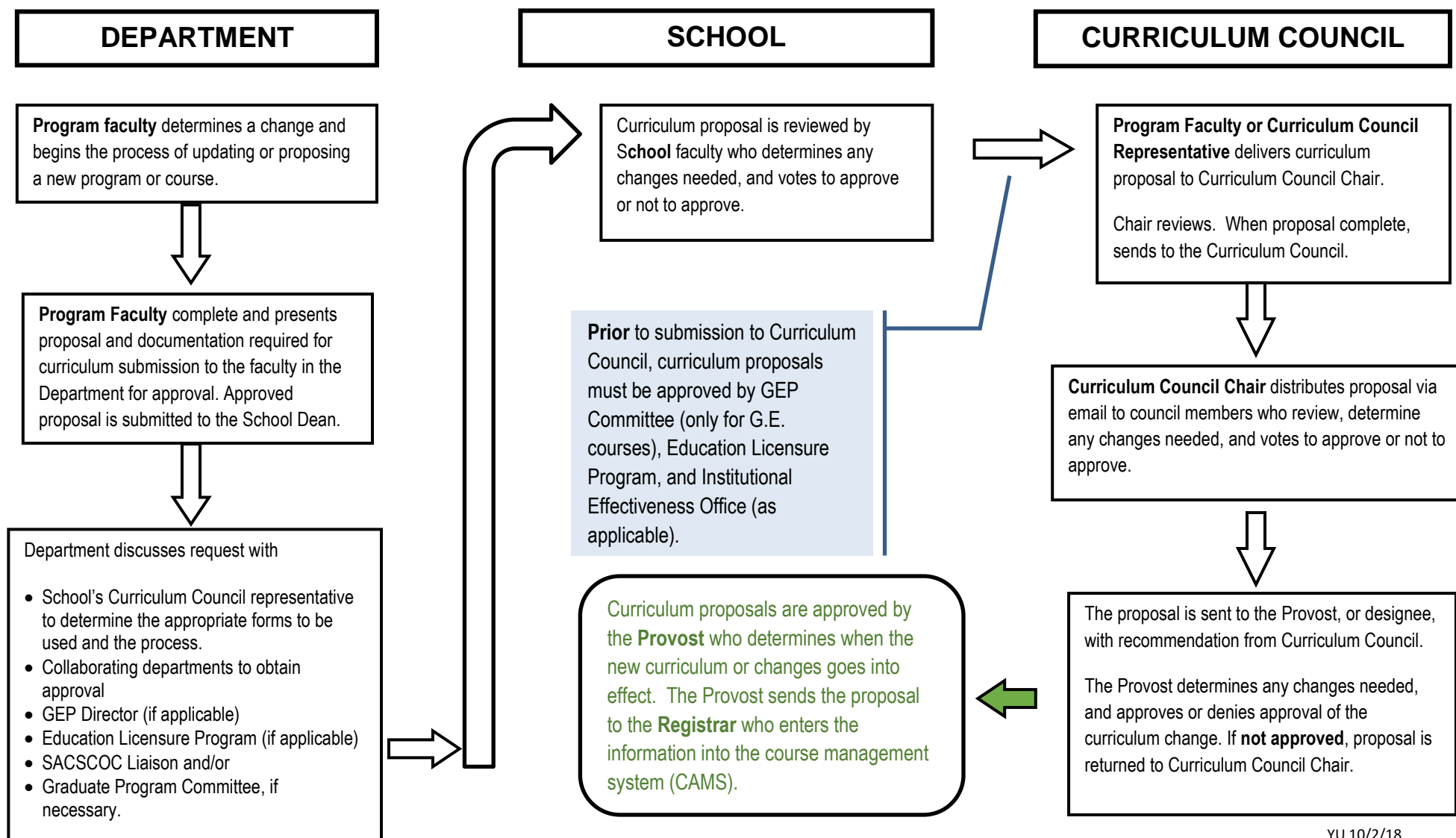| Voting Members	Ex-officio members
School of Business, Management and Technology	SACSCOC Liaison
School of Business, Management and Technology	Office of Business and Finance
School of Liberal Arts and Education	Prezell R. Robinson Library
School of Liberal Arts and Education	University Registrar
School of Sciences, Mathematics and Public Health	General Education Program (GEP) Director
School of Sciences, Mathematics and Public Health	Student Representative(s)
School of Social and Behavioral Sciences	
School of Social and Behavioral Sciences	
Honors College	
Military Science	

APPENDIX B

Step-by-Step Procedure for Curriculum Changes

This is a step-by-step description. See Process Flowchart (on following page) for breakdown by role of department, school, Curriculum Council, Office of Academic Affairs, and the University Registrar.

Timetable:

Phase	Step 1	Step 2	Step 3	Step 4
1	Department faculty assess readiness for curriculum revision or establishing a new program (Checklist Parts I & II.), interdepartmental collaborations, letter of support, classroom space plan. School's Curriculum Council representative to determine the appropriate forms to be used and can advise whether the proposal is ready to move forward.	Department faculty discusses curriculum with the following areas: • Collaborating departments • GEP Director (if applicable), • Education Licensure Program (if applicable) • SACSCOC Liaison and/or Graduate Program Committee, if necessary.	Proposal is presented to the departmental faculty for discussion and vote. Faculty signatures and meeting minutes are added to the proposal (Part IV of template.) Proposal is submitted to the Dean as an agenda item for the school meeting. Faculty signatures and meeting minutes are added to the proposal (Part IV of template.)	Program Faculty or Curriculum Council Representative delivers curriculum proposal to Curriculum Council Chair. Proposals are scheduled for review in monthly Curriculum Council meetings. Chair will communicate results (tabled, approved, or not approved) to originator
Phase	Step 5	Step 6	Step 7	
2	Curriculum Council submits the proposal (and its recommendations) to the Chief Academic Officer	The Chief Academic Officer works with the originator to address any concerns. If approved, the proposal is sent to the Registrar.	Department works with Registrar or Catalog committee to revise relevant section(s) of the University Catalog.	
Phase	Step 8	Step 9		
3	Curriculum changes are announced in institution-wide faculty meeting	Revisions are published in University Catalog.		

CURRICULUM PROPOSAL PROCESS FLOWCHART

DEPARTMENT

Program faculty determines a change and begins the process of updating or proposing a new program or course.

↓

Program Faculty complete and presents proposal and documentation required for curriculum submission to the faculty in the Department for approval. Approved proposal is submitted to the School Dean.

↓

Department discusses request with

- School's Curriculum Council representative to determine the appropriate forms to be used and the process.
- Collaborating departments to obtain approval
- GEP Director (if applicable)
- Education Licensure Program (if applicable)
- SACSCOC Liaison and/or
- Graduate Program Committee, if necessary.

SCHOOL

Curriculum proposal is reviewed by School faculty who determines any changes needed, and votes to approve or not to approve.

Prior to submission to Curriculum Council, curriculum proposals must be approved by GEP Committee (only for G.E. courses), Education Licensure Program, and Institutional Effectiveness Office (as applicable).

Curriculum proposals are approved by the **Provost** who determines when the new curriculum or changes goes into effect. The Provost sends the proposal to the **Registrar** who enters the information into the course management system (CAMS).

CURRICULUM COUNCIL

Program Faculty or Curriculum Council Representative delivers curriculum proposal to Curriculum Council Chair.

Chair reviews. When proposal complete, sends to the Curriculum Council.

↓

Curriculum Council Chair distributes proposal via email to council members who review, determine any changes needed, and votes to approve or not to approve.

↓

The proposal is sent to the Provost, or designee, with recommendation from Curriculum Council.

The Provost determines any changes needed, and approves or denies approval of the curriculum change. If **not approved**, proposal is returned to Curriculum Council Chair.

YU 10/2/18

APPENDIX C: Forms for External Notification or Approval

ACADEMIC PROGRAM PLANNING QUESTIONNAIRE

To be filled out and submitted to the Office of Academic Affairs during the planning stage for any of the following initiatives:

- ‣ All new degree programs
- ‣ All new certificate programs
- ‣ All off-campus activity (courses, programs and/or sites)
- ‣ Any new programs or changes to existing programs or courses that result in 50% or more of program credits being available online
- ‣ Any new programs or changes to existing programs that result in instruction being provided through contractual agreement, consortium, or a collaborative/joint agreement.

Feedback will be provided regarding what types of external reporting activities are anticipated and an estimate for the time needed to complete the process.

Date: _____

Department: _____

Program name: _____

Type of program proposed:
_____ bachelor's
_____ master's / specialist's
_____ doctorate
_____ post-baccalaureate certificate
_____ post-master's certificate
_____ licensure program
_____ other (2+, degree completion, professional, etc.), please describe:

Proposed implementation date (semester/year): _____

Contact Person: _____

Email: _____

Phone: _____

1) Courses that are significant departures from programs already approved as part of the SAU curriculum are those that require new faculty, new courses, new library or other learning resources, new facilities, or new resources. In your opinion, is this a significant departure from programs already approved as part of the SAU curriculum?
Yes_____ No____

If no, provide the name(s) of any closely related programs:

_____

2) What will be the total number of credit hours required to complete this program? _____

3) If the proposed program is a certificate program, do you want students in your program to be eligible for financial aid (Gainful Employment)?
Yes _____ No_____

4) Will any of the courses required for completing this program be offered at an off-campus location? Yes_____ No_____

> If yes,
> a) Do you anticipate offering 25% or more of your program at this off-campus location?
> Yes_____ No_____
> b) Do you anticipate offering 50% or more of your program at this off-campus location?
> Yes_____ No_____
> c) Provide name of site and complete street address:
>
> _____
>
> _____

5) Will any of the courses required for completing this program be offered online?
Yes_____ No_____

> If yes,
> a) Will any new teaching methodologies, technologies, or online delivery methods be utilized?
> Yes_____ No_____
>
> b) Indicate the percentage program that will be available online?
>
> _____less than 50%
>
> _____50% or more

6) Will any other educational institution be involved in this program?
Yes_____ No_____

Campus mail or email the completed questionnaire to:
Office of Academic Affairs
Benson Building
lrhubbard@st-aug.edu
Ext. 4297
You should receive a response within five business days.

REQUEST FOR AUTHORIZATION TO PLAN A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING:

Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ 1st Prof _____

Exact Title of the Proposed Program: _____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S.,): _____

Does the proposed program constitute a substantive change as defined by SACS?   Yes _____ No _____

If yes, please briefly explain.

Proposed date to establish degree: *Month* _____ *Year* _____

1. Describe the proposed new degree program. The description should include:

    a. a brief description of the program and a statement of educational objectives

    b. the relationship of the proposed new program to the institutional mission

    c. the relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan

    d. special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

2. Provide documentation of student demand and evidence of the proposed program's responsiveness to the needs of the region, state, or nation.

3. Are there plans to offer all or a portion of this program to students off-campus or online? If so,

    a. Briefly describe these plans, including sites and method(s) of delivering   instruction.

    b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

    c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: _____

      d.   Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:

First Year Full-Time _____ *Part-Time* _____

Fourth Year Full-Time _____ *Part-Time* _____

4. Estimate the total number of students that would be enrolled in the program during the <u>first</u> year of operation: *Full-Time* _____*Part-Time* _____

    Estimate the total number of students that would be enrolled in the program during the <u>fourth</u> year of operation: *Full-Time* _____*Part-Time* _____

5. Will the proposed program require development of any new courses: Yes _____ No_____
    If yes, briefly explain.

6. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)

    a.   New Faculty: Yes_____No _____

    b.   Additional Library Resources: Yes _____No _____

    c.   Additional Facilities and Equipment: Yes _____No _____

    d.   Additional Other Program Support: Yes _____No _____
    for example, additional administrative staff, new
    Master's program graduate student assistantships, etc.)

7. For graduate programs only:

    a.   Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program?
             Yes ___No ____

    b.   If yes, state the amount of tuition differential or fee being considered, and give a brief

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Dean _____

Date_____

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

INSTRUCTIONS: Each proposal should include a 2-3 page executive summary. The signature of the Dean is required.

Date: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ 1st Prof _____

Exact Title of the Proposed Degree: _____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S.,): _____

Does the proposed program constitute a substantive change as defined by SACS?   Yes _____ No _____

Proposed date to establish degree program: *Month* _____ *Year* _____

Are there plans to offer all or a portion of this program to students off-campus or online?   Yes _____ No ___
If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

I.   **DESCRIPTION OF THE PROGRAM**

      A.   Describe the proposed degree program (i.e., its nature, scope, and intended audience).

      B.   List the educational objectives of the program.

      C.   Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

            1.   Courses

            2.   Faculty

            3.   Facilities, and

            4.   Other resources

      D.   Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous.

II.   **JUSTIFICATION FOR THE PROGRAM - NARRATIVE STATEMENT**

      A.   Describe the proposed program as it relates to:

            1.   Institutional mission

            2.   Strategic plan

3. Responsiveness to local, regional, or statewide needs

4. Student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution

5. Employment opportunities. Document need for proposed degree recipients in the region, the state, or nationally

B. Discuss potential program duplication, program competitiveness, and opportunities for collaboration in the delivery of the program

C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Headcount enrollment

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1:   Full Time _____ Part-time _____Total _____

Year 4:   Full-time _____ Part-time _____Total _____

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

2. Documents to be submitted for admission (listing or attach sample).

C. Degree requirements. List the following:

1. Total hours required.
2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program
4. Grades required
5. Amount of transfer credit accepted
6. Language and/or research requirements
7. Any time limits for completion

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe

new courses proposed.

IV. **FACULTY**

    A.   (For undergraduate and Master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For Master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

    B.   Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

    C.   Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

V. **LIBRARY**

    A.   Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

    B.   State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

    C.   Discuss the use of other institutional libraries.

VI. **FACILITIES AND EQUIPMENT**

    A.   Describe facilities available for the proposed program.

    B.   Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

    C.   Describe information technology and services available for the proposed program

    D.   Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

VII. **ADMINISTRATION**

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

VIII. **ACCREDITATION AND LICENSURE**

    A**.**   Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

    B.   If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?

    C.   If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

IX.   **SUPPORTING FIELDS**

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

X.   **ADDITIONAL INFORMATION**

Include any additional information deemed pertinent to the review of this new degree program proposal.

XI.   **BUDGET**

Based upon your responses in previous sections, provide estimates of the <u>incremental</u> continuing and one- time costs required to implement the proposed program.

A.   Estimates should be provided for the <u>first</u> and <u>fourth</u> years of the program in the following broad categories and be inclusive of applicable employee fringe benefit costs:

1.   New Faculty and Instructional Support Staff (including Library)

2.   New Non-Academic Administrative Support Positions

3.   Recurring Operational Expenses (e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.)

4.   One-time expenses for facilities renovations or additions, equipment purchases, library materials, etc.

XII.   **EVALUATION PLANS**

All new degree program proposals must include an evaluation plan which includes:

A.   Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

B.   Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

C.   The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chief Academic Officer: _____ **Date:** _____

APPENDIX D: Glossary of Commonly Used Terms

(Excerpt from the 2013-2015 University Catalog, pp. 17- 20)

Academic Load - The total semester hours of credit for all courses taken during a specified time-semester, summer term, or other special sessions.

Accredited - A term applied to a school or specific program that has been recognized by some national or regional organization as meeting certain academic standards for quality and educational environment.

Add and Drop deadlines - The latest date in a semester at Saint Augustine's University when a course may be added or dropped from student's class schedule with approval of advisor.

Admission -The process of being admitted to Saint Augustine's University as a student with the opportunity to take classes.

Admissions file -The set of documents related to a request for admission to Saint Augustine's University. The set contains the application forms and official transcript's previous work in high school or college and may contain standardized test scores (SAT or ACT for freshman applicants), forms for international students, or other information required by the Admissions Office.

AP Examination - An Advance Placement Examination in a specific subject area available nationally to high school students from the College Entrance Examination Board (CEEB). Obtain information on taking the examination from a high school guidance counselor. Information on Saint Augustine's University course credit for these examinations is available from the Admissions Office.

Application Deadline - The date by which all documents required for the admissions file of a prospective student must be in the Office of Admissions.

CLEP -Test Subject area examination administered by the College Entrance Examination Board. Details and comparisons with the AP exam can be obtained from:

> The College-Level Examination Program
> Box 1821
> Princeton, NJ 08540

Statements on acceptance of CLEP test scores for academic credit at Saint Augustine's University are found in this catalog.

Concentration - A collection of courses within a major which focuses on a particular subject area. The term "concentration" describes the nature of the set of courses.

Credit for Prior Learning - Students may submit evidence that they have met the student learning outcomes (SLOs) required for the general education or major curriculum through life and/or work experience (see section within).

Curriculum -The set of courses offered in a particular degree program. More generally, the course (in total) offered by the university. The plural word is curricula.

Degree Audit - A mechanism available to students and advisors to track one's progress through their program of study.

English Proficiency Test - A test taken at Saint Augustine's University prior to initial registration (but after admission) by international student to determine what English course must be taken at Saint Augustine's University. This local test is in addition to the minimum TOEFL test requirement.

Full-Time - A student who is registered for 12 hours or more during a semester at Saint Augustine's University.

Grade point average (GPA) - An average on the 4-point determined by dividing the total accumulated quality points by the corresponding total of hours of credit attempted. Certain grades do not influence this computation.

Honors course or section - A version of a regular course reserved for students with superior preparation for that course. A non-departmental enrichment or exploration course available to students from the Saint Augustine's University Honors College.

Major - The principal academic interest of a student as represented by the curricula offered by the various schools at Saint Augustine's University.

Minor - A student has the option to declare a special interest of study outside of their major that is represented by one of the curricula offered at Saint Augustine's University. The minor will consist of not less that eighteen (18) semester hours designated by the University's schools. The minor interest will be indicated on student transcripts.

Orientation - Sessions and programs designed to acquaint a new student with the facilities, policies, sources of information and assistance, academic programming and expectations, and the social atmosphere of Saint Augustine's University.

Pre-requisite - A requirement to be completed (or a level of skill or knowledge to be demonstrated) before enrollment in a course.

Proficiency Examination - A test given to a student admitted to Saint Augustine's University to evaluate knowledge or skills normally acquired through completion of a particular Saint Augustine's University course.

Progress - An internal evaluation of a student's academic standing is examined to determine if prior work is complete and if the student should proceed towards completion of the remaining degree requirements.

Quality Hours - The number of attempted hours, which qualify to fulfill graduation requirements and have letter grades A through F.

Quality Points - Saint Augustine's University compiles academic performance records through use of a scale assigning 4.0 "quality points" per semester hour of credit for an "A" grade ranging to 1.0 quality point per semester hour of credit for a "D" grade.

Registration - The process of officially gaining entrance into one or more courses.

Satisfactory Academic Progress - Minimum yearly progress towards a degree based upon the student passing a sufficient number of courses with a minimum required grade point average. The requirements for continuation of financial aid may be different than the requirements for probation/suspension.

Semester -The division of the calendar year used in academic scheduling at Saint Augustine's University. A semester is approximately 4 months or 16 weeks in duration.

Semester hour -The unit of academic credit at Saint Augustine's University.

Special Design Major -The opportunity to design, with faculty approval, a flexible interdisciplinary curriculum. It is reserved for students who cannot find an established degree program that meets their special interests and career goals that cross disciplinary lines. This program of study is made available to students who satisfy the prerequisites.

Transformative Education Program (TEP) - A set of mastered core competencies that define the Saint Augustine's University graduate.

TOEFL Examination - An internationally administered examination measuring ability to use the English language. Required of any international student applying to Saint Augustine's University whose native language is not English. For information and to make arrangements to take the examination, contact:

> The Test of English as a Foreign Language
> Educational Testing Service
> Princeton, NJ 18540

RESOURCES

Curriculum Council Homepage	
SAU Catalog	http://www.st-aug.edu/course-catalogs/view-category.html
SAU Catalog **:** Academic Policies	http://www.st-aug.edu/academic-policies.html
Academic Calendar	http://www.st-aug.edu/academic-calendars/view-category.html
Southern Association of Colleges and Schools	http://www.sacscoc.org/SubstantiveChange.asp

APPENDIX E: Curriculum Proposal Checklist

See template for expected content of each part. The School Representative will review all parts before presenting to the Curriculum Council.

☐   **Part I.**   A. Summary
☐   B. Rationale of Proposed Changes

If applicable, please indicate.
☐   **For New Degree, Minor or Concentration.** Explain how the proposal was developed including documentation (resume and consultant report) of a credentialed consultant who was retained by the department to assist in determining if the new program was viable for SAU. Identify potential candidates for a faculty position in **Part II.**
☐   GEP Course Proposal Form
☐   Collaborating Department(s) Approval
☐   Education Licensure Program Approval
☐   Institutional Effectiveness Office (SACS COC)
☐   Graduate Program Committee

☐   **Part II.** Detailed Budget/Staff requirements (If new degree or revised programs with significant changes budget approval is required from the Chief Academic Officer and the Office of Business and Finance*.) Please contact the Office of Academic Affairs for budget preparation instructions.*

☐   **Part III. a or b** Registrar's/Catalog instructions (Individual form required for each course)

☐   **Part IV. a** Plans of Study and Curriculum Sequence (current)

☐   **Part IV. b** Plans of Study and Curriculum Sequence (proposed)

☐   **Part IV. c** Course Syllabus (syllabi) for all new classes (or changes).

☐   **Part IV. d** Supplementary support materials as part of justification for change.

☐   **Part V. a** Department/School Meeting Minutes
☐   Summary of Faculty Review (include statements of dissent if any)

☐   **Part V. b** Faculty Tally Sheet for Department

☐   **Part V. c** Faculty Tally Sheet for School

☐   **Part V. d** Faculty Tally Sheet for Other Affected Departments and Schools (if any)

☐   ONE (PDF) copy of the original proposal with original signatures emailed to the school representative and Curriculum Council Chairperson

☐   The original proposal with original signatures may be submitted to the Curriculum Council by the school representative or school dean

APPENDIX F: Credit Hours and Student Contact Hours

DEFINITIONS OF "CREDIT HOUR"- THE CARNEGIE UNITS: HOW TO CALCULATE STUDENT CONTACT HOURS

A "CREDIT HOUR" is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout the term.

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester.

While the length of a semester may vary, the Carnegie definition is based upon a minimal length of 16 weeks. Thus, a unit of credit equates to three hours of student work per week (1-hour lecture plus 2 hours of homework or 3 hours of lab) for 16 weeks. In certain circumstances, it is possible to have more hours, but not less. The SAU catalog lists the total class hours required per semester.

Lecture Classes
For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework. The total semester hours are calculated by multiplying the weekly hours by 16.

Laboratory Classes
For a laboratory class, the hours per week are considered to be all in class, with no outside assignments. Thus, one unit is three hours per week of laboratory time.

By Arrangement Lab Hours
Where a course includes by arrangement lab hours, these generally take the place of the hours assigned to homework, since the student is required to use supervised college facilities to do assignments related to homework. An example might be a 3-unit lecture course which requires the student also to work two hours per week in the computer lab. There would be only four hours per week of additional homework required.

Examples:

Course Type	Unit Value	Lecture Hours per		Lab hours per		By Arrangement Hours per		Homework Hours per	
		Week	Sem	Week	Sem	Week	Sem	Week	Sem
LECTURE ONLY COURSES; HOMEWORK REQUIRED									
Lecture	1unit	1	16					2	32
Lecture	2 units	2	32					4	64
Lecture	3 units	3	48					6	96

LABORATORY ONLY COURSES; NO HOMEWORK OR OTHER OUTSIDE WORK									
Lab	1unit	3	48						
Lab	0.5 unit	1.5	24						
COURSES WITH BY ARRANGEMENT LAB HOURS; HOMEWORK REQUIRED TO MAKE IP THE DIFFERENCE									

Lecture (w/by arr.)	1unit	1	16			2	32		
Lecture (w/by arr.)	1unit	1	16			1	16	1	16
Lab (all by arr.)	1unit					3	48		
Lecture (w/by arr.)	3 units	3	48			2	32	4	64
Lecture	1.5 units	1.5	24			2	32	4	16

Short courses are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for students to complete the homework assignments or about arrangement laboratory assignments.