MOST RECENT CHANGES

Version #4

1. Expanded the Policy Purpose section with an additional statement.
2. Revised the voting members to include some previously ex-officio members (Registrar, Assessment, Library, Academic Affairs and Articulation).
3. Revised names of voting member and ex-officio members offices
4. Extended voting power to ex-officio members in an Appeal Process.
5. Revised SCAC member 'Academic counselor' to 'representative from the Department of Counseling and Retention Services.
6. Added hearing appeals to FSCC responsibilities
7. Revised Department Chair responsibilities.
8. Included technology problems as a condition for Early Implementation Requests
9. Included formally published NSHE directives as a condition for FSCC approval
10. Revised procedure to include guidelines for establishing membership in the FSCC.
11. Extensively revised the procedures and guidelines for submitting proposals.
12. Updated Appendix A – History
13. Created Appendix B – Definitions
14. Created Appendix C – Curriculum Proposal Initiator Responsibilities
15. Created Appendix D – Chairs, Deans and Other Member Responsibilities
16. Created Appendix E – Semester Curriculum Approval Timeline
17. Created Appendix F – Appeals Process

I. POLICY PURPOSE

Academic faculty through well-defined structures and processes, with clearly defined authority and responsibilities exercise the primary role in design, approval, as well as implementation and revision of curriculum. This policy defines the structure, role, and procedures for the Curriculum process.

II. POLICY STATEMENT

A. This policy governs academic "credit-bearing" items including:

1. Courses
   All proposals for new, modification, and deactivation of credit-bearing courses.

2. Certificates
   All proposals for new, modification, and deactivation of credit-bearing Certificates of Achievement and Skills Certificates.

3. Degrees
   All proposals for new, modification, and deactivation of credit-bearing degrees
   Including, but not limited to, AA, AB, AS, AAS, BS, BAS, etc.

B.   Structure

The curriculum review and recommendation for approval process operates at four levels: The Department Chairperson, the School Curriculum Advisory Committee (SCAC), the Faculty Senate Curriculum Committee (FSCC) and the Executive Leadership team. Faculty has the primary responsibility for recommending curriculum changes.

1.   As a Faculty Senate Committee, the composition of the Faculty Senate Curriculum Committee (FSCC) is determined by the Faculty Senate by-laws.

a.   The Faculty Senate Chairperson (FSC) will select one representative from each academic department, including Library, and from Counseling to sit on the FSCC. Should any of these positions become vacant due to unforeseen circumstances, such as illness, resignation, or any other, the Faculty Senate Chair will name a replacement.

b.   The Faculty Senate Chairperson will consult with the FSCC Chairperson before appointing the following members who are not necessarily academic faculty but have specialized knowledge on curriculum. Membership shall be composed of one member each from the following offices:

1. The chair of the Council of (department) Chairs or designee.
2. The chair of the Council of Deans or designee.
3. Office of the Registrar
4. Office of Assessment
5. Office of Academic Affairs
6. Office of Curriculum, Scheduling, and Articulation, covering Articulation

c.   The FSCC will also include several ex-officio members. Ex-officio members are non-voting members of the committee (except in cases of appeals at the FSCC level, see Appendix F) who provide guidance in their area of expertise. The Faculty Senate Chairperson will consult with the FSCC Chairperson before appointing the ex-officio membership. Ex-officio members of the FSCC include one member each from the following offices:

1. Administrative Faculty Assembly (AFA)
2. Finance and Administration division
3. Advising and Coaching Services
4. Office of CTE College Credit
5. Student Financial Aid Office
6. Student Services division
7. Office of Curriculum, Scheduling, and Articulation, covering Catalog

2.   Defined as a sub-committee of the FSCC, the School Curriculum Advisory Committee (SCAC) is composed of:

a.   The FSCC academic department representatives who serve on their respective school's SCAC. The chairperson for each SCAC must be an FSCC academic department representative and is appointed by the Faculty Senate Chairperson.
b.   One additional faculty member from each academic department within the School may be appointed by the School's Dean.
c.   The School Dean.
d.   One representative from Academic Advising shall be appointed by the Department of Counseling and Retention Services.
e.   One representative from Counseling shall be appointed by the Department Chair for Counseling.
f.   A departmental or School Administrative Assistant, appointed by the

School's Dean. This position is ex-officio and non-voting.

3. A designee or proxy shall attend or participate when the individual designated in this Policy is absent or unavailable.

C. Roles and responsibilities of the Faculty Senate Curriculum Committee (FSCC) and the School Curriculum Advisory Committee (SCAC).

1. The FSCC has the following responsibilities:

a. Abide by all current policies, procedures, and standards for the development and revision of courses, programs, and other elements of the curriculum per the Nevada System of Higher Education (NSHE), the Northwest Commission on Colleges and Universities (NWCCU), and the College.
b. Receive and act on curriculum proposals submitted by the SCACs.
c. Reserve the right to recommend for approval, request changes (e.g. reviewing student learning outcomes of courses and degrees), table, or reject any curriculum proposal.
d. Recommend to the CSN Executive Leadership Team (ELT) the administrative approval path for curriculum proposals that have been recommended for approval by the FSCC.
e. Serve as the recommending authority for the inclusion of current and new curricular information to the catalog.
f. Strive for consistency and prevent/remove unnecessary redundancies in the curriculum.
g. Regularly review the curriculum policy for revision.
h. Hear and vote upon appeals.

2. The SCAC has the following responsibilities:

a. Review the correctness of the proposal, including completion of appropriate forms and the attachment of required/supporting documentation.
b. Strive for consistency and prevent unnecessary redundancies in the School curriculum.
c. Assess curriculum proposals for hidden prerequisites (see Appendix B).
d. Solicit for and receive feedback on curriculum proposals from the other SCACs and the College-at-Large. A ten-business-day period will be given for receipt of all feedback from both SCACs and the College-at-Large. SCAC committees will notify the College-at-Large and other SCACs of available proposals to make comment on via the "all" email (SCAC Chairpersons should see the Faculty Senate Chairperson to send "all" emails). SCAC committees will use a CSN LMS course shell to receive feedback.
e. Follow a majority vote rule for decisions in curriculum matters.
f. Follow a set timeline in coordination with the FSCC.
g. Return incorrect or incomplete proposals to initiating faculty members for revisions as needed, especially if requested by SCAC ex-officio members.
h. Identify and include classification index program (CIP) code in consultation with Institutional Research (IR)

3. All committee and sub-committee meetings shall be held in accordance with FS rules and guidelines.

D. Deadlines and timelines

1. The FSCC Chairperson will create the curriculum process timeline each year prior to the beginning of the fall semester. The Semester Curriculum Approval Timeline is outlined in Appendix E. The FSCC Chairperson will consider
the following deadlines when creating the timeline:

    a. AAC and Board of Regents meeting agenda deadlines.

        1. Proposals that need to go to AAC or Board of Regents in September must receive the FSCC's recommendation for approval by the May meeting of the same calendar year.
        2. Proposals that need to go to the AAC or Board of Regents in December must receive the FSCC's recommendation for approval by the October or early November meeting of the same calendar year.
        3. Proposals that need to go to the AAC or Board of Regents in March must receive the FSCC's recommendation for approval by the December meeting of the previous calendar year.
        4. Proposals that need to go to the AAC or Board of Regents in June must receive the FSCC's recommendation of approval by the April or early May meeting of the same calendar year.

    b. NWCCU submission and timelines in consultation with the Accreditation Liaison Officer (ALO).
    c. Curriculum that needs to get in the next catalog and DOES NOT need AAC and/or Board of Regents approval must receive the FSCC's recommendation of approval by the December meeting.

2. Early implementation requests

    a. Requests for early implementation must be submitted to the FSCC chairperson by the December FSCC meeting in order to meet the March FSCC meeting deadline. Requests for early implementation will not be considered at the April or May FSCC meetings (because of catalog publication deadlines).
    b. The FSCC chairperson will consult with the Faculty Senate chairperson and the Vice President for Academic Affairs while considering the following items:

        1. Are there any third-party accreditation deadlines, needs, or requirements?
        2. Type of curriculum proposal.
        3. Does the proposal need to go to AAC and/or Board of Regents and/or NWCCU for approval?
        4. Are any members/businesses of the community the college serves backing the request?
        5. Are there any special circumstances (such as funding deadlines, etc.) tied to the proposal?
        6. Instances of technological issues with Curriculum software.

E. Criteria for curriculum decisions:

The decision to recommend for approval, request changes, table, or reject will be based on one or more of the following criteria:

1. All supporting documents are completed appropriately:

        a.   For courses, this includes but is not limited to Common Course Numbering forms, syllabi, etc.

        b.   For programs, this includes, but is not limited to NSHE program forms, degree plans, etc.

2. All necessary supporting documents are attached to the proposals.
3. The proposal follows Common Course Numbering guidelines.
4. All transfer and articulation issues have been cleared.
5. All redundancy and/or overlap and other feedback issues with other departments have been resolved.
6. There are no questions of Academic Freedom infringement.
7. The initiating faculty, or a proxy, is present to introduce the proposal and answer questions.
8. Alignment with the Academic Master Plan is clear. All new proposed degrees and/or certificates must complement the Academic Master Plan. Programs and certificates must demonstrate relationship to gainful employment and/or clean transferability.
9. Demonstrated that it is beneficial to students' educational progression and efficient completion of a program of study.
10. Demonstrated that adequate resources to support a program are available.
11. Demonstrated that formally communicated (in writing) NSHE initiatives have been adhered to.
12. Any other relevant curriculum issues.

III. PROCEDURE

A. Procedures and guidelines for establishing Curriculum Committee's memberships

1. FSCC and SCAC committee members shall be appointed within the first ten business days of the Fall semester. In the event of any vacancies, replacements shall be appointed within ten ~~day~~ business days of the vacancy.
2. Unfilled vacancies will not prevent the FSCC and SCAC from fulfilling their responsibilities as per this policy.
3. Members, including ex-officio members, who are absent from two consecutive committee meetings without a proxy may be removed as per Faculty Senate guidelines.

B. Procedures and guidelines for submission and approval of curriculum proposals to the Faculty Senate Curriculum Committee (FSCC)

1. Proposals to add/delete/revise programs of study, program emphases, and courses, to include substantive changes in courses, will be submitted for action according to procedures detailed in this policy and in accordance with formal Board of Regents policies.
2. Following the guidelines of Appendix C, a faculty member may initiate a curriculum proposal.
3. The proposal must be launched in accordance with the Semester Curriculum Approval Timeline in Appendix E.
4. The launched proposal goes to the department chairperson, and all FSCC members including ex-officio members, and needs to include all required forms and supporting documents.
5. All members, including ex-officio members should now review the proposal and offer comments, as appropriate.
6. The department chair shall make a recommendation on the proposal in accordance with the Semester Curriculum Approval Timeline in Appendix E.
7. If recommended for approval by the department chairperson, the proposal moves to the SCAC level. The recommendation of the department chair may be appealed using the Appeal Process outlined in Appendix F.

8. Once proposals reach the SCAC level, the SCAC members will review and vote upon the proposal in accordance with the Semester Curriculum Approval Timeline in Appendix E. The recommendation of the SCAC may be appealed using the Appeal Process outlined in Appendix F.
9. If recommended for approval by the SCAC, the SCAC chair will post proposals in the CSN Learning Management System (LMS) for feedback from other SCACs and the College-at-Large. And the proposal moves to the FSCC level.
10. The SCAC chair will summarize and present any feedback to the FSCC.
11. Proposals at the FSCC level will either be recommended for approval, request changes, tabled, or rejected. Curriculum proposals recommended for approval will then move through the proper administrative approval process.
12. If recommended for approval by the FSCC, the proposal moves to the Office of Curriculum, Scheduling, and Articulation for transmission to Vice-President for Academic Affairs (VPAA) within five (5) business days.
13. Within thirty (30) calendar days of receipt of the proposal the VPAA shall make a written recommendation and submit it to the FSCC Chair. If the VPAA recommends approval, the proposal shall proceed as per Board of Regents and NWCCU guidelines in a timely fashion. If the VPAA does not recommend approval, the VPAA shall include the rationale for non-approval in the written recommendation.

C. Complete details, guidelines, and all other materials for submitting requests for curriculum additions, changes, and deletions are located on the FSCC web page.

D. Courses, certificates, and degrees may require approval from authorities and agencies beyond CSN. The VPAA will be responsible for creating, maintaining, and posting approval workflows for different scenarios in such cases.

IV. AUTHORITY AND CROSS REFERENCE LINKS

NWCCU Handbook Standards
2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Academic Master Plan – BOR Handbook Rev 272 (12/16) Title 4, Chapter 14, Page 3

Annual Revision of the CSN Catalog, effective Date 12/13/10

NSHE Handbook, Title 4, Chapter 14, Sections 5, 7, and 11

NSHE Procedures and Guidelines, Chapter 6, Section 12

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

VI. SIGNATURES

Recommended By:

/s/ Maria Schellhase   4/22/21
Faculty Senate Chair   Date

Recommended By:

/s/ James R. McCoy   4/22/21
Interim Vice President,   Date
Academic Affairs

Reviewed for Legal Sufficiency:

/s/ James Martines   4/23/21
General Counsel   Date

Approved By:

/s/ Federico Zaragoza   4/23/21
CSN President   Date

VII. ATTACHMENTS

- A. Appendix A – History
- B. Appendix B - Definitions
- C. Appendix C - Curriculum Proposal Initiator Responsibilities
- D. Appendix D – Chairs, Deans and Other Member Responsibilities
- E. Appendix E – Semester Curriculum Approval Timeline
- F. Appendix F – Appeal Process

APPENDIX A

HISTORY

- Version 4:
  - o 04/23/2021: Approved by CSN President
  - o 04/21/2021: Reviewed by General Counsel
  - o 02/05/2021: Recommended by Senate Chair (M. Schellhase)
  - o 08/14/2020: Revision submitted to Curriculum Committee

- Version 3:
  - o 06/15/2018: Approved by CSN President
  - o 06/13/2018: Reviewed by General Counsel
  - o 06/15/2018: Approved by VPAA (M. Martin)
  - o 06/15/2018: Recommended by FSC (J. Acree)

- Version 2:

  - o 12/14/2010: Approved by CSN President Mike Richards
  - o 12/12/2010: Reviewed by General Counsel
  - o 12/12/2010: Recommended by Senate Executive Committee (B. Kerney)
  - o 12/10/2010: Revision Submitted by Policy Review Committee (F. Jackson)
    - ▪ Policy was rewritten into the approved format, as per GEN 1.2

- Version 1:
  - o 5/14/2010: Recommended by Faculty Senate (N. Rauls)

APPENDIX B

Definitions

Articulation (courses) – As per the NSHE Procedures and Guidelines Manual Chapter 6, Section 18, 1. Common courses are defined as those that have the same course prefix and number and have comparable content with essentially common expectations regarding student performance upon completion of the course. 2. A transferring student will not be required to retake a successfully completed common course unless a higher standard for performance in the course is a published degree requirement.
Alternatively, a course may articulate as defined in a published articulation agreement.

Articulation (degrees) – If a degree consists entirely of articulated courses then the degree should articulate; however, formal articulation of a degree is defined by a published articulation agreement.

B courses – Community colleges may utilize a B suffix for course numbers to alert students that the course may be non-transferable for a NSHE baccalaureate degree. The use of the B suffix is discouraged.

Corequisite – A corequisite is a course that should be taken concurrently with a specific course because their content is complementary. The use of corequisites should be reserved for cases such as separately numbered lectures and labs, and lectures and clinicals.

Cross-listing – Cross-listed courses are identical in title, content, description, and where possible, course number (e.g. BIOL 121/NUTR 121).

G/Honors courses – A course that requires admission into the Honors Program. A G suffix course satisfies any requirement satisfied by the regular numbered course.

Guided pathways – A guided pathway recommends the order in which courses should be completed to facilitate timely completion of a degree.

Hidden prerequisite – A course is a hidden prerequisite if:
1. It is not required for a degree and,
2. It must be completed (there is no way to test out) to enroll in a course that is required for a degree.
A course is not a hidden prerequisite if it is considered preparatory to bring the student to competency for the required course and degree, as reflected on the degree sheet.

Prerequisite – A prerequisite is a course that ensures that a student has attained a level of competency necessary to enroll in a specific course. A prerequisite may be satisfied by completing the course (or equivalent), or by attaining a sufficient score on a placement test (if available), or instructor permission.

Seamless Transfer – All course credits transfer and fulfill the required general education and lower-level courses in the bachelor's degree, no more than 3 credits transferring into the electives category, allowing a student to enter the NSHE State College or University with junior status and approximately 60 remaining credits to complete the degree.

Transfer (courses) – A course completed at one institution may transfer to another in the following ways:
1. It may transfer as an elective which does not meet a requirement for a degree.
2. By definition, an articulated course transfers. It may or may not meet a requirement of a degree.
3. It may transfer via an approved Course Equivalency Request. It may or may not meet a requirement of a degree.

APPENDIX C

Curriculum Proposal Initiator Responsibilities

This appendix explains steps the curriculum proposal initiator must complete prior to completing a proposal in the online curriculum program.

I. Courses

    A. New Courses

        1. Complete student learning outcomes and have them reviewed by the Office of Assessment.
        2. Check with the Registrar's Office and the Common Course Numbering database to check the availability of course numbers and prefixes (if proposing a new course prefix).
            a. Work with Institutional Research for the proper CIP code if proposing a new course prefix that is not found in the NSHE Common Course Database.
        3. Complete NSHE Common Course Numbering (CCN) Form and sample syllabus. The sample syllabus should follow the Faculty Senate policy on syllabi. Have these items reviewed by the Office of Curriculum and Scheduling. Follow all requirements and procedures for sending out the forms and receiving feedback.

    B. Course Modification

        1. Modifications vary widely so there is no standard set of steps/requirements.
        2. Any modification to the course prefix, number, title, or total course credits must go through the CCN process.
        3. Any modification to the course student learning outcomes should be reviewed by the Office of Assessment.

    C. Course Deactivation

        1. Complete the CCN Course Deletion Form.
        2. Work with Budget Services and the Division of Finance to address any issues related to course deactivation.

II. Degrees

    A. New degrees

        1. The proposed degree must be listed on the CSN Academic Master Plan. If not, meet with the CSN Vice President for Academic Affairs (VPAA).
        2. Complete the NSHE Program Proposal and Cost Estimate Forms in conjunction with Budget Services and the Division of Finance.
        2. Complete student learning outcomes and have them reviewed by the Office of Assessment.
        3. Complete a degree plan and have it reviewed by the Office of Curriculum and Scheduling.
        4. Complete any additional forms for the Northwest Commission on Colleges and Universities (NWCCU).

    B. New degree emphases

        1. Complete student learning outcomes and have them reviewed by the Office of Assessment.
        2. Complete a degree plan and have it reviewed by the Office of Curriculum and

          Scheduling.

      3. Work with Budget Services and the Division of Finance to address any issues related to the new emphasis.

C. Degree Modifications

      1. Modifications vary widely so there is no standard set of steps/requirements.

      2. Work with the Office of Curriculum and Scheduling and the Accreditation Liaison Officer (ALO) to help determine if the modification is major or minor. If major, additional steps for NWCCU will need to be completed.

      3. Work with the Office of Curriculum and Scheduling to determine if a NSHE Academic Program Change Form needs to be completed.

D. Degree Deactivation

      1. Complete the NSHE Academic Program Elimination/Deactivation Form

      2. Work with Budget Services and the Division of Finance to address any issues related to the deactivation.

      3. Create a comprehensive teach-out plan.

III. Certificates

A. New Certificates (30 credits or more)

      1. The proposed certificate must be listed on the CSN Academic Master Plan. If not, meet with the CSN Vice President for Academic Affairs (VPAA).

      2. Complete the NSHE Academic Program Proposal Form-Certificates 30 Credits or More And the Cost Estimate Form in conjunction with Budget Services and the Division of Finance.

      2. Complete student learning outcomes and have them reviewed by the Office of Assessment.

      3. Complete a degree plan and have it reviewed by the Office of Curriculum and Scheduling.

      4. Complete any additional forms for the Northwest Commission on Colleges and Universities (NWCCU).

B. New certificates (less than 30 credits)

      1. The proposed certificate must be listed on the CSN Academic Master Plan. If not, meet with the CSN VPAA.

      2. Complete the NSHE Academic Proposal Form-Skills Certificates (Less than 30 credits).

C. New certificates (30 credits or more) emphases

      1. Complete student learning outcomes and have them reviewed by the Office of Assessment.

      2. Complete a degree plan and have it reviewed by the Office of Curriculum and Scheduling.

      3. Work with Budget Services and the Division of Finance to address any issues related to the new emphasis.

D. Certificate (both "30 credits or more" and "less than 30 credits") modifications

      1. Modifications vary widely so there is no standard set of steps/requirements.

      2. Work with the Office of Curriculum and Scheduling and the Accreditation Liaison Officer (ALO) to help determine if the modification is major or minor. If major, additional steps for NWCCU will need to be completed.

      3. Work with the Office of Curriculum and Scheduling to determine if a NSHE Academic

Program Change Form needs to be completed.

E. Certificate (both "30 credits or more" and "less than 30 credits") Deactivation

1. Work with the Office of Curriculum and Scheduling to determine if there is a NSHE form that needs to be completed.
2. Work with Budget Services and the Division of Finance to address any issues related to the deactivation.
3. Create a comprehensive teach-out plan.

APPENDIX D

Chairs, Deans and Other Member Responsibilities

Role of the Chairs, Deans, Registrar, Librarian, Assessment Designee, Articulation Coordinator and Financial Aid representatives

1.   Department Chairperson responsibilities include:

   a.   Review the correctness of the proposal, including completion of appropriate forms and the attachment of required/supporting documentation.
   b.   Review the proposal for compatibility with department mission and resources.
   c.   Review teach-out plans for degree and certificate deactivation proposals.
   d.   Reserve the right to recommend for approval, request changes, table, or reject any curricular proposal.
   e.   Ensure proposal includes all documents required for submission to the Board of Regents or discipline-specific accreditation requirements.

2.   The School Dean responsibilities include:

   a.   Attend all SCAC meetings.
   b.   Complete all SCAC appointments within the FSCC membership appointment timeline (see III.A.)
   c.   Review the resource requirements associated with curricular proposals in consultation with Budget and/or Executive Leadership Team.
   d.   Evaluate the curricular viability and integration with other programs.
   e.   Determine the relevance of the curricular proposal to the Academic Master Plan.
   f.   Review learning outcomes for measurability and assessment. This includes but is not limited to assessing and approving an included general course curriculum map; assessing and approving an included program outcome matrix; and assessing and approving an included three-year assessment plan.
   g.   Review assessment documents and comments from the Office of Assessment or member of the College Assessment Committee.
   h.   Review deactivated degree and certificate proposals for comprehensive teach-out plans. If any outcomes or assessment measures change as a result of the teach-out plan, those items must be approved by the Office of Assessment.
   i.   Ensure proposal includes all documents required for submission to the Board of Regents or NWCCU.

3.   The Registrar responsibilities include:

   a.   Check for course number availability in MyCSN. Check the NSHE Common Course Numbering Database to make sure the correct number is being used.
   b.   Determine the impact/effects that new, modified, or deactivated courses will have on degrees.
   c.   Check for issues/concerns regarding course prerequisites including ensuring that these can be coded correctly in MyCSN.
   d.   Maintain the consistency of catalog information.
   e.   Check for completeness and accuracy of forms including but not limited to Common Course Numbering forms, Program Change/Deactivations forms, etc.

4.   The Librarian responsibilities include:

a.   Review new curriculum proposals for resources needed via library
        support.
b.   Assess the proposal to determine whether the library currently has the resources
        needed to support the proposed course.
c.   Assess the proposal to determine whether the library will be able to acquire any
        other needed resources for the course.
d.   If there is specialized accreditation involved with the proposal, assess whether the
        library plays a role and if so, assesses if the library can fulfill the duties this role
        requires.

5.   Assessment Designee responsibilities include:

a.   Review new curriculum proposals for assessment plans and
        measurable outcomes.
b.   Review modification of curriculum proposals for changes to learning
        outcomes and assessment plans for modified outcomes.
c.   Assess if course proposal outcomes are listed separately (usually 4-6);
        begin with an active verb appropriate for the discipline; end with
        generalized, comprehensive abilities (not individual tasks or processes);
        are measurable through observation or demonstration of autonomous
        ability; and the key assessment instrument is identified for each course
        outcome.
d.   Assess course proposals to make sure they include an approved general course
        curriculum map that is thoroughly completed.
e.   Assess if program proposal outcomes are listed separately (usually 4-
        6); begins with an active verb appropriate for the discipline; ends with
        generalized, comprehensive abilities (not individual tasks or processes);
        are measurable through observation or demonstration of autonomous
        ability; and the key assessment instrument is identified for each
        program outcome.
f.   Assess program proposals to make sure they include an approved (by
        the department chair and Dean) program outcome matrix that is
        completed thoroughly.
g.   Assess program proposals to make sure they include a three-year assessment
        plan that is thoroughly completed.

6.   Articulation Coordinator responsibilities include:
a.   As per NSHE Code Title 4. Chapter 14, Section 14. 4.a, the Articulation
        Coordinator should have a comprehensive knowledge of
        the issues and policies, protocols and processes related to articulation and
        transfer.
b.   Provide information along with supporting evidence regarding transfer and
        articulation to faculty preparing curriculum proposals.
c.   Review curriculum proposals for transfer and articulation to degree requirements
        following published NSHE guidelines.
d.   Collaborate with the Department Chair and Dean to assess curriculum proposals'
        impact on degree plans.
e.   Balance specialized accreditation requirements with NSHE transfer requirements.
f.   Report all identified issues regarding transferability and articulation for a curriculum
        proposal to the appropriate SCAC and Department Chair.

7.   Financial Aid Designee responsibilities include:

a.   Identify if a new certificate/degree is PPA eligible
b.   Ensure requirements associated with the department of education PPA
        are addressed.

APPENDIX E

Semester Curriculum Approval Timeline

In accordance with Section F of the Curriculum Policy, the timeline below outlines the deadlines and due dates for proposals and approvals.

1.   Fall Semester Approval Timeline

   A.   Timeline for November FSCC approval

      1.   Initiator Launch – Second Friday of September

      2.   Department Chair approval – Last Friday of September

      3.   SCAC approval – Second Friday of October

      4.   All-college review – Begins second Friday of October – after FSCC meeting

      5.   FSCC approval – First Friday of November

      6.   Office of Curriculum, Scheduling, and Articulation transmits proposals to VPAA – Seven calendar days after December FSCC approval

      7.   VPAA response – 30 calendar days after receipt from Office of Curriculum, Scheduling, and Articulation

   B.   Timeline for December FSCC approval

      1.   Initiator Launch – First Friday of October

      2.   Department Chair approval – Last Thursday of October

      3.   SCAC approval – Second Friday of November

      4.   All-college review – Begins second Friday November – after FSCC meeting

      5.   FSCC approval – First Friday of December

      6.   Office of Curriculum, Scheduling, and Articulation transmits proposals to VPAA – Seven calendar days after FSCC approval

      7.   VPAA response – 30 calendar days after receipt from Office of Curriculum, Scheduling, and Articulation

2.   Spring Semester Approval Timeline

   A.   Timeline for April FSCC approval

      1.   Initiator Launch – Second Friday of February

      2.   Department Chair approval – Last Friday of February

      3.   SCAC approval – Second Friday March

      4.   All-college review – Begins second Friday March – after FSCC meeting

5. FSCC approval – First Friday of April

6. Office of Curriculum, Scheduling, and Articulation transmits proposals to VPAA – Seven calendar days after December FSCC approval

7. VPAA response – 30 calendar days after receipt from Office of Curriculum, Scheduling, and Articulation

B. Timeline for May FSCC approval

1. Initiator Launch – First Friday of March

2. Department Chair approval – Last Friday of March

3. SCAC approval – Second Friday of April

4. All-college review – Begins second Friday of April – after FSCC meeting

5. FSCC approval – First Friday of May

6. Office of Curriculum, Scheduling, and Articulation transmits proposals to VPAA – Seven calendar days after FSCC approval

7. VPAA response – 30 calendar days after receipt from Office of Curriculum, Scheduling, and Articulation

APPENDIX F

Appeal Process

The purpose of the Appeal Process is a transparent and inclusive mechanism for adjudication of disagreements. Parties are expected to provide rational, evidence-based cases for their positions.

1. Appeals may be initiated by any of the following: any SCAC voting member, any FSCC member from II.B.1.b, or any faculty initiating the proposal.
2. Appeals shall be in writing with supporting evidence and shall be submitted to the FSCC Chair within seven (7) calendar days of the decision they wish to appeal.
3. Once the FSCC Chair receives the written appeal, the FSCC Chair shall notify the person or body whose decision is being appealed. The person or body whose decision is being appealed may respond in writing within seven (7) calendar days after being notified.
4. The FSCC Chair shall distribute the written appeal and any response from the person or body whose decision is being appealed to the FSCC upon receipt.
5. Appeals shall be heard at the next FSCC meeting.
6. All FSCC members, including ex-officio members, may vote on the appeal unless they are parties to the dispute.
7. An appeal is successful if approved by two thirds of the FSCC members who are present and eligible to vote on appeals.
8. Upon successful appeal, the proposal shall continue through the regular curriculum process outlined in II.B of the Curriculum Policy.