William Paterson University – Academic Program and Policy Manual

This document provides guidance for the development, review and modification of undergraduate and graduate curriculum and academic policies at William Paterson University. Nothing in this document supersedes any contractual language concerning curricular development or policy development. These guidelines are in support of Policy 7 (Curriculum Changes). The guidelines in this document apply to curriculum and policies at the undergraduate and graduate course and program level.

Part 1: Definitions

Academic Award: Academic award includes degree, certificate, endorsement and any other credit-bearing program that leads to a transcripted designation of academic attainment.

Academic Center: Academic Centers function as a focused academic entity that exists within an academic department, college or the university. Academic centers focus on a research, service, creative activity or instructional activity (or combination thereof) directly in line with the mission of the Center. Centers do not have responsibility for, or authority over, academic curricula. For more information, refer to the Procedure for Establishment and Operation of Academic Centers and Institutes.

Academic Institute: An Academic Institute functions at the university level and exists to carry out the mission of the university. Institutes, as contrasted with Centers, should by nature be multi-disciplinary and should have multiple functions (research/creative activity, service, instruction) rather than focused on one function. Institutes do not have responsibility for, or authority over, academic curricula. For more information, refer to the Procedure for Establishment and Operation of Academic Centers and Institutes.

Academic Policy: Academic policies codify academic regulations and requirements at the divisional level in Academic Affairs. They both reflect and support the University's mission and values and support the official actions of the division of Academic Affairs. Academic policies are designed to guide divisional decisions or actions and also may articulate divisional compliance with external mandates. The implementation of academic policies requires the approval of the Provost.

Academic Procedures: Academic Procedures are written statements of specific processes initiated to support the implementation of academic policy or to codify a procedure related to academic practices. Procedures are subject to regular change to improve the manner in which an academic policy or practice is administered.

Academic Program: Academic program is defined as a coherent collection of courses and experiences with specific learning outcomes that leads to an academic award. Academic programs that lead to an undergraduate degree must include a general education (UCC) component. Academic programs are designed to provide disciplinary knowledge, prepare students for employment in a specific occupation or range of occupations, and/or to prepare students for advanced study. Academic programs should have the following **attributes**:

- Name
- Academic award
- CIP code
- Credit length
- Status (active, suspended or closed)
- Track (if applicable)

Academic Program Closure: Academic Program closure is a change in status of an academic program that permanently closes the program to new enrollment. Academic programs that are closed must go through new program procedures in order to be brought back to active status.

Academic Program Component: Academic programs include one or more of the following components:

- Track: A coordinated grouping of courses, representing a sub-specialization or emphasis within a major field available for students majoring in that discipline. Track/concentrations may be offered at the undergraduate, graduate, or professional level. Majors with track/concentration are designated on University transcripts when the degree is awarded. Note: Track/concentration is the only approved terms for transcripting a sub-specialization or sequence within a major. Terms such as "option," "sequence" or "specialization" should no longer be used to denote specializations within a major. May have a unique CIP code.
- Major: A cohesive combination of courses including introductory, intermediate, and advanced coursework that designates a student's primary area of undergraduate study. Majors can be established to include required tracks/concentrations. Majors are designated on University transcripts throughout a student's enrollment at the university. Majors are designed to have a minimum of 30 credits and a maximum of 60 credits.
  - Students may double major (and a double major is required of initial licensure education students). A student who meets the major requirements of two departments may declare, and have recorded on the transcript, a double major. One major must be declared the primary major and degree type for the purpose of registration and degree requirements. Students who graduate with a double major across two colleges are required to complete all requirements of both majors, but only one set of UCC education requirements. There may be no more than 49% overlap of credits between the two majors.
- Minor: A designated sequence of courses in a discipline or area of undergraduate study. Like the major, it is expected to have coherence and increasing sophistication. It is independent of the student's major. Minors are designated on University transcripts throughout a student's enrollment at the university. Minors are designed to have a minimum of 12 credits and a maximum of 21 credits. No more than 50% of the credits of the minor may be shared with the major.
- Other components: Other components of an academic program may include electives, required courses, pre-requisites, and general education (UCC) courses. Academic programs that lead to an undergraduate degree must include a general education (UCC) component.

Academic Program Redesign: Academic Program redesign involves a change to any existing Academic Program attributes and/or components. Academic Program redesign requires curricular review as detailed later in this document.

Academic Program Reinstatement: Academic Program reinstatement is when a program moves from suspended status to active status. Academic Program reinstatement requires review by department, Dean and Provost.

Academic Program Relocation: Academic Program relocation is the closure of an active academic program at one location and the approval of that program at a different location. Academic Program redesign requires curricular review as detailed later in this document.

Academic Program Replication: Academic Program replication is the duplication of an active academic program at a new location. Academic Program replication requires curricular review.

Academic Program Suspension: Academic Program suspension is a change in status to temporarily close new enrollment in an academic program. Academic programs may be suspended for a period of three years. Prior to the end of the three-year period, a decision must be made to either: 1) seek one additional year of suspension; move to reinstatement; move to closure. Academic Program suspension requires approval of department and Dean, and notification to the Provost.

Articulation Agreement: An articulation agreement is a formal agreement between two or more educational institutions to accept transfer credits toward a specific academic program. Articulation agreements require review and approval by academic departments, appropriate Dean, and the Provost Office.

Course: A course is a unique combination of title, course number, course hours, and other course attributes that may include terms offered, cross-listed courses, contact hours, pre- or co-requisites, credit type, level. All courses have specific student learning outcomes

- New courses require curricular review as described in Part 3 of this document.
- Redesigned courses (change in any course attribute) require curricular review as described in Part 3 of this document. Deleted courses require curricular review as described in Part 3 of this document.

Credit: Credit means a quantitative measure of instruction assigned to a course or an equivalent learning experience. Credits may be based on variables such as class time in an academic term or on completion of specific learning outcomes in an equivalent learning experience.

Cross-listed course: "Cross-Listed" refers to a single course that is listed under two or more different ALPHA-NUMERIC course designations and may have multiple titles, so that the capacity and enrollment of the course under the given course designation only partially indicates the enrollment which is based upon the total enrollment under the several designations. Changes to cross-listed courses require curricular review as described in the Curriculum Flow Course Change chart, and also require review by all cross-listed departments/programs.

Dual Degree-Accelerated Program: Designated programs arranged between undergraduate and graduate or professional schools and colleges. The general purpose of such degree programs is to allow selected students the opportunity to complete a bachelor's and master's degree in a condensed time frame. A select and specified number of courses in such programs are usually designed to overlap, so that students are generally allowed to double-count a portion of their graduate courses as part of the undergraduate degree (usually limited to no more than 12 credits). Upon successful completion of each component of the dual program, the students will receive the degree specific to the component.

General Education: General education is a comprehensive curriculum designed to provide a set of skills, knowledge, perspectives and literacies, preparation to better appreciate what it means to be informed and engaged members of societies, communities, organizations, institutions, nations and the world, and understanding of research, scholarship, creative expression. At William Paterson University, our general education program is known as the University Common Core.

Graduate Course Enrollment: Graduate course enrollment describes which students are permitted to enroll in graduate level courses:

- Master's: These courses are only open to graduate students at or above the master's level
- Master's dual enrollment: These courses are open to graduate students at or above the master's level and to undergraduate students. In these courses, graduate students must have different and/or additional student learning outcomes appropriate to a graduate student.
- Doctoral: These courses are only open to graduate students at the doctoral level.
- Doctoral dual enrollment: These courses are open to graduate students at the master's and doctoral level. In these courses, doctoral students must have different and/or additional student learning outcomes appropriate to a doctoral student.

Independent Study: An independent study course provides an opportunity for academically qualified students to earn university credit for a project planned jointly with a faculty sponsor and not covered by an existing course. Students must be Juniors or Seniors with a GPA of 3.00 both overall and in their major. An application form with a one page prospectus should be submitted to the sponsoring faculty member. The application must be signed by the Sponsoring Faculty member, Chairperson, Dean. The approved Independent Study form MUST be submitted in person by the student to the Office of the Registrar. The form must be submitted no later than the end of the program adjustment period for the semester in which the independent study is to be taken. Three credits of independent study may be taken a semester with no more than nine credits credited toward degree requirements.

New Academic Program: A new academic program is an academic program that is significantly different from an existing academic program. At a minimum, a new academic program must have at least 51% unique coursework. New academic programs require curricular review as described in the Curricular Flow Program Changes chart. In accord with the Academic Issues Committee of the New Jersey Presidents Council, a new degree designation (such as creating a B.A. degree from an existing B.S. degree) will be treated as a new program regardless of the similarity or difference in degree requirements.

Online Academic Program: An online academic program is an academic program that is delivered entirely or almost entirely over the internet. If pedagogically necessary, very limited portions of an online academic program may require face-to-face instruction as a result of professional practice or applied activities that are nor suitable for online delivery. New online academic programs require curricular review as described in the Curricular Flow Program Changes chart. Existing programs that are replicated for online delivery or are converted to solely online delivery academic programs require curricular review as described in the Curricular Flow Program Changes chart.

Prerequisite Course: A prerequisite course is a college level course within an academic program or general education that all students in the program must successfully complete at a pre-determined performance standard prior to enrolling in subsequent courses in that academic program.

Related Academic Program: A related academic program is a program that shares at least 50% of the course requirements of an existing academic program (e.g. a BA in Chemistry based on an existing BS in Chemistry); programs that have less than 50% shared course requirements are new programs.

Undergraduate Course Level: Course level should reflect the degree of difficulty, breadth and depth of student learning outcomes, and/or the sequence of learning in an academic program. Course content and level are determined by faculty through the established curricular procedures.

- Developmental: A developmental course means a pre-college level course, outside of an academic program, that is designed to prepare students for college-level courses. Developmental course credits do not apply to a certificate or degree.
- Lower Division: Lower division coursework is designed to provide a more broad and general knowledge or skill set and/or to prepare students for upper-division coursework.
- Upper Division: Upper division courses build upon or integrate knowledge from lower division courses and/or prepare students for mastery of a specific subject.

Part 2: Academic Awards

Undergraduate Certificate: An undergraduate certificate has a minimum of 9 credits and a maximum of 18 credits. Undergraduate certificates are generally designed to provide focused education and/or training in a specific occupation or provide for a focused area of study. Undergraduate certificates are academic awards from the University. Undergraduate certificates may function as stand-alone programs and may also be a part of a larger program, such as a minor or major. Please note: A "certificate" is different from "certification." A certificate is a university award that is transcribed; certification refers to licensure or other external requirement. A certificate may also meet certification requirements, but the two terms have different meanings.

Baccalaureate Degree: An award by the Board of Trustees as official recognition of the completion of a prescribed course of study following matriculation. Baccalaureate degrees are awarded after completion of a 120 credit academic program, including completion of UCC (or an AA degree for transfer students), and all major requirements. The Bachelor of Arts degree is awarded for majors with a focus in liberal arts and sciences. The bachelor of fine arts degree is awarded for majors with a focus in the fine or

performing arts. The Bachelor of Science degree is awarded for majors that prepare individuals to apply knowledge or skills in areas in addition to the traditional liberal arts and sciences. Other variations of baccalaureate degrees (bachelor of music, Bachelor of Science in Nursing) may also be awarded.

Graduate Certificate: A graduate certificate has a minimum of 9 credits and a maximum of 24 credits (in the case of licensure or accrediting standards, other limits may apply) at the graduate course level. Graduate certificates are academic awards from the University. Graduate certificates may function as stand-alone programs and may also be a part of a larger program, such as a graduate degree. In most cases, graduate certificates should be a part of a graduate degree program. Students may enroll in a graduate certificate program separate from a graduate degree program, or may enroll in the certificate program and degree program simultaneously. Students may also receive an award of a graduate certificate while enrolled in a graduate degree program if they meet the certificate requirements. Please note: A "certificate" is different from "certification." A certificate is a university award that is transcribed; certification refers to licensure or other external requirement. A certificate may also meet certification requirements, but the two terms have different meanings.

Endorsement: Endorsements are graduate level programs designed to provide specific training and education for non-initial licensure as a teacher. Endorsements are generally 30 credits in length and include education courses and content area requirements.

Master's Degree: A master's degree has a minimum of 30 credits and a maximum of 54 credits (some programs such as a Master of Fine Arts may have different maximum credit lengths). Master's degrees are awarded as Master of Arts, Master of Science, Master of Science in Nursing, Master of Arts in Teaching, and Master of Fine Arts. Other degrees may also be awarded (Master of Music, for example). For all master's degrees, at least one half of the required credits, exclusive of a capstone project, shall be credits from courses that are at the master's level or higher. All master's degrees require a form of capstone experience.

Doctorate: A doctorate has a minimum of 72 and a maximum of 96 credits beyond the baccalaureate degree. At least half of the credits for the doctorate, exclusive of the capstone experience, shall be at the doctorate-only level of courses. All doctorate degrees require a form of capstone experience.

Part 3: Curricular Review Process

Curricular Review Process: There are differing levels of and requirements for curricular review depending on the type of change, addition or deletion that is being proposed:

- New course and course change curricular reviews require:
    - Faculty author(s)
    - Department curriculum committee review
    - Departmental Review and Approval
    - College Curriculum Committee Review and Approval
    - College Dean Review and Approval
    - Office of the Provost Review and Approval

- New program and program change curricular reviews require:
  - Faculty author(s)
  - Department curriculum committee review
  - Departmental Review and Approval
  - College Curriculum Committee Review and Approval
  - College Dean Review and Approval
  - Senate Council Review and Approval
  - Faculty Senate Review and Approval
  - Office of the Provost Review and Approval
  - President Review and Approval*
  - Board of Trustees Review and Approval

*For proposals requiring review and approval outside of William Paterson University, the Office of the Provost will forward these proposals to the Academic Issues Committee of the New Jersey Presidents Council.

Part 4: Academic Program Approval Process

Approval of New Academic Programs: In addition to curricular review as described in Part 3 of this document, all new academic programs will require approval of the Board of Trustees and review and comment from the Academic Issues Committee of the New Jersey Presidents Council. All courses, with the exception of developmental courses, shall be included in the total number of credits for an undergraduate academic program. All undergraduate programs must include a general education (UCC) component. All undergraduate programs are 120 credits in length. Prior to inclusion in the university catalog and before they may be offered, all new academic programs must be authorized by the Board of Trustees.

New program proposals must include the following analysis:

- Resources: The capability of the university, the college and the department/program to provide the needed resources for the sustainable operation of the program. Resources include faculty costs, non-salary costs, library and other support costs. All new programs must complete the approved Program Budget Template.
- Need: Documentation of student interest, occupational and/or professional/disciplinary demand, and avoidance of unnecessary duplication with existing academic programs at William Paterson or other nearby institutions.
- Location and delivery mode
- Consultant Review
- Curriculum:
  - Program overview
  - Catalog description
  - Program student learning outcomes
  - Program goals and objectives
  - List of courses

- - Required
  - Prerequisite
  - Specific UCC (if applicable)
  - Electives
  - Award type(s)
  - Program assessment plan
  - Advisory committee comments (where applicable)

Approval of Academic Program Redesign: Redesign of existing academic programs involves a change to any existing Academic Program attributes and/or components, and is subject to review process. Academic redesign includes (but is not limited to):

- Changes in academic requirements for the program, such as minimum GPA requirements for admission or continuation in major or other academic requirements other than program length or course changes. This requires full curricular review.
- Changes in courses in the academic program, including adding or deleting required courses, elective courses, prerequisite courses, UCC required courses, changes in credits for these courses, and changes in course titles for these courses. Addition or deletion of any course (including prerequisites or any other required course) requires full curricular review (Department, College, Senate, Provost); changes in credits for required courses and changes in titles for courses (approval for changes in credits and change in titles for individual courses has a separate process) requires notification to the Provost, once those individual course changes have been approved.
- Adding online delivery for an existing program. This requires review by department, Dean and Provost.
- Change in program title requires notification to the Provost
- Change in total credit length of a program, including all UCC, required prerequisites, core major courses, electives, graduation requirements. Reminder—Baccalaureate degree granting programs are not to exceed 120 credits in length. Change in total credit length requires full curricular review.
- Addition or deletion of a track to an existing program. This requires review at the program change level as described in Part 3 of this document.
- Addition or deletion of a related academic program. This requires review at the program change level as described in Part 3 of this document.
- Academic Program replication. This requires review at the program change level as described in Part 3 of this document.
- Academic Program relocation. This requires review at the program change level as described in Part 3 of this document.
- Academic Program closure. This requires review at the program change level as described in Part 3 of this document. Academic programs that are closed must go through new program procedures in order to be brought back to active status.

- Academic Program suspension. Academic Program suspension requires approval of department and Dean, and notification to the Provost.
- Academic Program reinstatement. Academic Program reinstatement requires review by department, Dean and Provost.
- Change in CIP code. This requires review by Department, Dean and Provost.

Part 5: Course Approval Process

The course approval process includes creation of new courses, deletion of existing courses, and modification of existing courses. Course approvals require review by Department, Dean College Curriculum Committee and Provost. Creation, deletion and modification of UCC courses also requires review by the UCC Committee.

New Course Approval Process: New courses require curricular review as described in the Curriculum Flow New Course chart and completion of the New Course Proposal Form.

Redesigned Course Approval Process: Redesigned courses (change in any course attribute) require curricular review as described in the Curriculum Flow Course Change chart and completion of the Course Change Proposal form.

Deleted Course Approval Process: Deleted courses require curricular review as described in the Curriculum Flow Course Change chart and completion of the Course Change Proposal form.

UCC Course Approval Process: In addition to the requirements listed above for new, redesigned or deleted courses, any course change involving a UCC course requires curricular review as described in the Flowchart of Approval Process for UCC Courses.

Part 6: Academic Policy Process

Academic policy development, review and revision will be in compliance with the William Paterson University Policy requirements as approved by the President and Cabinet. Academic policies are considered functional policies and will be the responsibility of the Provost and Senior Vice President for Academic Affairs. Policy development, review and revision will follow the process described in the Policy Development Chart or Policy Review Chart. Academic policies codify academic regulations and requirements at the divisional level. Academic policies are set at the divisional level and reflect approved university standards. No exceptions to university standards are allowed without review and approval of the Office of the Provost. The only currently approved exceptions to university standards are for those programs for which state or other legal requirements mandate different standards, or for those programs with mandatory entrance into the profession examinations. These exceptions must be documented and in the case of programs with mandatory entrance into the profession examinations, evidence must be provided showing that the more restrictive academic standards are necessary for successful completion of the mandatory entrance into the profession examinations.

All academic policies will be posted on the official university policy website and will also be posted on the Provost Office website.

Academic Procedures are generally of two types: 1) written statements of specific processes initiated to support the implementation of academic policy or 2) written statements which codify a procedure related to academic practices. Procedures are subject to regular change to improve the manner in which an academic policy or practice is administered.

Type 1 academic procedures are included with academic policies. As new policies are developed, procedure statements are required. As policies are reviewed and revised, procedure statements should be reviewed as well. Under certain circumstances, it may at times be necessary to amend or update procedures associated with policies WITHOUT making any change to the policy itself. In these cases, the revised procedure statement of the relevant policy will be discussed with the Faculty Senate Executive Committee. If additional review is needed, the Executive Committee may recommend a specific Faculty Senate Council to review the procedure, or may take the procedure to the Senate as a whole for review.

Type 2 academic procedures are designed to codify certain academic practices that are not directly associated with a specific policy, but are necessary for the effective and efficient functioning of the university. Such procedures may include, for example, specific appeal processes for late registration or withdrawal. These procedures may or may not include support forms. Type 2 academic procedures are crafted by the relevant academic division or office and will be discussed by the Deans Council and shared with the Faculty Senate Executive Committee prior to implementation for additional discussion.

Type 2 academic procedures will be posted on the Provost Office website.