Guidelines for Curricular Change:

The Course and Program Approval Process

Course Information Management System (CIM)

2015-2016, Updated for 2016-2017

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Purpose of this Handbook

The focus of this handbook is to assist the Graduate Affairs Council (GAC) and the Undergraduate Affairs Council (UAC) Course Curriculum and Program Approval Committee (CPAC) members in performing their role on said committees and to provide faculty wishing to submit materials to these committees for inclusion in EWU course catalog an understanding of what the CPAC looks for during their assessment. See Academic Policy 301-21: Faculty Organization and the Academic Senate.

Purpose and role of Undergraduate Affairs Council and the Course and Program Approval committee

The UAC’s function is to advise on matters involving the undergraduate programs of the university including, but not limited to, curriculum, admissions, program development and approval, course approval, follow-up, degree requirements, honors, advanced placement, academic standards, academic counseling, extension and correspondence, and academic support. There are one or more CPACs that report to each of the following: the Undergraduate Affairs Council (for undergraduate courses and programs), the Graduate Affairs Council (for graduate courses and programs), and the Critical Foundations Council (for general education courses and sequences).

The CPACs review new courses, majors and programs, and proposed changes (including removal) to existing courses, majors and programs, and makes recommendations to the relevant committee for approval or non-approval. CPAC aims to create a platform that serves as a resource and supports faculty in curriculum maintenance and development; and ultimately broaden academic partnership between CPAC and faculty in order to establish a sense of trust between the CPAC, chairs, and faculty.

CPAC Consent Agenda Criteria

A representative from Academic Affairs, Records and Registration, and the Chair of UG-CPAC meet to review the CPAC proposals and determines which proposals will move forward for full UG-CPAC review for approval by consent of these members. All consent items are reviewed by UAC.

Purpose and role of the Graduate Affairs Council and the Course and Program Approval committees

The Graduate Affairs Council (GAC) is a council of the faculty organization with the responsibility for ensuring the academic rigor of graduate education at Eastern Washington University. In this role, the council will review and advise programs and departments related to courses and programs of study and participate in the electronic catalog development through the course and program approval process (CPAC).

Catalog Changes using Course Information Management (CIM) System
All course information contained in the catalog is now developed from the course information management system (CIM). When making any changes or additions to course or program catalog information, you will need to use CIM.

**Timelines for CIM proposals**

1. New program and new course proposals, course and program edits: December 31\(^{st}\), midnight
2. Catalog edits - March 28\(^{st}\), midnight

**CIM Submission Steps**

1. Identify the type of catalog change you intend from the table below:

<table>
<thead>
<tr>
<th>CPAC Program Review</th>
<th>CPAC Course Review</th>
<th>Catalog Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New program / certificate proposal</td>
<td>Course title, subject code or number change</td>
<td>Change in faculty or chair</td>
</tr>
<tr>
<td>Change in program total credits</td>
<td>Change in course prerequisite</td>
<td>Program description change (major or minor)</td>
</tr>
<tr>
<td>Change in major or minor name</td>
<td>Course credits or grading mode change</td>
<td>Teaching calendar addition/removal</td>
</tr>
<tr>
<td>Change in list of required / elective courses</td>
<td>Change in course description</td>
<td>Punctuation or spelling correction</td>
</tr>
<tr>
<td>Change in degree awarded</td>
<td>Change in crosslist or general education (GECR) information</td>
<td>Pre-professional information</td>
</tr>
<tr>
<td>Program course grade and/or GPA requirement changes</td>
<td>Change in or mode of instruction or move to stacked course delivery</td>
<td>Bank a course</td>
</tr>
<tr>
<td>Program student learning outcomes change</td>
<td></td>
<td>Deactivate a program</td>
</tr>
</tbody>
</table>

2. Follow the link below to the CIM process needed:
   - For program / certificate forms follow this link [https://cpac.ewu.edu/programadmin/](https://cpac.ewu.edu/programadmin/)
   - For course forms (including courses within the program description), go to [https://cpac.ewu.edu/courseadmin/](https://cpac.ewu.edu/courseadmin/)

3. Search to find the item you wish to edit or select ‘propose new’ if that is the case.

4. Complete the items for each document in full. See detailed CPAC expectation in the sections below related to completing the course forms or the program forms.
CIM Workflow

These are the typical steps in the CPAC course and program document approval process

1. Initiator
2. Chair - program or department
3. College Dean
4. FYI - Faculty Senate, Library, Ecosystem, Records and Registration
5. Undergraduate Academic Planning/Graduate Studies
6. FYI - Assessment
7. FYI - CPAC members
8. Chair CPAC
9. FYI - UAC/GAC members
10. UAC/GAC Chair
11. FYI - Rules
12. Provost
13. Campus community notified of approvals (Faculty Senate, Registrar, Catalog (CAT), SOAR, Financial Aid, Advising, Institutional Research, Career Services, Transfer Center, Submitting Department)

Notes:

1. An email is sent to notify each person in the workflow that a task in CIM is waiting his or her review. As only 1 email is sent, it is the responsibility of the submitter to follow the proposal.
2. If modification is needed during the approval process, these can be handled by one of the following methods:
   - Rollback- the proposal needs significant changes. The person reviewing sends the document back to initiator for changes. The proposal then moves forward following the full workflow approval process. (Contact Heather Veeder if you have questions related to the workflow review after a document rollback)
   - Edit by current reviewer- for minor changes that are agreed upon by submitter/department and reviewer. These might include a change in attached syllabus or minor edit to course description. It is not the CPAC responsibility to make changes to course or program proposals.
Deciphering Catalog Course Descriptions

HOW TO READ THE COURSE DESCRIPTIONS

Subject/Course Prefix Code: These letters indicate the subject area of the course.

Cross-listed: Some courses will be listed between disciplines.

Note: Details special instructions such as grade mode or repetitability.

Prerequisites: The courses that must be completed and any conditions that must be met prior to enrollment are indicated as prerequisites preceding the course description.

General Education Core Requirements or University Graduation Requirements: Some courses are designated to meet GECE or UGCR for undergraduate programs.

Course Number: Course Title: The official title of the course is listed beside the prefix and number. The course title may appear differently in other publications.

Credits: The numbers or words between parentheses indicate the credit awarded upon successful completion of the course. When combinations of courses are listed in sequence, the first number in the parenthesis refers to the first course in the sequence. Example: BOT 232, 233, 234: Human Anatomy and Physiology (5, 5, 5)

Course Description: A brief description of the course follows the prerequisite listing indicating the most significant topics to be covered in the course.

The information in the image above relates to the printed catalog.

For the electronic catalog, the same information is presented, however the formatting is different. The electronic catalog allows you to search for programs of study and review courses related to each program via a link. The link will describe the course pre-requisites, which general education requirements are satisfied by the course, and the course description. Link to electronic catalog: http://catalog.ewu.edu.
CRITERIA FOR CHANGES TO COURSE AND NEW COURSE PROPOSALS

CPAC and UAC / GAC follow Policy 303-35 (Appendix A) regarding new courses and course changes.

All New Course and Course Changes are completed in the online portal Course Inventory Management (CIM). Course management within CIM allows the submitter of a course change or new proposal 2 options:

- Proposing a New Course: one that has not been in the catalog before or one that will replace an existing course
- Editing or banking an existing course: modifying the existing information about the course or banking a course to remove the course from the catalog (course remains in the CIM database). Course must be banked when a new course is replacing an existing course as well as when the program no longer wishes to offer the course.

The submitter is expected to provide a justification for the course change or new proposal. In preparing this, consider the following questions: Is this course part of an existing or proposed program? Is this course an elective? If so, is it for more than one program? Was this course an experimental course for 3 terms? All departments and programs that are affected by the proposal are included in the CIM approval process. The CIM system flags any additional approvals needed and departments impacted by the proposed change are notified.

Prior to inputting a CIM course submission, familiarize yourself with the information expected for each item in the electronic document as described below. It is highly recommended that you prepare any additional materials that might be needed in a word document, as this will facilitate your submission.

Course Information Management Link

To access CIM: http://access.ewu.edu/graduate-education/academic-planning/curriculum-and-policies/cpac

Choose the New Course / Course Revision link or go to: https://cpac.ewu.edu/courseadmin/
NEW COURSE PROPOSAL or EDITING AN EXISTING COURSE
HOW TO COMPLETE THE COURSE PROPOSAL FORM in CIM

- **New course:** Click on the Propose New Course box. A New Course Proposal form will open in a new window. Complete all areas where the boxes are outlined in red.
  - In order to remove a course and replace it with a new course the “old” course must be banked.

- **Edit existing course:** Search for the current courses using the directions at the top of the page. A course form is populated from the search and can be edited as detailed below. Click on the Edit Course box to activate the course editing screen or to return to a new course proposal that has been save but not yet submitted.
  - Banking a course: Populate the course form as described for editing an existing course. In the Dropdown menu, choose "banked" to bank the course. Then proceed to creating new courses or editing current courses. See Appendix A: Academic Policy 303-35 Ch. 7 regarding detail for banking or retrieving a banked a course.

<table>
<thead>
<tr>
<th>Submitter</th>
<th>This is populated by the single sign on (SSO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs and catalog pages referencing this course- this appears only with course edits</td>
<td>Programs impacted by the proposed course change will be notified and either sign off on the proposed change and work with the Catalog Program Coordinator to complete the necessary edits OR go through a full submission if the proposed course change cannot be accommodated.</td>
</tr>
<tr>
<td>Justification for change:</td>
<td>Provide a clear rationale for this course change submission. Describe what is being proposed, whom this proposal will affect (current students or future students), and how it will impact other programs within the university. Provide background information including any needs assessments and or accreditation recommendations that will assist CPAC and UAC/GAC in the approval process, suggested length is 100 words.</td>
</tr>
</tbody>
</table>

**Stacked Course:** All courses delivered in a stacked arrangement must demonstrate differentiated expectations in the syllabi for each course. For graduate level courses that are stacked with undergraduate courses the syllabus must demonstrate that the graduate students will be held to a substantively higher level of academic rigor than will be expected of the undergraduate students.

*Refer to Appendix A: 303-35 Ch. 3-3 regarding stacked courses*
<table>
<thead>
<tr>
<th>Department</th>
<th>Check for accuracy and edit accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Prefix</td>
<td>Check for accuracy and edit accordingly</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Edit: Check for accuracy and edit accordingly&lt;br&gt;New Course: Input number and check for accuracy.&lt;br&gt;Refer to Appendix A: AP 303-35 Ch. 3-1 and 3-2 for course numbering management</td>
</tr>
<tr>
<td>Title</td>
<td>This complete course title will be in the catalog. Official title of the course. Recommended character count is less than 30; course title is truncated if longer. Check for accuracy and edit accordingly.</td>
</tr>
<tr>
<td>Short Title- this appears only with course edits</td>
<td>New course: This title is created from the above title&lt;br&gt;Course Edits only: This is the title used for EagleNET and student schedules. Check for accuracy and edit accordingly.</td>
</tr>
<tr>
<td>Requested Effective Change Date</td>
<td>Select from the dropdown list. This is typically the next fall term.</td>
</tr>
</tbody>
</table>

| Course Goals and Objectives | Check to be sure you have included course-level student learning outcomes (SLOs) that are measureable. At least one course-level SLO must support one or more of the program-level SLOs. These are generally listed in the catalog at the beginning of each program description. The student assessment/evaluation elements that are used to provide the student’s course grade should reflect the measurement of student achievement for each stated course-level SLO.<br>Refer to Appendix B for further information on writing course-level SLOs or contact Dr. Helen Bergland at extension 4305 for more individualized support. |
| Cross listed | If not cross-listed, then select no.<br>If yes complete the Subject code, and Title of the cross-listed course or courses. Check for accuracy.<br>Refer to Appendix A: 303-35 Ch. 3-4 regarding cross-listed courses |
| Pre-requisites: | In order to best serve students and facilitate EagleNET registration it is recommended that the department REFRAIN from using permission of the instructor as a prerequisite. The department and faculty always have the option of waiving a prerequisite for a student they feel has the preparation for the course.<br>• The CPAC is committed to assuring that courses are rigorous and that the content is appropriate to the learner. Pre-requisites for all |
upper division courses and those requiring a Math or English proficiency or competency assures students will participate in sequential learning and have a successful outcome in their educational experiences here at EWU.

- CPAC will not approve any upper division course without a prerequisite or class standing associated with it unless the department provides sufficient justification.

*See Appendix C for EWU Recommendations for Pre-requisites*

<table>
<thead>
<tr>
<th>Satisfies</th>
<th>If this course satisfies a university requirement, it is noted here. External standards can also be noted here (e.g. this course satisfies Red-Cross BLS standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>This is the place for any special notes about the course for students to view in the catalog. Such as co-requisites (courses which must be taken during the same quarter/term as the course listed). Must have permission from each department and or program involved.</td>
</tr>
<tr>
<td>Course Description</td>
<td>Course descriptions should be brief. Approximately 40 -50 words. This wording will appear in the EWU catalog and in EagleNET. A broader course description allows for more flexibility in curricular planning. List specific topics only when the content has little chance of changing. For example: Some History courses contain ordinal content that most likely does not change whereas sciences are often changing as new studies are completed. <em>See Appendix D for information on Writing a course description</em></td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Use the dropdown menu to choose. This is set by UFE. <em>See Appendix E Mode of Instruction Description.</em></td>
</tr>
<tr>
<td>Min Enrollment</td>
<td>Auto populates based on mode of instruction</td>
</tr>
<tr>
<td>Max Enrollment</td>
<td>Auto populates based on mode of instruction</td>
</tr>
<tr>
<td>Credits</td>
<td>The term “credit hour” corresponds with “credit,” “hour,” or “quarter / semester hour.” <em>See Appendix A: Policy 303-35 Ch. 4 for complete policy</em></td>
</tr>
<tr>
<td>Lecture Hours/Week</td>
<td>Check for accuracy and edit or, enter expected instruction time.</td>
</tr>
<tr>
<td>Lab Hours/Week</td>
<td>Check for accuracy and edit or, enter expected instruction time.</td>
</tr>
<tr>
<td>Grade Mode</td>
<td>Use the dropdown menu to select. <em>Standard Numeric is default</em></td>
</tr>
</tbody>
</table>

**Pass/Fail Grading for Entire Class:**
Departments or programs may choose to designate only certain types of courses for pass/fail grading.

Regulations for pass/fail grading are as follows:
(1) Courses required for the following categories may not be designated pass/fail:
- Major and minor requirements except as approved by the Undergraduate Affairs Council
- Required supporting courses (courses required for the major or minor but not taught by the major or minor department) except as approved by the Undergraduate Affairs Council
- Professional education requirements
- Writing, mathematics and computer competency and proficiency requirements
- General education core requirements
- University graduation requirements

(2) The types of courses which may be designated as pass/fail are: Directed Studies, Seminars, Internships, Workshops, and Practice.

(3) A 2.0 must be earned to receive a passing grade.

(4) A “P” grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses. A fail (0.0) grade will be calculated in the GPA.

Policy 303-21 Undergraduate Students Ch. 6-2 and Policy 303-22 Graduate Students Ch. 4-2.c. can be reviewed for more information.

<table>
<thead>
<tr>
<th>Is course required in a major, minor, or certificate?</th>
<th>Check Yes if course is required for completion of the major, minor or certificate. Provide a brief explanation for how the course relates to the degree type in the text box provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check for accuracy and edit accordingly.</td>
</tr>
</tbody>
</table>

| General University Requirements                      | If yes, select a category from the Dropdown menu. This will be routed to the appropriate committee for approval. Providing justification for meeting GE requirements within your course justification will help facilitate approval. |

| Library                                              | In order to select ‘yes’ CPAC expects that you have discussed what library resources are needed to deliver this course and have identified any additional items that are needed. Work through the library process to request materials separate from the course proposal form in CIM. |
* If library elements are essential to the course delivery, denote this in the course justification.

<table>
<thead>
<tr>
<th>Documents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Companion Documents</td>
<td>A syllabus is required for each course. See appendix F for a list of expected syllabi elements and an example syllabus located on the CPAC website.</td>
</tr>
<tr>
<td></td>
<td>If proposing changes, include both the old and new syllabi as companion documents.</td>
</tr>
<tr>
<td>Course reviewer comments</td>
<td>Submitter should check periodically for comments from reviewers and be prepared to respond to these. Notes are included for any changes made during the approval process or to track communication about the proposal.</td>
</tr>
</tbody>
</table>

**IMPORTANT - Final Submission Options:**

1. **Cancel** “Oops I didn’t mean to do that”

2. **Save Changes** “I want to come back later”

3. **Save & Submit** “Yay, I started workflow”
CRITERIA FOR NEW PROGRAM AND REVISIONS TO PROGRAM PROPOSALS

CPAC and UAC/ GAC follow Policy 303-35 (Appendix A) regarding new programs and program revision.

Before submitting a new program proposal, you should be familiar with the Interinstitutional Committee of Academic Programs Planning (ICAPP) process. See Appendix G for details.

Consulting with the College Dean and Budget Officers as well as building the Program Justification prior to beginning your program submission is strongly recommended.

To access the New Program and Program Revision page go to: https://access.ewu.edu/academic-planning/academic-planning/curriculum-and-policies/cpac.

Select either the ‘Propose New Program’ or ‘Search’
NEW PROGRAM PROPOSAL or REVISIONS TO AN EXISTING PROGRAM
HOW TO COMPLETE THE COURSE PROPOSAL FORM in CIM

- **New Program**: Click on the Proposed New Program box. A New Program Proposal form will open in a new window. Complete all areas where the boxes are outlined in red. Contact the Records and Registration Program Coordinator to provide your program requirements (list of courses) and she will populate this field.
  - You MUST deactivate your current program if you are replacing it with a new program BEFORE inputting the new program. See below under program revision for the steps to complete this.
  - Once you have completed the Program Proposal, then you must go in and completed CIM forms for each course as described elsewhere in this guideline.

- **Program Revision**: Type the program title and then click the Search box (note the use of the (*) as described is helpful in this process). This populates the form for review. Select from the available options described below. You must complete all areas where the boxes are outlined in red.
  - **Deactivate Program**: Select this if you want to remove the program from the catalog. IN the editing page, provide a start term and justification for this deactivation.
  - **Edit Program**: Select this to edit the details of the program. Edit the program information as needed using the chart below to complete each element (note: the program requirements can ONLY be edited by the catalog editor).
  - **Export to PDF**: This provides a pdf of the program page with history of changes made within the CIM system since it was implemented in 2014.

<table>
<thead>
<tr>
<th>Catalog Pages Using this Program</th>
<th>Provides a link to the electronic catalog for your review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Proposal</td>
<td>Must complete for a new program proposal. This auto populates if editing the program.</td>
</tr>
<tr>
<td>Faculty Contact: Name, Phone, Email</td>
<td>Must complete. This auto populates if editing the program.</td>
</tr>
<tr>
<td>Department Secretary/Assistant: Name, Phone, Email</td>
<td>Must complete or edit as necessary for accuracy.</td>
</tr>
<tr>
<td>Start Term</td>
<td>Use Dropdown box to select date for program to matriculate students</td>
</tr>
<tr>
<td>College</td>
<td>Use Dropdown box to choose</td>
</tr>
<tr>
<td>Department</td>
<td>Use Dropdown box to choose</td>
</tr>
<tr>
<td>Program Level</td>
<td>Check Undergraduate or Graduate</td>
</tr>
<tr>
<td>Program Type</td>
<td>Use the Dropdown Box to select certificate, major, or option (for minor).</td>
</tr>
</tbody>
</table>
Credits: Use the following guidelines when planning and submitting your program or program edits. Be sure to check for “hidden” courses within the program (e.g. Pre-requisites).

Majors: General Rules

Number of Credits: Minimum is 180
- Lower Division Minimum is 120
- Upper Division Minimum is 60

Minors: May be in any discipline
Number of Credits: 15 - 30 credits

Option, Specialization, or Concentration: An option, specialization, or concentration within a degree program is an area of study that is generally less than one-half of the total credits needed for the upper-division major or graduate program. It may also be referred to as a concentration, specialization, area of emphasis, track, or minor. It can generally be distinguished from a new degree in that full designation of the degree title — including level, type, and major — does not change when a new option is added.

A degree program is the combination of degree, major and option. BA – Government – Prelaw (Bachelor of Arts degree with a major in Government with a Pre-Law option). In this case if the Government major (or in many cases it is not a major but a common core) is 60 upper-division credits then the additional credits required for the option must be less than 30 credits.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Use drop down list to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Type in Program Title as it will appear on a diploma or transcript</td>
</tr>
<tr>
<td>Does this program impact other programs?</td>
<td>If yes, a dropdown box allows selection of programs. Select the subject code of other departments if degree includes these. This will alert the programs to the changes you are proposing.</td>
</tr>
</tbody>
</table>

Program Requirements: Provide your program description and list of requirements or program changes by pasting from a word or text file into the program area as described below. (Note-tables will not paste).

Program Description: The program description should be student centered and provide enough detail so the student and or advisor can determine if this program is appropriate for student needs.
Refer to Appendix H for more information on writing a program description.

**Program Course List:**
Provide a course list for each degree type. This can be copied and pasted into the text field. The catalog editor will manage the formatting.

- List courses by course number (lowest to highest), name and credits. Group courses in the following order as applicable:
  - Required core
  - Required electives
  - Concentration/ specialization
  - Elective
  - Other required experiences
- Sum total credits for each type (required, supporting, etc.)
- List minimum credits required for degree. *Check for “hidden” courses within the program as suggested below.*

All new courses must have a course approval form submitted along with the program approval form.

**Undergraduate Programs**
- All EWU undergraduate programs must have a Capstone course in the Major requirements.
- *Check for “hidden” courses within the program. For example, if there is a specific Math course needed in order to take a course in the major, that Math course becomes part of the Major.*
- If the program cannot be completed in 180 credits, a note will be placed in the catalog to explain such. The program credits are a combination of general education requirement credits and the credits required for the major.
- See Policy 303-21 Ch. 4-5 for further requirements

**Graduate Programs**
- See Policy 303-22 for program requirements related to credit requirements, comprehensive examination and thesis expectations.

**Student Learning Outcomes**
Type in Program Student Learning Outcomes *HINT: Cutting and pasting from a Word document is easier.*
Be prepared to include a brief description of the assessment process for each SLO in an attached document that is uploaded in the Companion Documents section.
Refer to Appendices I and J for tips to guide you in developing measurable, learner centered outcomes.

**Companion Documents**
Use the Green ‘Attach Documents’ button to upload any supportive documentation to facilitate the approval process.

**Required Attachments:**
- **Student Learning Outcomes assessment plan.** This document should include the expected components of the program assessment.
- **Curriculum matrix** (might also be described as a curriculum map or curriculum management plan) that demonstrates in which course the program learning outcomes and University Literacy Assessment Skills are measured. It is helpful if this shows a developmental aspect (e.g. where is the outcome ‘introduced’, ‘development’ or ‘advanced’).

Refer to Appendix J: Program assessment planning: aligning expectations with assessment
You are also encouraged to contact Dr. Helen Bergland, Faculty Commons, hbergland@ewu.edu or 509.359.4305 for programmatic or individual faculty consultations on any stage of student-learning assessment at Eastern Washington University.

**Fiscal Note:** Addresses the resources available to implement this program or program changes.

<table>
<thead>
<tr>
<th>Please include an explanation on program costs, staffing, equipment and materials costs. The discussion should include the impact on current resources and future needs. The timeframe should focus on the next two academic years.</th>
<th>Put NA if not appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attach a proposed fiscal budget that has been prepared by or in consultation with your College Budget Officer, College Dean, and Department Chair.</td>
<td></td>
</tr>
</tbody>
</table>

**Fiscal Table**
Fiscal Table must be completed. Table will calculate as data is entered.

**Justification for request**
Provide a clear rationale for this New Program and Changes to Program submission. Describe who this proposal will impact (current students or future students), what the proposal is, how it will impact other programs within the university. Provide background information, as needed including any needs assessments and or accreditation recommendations that will assist CPAC and UAC /GAC in the approval process. Consider including the following elements in this justification:
b. Community or marketplace need this program
c. Student enrollment projections
d. Target marketing strategy in brief
e. Community partners involved with the program
f. Overview of resource requirements with detail provided in the fiscal note
g. Others documentation as needed to provide the CPAC a clear picture of why this program (or program revision) needs to be part of the university curriculum, suggested length is 100 words.

NOTE: Cutting and Pasting from Word document will help assure accuracy.

IMPORTANT - Final Submission Options:

1. Cancel “Oops I didn’t mean to do that”

2. Save Changes “I want to come back later”

3. Save & Submit “Yay, I started workflow”
Appendices

Appendix A: Program and Course Management policy 303-35

NOTE: Final step for faculty approval of new program proposals is the Faculty Senate.
Appendix B: Writing Student Learning Outcomes

American Association for Higher Education’s

Principles of Good Practice for Assessing Student Learning

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

What are student learning outcomes?

Student learning outcomes (SLOs) are clear, concise statements about the knowledge, skills, values, and attitudes that are expected of students after successfully completing a course, span of several courses, or a program.

The purpose of student learning outcomes

- To facilitate course/program development by using by encouraging goal-directed planning.
- To clarify the intent of instruction and guide the formation of instructional activities.
- To inform students of the standards and expectations of the course/program.
- To provide a framework for evaluating student understanding and progress.

How do you write student learning outcomes (SLOs)?

Consider using action verbs that specifically demonstrate the abilities, knowledge, or values student should achieve/acquire as a result of the course or program. Creating specific outcomes makes it much easier to measure student achievement. Specific outcomes and their resultant data will assist you in improving or updating your course or program.
Keep SLOs student-centered. It helps to think in terms of “what students do to learn, rather than what instructors do to teach.”

**Some find it helpful to think of SLOs in “chunks”:**

- **Action verb** + **learning statement** + **criterion**

**Examples:**

<table>
<thead>
<tr>
<th>Action verb (performance)</th>
<th>Learning statement (the learning)</th>
<th>Criterion (the conditions of the performance demonstration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces and debug source code of programs</td>
<td>using at least programming languages (e.g., C++, Java)</td>
<td></td>
</tr>
<tr>
<td>Analyze global and environmental factors</td>
<td>in terms of their effects on people</td>
<td></td>
</tr>
<tr>
<td>Evaluate validity and limitations of theories and scientific claims</td>
<td>in experimental results</td>
<td></td>
</tr>
<tr>
<td>Invent and defend a solution to an urban problem</td>
<td>that is relevant to their own city, town, or campus.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from https://manoa.hawaii.edu/assessment/howto/outcomes.htm

Sometimes a simpler format can be used, such as an “action verb + learning statement”; however, SLOs are stronger when they include the criterion (as shown above).

<table>
<thead>
<tr>
<th>Action verb (performance)</th>
<th>Learning statement (the learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe major events and trends in American history.</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast the multiple determinants of behavior (environmental, biological, and genetic).</td>
<td></td>
</tr>
<tr>
<td>Design and implement problem-solving processes.</td>
<td></td>
</tr>
<tr>
<td>Organize a patient education program.</td>
<td></td>
</tr>
<tr>
<td>Recognize and verbally explain U.S. policies that have an impact on minority families.</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of well-written SLOs:**

The student will be able to...

- apply the scientific methodology in a research proposal.
- evaluate the validity and limitations of theories and scientific claims in experimental results.
- interpret poetry in the cultural content of its period.
- apply structure and semi-structured interviewing in his/her fieldwork.
- work with mass and energy balances in the design of non-isothermal reactors.

For programmatic or individual faculty consultations on any stage of student-learning assessment at Eastern Washington University, contact Dr. Helen Bergland, hbergland@ewu.edu or 509.359.4305. Assessment planning can be at the program, course, or assignment level.
Appendix C: EWU Recommendations for Pre-requisites

100-199 Courses Pre-requisites are most likely related to meeting Pre-University Basic Skills and or Math and English competency (e.g. MATH 105 and ENG 101)

200-299 Courses Pre-requisites may be related to completion of Intro courses, Math competency (e.g. MTHD 104), and English competency (e.g. ENG 101)

300-399 Courses Pre-requisites should allow the student to have a competent background in order to be successful in the course. It is suggested that if the course requires writing then ENG 201 be a prerequisite, if the course requires Math then at least Math Proficiency be a prerequisite, and if the course is a requirement for a minor or major that a prerequisite be an introductory course to the subject. Additionally, class standing, such as junior standing, may be used as a prerequisite.

400-499 Courses Pre-requisites should allow the student to have a competent background in order to be successful in the course. It is suggested that if the course requires writing then ENG 201 be a prerequisite, if the course requires writing then at least MATH 115 be a prerequisite, and if the course is a requirement for a minor or major that a prerequisite be an introductory course to the subject. Additionally, class standing, such as senior standing, may be used as a prerequisite.
Appendix D: Writing a Course Description

The Course descriptions should be brief—approximately 40-50 words. This wording will be in the EWU catalog and in EagleNET.

List specific topics only when the content has little chance of changing. For example: Some History courses contain ordinal content that most likely does not change whereas Sciences are always changing as new studies are completed.

A broader course description allows for more flexibility in curricular planning.

Things not to include:

- Specific topics list unless it will aid the advisors and students in selecting the course.
- Entire course content. Save the detailed descriptions for the syllabus.
- Wasted words: Any words such as “introduction to” or “Advanced study of” if they are already included in the course title.
- Extra “ands” and “these” and “that’s”
- CPAC will edit all course descriptions that are not written in active tense. Try to avoid phrases such as: “Students enrolled in this course will perform...,” “Students will be introduced to...”, “This course will provide...”
- Vague words: ”empower,” ”sate-of-the-art,” ”issues,” ”intensive”
- Clichés and jargon: ”unique experience,” ”today’s global society,” ”the twenty-first century”

Example of a course description:

This course provides pre-service teachers with the fundamental concepts of probability, counting, statistics, geometry and systems of measurement. Emphasis is on developing understanding through exploring and modeling using appropriate manipulatives and technology, as well as the historical evolution of concepts. Hands-on laboratory activities are incorporated. This course is for those students intending to obtain elementary teaching certification.
Appendix E: Modes of Instruction Description

The following information is from the CBA of EWU/United Faculty of Eastern Final Agreement Approved September 2016- August 2019 EWU BOT.

Recognizing that the aim of the college/school is to strike a balance between meeting student enrollment pressures, the pedagogy of respective disciplines, and budget constraints, each academic unit and department have the responsibility of allocating its resources in a prudent manner. Each course within a department should be categorized by mode, level, and class size.

In the dropdown menu that is provided, select the option that best reflects the experience the student will encounter during the course.

**Mode: Experimental**
Not described in the CBA. Contact catalog editor with questions.

**Mode: Field Application**
This mode of instruction typically involves study in an applied setting distinct from the traditional classroom setting and university environment, and can include intensive experiences in outdoor settings. Students apply theories, principles, methods, and skills of practice acquired through other modes of instruction to an applied or natural setting where professionals, in the student’s field of study, are typically engaged.

**Mode: Independent Study**
In this mode of instruction, an instructor and student meet independently and set goals for the student to reach by the end of the academic term. This mode may include a research project or research literature reports developed by a student under the supervision of an instructor. Faculty credit=0.2 x CR.

**Mode: Informal Credit Activity**
Not described in the CBA. Contact catalog editor with questions.

**Mode: Laboratory**
This mode of instruction requires students to practice and explore principles, theories, and methods in a controlled laboratory environment. The instructor assists students in using instrumentation specific to a discipline and helps students acquire applied skills. Students receive less direction from the instructor and have more independence in this mode than in the “lecture with laboratory” mode.

**Mode: Lecture**
This is the traditional instructional mode of university courses. In this mode, the instructor directly presents information to a group of students. This mode of instruction involves the standard “lecture format” of traditional university courses in which the instructor is primarily a
provider of information, and students are recipients of that information, although there may be
some limited dialogue between students and instructor.

Mode: Lecture with practice or discussion
This mode of instruction is similar to the lecture mode in that the instructor directly delivers
information to a group of students. Additionally, instructors incorporate a substantial amount of
student practice of lecture material and/or class discussion of lecture material into the classroom
experience that may include small group work.

Mode: Lecture with Lab
This mode of instruction is similar to the lecture mode in that the instructor directly presents
information to a group of students, although there may be some dialogue between students and
instructor. Additionally, professors supplement lectures with some laboratory work as a minor
part of the course with possible collaboration among students.

Mode: Non-Credit Activity
Not described in the CBA. Contact catalog editor with questions.

Mode: Performance and Simulation
This mode of instruction requires students to practice principles, skills, theories, and methods in a
simulated environment other than a laboratory. The instructor assists students performing or
simulating tasks specific to a discipline, and helps students acquire applied skills. Students receive
moderate direction from the instructor and have considerable independence in this mode.

Mode: Seminar and Dialogue
This mode of instruction has a format similar to the lecture mode in that the instructor and the
students engage in the direct exchange of information. However, the typical seminar/discussion
course is less formal in structure, and may require the students themselves to present, orally
and/or in written form, new information to one another and to the professor. In general, this
mode of instruction is more interactive between the instructor and the students, and among the
students, than the lecture mode, and involves the analysis and synthesis of information gathered
through other modes of instruction.

Mode: Thesis or Research Project
This mode of instruction represents a summative assessment of the student’s academic competence
in his or her field of study. It is distinguished from the summative experience of the field study that
focuses mainly on the student’s professional application of skills, knowledge, and techniques in the
applied or natural setting. The thesis or research project typically involves the preparation and
defense of a research document.
<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>LEC</th>
<th>LECTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100 - 200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>20 to 140</td>
<td>15 to 80</td>
</tr>
</tbody>
</table>

**General Description**
This is the traditional instructional mode of university courses. In this mode, the instructor directly presents information to a group of students. This mode of instruction involves the standard lecture format of traditional university courses in which the instructor is primarily a provider of information, and students are recipients of that information, although there may be some limited dialogue between students and instructor.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>LEL</th>
<th>LECTURE with LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100 - 200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>20 to 80</td>
<td>15 to 60</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction is similar to the lecture mode in that the instructor directly delivers information to a group of students, although there may be some dialogue between students and instructor. Additionally, professors supplement lectures with some laboratory work as a minor part of the course with possible collaboration among students.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>LPD</th>
<th>LECTURE with PRACTICE or DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100 - 200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>20 to 80</td>
<td>15 to 60</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction is similar to the lecture mode in that the instructor directly delivers information to a group of students. Additionally, instructors incorporate a substantial amount of student practice of lecture material and/or class discussion of lecture material into the classroom experience that may include small group work.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>Code SEM</th>
<th>SEMINAR and DIALOGUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100-200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>15 to 30</td>
<td>10 to 25</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction has a format similar to the lecture mode in that the instructor and the students engage in the direct exchange of information. However, the typical seminar/discussion course is less formal in structure, and may require the students themselves to present, orally and/or in written form, new information to one another and to the professor. In general, this mode of instruction is more interactive between the instructor and the students, and among the students, than the lecture mode, and involves the analysis and synthesis of information gathered through other modes of instruction.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>LAB</th>
<th>LABORATORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100-200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>10 to 40</td>
<td>10 to 40</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction requires students to practice and explore principles, theories, and methods in a controlled laboratory environment. The instructor assists students in using instrumentation specific to a discipline and helps students acquire applied skills. Students receive less direction from the instructor and have more independence in this mode than in the lecture with laboratory mode.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>PAS</th>
<th>PERFORMANCE and SIMULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100-200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>10 to 30</td>
<td>10 to 30</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction requires students to practice principles, skills, theories, and methods in a simulated environment other than a laboratory. The instructor assists students performing or simulating tasks specific to a discipline, and helps students acquire applied skills. Students receive moderate direction from the instructor and have considerable independence in this mode.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>FIE</th>
<th>FIELD APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>100-200</td>
<td>300 - 400</td>
</tr>
<tr>
<td>Class Size Range</td>
<td>10 to 30</td>
<td>10 to 30</td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction typically involves study in an applied setting distinct from the traditional classroom setting and university environment, and can include intensive experiences in outdoor settings. Students apply theories, principles, methods, and skills of practice acquired through other modes of instruction to an applied or natural setting where professionals, in the student's field of study, are typically engaged.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>IND</th>
<th>INDEPENDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size Range</td>
<td>Usually limited to one (1) enrolled student</td>
<td></td>
</tr>
</tbody>
</table>

**General Description**
In this mode of instruction, an instructor and student meet independently and set goals for the student to reach by the end of the academic term. This mode may include a research project or research literature reports developed by a student under the supervision of an instructor. Faculty credit is 0.2 x CR is retained for thesis or research projects and independent study courses numbered -99 that are required in a program or major.

<table>
<thead>
<tr>
<th>Code-Mode</th>
<th>THE</th>
<th>THESIS or RESEARCH PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size Range</td>
<td>Usually limited to one (1) enrolled student</td>
<td></td>
</tr>
</tbody>
</table>

**General Description**
This mode of instruction represents a summative assessment of the student's academic competence in his or her field of study. It is distinguished from the summative experience of the field study that focuses mainly on the student's professional application of skills, knowledge, and techniques in the applied or natural setting. The thesis or research project typically involves the preparation and defense of a research document.

Faculty credit -0.2 x CR is retained for thesis or research projects and independent study courses numbered -99 that are required in a program or major.
Appendix F: Syllabus Expected Elements

Syllabus Checklist:

Course Information
□ University name
□ Course title and number
□ Course credits/ hours
□ Course term
□ Professor’s name and contact information
□ Course description (EWU catalog description)
□ Pre-requisites or Co-requisites
□ Course student learning outcomes (SLOs) (with at least one SLO supporting a program-level SLO)
□ Textbook
□ Link to Bookstore*
□ Course URL
□ Other required course materials (webcam, mic, etc.)
□ Teaching methods
□ Attendance policy*

EWU Policies
□ Academic integrity statement:
□ ADA statement
□ Equal Opportunity statement
□ Affirmative Action statement

Learning Experiences
□ Assessments/ assignments – link to course objectives (which should ultimately support program student learning outcomes)
  ○ Assignment criteria
  ○ Participation *
  ○ Written assignment criteria*
  ○ Late assignment policy*
  ○ Course schedule*

Grading
□ Evaluation criteria
    NOTE: Instructor must clearly identify how students receive their course grades.
□ Grading schema*

*Elements that may be included in department Policy and Procedure manual

See CPAC website for example Syllabi: http://access.ewu.edu/graduate-education/academic-planning/curriculum-and-policies/cpac
Appendix G

INTERINSTITUTIONAL COMMITTEE ON ACADEMIC PROGRAM PLANNING (ICAPP) formerly HEC Board:
For new programs must provide documentation regarding initial approval from the HECC Board.

NEW PROGRAM PLANNING PROCESS

1. **Role and Purpose.** ICAPP will have a role in the planning stages of both new baccalaureate and graduate degree programs and existing programs for new locations or modalities. Its purpose will be to provide a forum for communication, transparency, feedback, collegial resolution of differences, and exploration of partnership opportunities among the members.

2. **Process.**
   a) Emphasis will be placed on maintaining and updating the “grid,” which will distinguish between short-term and long-term planning. It will continue to reside on the Council of Presidents (COP) website as a (lightly) password protected page and, at its regular meetings, Interinstitutional Committee of Academic Officers (ICAO) will be updated about additions or deletions to the grid.
   b) Members will provide summaries, consistent with agreed upon guidelines (see below), of internal program proposals for posting on the COP website for review and comment. Proposals will be provided early on in the internal review process and will be posted for a minimum of 30 days.
   c) COP will notify “all interested parties” whenever a new proposal is posted. The notification will request that any comments be directed to both COP staff and the ICAO member from the proposing institution.
   d) As needed, and at least once a year, Interinstitutional Committee for Academic Planning (ICAPP) will convene to assess its work and its processes, to review the current statewide degree goals and needs assessments, to identify and refer to ICAO any outstanding program planning differences among members, and to identify any upcoming opportunities for collaboration.

3. **Membership.** Membership will consist of the following entities, with specific individuals designated by their CEOs:
   a) Six public baccalaureate institutions. UW and WSU may elect to have their branch campuses represented at meetings and on listservs, but there will be one designated representative for each institution.
   b) The State Board for Community and Technical Colleges.
   c) The Executive Director of the Council of Presidents, or designee, will serve as the ICAPP liaison to the Washington Student Achievement Council.

WSAC Database and Approval. COP understands that Washington Student Achievement Council, unless it or the Legislature determines otherwise, will continue to approve the following:
1. As an aspect of mission and mission change, whether certain major lines of study or types of degrees, including applied degrees or research-oriented degrees, are assigned uniquely to some institutions or institutional sectors.
2. The creation by an independent college or university, in collaboration with a community or technical college, of off-campus or new degree programs.

And that WSAC will continue to maintain a statewide degree, certificate, and location inventory, so the following information will be provided to WSAC as it occurs:
1. New degree and certificate programs, options, and locations;
2. Changes in title and/or CIP code of existing programs;
3. Discontinued programs, options, and locations.

Guidelines for Proposals. The following areas will be covered in the summary of any proposal for either new programs or new locations:
1. Program Description – Describe the proposed program, including level, focus, overview of the curriculum, and brief rationale for offering the program at this time and/or place.
2. Institutional Role and Mission – Note if and, if so, how the new program or location would result in any change in mission.
3. Documentation of Need for the Program – Document the need for the program, with emphasis on student demand. Describe how the program and/or location will support the state’s goals for higher education. Identify similar programs offered by public or independent institutions in the region, and differentiate it from similar programs. Identify any options for collaboration.
4. Format and Articulation – Note where and when the program will be offered (day/evening/weekend/campus/distance/etc.) and, for undergraduate programs, the plan for articulation with associate degree programs, including any applicable major-ready pathways.
5. Students – Describe the student population to be served, and project enrollments for five years.
6. Resource Implications – Identify whether the program will be state-supported or, for graduate and fee-based programs, the level of tuition to be charged, and any other significant resource implications.

Adopted by ICAO 7/13/12
Appendix H: Writing a Program Description

Program Description: The program description should be student centered and provide enough detail so the student and or advisor can determine if this program is appropriate for student needs. It should include a brief description of the program content. Some things to consider for inclusion are:

- Which college the program is located under
- Who directs the program
- Description of the major
- *Difference between majors if there are more than one in the discipline
- *Description of the minor or options or emphasis and how they differ
- Program-level student learning outcomes
- Accreditation standards
- Alignment with EWU mission and goals
- Career opportunities with the major
- Location of the program i.e. Spokane or Cheney campus
- Narrative of the Core or Major Requirements
- Suggestions for students who plan on graduate work in the subject

*Program-level student learning outcomes may share a core to describe student achievement common to the programs. However, each program should include 1-2 SLOs to distinguish it from the others. This serves to a) help students understand the differences between closely related programs, and b) assess student achievement at a level much closer to the program’s actual purpose and theoretically may assess student learning closer to graduation. Contact Dr. Helen Bergland (x4305) with questions or for assistance.
Appendix I: Additional Information

Additional information related to university policies can be found at: [http://www.ewu.edu/about/administration/president/policies](http://www.ewu.edu/about/administration/president/policies). Search for the specific policy desired. Policies of interest may include those listed below.

- Policy 301-21 Faculty Organization and the Academic Senate Policy
- Policy 303-21 Undergraduate Student Policy
- Policy 303-22 Graduate Student Policy
- Policy 303-26 Graduate Faculty Policy