COLLEGE OF EDUCATION
CALIFORNIA STATE UNIVERSITY, LONG BEACH

GUIDELINES FOR CURRICULUM REVIEW

(Approved December, 2014)

COLLEGE CURRICULUM COMMITTEE

TABLE OF CONTENTS

I. COLLEGE CURRICULUM REVIEW CALENDAR:

The University curriculum schedule determines the calendar of activities of the College Curriculum Committees (CCC).

New courses or changes to existing courses are effective the year following university approval. Program changes are effective beginning with the next published Catalog after university approval.

The College Curriculum Committee calendar technically begins on the first day of instruction of the Spring semester and concludes on the last day of instruction of the Fall semester during a calendar year. Generally, the College Curriculum Committee is in recess throughout winter and summer sessions. Therefore, it is important for sponsors of curriculum proposals to plan ahead, noting the Committee's calendar below. Faculty submitting curriculum proposals, or a designee, should attend the College Curriculum Committee meeting(s) when their proposals are on the agenda. Absence of a proposal sponsor, or designee, may result in a proposal being tabled for a future meeting.

Below is the generic calendar for the College Curriculum Committees. Sponsors should also be aware of their department curriculum committee procedures and meeting schedules as they plan proposals.

JANUARY   Organizational/Calendaring Meeting to include department curriculum chairs at the start of the semester (no proposal reviews). The Associate Dean provides training for department and college curriculum committees regarding curriculum proposal

guidelines and roles and responsibilities of committee members at the start of the semester. The Associate Dean and/or college Curriculum Committee chair inform faculty of the upcoming curriculum year at the first college meeting of the Spring semester.

FEBRUARY   Associate Dean for Curriculum facilitates an open Informational Meeting regarding curriculum in the coming year.   Proposal Reviews begin if proposals are pending.

MARCH   Proposal Reviews.

APRIL   Proposal Reviews.

SEPTEMBER   Organizational Meetings. The Dean's office releases schedule of meetings and deadlines for the Fall semester. Department committees meet at least weekly. The College committee begins meeting at least weekly by mid-September or earlier if proposals are pending

OCTOBER   Proposal Reviews. Department committees and college committee meet at least weekly if proposals are pending.

NOVEMBER   Proposal Reviews occur if the University calendar allows. Curriculum Proposals are submitted to the University by early November. Committee may meet to discuss matters that will be part of the following curriculum cycle. University level approval process begins.

College Curriculum Committee members serve for the calendar year as that overlaps with the University curriculum calendar. Committee membership is determined by the College Constitution as the Curriculum Committee is a standing subcommittee of the Faculty Council.

II. PROCEDURES FOR CURRICULUM REVIEW

1. Types of Proposals.

    A. Curriculum proposals may be for one of the following:

        1. New course

        2. Course change (to an existing course).

        3. New program

        4. Program change (to an existing program)

        5. Drop course

        6. Reactivate course

        7. Modify course topic

        8. New certificate (see University Curriculum Handbook section on Certificates)

    B. Curriculum proposals must have the college Curriculum Proposal Approval Sheet as the first page of a proposal package (see Appendix A).

    C. Curriculum proposals must be accompanied by the appropriate University curriculum proposal coversheet. Electronic versions are available here on the University Curriculum website or from the Dean's office.

2. Format Requirements. Proposals must be typed and presented in the proper format according to the nature of their respective content (i.e., new course, course change, new program, program change). Applicable proposal forms can be downloaded here on the College Curriculum Committee website.

3. Approval Protocol. Proposals must be reviewed and approved in the following order:

    A. Review by program faculty, as appropriate;

    B. All College Department Chairs review and make consultation recommendations;

    C. Department Curriculum Committee review; actions noted in meeting minutes;

    D. Department Chair review and approval;

    E. College Curriculum Committee review; actions noted in meeting minutes;

    F. College Curriculum Committee Chair, Department Chair, and College Dean (or designee) review and approval;

    G. University level review, as necessary.

4. Proposals are reviewed by curriculum committees at each level in a 3-step process:

    A. <u>Administrative Review</u>. Proposals are assessed for compliance with format and consultative requirements by the appropriate curriculum committee chair; otherwise, they are returned promptly to the sponsor without review by the full committee.

    B. <u>First Reading</u>. Proposals are judged for content according to criteria listed in section II.7 below. If all criteria are met, a proposal is ready for second reading. Otherwise, the sponsor will be informed of all aspects requiring clarification and/or modification.

    C. <u>Second Reading</u>. All proposals will have a second reading. A second reading may follow a first reading immediately, or occur after appropriate revisions have been made.

5. Expedited Review. A request for an expedited review of a proposal by the College Curriculum Committee may be initiated through an email to the Dean's office that will be reflected in the agenda and minutes from the College Curriculum Committee with an oral presentation to the College Curriculum Committee. Expedited reviews are typically approved for

clerical/administrative errors of a non-substantive nature. Expedited reviews may bypass the department level committee review but must have approval of the department chair.

6. Curriculum Planning and Implementation.   Proposals generally take effect when they are printed in the University Catalog (see the University Curriculum Handbook). All proposals must be submitted to the College Curriculum Committee for possible inclusion in the University Catalog for the next academic year according to the deadlines announced in the semester curriculum calendar (see section I above). Sponsors should plan for the iterative consultation and review process outlined below. They should begin developing proposals early and with an eye toward inclusion of the proposed changes in the appropriate Catalog edition.

7. Curriculum Committee Review Criteria. Proposals shall be evaluated by the committee members following non-ordered criteria at each phase of the consultative and review process. Proposers must provide a **written narrative/rationale** that addresses each of these criteria (Use Appendix B). Proposer(s) should describe:

   A. What is changing and the need for the proposed course or program changes, or new course(s) or new program:

   B. Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the college Conceptual Framework;

   C. Overlap and/or complementarity with other courses or programs in the College and/or University;

   D. Program fit and enhancement;

   E. Reflection of current theory and practice;

   F. Proposed target audience;

   G. Facility, resource, and fiscal implications;

   H. Relationship to priorities in the College of Education Mission Statement;

   I. An explanation and evidence of appropriate consultation at each stage of proposal development and review and provide evidence of the consultation (e.g., consultation forms, copies of emails, meeting minutes).

8. Proposal Development and Review Process. The curriculum review process is iterative and may go through many revisions as the proposal works its way through department, college and university levels of review. Proposers should be prepared to respond to feedback at each step of the process. There will typically be a 1st and 2nd read at each step and revisions may follow each reading. A sample of the typical process can be found in Appendix G.

III. GENERAL SUBMISSION REQUIREMENTS

These are the general requirements that proposers should follow to facilitate the approval process for all proposals.

1. Submission format. The college has moved forward in following paperless systems for proposal submissions. For some committee purposes, hard copies may still be requested. Check with your department office coordinator or the Associate Dean for Curriculum as to whether or not electronic or paper copies will be required.

2. Proposals must follow current University and College curriculum guidelines.

3. The Proposal Approval Sheet (Appendix A) should be the first page of the proposal. This sheet requires signatures by curriculum committee chairs and department chairs at key approval stages of the review process.

4. Proposal Cover Sheet. The appropriate university worksheet should be the second page of the proposal (see section II.1 above).

5. Standard Course Outline. Standard Course Outlines for all new and revised courses must accompany proposals (see Appendix C). Program changes that do not involve course changes do not require Standard Course Outlines to be submitted,

6. APA formatting guidelines must be followed for all submissions.

7. Proposals must include an identifier and footer date appearing on each page indicating the program or course, the most recent date of revision, and the draft version.

8. Proposals must be paginated.

9. The Catalog description should use "Consent of instructor" when appropriate, rather than "Permission of instructor."

10. Inter- and intra- department course cross-listing is required when appropriate.

11. Course numbers are selected by departments. Prerequisite courses cannot be of a higher number than a proposed new course.

12. When additional hours of fieldwork, clinical work (or similar experience), or course fees (e.g., test materials) are required, the amount of required time and/or the nature of the fee shall be stated in the Catalog description.

IV. NEW COURSE PROPOSAL FORMAT

1. A proposed new course should convey subject matter not covered by an existing course, or, if covered by an existing course, should be conveyed with a substantial difference in objective, course methodology, or perspective.

2. Proposals for new courses shall address each of the following elements:

   A. Proposals must adhere to the administrative submission requirements listed on p. 6 of this document.

   B. The Justification/Rationale narrative describes the reason for the new course and appears after the cover sheet and university worksheet and before the new standard course outline. See section II.7 and Appendix B of this document for the assessment criteria that committee members will use to evaluate the proposal. The narrative should address each of these components.

   C. New Catalog copy should be written with an eye toward clarity, coverage, and succinctness. The course content description is the text that will appear in the Catalog, and should not exceed 40 words. Exclusions to the 40 word limit include: prerequisites, fieldwork hours, service learning requirements, clinical experiences, lab or material fees, "consent of instructor" notification, designation of the course as credit/no credit or letter grade only (A-F), or other requirements that do not describe the content of the course.

   D. Courses must include a College Standard Course Outline (see Appendix C).

3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog copy and standard course outline(s), as approved, with the Department and the Dean's Office.

V. COURSE CHANGE PROPOSAL FORMAT

1. A proposed course change should modify one or more of the following: the course title, number, or classification; course objectives; University Catalog copy (including prerequisites and description).

2. Proposals for course changes shall address each of the following elements:

    A. Proposals must adhere to the administrative submission requirements listed on p. 6 of this document.

    B. The Justification/Rationale narrative describes the reason for the new course and appears after the cover sheet and university worksheet and before the new standard course outline. See section II.7 and Appendix B of this document for the assessment criteria that committee members will use to evaluate the proposal. The narrative should address each of these components.

    C. Reproduce current Catalog copy using ~~strike-throughs~~ and <u>underlining</u> to indicate proposed changes. Catalog copy should be written with an eye toward clarity, coverage, and succinctness. The course content description is the text that will appear in the Catalog, and should not exceed 40 words. Exclusions to the 40 word limit include: prerequisites, fieldwork hours, service learning requirements, clinical experiences, lab or material fees, "consent of instructor" notification, designation of the course as credit/no credit or letter grade only (A-F), or other requirements that do not describe the content of the course.

    F. Courses must adhere to the College Standard Course Outline format (see Appendix C).

3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog copy and standard course outline(s), as approved, with the Department and the Dean's Office.

VI. NEW PROGRAM PROPOSAL FORMAT

1. A new program proposal may be for an academic degree; a degree option, specialization, concentration, emphasis, track, or field; a credential; or a certificate.

2. Proposals for new programs shall adhere to the format and section titles indicated on the appropriate university program proposal worksheet and address each of the following elements:

   A. Proposals must adhere to the administrative submission requirements listed on p. 6 of this document.

   B. The Justification/Rationale narrative describes the reason for the new course and appears after the cover sheet and university worksheet and before the new standard course outline. See section II.7 and Appendix B of this document for the assessment criteria that committee members will use to evaluate the proposal. The narrative should address each of these components.

   C. New Catalog text should be written with an eye toward clarity, coverage, and succinctness.

   D. Program courses. Include a list of all courses in the proposed program, including new courses and proposed course changes to existing courses. The appropriate university form must be included for each new or changed course listed. Courses should adhere to the College Standard Course Outline format (see Appendix C). It is not necessary to submit standard course outlines for courses that are unchanged by the proposal.

3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog text and standard course outline(s), as approved, with the Department and the Dean's Office.

VII. PROGRAM CHANGE PROPOSAL FORMAT

1. A program change proposal is used to modify one or more features of an existing program.

2. Program change proposals shall adhere to the format and section titles indicated on the appropriate university program change worksheet (electronic versions are available in the Dean's Office), and address the following elements:

   A. Proposals must adhere to the administrative submission requirements listed on p. 6 of this document.

   B. The Justification/Rationale narrative describes the reason for the new course and appears after the cover sheet and university worksheet and before the new standard course outline. See section II.7 and Appendix B of this document for the assessment criteria that committee members will use to evaluate the proposal. The narrative should address each of these components.

   C. Reproduce current Catalog copy using ~~strike-throughs~~ and <u>underlining</u> to indicate proposed changes. Catalog copy should be written with an eye toward clarity, coverage, and succinctness.

   D. Program courses. Include a list of all courses in the proposed program, including new courses and proposed course changes to existing courses. The appropriate university form must be included for each new or changed course listed. Courses should adhere to the College Standard Course Outline format (see Appendix C). It is not necessary to submit standard course outlines for courses that are unchanged by the proposal.

3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog text and standard course outline(s), as approved, with the Department and the Dean's Office.

Appendix A
COLLEGE OF EDUCATION
CURRICULUM PROPOSAL APPROVAL SHEET
To be used for:

☐**new course**   ☐**changes to existing course**   ☐**new program**   ☐**changes to existing program**

Department:

Program:

Course:

Department Review:

1. I have read the attached course/program proposal subsequent to its review by the department curriculum committee and approve its transmission to the college curriculum committee:

   _____   _____
   (Department Curriculum Committee Chair signature)   (date)

2. I have read the attached course/program proposal subsequent to its review by the department curriculum committee and approve its transmission to the college curriculum committee:

   _____   _____
   (Department Chair signature)   (date)

College Review:

3. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

   _____   _____
   (College Curriculum Committee Chair signature)   (date)

4. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

   _____   _____
   (Department Chair signature)   (date)

5. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

   _____   _____
   (Associate Dean signature)   (date)

Appendix B
Template for Rationale/Narrative for Curriculum Changes

The following elements for the rationale for the proposed curriculum changes should be provided in narrative form. See Section II.7 on p.5 of this document. Proposer(s) should describe::

A. What is changing and the need for the proposed course or program changes, or new course(s) or new program;

B. Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the college Conceptual Framework;

C. Overlap and/or complementarity with other courses or programs in the College and/or University;

D. Program fit and enhancement;

E. Reflection of current theory and practice;

F. Proposed target audience;

G. Facility, resource, and fiscal implications;

H. Relationship to priorities in the College of Education Mission Statement;

I. An explanation and evidence of appropriate consultation at each stage of proposal development and review and provide evidence of the consultation (e.g., consultation forms, copies of emails, meeting minutes).

COLLEGE OF EDUCATION STANDARD COURSE OUTLINE
(To be used for new courses and changes to existing courses)

[Note: Items that appear in **Bold type** *are intended to serve as a template and must appear in the SCO.*
Items appearing in Italics are meant as guides for faculty completing SCOs and syllabi.]

1. **Course prefix, number, title (units).**

2. **Course Description.**
    [Description of the course as it will appear in the Catalog cannot exceed 40 words.
    Prerequisites, fieldwork hours, service learning, clinical experience, course-related fees,
    "consent of instructor," designation of the course as "credit/no credit" or "letter grade only
    [A-F]," or other requirements that do not describe the content of the course are not included in
    the 40 word limit.]

3. **Mode of Instruction.**
    Check one or more modes of instruction that this course is authorized to use:

    ☐ **traditional** ☐ **hybrid** ☐ **local online** ☐ **distance education**

    [The instructor's syllabus must contain an explicit statement describing the mode of
    instructional delivery. Instructors are referred to PS 03-11 and PS 04-05, available on the
    Academic Senate website, for descriptions of modes of instruction and for guidelines to
    follow for non-traditional modes of instruction. Per PS 03-11, "an existing course may be
    experimentally offered for a maximum of two semesters using a new instructional mode with
    the approval of the department chair or the department curriculum committee. The
    department and college curriculum processes shall be used to approve subsequent offerings
    of the same course in the new format."

    If an instructor uses a traditional mode of instruction, all that is required in the course
    syllabus is the following statement, "Traditional mode of instruction." Instructors may
    elaborate if they choose.

    If an instructor chooses to use a hybrid, local online, or distance education mode of
    instruction, the following must be addressed in Section 3 of the course syllabus (per PS 03-
    11): (a) how the instructor will communicate with the students and how the students will
    communicate with the instructor; (b) how online participation will be assessed and graded;
    (c) how the instructor will monitor the online activities of the students; (d) how the standards
    of appropriate online behavior will be maintained; (e) the level of technical competence
    required of the students; (f) what the minimum computer hardware and software
    requirements are for the class and what department, college, or University facilities are
    available to support these requirements for students who cannot afford to buy the
    technology; (g) the alternative procedures for submitting work in the event of technical
    breakdowns; (h) the on-campus meeting requirements, if any; and (i) how academic honesty
    will be enforced.]

    [Note: All courses developed or revised prior to June 01, 2010, are assumed to be authorized

for traditional modes of instruction. All courses developed or revised subsequent to June 01, 2010, must adhere to university policy PS 03-11 and follow the guidelines provided in this appendix.]

4.   **Student Learning Outcomes.**
     [What students should know and be able to do upon completion of the course.]

5.   **Outline of Subject Matter.**
     [Course subject matter should be directly aligned with Student Learning Outcomes. The number of the corresponding SLO should appear in parentheses after relevant content.]

6.   **Recommended Texts.**
     [To include instructor course packet where applicable.]

7.   **Assessments and Grading System.**

     7.1 Description of Assessments.
     [The Standard Course Outline should contain a description of key assessments that measure student performance on course SLOs. The number of the corresponding SLO(s) should appear in parentheses after relevant assessments. The description of these assessments should be sufficient to allow course instructors to incorporate them in course syllabi. Course instructors may have additional assessments that are explicitly linked to SLOs. The following matrix is an example of how to display course assessments linked to SLOs.]

Assessment in Course XXX:

Assignment Description	Linked to SLO	% of Course Grade
Assignment # 1 (brief descriptive title and/or description)	SLO #3	xx%
Assignment # 2 (brief descriptive title and/or description)	SLO # 2	xx%
Assignment # 3 (brief descriptive title and/or description)	SLO #1	xx%
Assignment # 4 (brief descriptive title and/or description)	SLO # 4	xx%
Assignment # 5 (brief descriptive title and/or description)	SLO #5	xx%

     7.2   Grading Policies and Procedures.
     [Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students. In compliance with university policy, final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the final examination grade count for more than one third of the course grade.]

     7.3   Grade Scale.
     [The final course grade will be based on a descriptive scale such as the following:]

      90-100%   = A   mastery of the relevant course standards.

80-89%	= B	*above average proficiency of the relevant course standards.*
70-79%	= C	*satisfactory proficiency of the relevant course standards.*
60-69%	= D	*partial proficiency of the relevant course standards.*
Below 60%	= F	*little or no proficiency of the relevant course standards.*

8. **Policies for Attendance, Withdrawal, Late Assignments.**

   [The instructor's syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. Instructors should refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.]

9. **Special Needs Statement.**

   [Required statement in standard course outline and each syllabus]
   Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services on campus.

10. **Assistive Technology.**

    [Required statement in standard course outline]
    In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, Instructors are required to make their course syllabi accessible to all students, including print and e-versions.

11. **Selected Bibliography.**

    [1-2 pages; must be in APA format.]

Appendix D
(to be used for new program and program change proposals only)

Display of Student Learning Outcomes (SLOs) [*]

(Link the key idea in the Conceptual Framework to the relevant SLO in the appropriate cell by indicating the course in which the benchmark assessment resides and a title or descriptor of the assessment)

Conceptual Framework Key Ideas / Student Learning Outcomes	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
Growth & Learning					
Social Responsibility					
Diversity					
Service & Collaboration					
School Improvement					
Research, Scholarship, & Evaluation					

* Note: The number of SLOs displayed on this form are for demonstration. A program might have more or fewer SLOs.

Description of Student Learning Outcomes:

SLO #1	
SLO #2	
SLO #3	
SLO #4	
SLO #5	

Appendix E

CURRICULUM CONSULTATION RECOMMENDATION LIST

Course # _____Faculty Sponsor_____

Course/Program Title _____

o   New Course   o   New Program

o   Course Change   o   Program Change

o   Re-activate Course   o   Drop Course

o   Special Topics: _____ Type I   _____ Type II   _____ Type III

Brief Description of Curriculum Proposal:

_____

_____

_____

_____

Date on Curriculum Document: _____

Department: o ASEC   o LS   o TED   o SSCP   o EDLD

Signature of Chair _____   Date _____

(Email Verification of consultation is acceptable to committee.)

It is my recommendation that the following faculty be consulted regarding this curriculum
proposal.

o_____

o_____

o_____

o_____

Appendix F

CURRICULUM CONSULTATION RECORD

Course # _____Faculty Sponsor _____

Course/Program Title_____

o   New Course   o   New Program

o   Course Change   o   Program Change

o   Re-activate Course   o   Drop Course

o   Special Topics: _____ Type I   _____ Type II   _____ Type III

Anticipated Date of First Offering: o Fall   o Spring   Year_____

Date on Curriculum Document: _____

Department: o ASEC   o LS   o TED   o SSCP   o EDLD

I have been consulted regarding this curriculum proposal.
(Email Verification of consultation is acceptable to committee.)

PrintName_____

Position _____

Signature _____ Date _____

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix G

Sample Curriculum Review Process

The curriculum proposal and review process generally follows the following steps. The faculty curriculum proposer will likely:

A. Discuss their curriculum ideas -- for course changes, new courses, program changes, or new programs -- with program faculty and their department chairs to determine the need for the change in the department's overall strategic plan, including curriculum, program, resource, budgetary, and staffing issues.

B. Prepare a proposal in accordance with these "Procedures for Curriculum Review," which describe procedural, format, and calendar requirements for curriculum review.

C. Engage in and document formal consultation with administration and colleagues throughout the process.

    i. Consultation must include chairs of all college departments, and should occur early in the process. Each chair will complete a Curriculum Consultation Recommendation List (Appendix F) to facilitate widespread and appropriate consultation.

    ii. Consultation may include:

        a. Program faculty who will be impacted by the proposal;

        b. Other CED faculty whose programs or courses might be impacted by the proposal;

        c. Faculty from other colleges whose programs or courses might be impacted by the proposal.

    iii. Sponsors are responsible for establishing a concrete record of consultation for the full process of consultation from the beginning of the process. Documentation may take the form of email correspondence printouts, exchanges of memoranda, the Curriculum Consultation Record (Appendix F), etc.

D. Revise, refine, and modify proposals throughout the consultation process.

E. Repeat the consultation process (section "C" above) if a proposal is substantively modified during its development. Sponsors are responsible for accumulating evidence of appropriate and adequate consultation at each phase of proposal development.

F. Obtain the signature of the chair of the department in which the proposal originates, signifying approval to move the proposal forward (see Appendix A).

G. Submit the proposal to the Department Curriculum Committee for administrative review and 1st Reading.

H. Revise the proposal, including further consultation as noted in section "C" above, as needed.

I. Submit the proposal to the Department Curriculum Committee for 2nd Reading.

J. Repeat revision, consultation, and department readings as needed.

K. Obtain the department chair's and department curriculum committee chair's signatures on the Curriculum Proposal Tracking Sheet and forward the proposal to the College Curriculum Committee. (See Appendix A for Curriculum Proposal Approval Sheet.)

L. Submit to the College Curriculum Committee for administrative review and 1st Reading.

M. Revise the proposal, including further consultation, as needed. The College Curriculum Committee may request that a proposal be returned to the sponsor's department curriculum committee for further review.

N. Submit the proposal to the College Curriculum Committee for 2nd Reading.

O. Submit a final electronic copy of the approved proposal, including all changes, to the department secretary, who will render the proposal in the required format, obtain the department chair's and College Curriculum Committee chair's signatures and date of final approval on the Curriculum Proposal Approval Sheet (see Appendix A), and forward the proposal to the Dean's Office for submission to the university.

P. The Dean's Office obtains final approval signatures by the appropriate department chair and the Dean, or Dean's designee, on university worksheets and submits the approved proposal to the university.