



ACADEMIC PLANNING HANDBOOK

2009 Edition

**Approved by SAPC: June 18, 2009
Approved by Faculty Senate: August 31, 2009
Approved by Interim Provost: September 1, 2009**

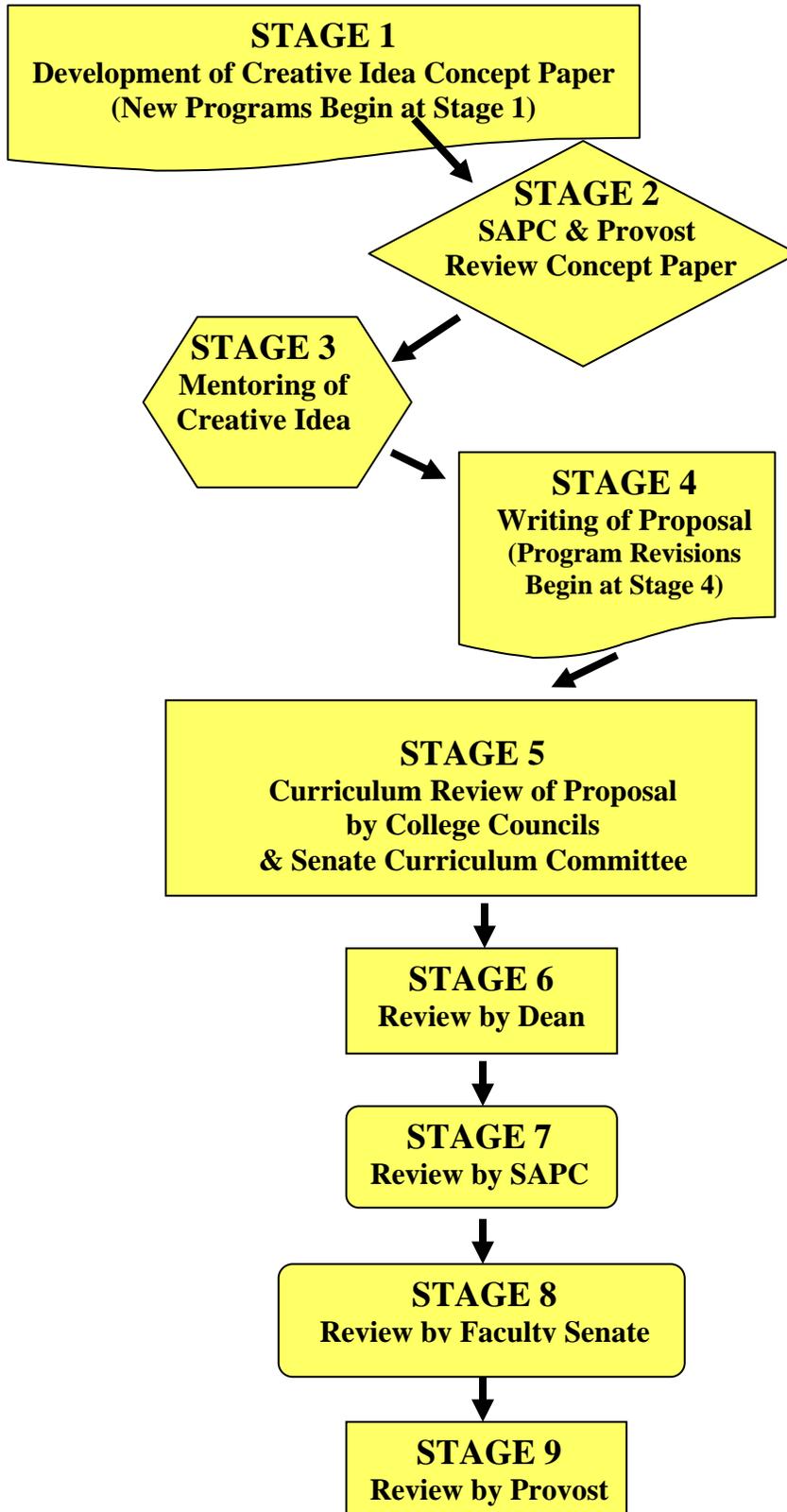
T A B L E O F C O N T E N T S

PROGRAM APPROVAL PROCESS CHART	3
FAST TRACK PROGRAM APPROVAL PROCESS CHART	4
PROGRAM REVIEW PROCESS CHART	5
ACADEMIC PLANNING PROCESS	6
<i>Preface</i>	<i>6</i>
<i>Senate Academic Planning Committee (SAPC) Membership</i>	<i>6</i>
<i>SAPC Responsibilities</i>	<i>6</i>
<i>SAPC Guiding Principle</i>	<i>7</i>
<i>The Academic Planning Handbook</i>	<i>7</i>
<i>What is Subject to the Academic Planning Process?</i>	<i>7</i>
NEW AND REVISED PROGRAM APPROVAL PROCESS.....	9
<i>Stage 1: Development of Creative Idea</i>	<i>9</i>
<i>Stage 2: SAPC & Provost Review of Concept Paper</i>	<i>9</i>
<i>Stage 3: Mentoring of Creative Idea</i>	<i>9</i>
<i>Stage 4: Writing of Proposal</i>	<i>9</i>
<i>Stage 5: Curricular Review by College Councils & Senate Curriculum Committee</i>	<i>9</i>
<i>Stage 6: Review by Dean(s)</i>	<i>10</i>
<i>Stage 7: Review by SAPC</i>	<i>10</i>
<i>Stage 8: Review by Faculty Senate</i>	<i>10</i>
<i>Stage 9: Action of the Provost</i>	<i>10</i>
FAST TRACK PROGRAM APPROVAL.....	11
<i>Stage 1: Development of Concept Paper</i>	<i>11</i>
<i>Stage 2: SAPC & Provost Review.....</i>	<i>11</i>
<i>Stage 3: Recommend Fast Track</i>	<i>11</i>
<i>Stage 4: Mentoring by Fast Track Subcommittee.....</i>	<i>11</i>
<i>Stage 5: Proposal Sent to Fast Track Subcommittee, College Council(s) Committee(s) and Senate Curriculum Committee (SCC).....</i>	<i>12</i>
<i>Stage 6A: Dean Authorizes UCOs for Pilot Approval.....</i>	<i>12</i>
<i>Stage 6B: Councils and Committees Comment</i>	<i>12</i>
<i>Stage 7: Fast Track Subcommittee Approves</i>	<i>12</i>
<i>Stage 8: Faculty Senate and Provost Approve</i>	<i>12</i>
<i>Stage 9: Implement New Program.....</i>	<i>13</i>
<i>Stage 10: Regular Approvals and Program Review</i>	<i>13</i>
PROGRAM REVIEW PROCESS	14
<i>Stage 1: Establish Five-Year Review Cycle for all Programs.....</i>	<i>14</i>
<i>Stage 2: Program Faculty Prepare for Program Review.....</i>	<i>14</i>
<i>Stage 3: College Committees Review Program</i>	<i>14</i>
<i>Stage 4: Review by Dean(s)</i>	<i>14</i>
<i>Stage 5: Review by SAPC</i>	<i>14</i>
<i>Stage 6: Review by Faculty Senate</i>	<i>15</i>
<i>Stage 7: Review by Provost.....</i>	<i>15</i>

LIST OF APPENDICES.....	16
<i>Appendix I: Degrees Offered By National-Louis University</i>	<i>17</i>
<i>Appendix II: Definition of an Academic Program.....</i>	<i>18</i>
<i>Appendix III: Mission, Values, Vision and Strategic Issues</i>	<i>19</i>
<i>Appendix IV: Concept Paper</i>	<i>25</i>
<i>Appendix V: Academic Planning Proposal.....</i>	<i>26</i>
<i>Appendix VI: Consultation Input</i>	<i>27</i>
<i>AppendixVII: SAPC Program ReviewReport Guidelines</i>	<i>28</i>
<i>Appendix VIII: CAS, CMB, NCE Program Review Report Guidelines</i>	<i>29</i>

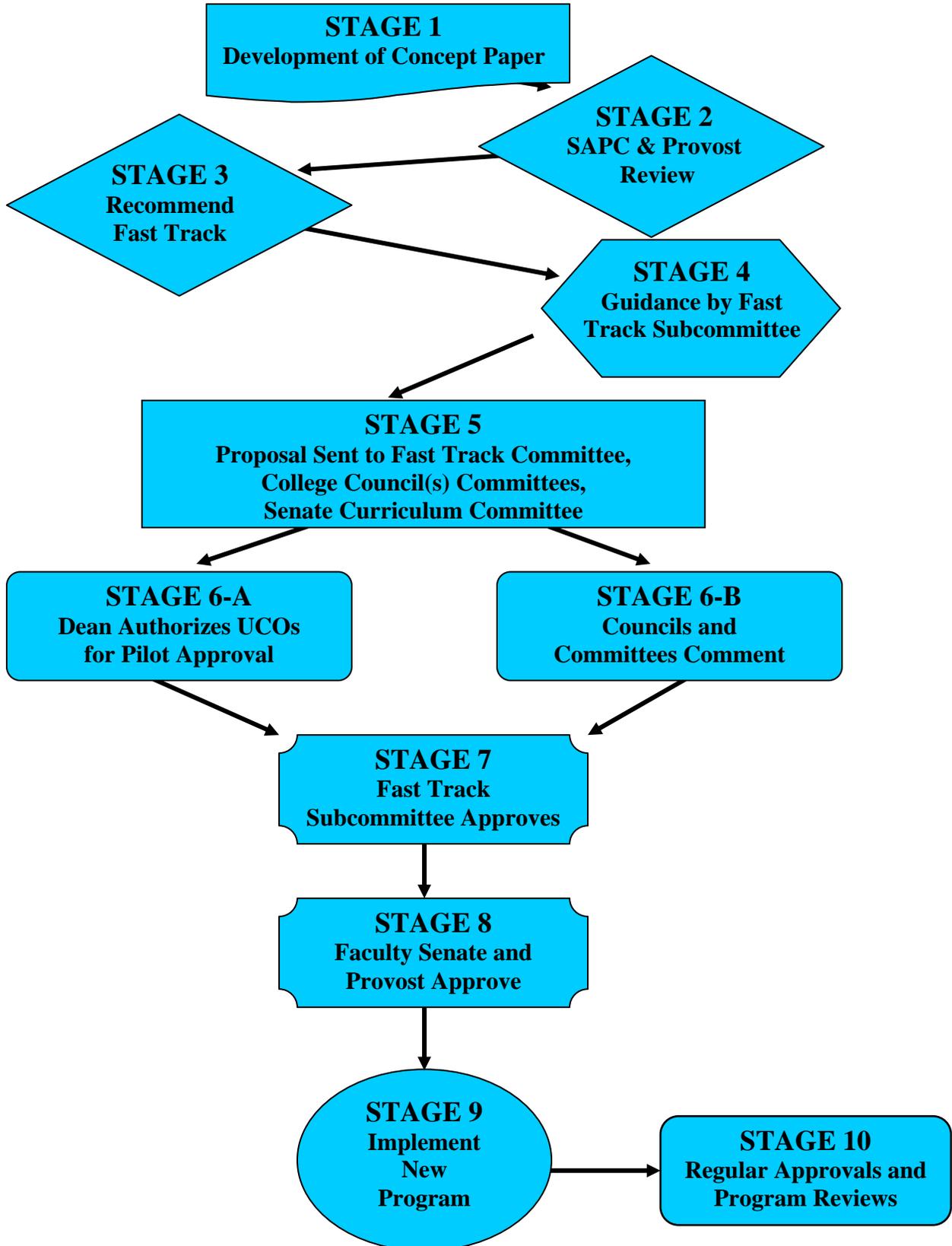
PROGRAM APPROVAL PROCESS

PRELIMINARY STAGE: Faculty present to their department and obtain departmental approval for a new degree program, or revision of, or addition to an existing program. Faculty engage in brainstorming with their college academic planning unit. Upon agreement of the college academic planning unit and/or college dean, faculty engage in brainstorming with SAPC before proceeding to STAGE ONE (new programs) or STAGE FOUR (revised programs).



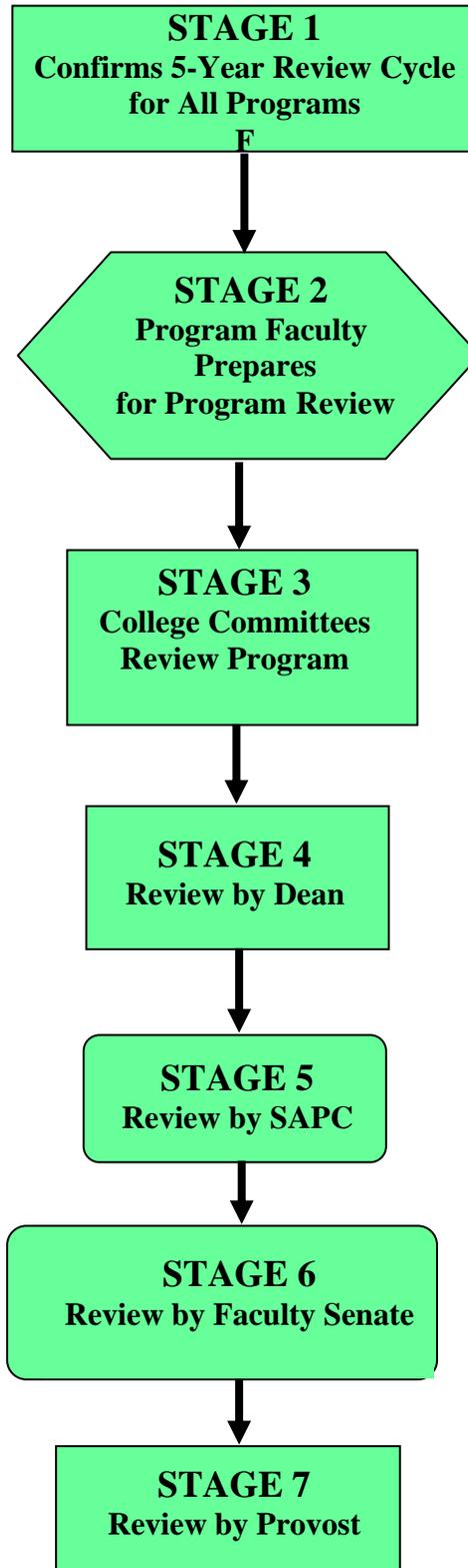
FAST TRACK PROGRAM APPROVAL PROCESS

Has not been used in several years; was designed to be a more nimble process; since inception of the brainstorming meeting, the “regular” SAPC approval process has been more expeditious. SAPC decides whether a fast track approval process is warranted.



PROGRAM REVIEW PROCESS

Faculty Must Attend an SAPC
Program Review Orientation



THE ACADEMIC PLANNING PROCESS

Preface

The authority for recommending academic planning priorities to the Provost lies with the Faculty Senate through the Senate Academic Planning Committee (SAPC). The administrative office responsible for facilitating the academic planning process is the Office of the Provost. It is the Office of the Provost that writes and issues the Academic Alert, which officially authorizes changes to existing programs, implementation of new programs/certificates, and recommends programs for termination. The Office of the Provost keeps the committee apprised of institutional concerns, and will facilitate the coordination of academic planning initiatives with all other aspects of the university planning process.

SAPC Membership

Each college elects two (2) faculty members to serve on the committee, and the University Library elects one (1) faculty member to serve on the committee. The Adjunct Council has the prerogative to elect one adjunct faculty member from that council to serve on SAPC. The term of office is three (3) years in length and staggered so that no more than two (2) members' terms expire each year.

SAPC decisions are made by consensus of the voting members.

Resource People

Resource people attend SAPC meetings as guests, offer expertise in their respective areas and include: the Vice Provost, Director of Articulation and Compliance, and Registrar. Faculty Senate provides a senator as liaison to SAPC.

SAPC Responsibilities per the Faculty Association Constitution

- The Senate Academic Planning Committee shall function as the institutional committee for academic planning.
- The committee shall exert leadership among the faculty in planning the academic future of the University as well as achieving consensus among the faculty concerning the academic direction that shall be pursued by National-Louis University.
- The committee shall establish guidelines for proposing new academic programs, presenting plans for enhancing already existing programs, and discontinuing programs.
- The committee shall recommend academic/faculty planning priorities for the institution which include budget implications for the institution.
- The committee shall develop academic/faculty planning documents for the Senate.
- The committee shall work with the chief academic officer to oversee all academic planning processes.
- The committee shall conduct periodic reviews of the Senate Academic Planning Process.

SAPC Guiding Principles

SAPC will uphold the following principles throughout its deliberations:

- The academic planning process will protect and preserve the integrity of the faculty role in determining the curriculum, design and revision of academic programs.
- The academic planning process will promote communication, collaboration and coordination among the colleges and university personnel as a whole.
- The academic planning process will consider planning initiatives of the faculty which are aligned and integrated with the strategic planning process of the University.
- The academic planning process will support sound planning, fairness, and the continued viability of the University.

The Academic Planning Handbook

This handbook has been developed by members of the Senate Academic Planning Committee to provide faculty with the process for reviewing, revising, conceiving, developing, and carrying to fruition faculty-generated academic programs and initiatives

This handbook and the process for program development and review are intended as living documents. During the course of implementing these processes, refinements and modification of the handbook will be made when updates are necessary. The intention of the handbook and the process it describes here is to make the development of program proposals as “user friendly” as possible. The Senate Academic Planning Committee and the Office of the Provost will make every effort to facilitate the academic planning and approval process in a timely manner.

What is Subject to the Academic Planning Process?

Sections in yellow are updates to help specify and clarify what is required to come to SAPC

What is Subject to the Academic Planning Process?

The Senate Academic Planning Committee is charged with program reviews, as well as, approving proposals for: new academic degree programs, concentrations, majors, minors and certificates; existing academic programs which are changed and require an academic alert; and new delivery methods of existing academic programs. SAPC can also recommend the termination of a program. The list of current academic programs at National-Louis University can be found in Appendix I: Degrees Offered by NLU.

New academic degree programs/majors. An academic program is defined as a set of designated courses grouped by discipline base or certification/license requirements. It is designed to prepare the student for full academic development within the specific discipline. An academic program may be either undergraduate or graduate leading to a formal completion award – a degree or a certificate.

Existing academic programs which are changed. Such changes include any revisions that require an academic alert (any adjustment in a program, which requires changes in the university catalogue, in marketing materials, or in University operations, such as, but not limited to Office of Admissions and Records, or compliance and accreditation). Revisions may include, but are not limited to: change in program/degree

title; change in degree hours; change in admission requirements; change in curriculum (additions, deletions); addition or deletion of a concentration to an existing program; addition or deletion of a certificate in an existing program.

Changed delivery methods of existing academic programs. Such changes may include but are not limited to: on-line delivery of current programs the addition of specialized facilities or technological support, clinical facilities required for accreditation, and the addition or deletion of campus locations.

Programs transferred from one college to another. SAPC will be consulted when programs are considered for a move from one college to another.

Scheduled program review. Each academic program of the university will be reviewed at least every five years for the purposes of continuous improvement. Such review will include overall program review as well as review of the program by location.

Ad hoc program review. An Ad Hoc review by SAPC must take place prior to any decision to discontinue a program or close a campus. SAPC accepts ad hoc reviews, which can be initiated by faculty, deans, or the Provost at any time during the academic calendar.

If you have any doubts about what is subject to the academic planning process, please contact the Chair of SAPC.

NEW and REVISED PROGRAMS

PRELIMINARY STAGE: Faculty present to their department and obtain departmental approval for a new degree program, or revision of, or addition to an existing program. Faculty engage in brainstorming with their college academic planning unit. Upon agreement of the college academic planning unit and/or college dean, faculty engage in brainstorming with SAPC before proceeding to STAGE ONE (new programs) or STAGE FOUR (revised programs).

Stage One Development of Creative Idea (Concept Paper)

- The concept should be consistent with the college strategic plan, and fit with the university's Mission, Values, Vision and Strategic Issues (Appendix III).
- The concept needs to identify student interest and need, competition, demographic information and budget projections.
- Faculty Initiator(s) write a concept paper that addresses all areas requested (Appendix IV: Concept Paper).

Stage Two Review of Creative Idea/Concept Paper by SAPC and Provost

- SAPC reviews, and submits a report with recommendations to the Provost.
- The Provost reviews and adds findings and a set of recommendations to the SAPC report.
- The Creative Idea/Concept Paper either is approved for preparation of a full proposal, rejected, sent back for further development of the concept paper, or approved for fast-track approval (see page 11).

Stage Three Mentoring of Creative Idea Regarding the Processes of the Academic Planning Proposal

- SAPC assigns a member of the committee to mentor preparation of the Academic Planning Proposal, and concept papers that need further development (Appendix V: Academic Planning Proposal for New and Revised Programs).
- SAPC helps faculty set a timeline for completion of the academic planning process.

Stage Four Writing of Proposal by Initiator (Program Revisions Begin at Stage Four)

- Faculty Initiator(s) writes a proposal that addresses all areas requested (Appendix V: Academic Planning Proposal for New and Revised Programs).
- A budget and projections must be included.
- Consultation with and input from the college dean(s) must be included.
- Consultation with and input from various University offices must be included (Appendix VI).

Stage Five Review of Academic Planning Proposal's Curriculum by College Councils/Committees and Senate Curriculum Committee

- Designated College Councils/Committees approve new and revised courses, and forward approved new courses to Senate Curriculum Committee.

- Designated College Councils/Committees review new or revised program and forward written report of findings and recommendations to Faculty Initiators, College Dean and SAPC.

Stage Six

Review of Academic Planning Proposal by College Dean

- Dean reviews the proposal and recommendations of college curriculum councils/committees.
- Dean forwards a report with findings and recommendations to Faculty Initiator(s) and SAPC.

Stage Seven

Review of Academic Planning Proposal by SAPC

- Faculty Initiator(s) provide SAPC with a complete Academic Planning Proposal two weeks prior to the SAPC meeting. All new and revised University Course Outlines (UCOs) must have all required approvals.
- SAPC reviews the Academic Planning Proposal and findings and recommendations by College Committee(s), Senate Curriculum Committee, and College Dean.
- SAPC recommends a program review cycle for the program.
- SAPC forwards a written report with findings and recommendations to Faculty Initiator(s), College Council/Committee Chair, College Dean and coordinator and other faculty, staff or administrators as appropriate.

Stage Eight

Review of Academic Planning Proposal for New Degree Programs by Faculty Senate

- Faculty Senate votes to approve or reject the proposal and may make additional recommendations.
- Faculty Senate forwards decision to the Provost.

Stage Nine

Action of the Provost

- The Provost reviews the SAPC report and the Faculty Senate findings and recommendations.
- The Provost provides a written response with comments and recommendations to the SAPC report and forwards to the Faculty Senate chair, the Dean, the college council/committee chair, program chair/coordinator and other faculty, staff or administrators as appropriate.
- An implementation process/action plan for the program is conducted as a collaborative process among the faculty, dean, Provost and other units of the university as appropriate.
- The Vice Provost issues an Academic Alert to certify new and revised programs for implementation university wide.

FAST TRACK PROGRAM APPROVAL

Has not been used in several years; was designed to be a more nimble process; since inception of the brainstorming meeting, the “regular” SAPC approval process has been more expeditious. SAPC decides whether a fast track approval process is warranted.

Stage One Development of Concept Paper

- The concept should be consistent with the college strategic plan, and fit with the university’s Mission, Values, Vision and Strategic Issues (Appendix III).
- The concept needs to provide evidence of student interest and need, a description of competition from other higher education institutions, demographic information about potential students and budget projections.
- Faculty Initiator(s) write a concept paper that addresses all areas requested (Appendix IV: Concept Paper).

Stage Two SAPC and Provost Review

- SAPC reviews, and submits a report with recommendations to the Provost.
- The Provost reviews and adds findings and a set of recommendations to the SAPC report.
- The Creative Idea/Concept Paper either is approved for preparation of a full proposal, rejected, sent back for further development of the concept paper, or approved for fast-track approval

Stage Three Recommend Fast Track

- New programs eligible for fast track approval are those for which there is urgency for timely approval due to market needs. Opportunities may be lost if the approval process is lengthy.
- Whether a new program is fast tracked depends on the complexity of the program. For example, what kinds of external approvals are necessary? Some external approvals can take a few weeks, while others may take months.
- Complex new degree programs, such as doctoral programs, are not suitable for fast track approval.

Stage Four Guidance by Fast Track Subcommittee; Initiators Meet with Members Individually; Subcommittee is Comprised of the Following:

- Chair of SAPC (or designee), who would also chair this committee
- Chairs of the relevant college planning and curriculum committees (or designee)
- Chair of Senate Curriculum Committee (or designee)
- Vice Provost (ex officio, non-voting)
- Dean of the college(s) for which the program is being proposed (ex officio, non-voting)
- Director of Articulation and Compliance (ex officio, non-voting)
- University Registrar (ex officio, non-voting)
- VP of Enrollment (ex officio, non-voting)
- VP of Marketing (ex officio, non-voting)

- Vice Provost of Institutional Effectiveness (ex officio, non-voting)
- Director of Institutional Research (ex officio, non-voting)
- Consultation with and input from other relevant University offices not represented on the Fast Track Subcommittee must be included (Appendix VI)

Stage Five

Proposal Sent to Fast Track Subcommittee, College Council(s) Committee(s) and Senate Curriculum Committee (SCC)

- Faculty Initiator(s) writes a proposal that addresses all areas requested (Appendix V: Academic Planning Proposal for New and Revised Programs).
- A budget and projections must be included.
- The full proposal is submitted to the chair of the Fast Track Subcommittee.
- Simultaneously, copies are sent to the appropriate college council(s) and committee(s) and Senate Curriculum Committee (SCC) for written comments only and not approval at this time. Approval by the subcommittee goes to Faculty Senate for ratification.

Stage Six (A)

Dean Authorizes UCOs for Pilot Approval

- All new and revised UCOs receive a one time only pilot approval by the dean.

Stage Six (B)

Councils and Committees Comment

- The chair of the Fast Track Subcommittee must receive comments from the chair(s) of the college council(s) and committee(s) and Senate Curriculum Committee 30 days in advance of the Fast Track Subcommittee's consideration. Comments not submitted within 30 days will be considered agreement with the proposal.

Stage Seven

Fast Track Subcommittee Approves; Stage at Which Subcommittee Convenes as a Group

- The Fast Track Subcommittee reviews the Academic Planning Proposal and comments by College Council (s) Committee(s) and Senate Curriculum Committee.
- The Fast Track Subcommittee forwards a written report with findings and recommendations to Faculty Initiator(s), College Council/ Committee Chair, College Dean and Faculty Senate.

Stage Eight

Faculty Senate and Provost Approve

- Faculty Senate votes to approve and may make additional recommendations.
- Faculty Senate forwards decision to the Provost who approves and may make additional recommendations.

Stage Nine**Implement New Program**

- An implementation process/action plan for the program is conducted as a collaborative process among the faculty, dean, Provost and other units of the university as appropriate.
- The Vice Provost issues an Academic Alert to certify the new program for implementation university wide.

Stage Ten**Regular Approvals and Program Review**

- After fast track approval and implementation, UCOs and the new program are approved through the regular process by the college council(s) and committee(s) and Senate Curriculum Committee.
- Designated College Councils/Committees formally review new programs for approval and forward written report of findings and recommendations to Faculty Initiators, College Dean, SAPC, Faculty Senate and Provost.
- The regular course (University Course Outline) approvals should be completed in time for the course(s) to be offered a second time.
- Full program review of the newly approved program should take place two (2) years after the fast track approval. A regular program review cycle of 5 years would commence thereafter.

PROGRAM REVIEW PROCESS

- Stage One** **A Five-Year Review Cycle for Each Program in Each College will be Confirmed by September 1st of Each Academic Year**
- At the end of the academic year, SAPC requests program review schedules for the upcoming academic year from each Dean and chair of the college council/committee that conducts such reviews. By September 1st of each academic year, SAPC establishes a timetable for each review in conjunction with the colleges.
 - SAPC provides an orientation to program coordinators and department chairs whose programs are scheduled for review. The SAPC program review report and related guidelines are explained. See Appendix VII for SAPC Program Review Report Guidelines.
 - SAPC accepts *ad hoc* reviews which can be initiated by faculty, deans, the Provost, or the University Planning Group at any time during the academic calendar.
 - Prior to program closure decisions at any location, SAPC will conduct a program review, in accordance with the program review process in this handbook, and make recommendations to the Faculty Senate for discussion and action, the results of which will be forwarded to the Provost.
- Stage Two** **Program Faculty Prepares for Program Review**
- Program faculty conduct a self-study of their program. The program faculty assemble appropriate materials using SAPC Program Review and Report Guidelines (Appendix VII). Also see Program Review Report Guidelines for Part One of SAPC Program Review Report (Appendix VIII).
 - Faculty program chair/coordinator forwards the report to the appropriate College Council/Committee chair.
- Stage Three** **College Council/Committee Reviews Program**
- The College Council/Committee reviews the report and sends a written response to the faculty program's chair or coordinator. The faculty chair/coordinator forwards the program review report and council/committee responses to the Dean for review.
- Stage Four** **Dean's Review of Program Report and Committee Recommendations**
- The Dean forwards a written response to the program faculty, college council/committee chair and SAPC chair.
- Stage Five** **SAPC Reviews Program Report and Accompanying Materials**
- The faculty program chair/coordinator forwards the complete program report and all accompanying materials (Appendix VII) to the SAPC chair two weeks in advance of the SAPC meeting.
 - SAPC convenes the program review meeting.
 - SAPC produces a written report in response to the program review. The report includes: identification of strengths and areas for continuous improvement; findings and recommendations in order to

assist programs in setting their strategic direction; and a recommendation to retain, revise, or eliminate the program¹.

- SAPC forwards its written report to the faculty program chair/coordinator, College council/committee chair, the Dean, Faculty Senate chair and other faculty, staff or administrators as appropriate.

Stage Six Review of Program Report and Recommendations by Faculty Senate

- Faculty Senate reviews the SAPC report, votes on its disposition, and forwards its findings and any recommendations to the SAPC chair, and the Provost.

Stage Seven Provost Action

- The Provost reviews the SAPC report and the Faculty Senate findings and recommendations.
- The Provost provides a written response with comments and recommendations to the SAPC report and forwards to the Faculty Senate chair, the Dean, the college council/committee chair, program chair/coordinator and other faculty, staff or administrators as appropriate.
- An implementation process/action plan for the program is conducted as a collaborative process among the faculty, dean, Provost and other units of the university as appropriate.

¹ Terminate a program with a detailed teach-out plan.

APPENDICES

- Appendix I: Degrees Offered By National-Louis University**
- Appendix II: Definition of an Academic Program**
- Appendix III: Mission, Values, Vision and Strategic Issues**
- Appendix IV: Concept Paper**
- Appendix V: Academic Planning Proposal**
- Appendix VI: Consultation Input**
- Appendix VII: SAPC Program Review Report Guidelines**
- Appendix VIII: CAS, CMB, NCE Program Review Report Guidelines**

**APPENDIX I:
DEGREES OFFERED BY NLU
(Updated Annually)**

DOCTORAL DEGREE

Doctor of Education (Ed.D.); CAS

Ed.D. Adult and Continuing Education
Ed.D. Community College Leadership
Ph.D. Community Psychology

Doctor of Education (Ed.D.); NCE

Ed. D. Curriculum & Social Inquiry
Ed. D. Disability & Equity in Education
Ed. D. Educational Leadership
Ed. D. Educational Psychology
Human Learning & Development
School Psychology†
Ed. D. Reading and Language

Educational Specialist; NCE

Ed. S. Administration and Supervision*
Ed. S. School Psychology
Ed. S. Reading and Language
Ed. S. Leadership in Curriculum & Teaching

Certificate of Advanced Study; NCE

C.A.S. Administration & Supervision
C.A.S. Curriculum & Instruction
ESL/Bilingual
Personalized Option
School Nurse
Science Education
Social Science Education
Teaching for Conceptual Integration
C.A.S. Early Childhood Administration
C.A.S. Early Childhood Education◆
C.A.S. Educational Psychology with
Major in Educational Psychology
C.A.S. General Special Education
C.A.S. Language and Literacy
C.A.S. Mathematics Education
C.A.S. Middle Level Education
C.A.S. Progressive Leadership for Labor
in Education
C.A.S. Reading◀
C.A.S. Special Education◀
C.A.S. Technology in Education◀

MASTER'S DEGREE

Master of Education (M.Ed.); CAS

M.Ed. Adult Education

Master of Arts (M.A.); CAS

M.A. Psychology
M.A. Public Policy

Master of Arts in Teaching; NCE

M.A.T. Early Childhood Education◆
M.A.T. Elementary Education⌘
M.A.T. Secondary Education◀
M.A.T. Special Education◀

Master of Business Administration

(M.B.A.); CMB

M.B.A. Business Administration

Master of Health Administration; CMB

M.H.A. Health Services Administration

Master of Education; NCE

M.Ed. Administration & Supervision*
M.Ed. Curriculum & Instruction
ESL/Bilingual
Personalized Option
School Nurse†
Science Education
Social Science Education
Teaching for Conceptual
Integration
M.Ed. Early Childhood Administration
M.Ed. Early Childhood Education◆
M.Ed. Educational Psychology with a
Major in Educational Psychology
M.Ed. General Special Education
M.Ed. Interdisciplinary Studies in
Curriculum & Instruction
M.Ed. Language and Literacy
M.Ed. Mathematics Education
M.Ed. Middle Level Education
M.Ed. Progressive Leadership for Labor
in Education
M.Ed. Reading◀
M.Ed. Special Education◀
M.Ed. Technology in Education◀

Master of Science (M.S.); CAS

M.S. Human Services-Administration
M.S. Human Services-Counseling
School Counseling†
M.S. Human Services-Gerontology
Counseling
M.S. Written Communication

Master of Science (M.S.); CMB

M.S. Electronic Commerce (on hold)
M.S. Human Resource Management and
Development
M.S. Management

Master of Science in Education; NCE

M.S. Ed. Curriculum & Instruction
ESL/Bilingual
Personalized Option
School Nurse†
Science Education
Social Science Education
Teaching for Conceptual
Integration
M.S. Ed. Educational Psychology with a
Major in Educational Psychology
M.S. Ed. Language and Literacy
M.S. Ed. Reading◀
M.S. Ed. Technology in Education

BACHELOR'S DEGREE

Bachelor of Arts (B.A.); CAS

B.A. Applied Behavioral Sciences
B.A. Biology
B.A. English
B.A. Human Services/Practicum
B.A. Human Services/Psychology
B.A. Human Services Social &
Behavioral Studies
B.A. Liberal Arts Studies
B.A. Mathematics/Quantitative Studies
B.A. Political Science
B.A. Psychology
B.A. Social Science

Bachelor of Arts (B.A.); CMB

B.A. Business Administration
B.A. Computer Information Systems

Bachelor of Arts (B.A.); NCE

B.A. Early Childhood Education◆
B.A. Elementary Education⌘

Bachelor of Science (B.S.); CMB

B.S. Health Care Leadership
B.S. Management
B.S. Management Information Systems

CERTIFICATES

Professional Graduate Certificates; CAS

Adult Education
Adult Education Administration
Adult Education Facilitating Adult
Literacy
Adult Literacy
Corporate Written Communication
Human Services
Administration
Counseling
Gerontology Administration
Gerontology Counseling Studies
Gerontology Generalist Studies
Long-Term Care Administration
Psychology
General
Health
Human Development
Organizational
Psychological Assessment

Graduate Certificate; CMB

Managerial Leadership

Certificate; NCE

Professional Assistant Certificate in
Education (PACE)

CERTIFICATIONS/ENDORSEMENTS

* Type 75
† Type 73
◀ Type 10
◆ Type 04
⌘ Type 03

APPENDIX II

DEFINITION OF AN ACADEMIC PROGRAM

Subject to the Academic Planning Process are the Following:

Academic Programs

A. Credit Bearing:

- 1. Leading to a degree or certificate:** A set of designated courses grouped together by discipline base or certification requirements. It is designed to prepare the student for full academic development within the specific discipline and leads to a formal completion award, a degree or a certificate. A program may be either undergraduate or graduate.
- 2. Prerequisite to a program which leads to a degree or certificate:** (i.e. FOCUS; ESOL) A sequence of developmental courses designed to prepare students in the fundamental skills and knowledge base that are necessary to pursue and complete degree programs.

- B. Non-Credit Bearing:** (i.e. PACE) A sequence of courses and related activities that address the academic needs of a particular group, but which do not carry academic credit nor lead to an academic degree.

Not Subject to this Academic Planning Process are the Following:

Non-Academic Programs (A review of Non-Academic Programs may be required or requested by the dean and/or faculty, but are not subject to review as specified in this handbook)

- A. Academic Support Programs:** (i.e., Center for Academic Development; Center for Prior Learning Assessment) Activities and services that provide direct support to credit bearing academic programs.

B. Service Programs:

- 1. Services to external constituencies:** Activities and services sponsored by the university for the purpose of fulfilling its obligation to work for the betterment of society. These activities and services relate most directly to constituencies outside the university community, though the university is indirectly benefited in its mission and in its relation to society at large.
- 2. Services to internal constituencies:** Activities which are indirectly related to the academic program that are designed to support and enrich students faculty and/or staff within the university community as well as enhance the effectiveness of the mission of the university.

- C. Non-Credit Certificate Programs:** Non-credit bearing certificate programs or Continuing Education Unit (CEU) programs are not subject to the academic planning process.

APPENDIX III

MISSION

National-Louis University provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence.

VALUES

These are the values that inform and energize our mission.

Excellence. NLU is committed to providing the highest quality educational experience and administrative service to each student. We strive to be the best, and to continually improve our processes and outcomes.

Respect. The NLU community and its educational philosophy are built on a high regard for the cultures, backgrounds, experiences and dignity of each person. NLU embraces and builds upon the strength that comes from a diverse student body, faculty, and staff.

Access. From its founding, NLU has provided opportunity for each student. Whether through developmental support for the under-prepared or through culturally relevant curriculum, NLU brings each student to a high level of academic achievement, including those who have historically encountered barriers to higher education.

Collaboration. As part of the dynamic creation of ideas and sharing of knowledge, NLU encourages interdependent learning relationships among students, faculty and staff, and between the university and its communities.

Passion. NLU cares deeply about the fundamental value and importance of its work. An NLU education transforms individual lives, organizations, and communities.

Inquiry. NLU is committed to fostering a love of learning and intellectual inquiry in all its forms. Faculty and student scholarship both enrich the learning experience and inform our larger society.

Innovation. Because NLU continually seeks to understand and address educational challenges in a diverse and dynamic global era, real-world environments are integrated with theory, creative thinking, and a commitment to social justice.

Engagement. NLU actively reaches out to students, schools, businesses, and communities, working hand in hand to achieve mutual goals. That deep involvement is also reflected in how NLU staff and faculty work collaboratively with their colleagues to provide services and instruction to each student.

VISION

In 2011, NLU, which has revolutionized education since 1886, will be nationally recognized for providing access to educational opportunities and for effective teaching, scholarship, and learning, which blend theory and practice in order to make each individual student successful.

In 2011, NLU will be known for excellence in serving students who bring academic, professional, and life experience to higher education. Specifically, the university will have a distinctive presence in the graduate preparation of educators, leaders and managers and will be the premier undergraduate transfer institution in the communities in which it operates.

In 2011, NLU will be distinctive for going beyond the traditional classroom to forge long-term relationships with adult students in the communities where they live, work, and learn.

In 2011, NLU will be widely known for its service excellence and culture of quality that exceed national benchmark standards. It will be responsive to the changing needs of society through agility, innovation, and the involvement of all stakeholders in shared data driven decision-making.

In 2011, NLU alumni will be fully engaged in the university community and the pursuit of its Mission. Alumni will participate in and benefit fully from opportunities in learning, career development, personal enrichment, and community leadership through a lifelong association with NLU.

In 2011, NLU will be a model for the innovative use of technology to enhance teaching and learning, to increase student access, and to provide excellent service to all stakeholders.

In 2011, NLU will be recognized by all its stakeholders as a collegial, supportive, and flourishing institution, which attracts, retains, and recognizes exceptional people.

STRATEGIC ISSUES

1. Culture of Quality

(1.a.) Strategic Issue: Continuous Improvement

Although NLU has a philosophical commitment to quality, its practices for measuring and continuously improving quality are fragmented and inconsistent across the institution.

How can NLU develop a culture of measurement and continuous improvement (as defined by AQIP principles of high performance organizations)?

(1.b) Strategic Issue: Measuring Success

To be “revolutionary,” NLU must recognize that a “one-size-fits-all” approach to understanding learning and the assessment of learning is not sufficient. Currently, success is largely defined through retention and graduation, course grades and GPAs. None are sufficient indicators of learning outcomes.

How can NLU broaden its view of the assessment of learning and put in place processes to establish and collect evidence of student learning outcomes and use such data to improve instructional programs and practices and assure student success?

(1.c.) Strategic Issue: Linking Academic Work with Career Goals and Lifelong Learning

Currently, NLU does not have a system for monitoring the link between academic preparation and career preparation/success and lifelong learning.

How can NLU assure that assessment of learning outcomes will occur for all its students, involving not only current students but also transferring students, alumni and the larger community where adults learn?

2. Financial Viability

(2.a.) Strategic Issue: Increasing Enrollment and Retention

As competition for students has increased, NLU has failed to predict and prepare for enrollment growth that is consistent with our Mission and Vision. NLU has not taken adequate steps to address retention issues.

How can NLU ensure a stable, predictable pipeline of new students?

How can NLU improve its planning process to better respond to changes in market demand?

How can NLU implement comprehensive services that ensure retention and predictable paths to success for all students?

(2.b.) Strategic Issue: Marketing and Branding

NLU lacks an institutional brand and a comprehensive long-term marketing plan.

What actions must be taken to establish an NLU brand?

How can NLU develop and implement marketing plans that are both future-oriented and based on hard data?

How can NLU leverage our community channels to improve marketing performance and stabilize enrollment?

(2.c.) Strategic Issue: Revenue Sources

NLU does not have a diversified revenue base as 89% of the revenue is generated from tuition revenue as compared to the industry benchmark of 56%.

What are the market opportunities to leverage our strengths in non-credit, continuing education, lifelong learning programs?

How can NLU develop a portfolio of innovative projects that enhance its reputation and provide funding through grants and sponsored projects, planned giving, comprehensive campaign, and donor cultivation?

How are we going to engage alumni to achieve desired level of participation and support?

What other entrepreneurial endeavors can NLU pursue to diversify its revenue base and enhance its reputation?

(2.d.) Strategic Issue: Facilities

NLU faces the need to continuously improve its facilities and address deferred maintenance issues, currently estimated at \$26 million.

How will NLU transform and maintain its campuses and raise necessary capital funds?

3. Innovative Teaching and Scholarship

(3.a.) Strategic Issue: Maintaining a Tradition of Innovation

To fulfill its century old mission of innovative teaching in the classroom, NLU faculty must continue its tradition of progressive, constructivist education infused by carefully selected and relevant pedagogy/andragogy and delivery systems. This includes the appropriate and effective use of technology to enhance learning. At the program and college level, NLU must anticipate and rapidly respond to changing demands in external markets and regulatory demands.

How can NLU identify the career aspirations of students two to three years ahead of time, and proactively create programs that meet these aspirations?

How can NLU stay innovative in classrooms and programs?

(3.b.) Strategic Issue: Supporting Inquiry and Scholarship

Scholarship drives our academic programs and student learning outcomes. It ensures a stimulating environment where critical inquiry and reflection are encouraged. Without scholarship, NLU will not be a vibrant engaging community. We have a unique view of scholarship here that includes community engagement; participatory practices, and multiple ways of knowing and learning.

What should be the focus of NLU's scholarship? What distinctive and innovative role in scholarship should define NLU's priority in this area?

How can NLU promote, support and share faculty scholarship that furthers the NLU mission and vision?

How can NLU disseminate the results of scholarship?

(3.c.) Strategic Issue: The Colleges

NLU must ensure the future of each College is consistent with the University Mission and Vision while describing a distinctive and competitive market position for the college.

How can NLU pursue a realistic, workable, and financially viable plan for CMB that ranges along a spectrum of options from eliminating the College to transforming it into a compelling choice for students.

How can CAS transform itself into a powerful academic base for all NLU programs and strengthen its undergraduate programming?

How can NCE assert its leadership in education reform and strengthen its already premier position in graduate programming in education?

4. Community Engagement*

(4.a.) Strategic Issue: A Unified Institutional Vision for Community Engagement

NLU does not yet have a unified vision throughout the University of what is meant by “blending scholarship and practice in the communities where students live, work, and learn.”

How can NLU create a unified and unifying vision for community engagement that’s “market smart and mission centered?”

Can applying for Carnegie Foundation’s Community Engagement classification support NLU’s goal to enhance collaborative interaction with communities?

(4.b.) Strategic Issue: Restructuring the Institution for Community Engagement

We are not currently organized for community engagement. Our current approach to this work is scattershot and not well coordinated.

How do we organize the institution for full engagement in communities?

(4.c.) Strategic Issue: Location/Geography

NLU has operated in geographic areas both within and outside metropolitan Chicago without an agreed upon rationale or consistent set of criteria. There is not a common purpose or structural identity which unites our dispersed campuses and centers.

Do our current operating locations advance our Mission and Vision?

What are the performance criteria for operating sustainably and community engagement?

What is the appropriate organizational structure for each campus/center?

* The Carnegie Foundation recently announced the addition of Community Engagement as a category for the recognition of excellence in higher education. Community Engagement describes the collaboration between postsecondary institutions and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

(4.d.) Strategic Issue: Institutional Reputation that Reflects NLU’s Work in Communities

NLU does not adequately capitalize on community efforts (e.g. educational initiatives, grants, partnerships) to increase our institutional reputation. Many think we have become an institution whose single goal is to maximize enrollment; one that no longer lives up to the powerful history and earlier impact of our institution.

How do we regain a national reputation for impact on schools, businesses, and other organizations within communities, while maintaining a strong and sustainable resource base for our work?

(4.e.) Strategic Issue: Leveraging Our Community Engagement in International Markets

Given the reality of our WSB/NLU relationship, our relationship with the Chicago Polish Community, and our entrepreneurial efforts in various international markets, NLU does not have a coherent plan for partnering with immigrant communities at our campuses nor a comprehensive plan to establish effective relationships with international communities and partners.

What activities, services, and curricula will make NLU the preferred institution for immigrant communities, especially Polish, Latino, and Chinese?

Should WSB/NLU serve as a model for additional international partnerships?

What types of activities in which countries serve our mission? In this era of global economy and communication, what role should international education play in our general education, elective, and core curricula?

(4.f.) Strategic Issue: Re-engaging Alumni in the NLU Community

After several years of diminishing involvement with the institution, alumni engagement has seen a minimal revival as the university has made attempts to re-engage alumni in the social life, academic community, and leadership of the university. It now appears that various alumni communities and the institution are ready for more substantial engagement and collaboration.

What specific avenues of alumni re-engagement should NLU pursue over the next 5 years?

How can NLU develop an alumni relations function that provides life-long benefits to alumni and ensures continuing support of the institution?

5. Service and Operational Excellence

(5.a.) Strategic Issue: Building a Service-Oriented Institution

NLU has an inconsistent level of service excellence delivered to various stakeholders. NLU lacks a system of monitoring service excellence performance using nationally recognized benchmark standards.

How can NLU develop benchmark standards for service excellence?

How can NLU develop and adhere to policies and practices for consistent delivery of service excellence?

How can we maximize NLU’s “hands-on” approach to student services resulting in more referrals?

How can we mirror this improved service to all other stakeholder groups, such as alumni, faculty, staff, and other external clients?

(5.b.) Strategic Issue: Exceptional People

While most faculty and staff enjoy their work, concerns about failure in communication, professional development,

career advancement and an imbalance between NLU and market compensation result in some level of dissatisfaction in the workplace.

What changes in communication will cause greater satisfaction?

What professional development resources are available to faculty & staff to improve in their current jobs or will prepare them for career advancement?

Is the compensation structure meeting internal and external equities and does the need for a rewards and recognition program address retention at the university?

(5.c.) Strategic Issue: Diversity

Although NLU is committed to diversity, NLU does not have a defined and measurable culture of inclusion.

How can NLU improve its personnel practices to address under representation of ethnic and racial minorities within faculty and staff?

How can NLU build a culture of inclusion for the entire university community?

(5.d.) Strategic Issue: Innovation and Responsiveness to Change

NLU currently lacks the institutional agility to respond rapidly to the changing demands of the external environment, including emerging opportunities for new academic offerings and revisions to existing offerings to improve their competitiveness and value for stakeholders.

How does NLU encourage and support innovation and responsiveness in relation to a rapidly changing external environment that is moving faster than NLU?

(5.e.) Strategic Issue: Shared Governance

While we aspire to shared decision-making and collaboration, the results are sporadic. A history of distrust, especially between faculty and administration, and the university's formal systems for decision-making hinder shared governance.

How does NLU build trust and make shared decision-making and accountability a normal way of life at NLU?

6. Technology

(6.a.) Strategic Issue: Technology-Enhanced Education

NLU does not yet have a unified vision for applying technology-enhanced learning models to expand access and enhance learning for students.

How can NLU create a unified and unifying vision for technology-enhanced learning?

(6.b.) Strategic Issue: "Single Point of Contact" Service

NLU is not using technology adequately to integrate services across its "service silos" and distributed locations.

How do we apply technology to provide seamless efficient service to all constituents?

6.c.) Strategic Issue: Information Strategy

NLU is not using technology to optimize information management and support data-driven decision-making.

What information and associated performance metrics are needed in order to inform decision-making?

How can technology support decision-making at the appropriate levels of responsibility, authority, and expertise?

APPENDIX IV

CONCEPT PAPER

PRELIMINARY STAGE: Faculty present to their department and obtain departmental approval for a new degree program, or revision of, or addition to an existing program. Faculty engage in brainstorming with their college academic planning unit. Upon agreement of the college academic planning unit and/or college dean, faculty engage in brainstorming with SAPC before proceeding to STAGE ONE (new programs) or STAGE FOUR (revised programs).

In order to obtain approval from SAPC and the Office of the Provost to fully develop a new program either through the regular or fast-tracked process, faculty initiators must prepare a brief concept paper, addressing the bullets in Stage One (see page 6 and repeated below), and responding to the set of questions below:

- Identify contact person (primary faculty initiator).
- Include a rationale for and brief description of the new program being proposed.
- Include a brief written statement by the dean(s), regarding support for this new program.
- Provide brief narrative and data identifying numbers of potential students, enrollment market needs and competition. Consult with Director of Market Research and Enrollment, Vice President of Enrollment, and Vice President of Marketing.
- Include a written statement by the Director of Marketing and Enrollment Research, Vice President of Enrollment, and Vice President of Marketing regarding the feasibility of this new program.
- Describe fit with the respective college's strategic plan and NLU's Mission, Values, Vision and Strategic Issues (Appendix III)

Respond to these questions:

1. What degree or credential is proposed?
2. What are the required total number of hours?
3. What new courses need to be developed? List tentative titles with semester or quarter hours. What is the timeline for writing the UCOs and obtaining approval from the college council and Senate Curriculum Committee?
4. If courses are being revised (list course numbers and titles), what is the timeline for revising the UCOs and obtaining approval from the college council?
5. In what location(s) and on what in Illinois and Out-of-Illinois campuses will the program be offered?
6. How will the program be offered (i.e, cluster, cohort, on-campus, accelerated, face-to-face, online, blended)?
7. When is the anticipated start date of the program if approved?
8. What resources will the program require (i.e, full-time faculty, adjunct faculty, library)?
9. Are initiators requesting fast track approval for this proposal?

APPENDIX V

ACADEMIC PLANNING PROPOSAL FOR NEW AND REVISED PROGRAMS REGULAR PROCESS

PRELIMINARY STAGE: Faculty present to their department and obtain departmental approval for a new degree program, or revision of, or addition to an existing program. Faculty engage in brainstorming with their college academic planning unit. Upon agreement of the college academic planning unit and/or college dean, faculty engage in brainstorming with SAPC before proceeding to STAGE ONE (new programs) or STAGE FOUR (revised programs).

Written proposals for new and revised programs must follow the format below.

1. Brief statement describing the proposed initiative.
2. Rationale for the new or revised program.
3. Fit with mission of the College
4. Fit with College Strategic Plan.
5. Fit with University Mission, Values, Vision and Strategic Issues (Appendix III).
6. Fit with needs of current or prospective students and trends in the field.
7. Detailed description of the new or revised program.
8. Listing of coursework (core and program) as it will appear in the catalogue.
9. University Course Outlines (UCOs) that are new or revised for this program. Revised and new courses must be approved by the appropriate College Councils. All new courses must also have approval by the Senate Curriculum Committee. All UCOs that are new or revised for the proposed new or revised program must have received all required approvals and have all required signatures **prior** to SAPC approval.
10. Assessment plan for assessing student learning and outcomes and viability of the program.
11. Timetable for planning activities to implement the initiative.
12. Budget and projections.
13. Consultation input (Appendix VI).
14. Copies of responses at the different levels in the process; includes councils and committees and consultation.

APPENDIX VI

CONSULTATION INPUT FOR NEW AND REVISED PROGRAMS

One of the purposes of the brainstorming session faculty have with the SAPC Chair and Vice Provost is to determine what consultation input would be helpful. Initiators contact and work as needed with the heads of the following University offices so that each office has an opportunity to comment, advise, and supply the needed information to adequately prepare a concept paper, and complete a proposal (revised or new program).

- Articulation and Compliance
- Enrollment
- Facilities
- Finance
- Financial Aid
- Marketing
- Office of Information Technology (OIT)
- Institutional Research (IR)
- Office of Admissions and Records (OAR)
- University Library

APPENDIX VII

SAPC PROGRAM REVIEW REPORT GUIDELINES

Program faculty prepare for program review by writing a single report. If you have already addressed in Part 1, any information required in Parts 2 (sections 1-6), please refer to the page number(s) which has (have) the information. SAPC considers the pedagogical and fiscal viability of the program. When preparing a written report for Program Review, the report must contain the following in the order below:

Part 1: College Section of Program Review Report

Use the guidelines that already exist in the appropriate College Council for writing a report for program review. If the college section does not have a summary and brief description of the program(s) being reviewed, provide that in the beginning of Part 2 of the SAPC section.

Part 2: SAPC Section of Program Review Report (Must Follow this Format; Narrative Plus Relevant Information as Appendices)

Section 1: Fit with Mission, Values, Vision and Strategic Issues (Appendix III)

Explain how your program fits with your college's mission and strategic plan and the university's mission, and strategic plan (values, vision and strategic issues). See Academic Planning Handbook Appendix III. Address only those areas that are appropriate for your program.

Section 2: Previous SAPC Program Review

The last SAPC response report will be provided to you. Explain how you addressed the challenges and recommendations listed in that report.

Section 3: Strengths and Areas for Continuous Improvement

List and provide a brief narrative for each of the strengths and areas for continuous improvement (i.e. challenges) of your program.

Section 4: Assessment

List and provide in a brief narrative the ways you assess your students throughout your program, and any other assessment tools you use to inform decisions regarding your program. Include appendices as appropriate. Include a written response from the University Assessment Council (UAC) regarding PARS (Program Assessment Reporting System) for the program(s) being reviewed. The PARS report and UAC's response can be in the appendices.

Section 5: Financial Reports, Enrollment, Graduation and Related Data

The SAPC Chair contacts NLU's comptroller and requests that financial data (i.e. program margin reports) is provided for 5 years prior to the review year. The SAPC Chair contacts the university's Office of Institutional Research (IR), for enrollment data broken out by program, degree and location, graduation data broken out by program and degree, as well as other relevant data for 5 years prior to the review year. Include all financial data and data from IR in the report, as well as your comments and feedback regarding the data. Your analysis of the data and the implications for your program are key. All data will be obtained for faculty to assist in analysis of fiscal viability, enrollment and graduation trends, and program viability.

Section 6: Program's Future Plans for Enrollment and Other Initiatives

Describe how your program will address its areas for continuous improvement, and how you will meet external market needs, threats and trends with regard to enrollment, program revisions or additions, or ideas for new programs. In addition, provide a list with a brief description of the program's future plans and initiatives.

Note: In addition to the written Program Review Report outlined above, faculty must provide a **written narrative response from the College Council and a written response from the College Dean**. All program review materials must be submitted to the SAPC chair electronically (word format) 2 weeks prior to the date SAPC will review the program. If any materials are missing, the faculty contact person will be asked to provide that information in time for the scheduled SAPC review. If that is not possible, the review will be rescheduled.

APPENDIX VIII

CAS, CMB AND NCE PROGRAM REVIEW REPORT GUIDELINES FOR PART ONE OF SAPC PROGRAM REVIEW REPORT

COLLEGE OF ARTS AND SCIENCES (CAS)

- I. Committee should request that programs submit a description/list of all required courses in the program along with any curriculum requirements mandated by relevant external agencies for similar programs. This description should demonstrate the conceptual framework of the program.
- II. Committee should review program's level of compliance with external organization curriculum requirements where applicable. It is the program's responsibility to make its case.
- III. Committee should request that programs submit its assessment plan (showing on-going program assessment) with descriptions of how the plan connects to curricular requirements, demonstrations of appropriate indicators/assessment tools and plans for immediate response in trouble areas.
- IV. Committee may receive budget plans and other aspects of program self-study but only review and respond to curriculum areas.
 - All course catalogue descriptions should be submitted
 - Only a few sample syllabi should be necessary for review
 - Sample student projects may be used to confirm content of courses/program
 - Results of certification exams may also be used to demonstrate program successes
 - Description of recent significant changes should also be included

COLLEGE OF MANAGEMENT AND BUSINESS (CMB)

- I. The committee reviewing the program should develop a template for the program review report by examining SAPC and CMB guidelines for conducting program reviews. Next, logistical procedures (time line, meeting procedures, and roles) and information to be gathered from faculty and administration should be determined. The information to be gathered may include:
 - Previous reviews
 - Existing evaluation and assessment information
 - Program and course descriptions including objectives and outcomes
 - Financial data
 - External program requirements, if appropriate

- II. Program Review
 - A. Part 1:

Once the report template is developed and the above information is gathered the committee should start to review the program by examining any CMB specific criteria and any outcome assessments that have been conducted to date. For example, it should start by asking the following key questions, in examining the program and its description:

 - What is the original program's purpose and goals?
 - Is the program meeting the original program goals?
 - What have been the outcomes of the program?
 - Are there new goals we should have for the program?

 - B. Part 2:

Next, the committee should examine the program in the following areas, which are consistent with CMB and SAPC guidelines:

 - Program fit with University mission and strategy
 - Fit with planning assumptions
 - Fit with strategic initiatives
 - Demonstration of viability
 - Market situation and response to external environment
 - Strengths of program
 - Areas for continuous improvement of program

 - C. Part 3:
 - Assets, expenses, and health of the program

 - D. Part 4:
 - Future directions (including recommendations)

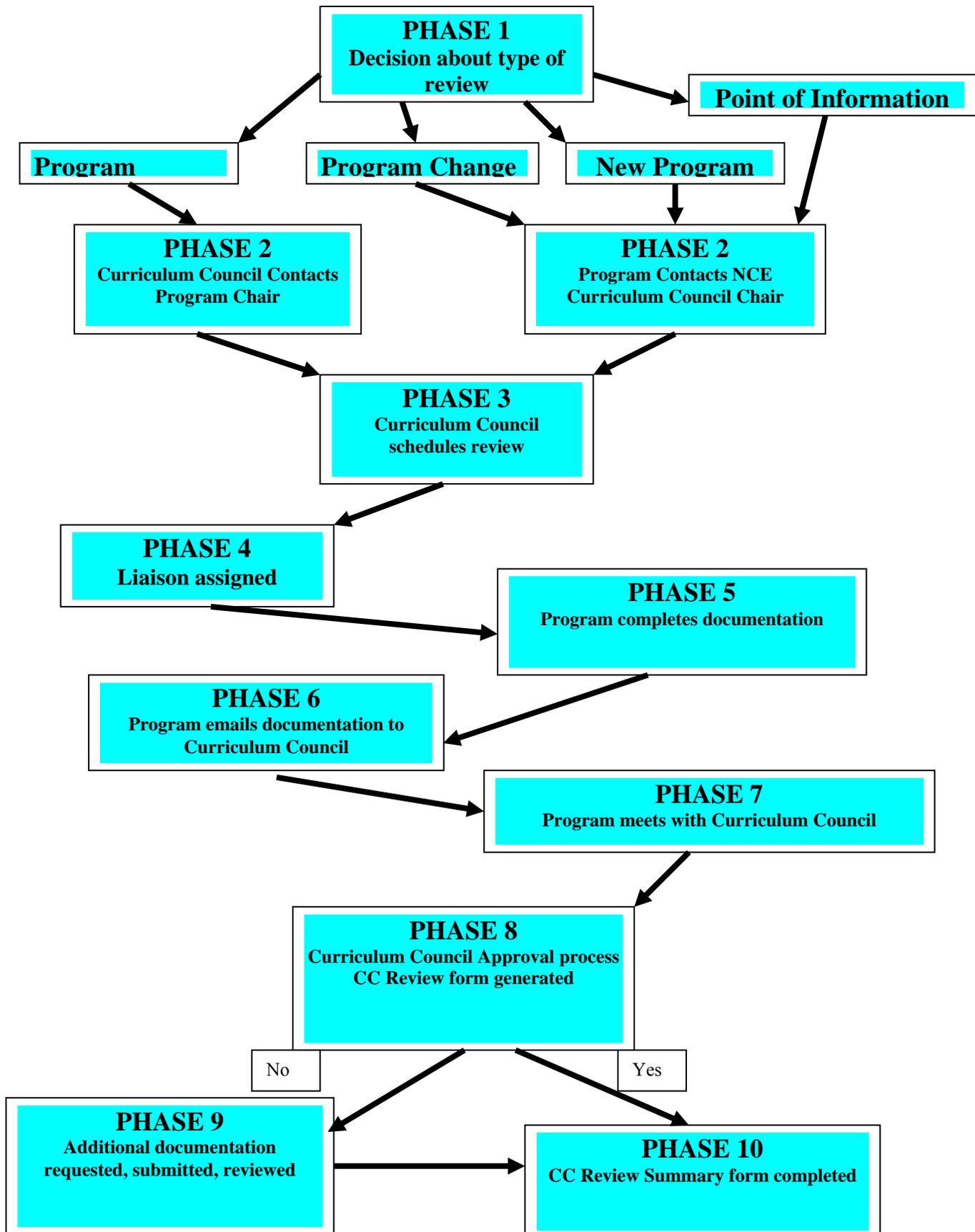
- III. The committee should prepare a draft of the report, which should then be submitted to the appropriate governance units (CDQA, Coordinating Council, etc.) and faculty for approval.

- IV. The College approved report should be submitted to the SAPC.

Definitions and Suggestions

- The “Program Fit” area should include historical evolution of the program. Because of work with the CMB accreditation effort, CMB has information which can serve as a template that would cover most of the section.
- The “Outcomes” area can also be informed by the CMB accreditation effort. Specific program objectives and the accreditation report have already been developed and should be reviewed.
- The “Financial” area will be covered by data supplied to the review team by the CMB Dean, Associate Dean, and NLU departments.

NATIONAL COLLEGE OF EDUCATION (NCE)



I. Introduction

Our purpose in Curriculum Council is to engage with you in a review process of your program/department curriculum. On your part it involves a pragmatic and philosophical articulating and revisioning of your curriculum. We see this as a collaborative, self-reflective process on your part, an opportunity to engage with colleagues in a discourse of curriculum that reflects a shift from a field “with an essentially institutionalized aim to maintain practice (by improving it incrementally) to one with a critical, hermeneutical goal of understanding practice and experience.” (Bill Pinar, 1996, *Understanding Curriculum*, p. xvi). It is in a spirit of critical understanding, reinvigorating and adapting that we do our work together with you in Curriculum Council.

The document you produce for our review articulates the structures, content and processes of curriculum as formulated and enacted by your program/department, including the tensions and concerns within this process and its elements. We also look for ways in which you are integrating practices of diversity, assessment and technology into your whole program. How do practices of diversity manifest within the various points of view in your teaching, appeal to diverse populations, advocacy for students, recruitment of students and hiring practices? What are your expectations and processes for assessment? How are you integrating technology into your curriculum in equitable and pragmatic ways?

If the program is new, propose how you will envision integrating practices of diversity, assessment and technology into the whole program.

Program review documents should be submitted electronically, and should include the date.

Process (adapted from SAPC Handbook, 2002)

PHASE 1

Programs are reviewed as a regularly scheduled review every five years, as a program change, a new program or a point of information. (See Appendix I for definitions)

PHASE 2

The program contacts the Curriculum Council chair to schedule a review. In the case of the five year review, the Curriculum Council Chair contacts the program chair in June preceding the academic year in which the review will take place.

PHASE 3

The Curriculum Council Chair informs programs of the month the program will be reviewed the following year.

PHASE 4

A Curriculum Council member is assigned as a liaison to the program to explain the review guidelines and assist the program in understanding the review process.

The liaison:

- Will contact the department chair at the start of the academic year,
- Will meet with faculty preparing program documentation to clarify and assist with questions related to preparation of the program document.
- Is responsible for verifying that changes requested by Curriculum Council are implemented in the final document.

PHASE 5

The program chair completes the review document in collaboration with program faculty. The review document includes the date and is sent electronically to the Curriculum Council Chair and to the program liaison.

PHASE 6

The program emails the review document to Curriculum Council in time for Council members to read the document and have a preliminary discussion in the Curriculum Council meeting one month prior to the meeting in which the

program's visit is scheduled. At this prior meeting, the council members discuss the document and list any questions they may have. The program liaison conveys these questions to the program.

PHASE 7

At the scheduled Curriculum Council meeting, program faculty discuss the review document with Curriculum Council members, clarify questions, and elaborate on how the program represents the NCE conceptual framework.

PHASE 8

A program may be approved at the conclusion of the discussion, or if it is determined that further information, evidence, or explanation is needed the Curriculum Council may defer the decision to a later Curriculum Council meeting, pending further responses from the program. Upon meeting, a form will be generated by the NCE Curriculum Council which will summarize the action taken at that meeting. A copy of this form will be sent to the program.

PHASE 9

If additional responses are required of the program, the revised document should be resubmitted electronically to the CC chair and liaison with the revision date indicated and changes in the text highlighted electronically.

PHASE 10

Once the review process is complete, an NCE Curriculum Council Review Summary form is finalized and sent to the program chair, the Dean of NCE, and the chair of the Senate Academic Planning Committee. One copy of the form is filed electronically in the Curriculum Council archives. (See Appendix II)

II. Program Description

Program Conceptual Framework

In this work, faculty engages in formal conversation about aspects of their shared vision and divergence, and about coherence between your conceptual framework and the program as it is currently enacted. How is your program's conceptual framework reflective of the NCE conceptual framework? What areas of your program do you identify as being in need of development and change?

Belief Statements and Principles; Shared Vision

Briefly describe the mission, goals and desired outcomes of the program. Describe the vision of the program efforts to prepare educators. How does your program review document reflect the shared vision of program faculty; what tensions and concerns emerged in relation to this process?

Program History

Include a brief history of the program, noting major influences on its development. Institutional history should be documented in this section.

Current Status

Describe the program, including certification, endorsements and enrollment. UCOs may be requested.

Coherence

Describe how components of the program are interrelated.

Diversity

Describe how the program increases the viability of its emerging practitioners in a diversified and multicultural world and how the program recruits and retains faculty, staff, and students from underrepresented groups. How does the program prepare students to recognize, identify and critique dominant discourse? How does the program prepare students, as educators, to understand concepts of privilege, both earned and unearned, and the role of privilege in educational policy, classroom structure, instruction, school culture and communication?

Technology

The program under review should provide evidence that it is using the Illinois Technology Standards to inform its practice, demonstrating a range of ways in which these standards are being met across the program.

For example, how is the program preparing its students

- ❑ to apply learning technologies and technology-based productivity tools to support instruction in the appropriate grade levels and subject areas;
- ❑ to apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology, including issues of democracy and diversity;
- ❑ to understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse; and
- ❑ to use a variety of media, presentation, and authoring packages, and to plan and participate in team and collaborative projects that require critical analysis and evaluation.

The program is encouraged to describe how it is integrating the Illinois Technology Standards into all of its courses, using a variety of assessment tools to demonstrate to faculty that students have achieved these competencies.

Student Assessment (Over the past five years)

1. What assessments were collected on student performance as they progressed through the program?
2. How were these data reviewed, evaluated, and analyzed in order to inform the student assessment process?
3. How were students encouraged to critically reflect upon their own learning and how is that student self-evaluation integrated into the overall assessment of student work?

Foundations

Curriculum Council supports the College's historical commitment to prepare students 1) to be knowledgeable about the social, cultural, historical, philosophical and political contexts of education, and 2) to examine the interaction between schooling and society. Describe in a narrative explanation, with relevant UCOs and course syllabi attached, how the program demonstrates the College's commitment to Foundations.

III. Program Growth and Change

Describe the change(s) you are making in your program. This may be a change in program content or program delivery. Changes may be brought to the committee as points of information, or as substantial changes. (From SAPC: "Substantial change is defined as changing one-third or more of the content of the curriculum.")

Coherence of the change(s) with the program

When change is made within an interconnected system, the original elements of the system are affected in some way. Examine the key program content and/or processes that are affected, positively or negatively, by the program change(s) you are planning. Explain how the program will cohere in light of the changes you are making.

IV. Program Evaluation Over Time (Based upon five years of data review)

Program Self-evaluation

1. What information was collected to evaluate how the program met student needs and expectations?
2. How did the program use student assessment data to make improvements in the program?
3. Over the past five years, how has the program changed in response to aggregated data included in the yearly reports submitted to the Assessment Council?
4. What are current issues and concerns that have been voiced during the self-evaluation process?
5. What kind of support does the program need from the university community?
6. How did the specific concerns of underrepresented groups get voiced and how did those concerns get addressed? How did these voices inform the content, delivery and philosophy of the program?
7. How did the program assess technological needs and expectations? How did you determine what technological competencies are needed?

8. How was the program coherence to NCE standards evaluated? How was the interrelationship among program elements appraised?

If the program is new, indicate how you envision carrying out these steps of program self-evaluation.