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DOC 2019-03 Actions Pertaining to Degree Programs and Academic Departments (Revised)

University of Dayton. Academic Senate. Academic Policies Committee

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Actions pertaining to degree programs and academic departments (Revised)

SUBMITTED BY: Academic Policies Committee of the Academic Senate

DATE: Revised March 29, 2019
Approved March 14, 2014

ACTION: Legislative Authority

REFERENCES: Constitution of the Academic Senate of the University of Dayton Article II. B, DOC 94-10, DOC 96-02, DOC 96-03, DOC 12-05, DOC 12-09, DOC 14-04

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1 Background and rationale

Article II. B. 1 of the Constitution of the Academic Senate gives the Academic Senate the legislative authority “to initiate and formulate academic and educational policies which have significant University-wide impact as determined by the Academic Senate including amendment, revision, or rescission of existing policies.” Further, this article states “In considering which policies have significant University-wide impact, the Academic Senate shall analyze how these policies affect items such as program quality, content, economic feasibility, and consonance with the University mission. To be considered University-wide, the policy must apply to more than one educational unit. Legislative Authority shall not extend to the implementation or administration of such policies. Article II. B. 1. a indicates that the legislative authority of the Academic Senate includes “Degree requirements, standards for development of curriculum program evaluations, curricular options.”

This document sets forth the formats and policies that are to be used when academic units propose the following actions:

- The initiation, suspension, reactivation, splitting, merging, renaming, or discontinuation of both graduate and undergraduate academic degree programs, and
- The creation, renaming, splitting, merging, or discontinuation of academic departments.

This policy is a revision to DOC 2014-04 Actions pertaining to degree programs and academic departments. The prior document streamlined and replaced prior Senate documents that governed these actions (Academic Senate Documents 94-10, 96-02, 96-03, 12-05, and 12-08.) The revision in 2019 was undertaken to update the policy based on changes to graduate degree program proposal processes and further clarify consultation and approval processes.

2 General information on actions pertaining to academic degree programs and departments

For all actions pertaining to academic degree programs or departments, early consultation with the Provost’s Office is required and should precede submission of a formal proposal to approval bodies. In addition, relevant Program Inventory Management (PIM) electronic edits should be initiated during development of the formal proposal to alert the Registrar that actions on a program are forthcoming.

3 Proposals

Proposals to initiate or change the status or structure of academic degree programs and/or academic departments should originate in the academic unit(s) in which the degree program or department is housed and should follow the formats and approval processes detailed in this document. This section details proposal formats for individual actions taken on departments and degree programs. However, a proposed action to be taken on an academic degree program may or may not be accompanied by actions to be taken on one or more academic departments. Similarly, proposed actions relating to an academic department may or may not be accompanied by actions to be taken on one or more academic degree programs.

When a proposal includes several linked actions, the proposers need not duplicate information by proposing each of the actions separately. Rather, in this case of linked actions, a proposal should use a format that succinctly incorporates the proposal elements described in this document, while clearly explicating the nature of the proposed linked actions.

3.1 Academic degree programs

In this document the term “academic degree programs” includes academic programs identified as “majors” within a broadly named academic degree. The scope of this policy does not include smaller scale academic programs such as minors, concentrations, and certificates (See DOC 2018-02 Undergraduate Academic Certificate Policy (Revised) and DOC 2007-03 Guidelines for the Development of Course-based Graduate Certificate Programs).

3.1.1 Initiation of academic degree programs

There are many reasons for an academic unit or units to initiate an undergraduate degree program. Such a program should be consistent with the University mission and be economically feasible.

3.1.1.1 Initiation of undergraduate academic degree programs

The proposal to initiate an undergraduate academic degree program should be developed by the department(s) and the unit(s) that would house the proposed program.

Format for a proposal to initiate an undergraduate degree program

The proposal to initiate an undergraduate degree program should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

1) Proposed Program

- a) Title of Program
- b) Department(s) and Academic Unit(s) in which the program will reside
- c) Description of the program
 - i) Brief summary for inclusion in the University Catalog
 - ii) Focus and disciplinary purpose and significance
 - iii) Unique features of the program (e.g. international study, community engaged learning, research, etc.)
- d) Rationale for the program
 - i) Evidence of need
 - ii) Opportunities for employment and/or post-graduate studies of graduates of the program
 - iii) Discussion of similar programs at the University and peer institutions.
- e) Goals of the program
 - i) This section should address what the overall goals of the program are and how these align with institutional learning goals, strategic priorities, and/or mission.
 - ii) In addition, please address how achievement of these goals will be assessed. A complete assessment plan is not necessary, but attention should be given to the resources and timeline for programmatic outcome assessment.
- f) Components of the program
 - i) Proposed curriculum
 - 1) If possible, please identify in what way the curriculum is aligned with the program goals (Section e, i)
 - ii) Other requirements of the program (if applicable)

2) Impact of Proposed Program

- a) Prospective 5-year Enrollment
 - i) Should include supporting evidence.
- b) What, if any, effect is anticipated on other degree programs and/or departments?
 - i) Evidence of consultation with all identified stakeholders should occur and be documented.
- c) In what ways will the proposed program support the University foundational commitment to diversity, equity, and intercultural inclusion?

3) Resources for Proposed Program

- a) Description of the availability and adequacy of resources (e.g. faculty, equipment, software, library resources, space, etc) needed to deliver the program.
- b) Are new and/or addition resources required for the delivery of the program as proposed? (Yes or No)
 - i) If yes, please describe what will be required, including costs (provide data), availability, source(s) of funding (including a discussion of any cost sharing agreements), and discuss how expected new revenues will justify expenses.

- ii) If new faculty resources will be needed, describe the type of faculty line, anticipated responsibilities of this new line and its contributions to the proposed program, and an anticipated timeline for the hiring process.
- iii) Evidence of consultation with all identified stakeholders should occur and be documented. The Libraries should be among the stakeholders consulted. If additional faculty are requested, this must specifically be addressed in letters of support from the Dean's office and consultation with the Provost's office.

d) Has a budget been submitted to the dean's office? (Yes or No)

- i) Letter of support from Dean must address resource implications and early consultation with the Provost Office should address financial analysis. Guidance for these letters is provided in Appendices 6.1 and 6.2.

4) Consultation and Approval Process

a) Description of approvals from each body (group, date and decision).

b) Documentation of consultation

- i) Please include a list of those who were consulted, and the corresponding response or lack thereof.

ii) Recommended format and forms found in Appendices 6.1 and 6.2.

5) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.1.1.2 Initiation of graduate degree programs

The procedures and proposal format associated with the initiation of a graduate degree program are substantially different than those for an undergraduate degree program. New graduate degree programs must be proposed according to guidelines established by the Chancellor's Council on Graduate Studies (CCGS), a state-wide body that, in part, makes new graduate program approval recommendations to the Chancellor of the Ohio Department of Higher Education (ODHE). Note that the CCGS Guidelines have been developed to be in close alignment with Higher Learning Commission (HLC) expectations for new programs. HLC must ultimately approve new programs at all levels. Close adherence to CCGS guidelines during the development of proposals for new graduate degree programs will facilitate and greatly simplify interactions with HLC following State approval.

The CCGS Guidelines can be found [HERE](#). However, CCGS Guidelines are subject to regular change. For the most up-to-date version, be sure to contact the University of Dayton's CCGS representative - currently the Executive Director of the Office for Graduate Academic Affairs. The University's CCGS representative should be consulted early and frequently during the proposal development process to ensure that all university and State level proposal requirements are met.

In addition to the various proposal elements required by the CCGS guidelines, proposals for new graduate programs must also include the following:

- 1) A description of the effects and actions to be taken (if any) on other degree programs and/or departments or units that are impacted by the proposed graduate program;
- 2) Documentation of consultations with all affected departments or units when multiple departments or units are involved; and,
- 3) Letters of consultation and/or support from or on behalf of faculty and chairs of all affected departments, academic deans (critical when new investments or faculty are required), external consultants/constituents and others with a stake in the development of the new program.

Additional supporting documents, including a letter of support from the Provost (especially helpful during state-wide review), are encouraged and may be included as well. The Proposal must then be reviewed and approved via the process detailed in section 4.1 of this document.

3.1.2 Suspension and/or Discontinuation of academic degree programs

Suspension of a degree program means that the University will not, for a specified period of time, accept students into the program. A proposal to suspend an academic degree program—whether undergraduate or graduate—must include provisions to continue the program for a specified period of time to allow students who are enrolled or recruited into the program at the time of suspension to graduate or transfer to another program. The University will provide resources necessary to allow students matriculated or recruited into the program at the time of suspension to complete the program or transfer to another program. Programs cannot remain suspended indefinitely. Normally, a suspended program should be either reactivated or discontinued within a period of two years after the suspension of the program is initiated.

Discontinuation of an academic degree program means that the University will not accept new students into the program and will not provide resources to continue the program except for the resources necessary to allow students enrolled or recruited into the program to complete the program or transfer to another program and to provide assistance to faculty and staff who may be dislocated as a result of the discontinuation.

The suspension or discontinuation of an academic degree program can have a significant effect on faculty, staff, and current and prospective students. Alternatives to the suspension or discontinuation of a program should be considered. The initiation and processing of a proposal to suspend or discontinue an academic degree program must weigh the advisability of continuing the program and the potential use of reallocated resources (including human and financial) against the adverse effects on faculty, staff, current students, and prospective students. Policies and procedures must ensure that careful consideration occurs before academic degree programs are suspended or discontinued. Careful consideration is of particular importance when the suspension or discontinuation of a degree program would result in the termination of faculty, staff, or administrators. The University Regulations on Academic Freedom and Tenure in the Faculty Handbook govern the termination of faculty resulting from the discontinuance of a program or department.

It is not necessary to suspend a program before it is discontinued. If there is no likelihood that the program would be reactivated in the near future, then the program should be discontinued without first being suspended.

3.1.2.1 Suspension of an academic degree program

The proposal to suspend an academic degree program should be developed by the affected department(s) and the unit(s) housing the affected degree program.

Format for a proposal to suspend an academic degree program

The proposal to suspend an undergraduate degree program should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

1) Program Details

- a) Title of Program
- b) Department(s) and Academic Unit(s) in which the program resides
- c) Description of the program
- d) Rationale for the suspension of the program
 - i) If appropriate, alternatives to suspension that were considered.
- e) Components of the program
 - i) Listing of faculty members that teach in this program.
 - ii) Enrollment in the program over the last five years, by year.
 - iii) Courses in the degree program and service courses that will be not offered during the suspension period.

2) Impact of Suspension

- a) Effects on current faculty and staff that support this program.
- b) Effect on current and prospective students
 - i) consultations with Enrollment Management
- c) Proposed actions related to prospective students that have indicated a desire to enroll in the program

- i) identification of programs to which current students might decide to change to.
- d) Disposition of facilities, library and information resources, and other resources used to support the program.

3) Timeline

- a) Plan and timetable to be used to review program status and to decide whether to discontinue or reactivate the program at the end of the suspension period.

4) Consultation and Approval Process

- a) Description of approvals from each body (group, date and decision).
- b) Documentation of consultation
 - i) Please include a list of those who were consulted, and the corresponding response or lack thereof.
 - ii) Recommended format and forms found in Appendices 6.1 and 6.2.

5) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.1.2.2 Reactivation of a suspended academic degree program

The proposal to reactivate a suspended academic degree program should be developed by the affected department(s) and the unit(s) housing the affected degree program.

Format for a proposal to reactivate a suspended academic degree program

The proposal to reactivate a suspended academic degree program should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

1) Reactivated Program

- a) Title of Program
- b) Department(s) and Academic Unit(s) in which the program will reside
- c) Description of the program
 - i) Date the program was suspended
 - ii) Actions taken since suspension
 - iii) Brief summary for inclusion in the University Catalog
 - iv) Focus and disciplinary purpose and significance
 - v) Unique features of the program (e.g. international study, community engaged learning, research, etc.
- d) Rationale for the reactivation of the program
 - i) Evidence of need
 - ii) Opportunities for employment and/or post-graduate studies of graduates of the program
 - iii) Discussion of similar programs at the University and peer institutions.
- e) Goals of the program
 - i) This section should address what the overall goals of the program are and how these align with institutional learning goals, strategic priorities, and/or mission.
 - ii) In addition, please address how achievement of these goals will be assessed. A complete assessment plan is not necessary, but attention should be given to the resources and timeline for programmatic outcome assessment.
- f) Components of the program
 - i) Proposed curriculum
 - 1) If possible, please identify in what way the curriculum is aligned with the program goals (Section e, i)
 - ii) Other requirements of the program (if applicable)

2) Impact of Reactivated Program

- a) Prospective 5-year Enrollment
 - i) Should include supporting evidence.
- b) What, if any, effect is anticipated on other degree programs and/or departments?
 - i) Evidence of consultation with all identified stakeholders should occur and be documented.
- c) In what ways will the proposed program support the University foundational commitment to diversity, equity, and intercultural inclusion?

3) Resources for the Reactivated Program

- a) Description of the availability and adequacy of resources (e.g. faculty, equipment, software, library resources, space, etc) needed to deliver the program.
- b) Are new and/or addition resources required for the delivery of the program as proposed? (Yes or No)
 - i) If yes, please describe what will be required, including costs (provide data), availability, source(s) of funding (including a discussion of any cost sharing agreements), and discuss how expected new revenues will justify expenses.
 - ii) If new faculty resources will be needed, describe the type of faculty line, anticipated responsibilities of this new line and its contributions to the proposed program, and an anticipated timeline for the hiring process.
 - iii) Evidence of consultation with all identified stakeholders should occur and be documented. The Libraries should be among the stakeholders consulted. If additional faculty are requested, this must specifically be addressed in letters of support from the Dean's office and consultation with the Provost's office.
- d) Has a budget been submitted to the dean's office? (Yes or No)
 - i) Letter of support from Dean must address resource implications and early consultation with the Provost Office should address financial analysis. Guidance for these letters is provided in Appendices 6.1 and 6.2.

4) Consultation and Approval Process

- a) Description of approvals from each body (group, date and decision).
- b) Documentation of consultation
 - i) Please include a list of those who were consulted, and the corresponding response or lack thereof.
 - ii) Recommended to use format and forms found in Appendices 6.1 and 6.2.

5) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.1.2.3 Discontinuation of an academic degree program

The proposal to discontinue a suspended academic degree program should be developed by the affected department(s) and the unit(s) housing the affected degree program.

Format for a proposal to discontinue an academic degree program

The proposal to discontinue an academic degree program should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

1) Program Details

- a) Title of Program
- b) Department(s) and Academic Unit(s) in which the program resides
- c) Description of the program
- d) Rationale for the discontinuation of the suspended program
 - i) Date of suspension (if applicable)

- ii) Actions taken since suspension (if applicable)
 - iii) If appropriate, alternatives to the discontinuation that were considered
 - f) Components of the program
 - i) Enrollment in the program over the five years (prior to suspension, if applicable), by year.
 - ii) Courses in the degree program and service courses that will be eliminated or altered.
- 2) Impact of Discontinuation
 - a) Effects on current faculty and staff that support this program.
 - b) Effect on current and prospective students
 - i) consultations with Enrollment Management
 - c) Proposed actions related to prospective students that have indicated a desire to enroll in the program
 - i) identification of programs to which current students might decide to change to.
 - d) Disposition of facilities, library and information resources, and other resources used to support the program.
- 3) Consultation and Approval Process
 - a) Description of approvals from each body (group, date and decision).
 - b) Documentation of consultation
 - i) Please include a list of those who were consulted, and the corresponding response or lack thereof.
 - ii) Recommended to use format and forms found in Appendices 6.1 and 6.2.
- 4) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.1.3 Merging or splitting of academic degree programs

Academic degree programs may be reorganized via merging or splitting of existing programs. As these actions result in new university offerings, the proposal guidelines for a new academic program (see section 3.1.1.1 for undergraduate and 3.1.1.2 for graduate) should be followed. Proposers need not submit a separate proposal to discontinue the existing programs. However, the proposal must identify and address the impacts of the merge/split in terms of:

- a) Effects on current faculty and staff that support this program.
- b) Effects on current and prospective students
 - i) consultations with Enrollment Management
- c) Proposed actions related to prospective students that have indicated a desire to enroll in the existing program(s).
- d) Disposition of facilities, library and information resources, and other resources used to support the program.

3.1.4 Renaming of academic degree programs

Renaming of an academic degree program—whether graduate or undergraduate— may occur for a variety of reasons. If the renaming is not part of significant changes to the structure of the academic degree program, the proposal format described in this section may be used. The proposal to rename an academic degree program should be developed by the affected department(s) and the unit(s) housing the affected department

Proposal to rename an academic degree program

A proposal to rename an academic degree program should include the rationale for the proposed name change. In addition to the proposal, letters of endorsement or objection and documentation of consultation with affected departments or units (where appropriate) should be included. Additional supporting documents may be included. The proposal must be reviewed and approved via the process detailed in section 4.1 before formal submission to the University Registrar and other affected University administrative units.

3.2 Academic Departments

The proposal formats described in this section apply to actions taken on academic departments that house or support undergraduate degree programs, graduate degree programs, or both. As noted previously, when the actions on an academic department also involve actions on one or more academic degree programs—whether undergraduate and/or graduate – the proposers need not duplicate information by proposing each of the linked actions separately. Rather, a single proposal should be developed using a format that succinctly incorporates the proposal elements for each action as described in this document while clearly explicating the nature of the proposed linked actions.

3.2.1 Initiation of an academic department

The proposal to create an academic department should be developed by the unit(s) that will house the department.

Format for a proposal to create an academic department

The proposal to create an academic department should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

- 1) Proposed Department
 - a) Title of Department
 - b) Academic Unit(s) in which the department will reside
 - c) Description of the department
 - i) Focus and disciplinary purpose and significance
 - ii) Unique features of the department (e.g. international study, community engaged learning, research, etc.
 - d) Rationale for the department
 - i) Evidence of need
 - ii) Opportunities for employment and/or post-graduate studies of graduates of the program
 - iii) Discussion of similar programs at the University and peer institutions.
 - e) Goals of the department
 - i) This section should address what the overall goals of the department are and how these align with institutional learning goals, strategic priorities, and/or mission.
 - f) Components of the department
 - i) Curriculum of programs to be housed in the department
 - 1) If possible, please identify in what way the curriculum is aligned with the departmental goals (Section e, i)
 - g) Administrative structure of the proposed department
 - i) Include line of reporting
- 2) Impact of Proposed Department
 - a) Prospective Enrollment
 - i) Should include supporting evidence.
 - b) What, if any, effect is anticipated on other degree programs and/or departments?
 - i) Evidence of consultation with all identified stakeholders should occur and be documented.
 - c) In what ways will the proposed program support the University foundational commitment to diversity, equity, and intercultural inclusion?
- 3) Resources for Proposed Department
 - a) Description of the availability and adequacy of resources (e.g. faculty, equipment, software, library resources, space, etc) needed to deliver the program.
 - i) If new resources will be needed, describe what will be required, including costs (provide data), availability, source(s) of funding (including a discussion of any cost sharing agreements), and discuss how expected new revenues will justify expenses.
 - ii) Evidence of consultation with all identified stakeholders should occur and be documented.

b) Projected additional costs associated with the department and evidence of institutional commitment and capacity to meet these costs

i) Letter of support from Dean must address resource implications and early consultation with the Provost Office should address financial analysis. Guidance for these letters is provided in Appendices 6.1 and 6.2.

4) Consultation and Approval Process

a) Description of approvals from each body (group, date and decision).

b) Documentation of consultation

i) Please include a list of those who were consulted, and the corresponding response or lack thereof.

ii) Recommended to use format and forms found in Appendices 6.1 and 6.2.

5) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.2.2 Discontinuation of an academic department

The discontinuation of an academic department can have a significant effect on faculty, staff, current students and potential students who have applied to the University for enrollment in the programs offered and supported by the department. Alternatives to the discontinuation of a department should be considered. The initiation and processing of a proposal to discontinue an academic department must weigh the advisability of continuing the department and the potential use of reallocated resources (including human and financial) against the adverse effects on faculty, staff, current students, and prospective students. Policies and procedures must ensure that careful consideration occurs before academic departments are discontinued. Careful consideration is of particular importance when the discontinuation of a department would result in the termination of faculty, staff, or administrators. The University Regulations on Academic Freedom and Tenure in the Faculty Handbook govern the termination of faculty resulting from the discontinuance of a program or department.

The proposal to discontinue an academic department should be developed by the affected department and the unit(s) housing the affected department.

Format for a proposal to discontinue an academic department

The proposal to discontinue an academic department should address, in a summary narrative of approximately five pages (exclusive of appendices, which should be kept as brief as possible), the following:

1) Department Details

a) Title of Department

b) Academic Unit(s) in which the department resides

c) Description of the department

d) Rationale for the discontinuation of the department

ii) If appropriate, alternatives to the discontinuation that were considered

e) Components of the department

i) Listing of faculty members that teach in the department

ii) Enrollment in the programs housed by the department over the last five years, by year.

iii) Courses in the degree programs housed in the department and service courses offered by the department that will be discontinued.

2) Impact of Discontinuation

a) Effects on current faculty and staff that support this department.

b) Effect on current and prospective students

i) consultations with Enrollment Management

- c) Proposed actions related to prospective students that have indicated a desire to enroll in the programs housed in the department
 - i) identification of programs to which current students might decide to change to.
- d) Disposition of facilities, library and information resources, and other resources used to support the department.

3) Consultation and Approval Process

- a) Description of approvals from each body (group, date and decision).
- b) Documentation of consultation
 - i) Please include a list of those who were consulted, and the corresponding response or lack thereof.
 - ii) Recommended to use format and forms found in Appendices 6.1 and 6.2.

4) Additional Documents (as needed)

The proposal must be reviewed and approved via the process detailed in section 4.1 of this document before formal submission to the University Registrar and other affected University administrative units.

3.2.3 Merging or splitting of academic departments

The proposal to merge or split academic departments should be developed by the affected departments and the units housing the affected departments.

Format for a proposal to merge or split academic departments

The format for a proposal to merge or split academic departments may be developed by the proposing unit(s). The proposal should provide, in a summary narrative of approximately five pages, (exclusive of appendices, which should be kept as brief as possible), the rationale for the merging or splitting of the departments. Proposals should address changes in the need for faculty, staff, and other resources related to the merger or split and changes in the structure of degree programs or other departments related to the proposed split or merger. Proposals should include any other relevant information listed in the formats described in sections 3.2.1 and 3.2.2.

In addition to the proposal, letters of endorsement or objection and documentation of consultation with departments or units (where appropriate) should be included. Additional supporting documents may be included. The proposal must be reviewed and approved via the process detailed in section 4.1 before formal submission to the University Registrar and other affected University administrative units.

3.2.4 Renaming of academic departments

Renaming of an academic department —whether graduate or undergraduate— may occur for a variety of reasons. If the renaming is not part of significant changes to the structure of the department, the proposal format described in this section may be used. The proposal to rename an academic department should be developed by the affected department and the unit(s) housing the affected department.

Proposal to rename an academic department

A proposal to rename an academic department should include the rationale for the proposed name change. In addition to the proposal, letters of endorsement or objection and documentation of consultation with affected departments or units (where appropriate) should be included. Additional supporting documents may be included. The proposal must be reviewed and approved via the process detailed in section 4.1 before formal submission to the University Registrar and other affected University administrative units.

3.3 Consultation

Broad consultation by the appropriate bodies (both faculty and administrative) is a necessary and important part of all proposals for changes to academic programs and departments. With this in mind, the process of consultation is further explicated here:

A. When asking for a consultation, proposers need to give adequate time for those reviewing the proposal to carry out the review. In most cases, one month is recommended. Consultation requests should clearly state what is being requested. Templates for requesting and responding to consultation are included in Appendix 6.1 and 6.2 of this policy and are recommended for use in order to provide consistency in the process.

B. Requests for consultation should be directed to department chairs or program directors. When a proposal may cross academic units, Dean's offices should be used as a resource for directing the most appropriate departmental-level consultations (e.g. groups of department chairs, leadership meetings, etc). In consultation with affected faculty, these groups can give a consultation on behalf of a department and/or pass the consultation request on to the appropriate department or program committee.

C. When asked for consultation, department chairs or program directors should respond within one week acknowledging receipt of the request and indicating a timeline, or process for handling the request.

D. If recommendations are made:

- Proposers can make the change
- Can explain how the concerns were addressed
- Can explain why they have chosen to leave the proposal unchanged

E. In cases where consultation has been requested, but a proposer has not heard back from a department, the proposer should submit the proposal and detail the attempts that were made to consult.

F. As indicated in proposal formats for all actions pertaining to both academic degree programs and departments, consultation and its result must be documented.

4 Approval processes

The process listed in section 4.1 below is to be used for the approval of all actions to be taken on all academic departments and all academic degree programs—whether graduate or undergraduate. Additional information regarding external approvals is also provided

4.1 Approval flow for actions on academic degree programs and departments

Generally, a proposal will be initiated by one or more chairs of a department, program directors, or deans. While the College and the Schools may have additional and varied requirements, sequential approval is required by the following bodies:

1. College and/or School (faculty or appropriate representative faculty body and dean)
 - a. Level of review and approval should include:
 - i. Appropriate representative faculty bodies (e.g. departmental curriculum committee, unit academic affairs committee)
 - ii. Dean
 - b. If more than one department or unit is proposing the program, the Provost's office, in consultation with ECAS, will determine the appropriate level of approval that is needed from each unit. At minimum, a letter of approval and support from the dean of all units involved is required.
 - c. All consultation, review, and approval should be documented in letters of support or appendices to the proposal, preferably using the templates provided in Appendix 6.1.
2. Graduate Leadership Council. Required only if the action has impact on one or more graduate programs.
3. Executive Committee of the Academic Senate and, if the proposal has University-wide academic or educational impact, the Academic Senate. Refer to section 4.2 of this document for guidelines related to the determination of whether or not a proposal has University-wide impact.
4. Provost and Provost's Council

5. President
6. Board of Trustees

Each step above may require a response document addressing concerns raised before approval is granted. If significant changes are made, the proposal will be returned to the Executive Committee of the Academic Senate for additional review.

New degree programs that represent a new major only but still grant a current degree (e.g. Bachelor of Science, Bachelor of Arts, Bachelor of Science in Education) do not need external approval. New degrees however, will require approval from the Higher Learning Commission. Proposers should work with the Provost's office regarding external approval processes.

For programs that require external approval from accreditors, additional proposal elements may be required by these external bodies. Proposers should work closely with the Dean's Office and Provost's Office regarding program-specific accreditation requirements and processes.

For new graduate programs, after the Board of Trustees approves the new program proposal, the Executive Director of the Office for Graduate Academic Affairs coordinates sending the proposal out for state-wide external review and comment. When the Ohio Department of Higher Education and HLC approves the Full Proposal, the approval process is complete.

4.2 Determination of University-wide impact

If the Executive Committee of the Academic Senate determines that a proposal has significant University-wide academic or educational impact it sends the proposal to the Academic Senate for legislative action. In this case, the action of the Academic Senate is considered a recommendation to the Provost with regard to the proposal. If the Executive Committee of the Academic Senate determines that the proposal does not have University-wide academic or educational impact, it may forward the proposal directly to the Provost with its recommendation. In this case, the recommendation of the Executive Committee of the Academic Senate should be reported to the Academic Senate and recorded in the minutes of both the Executive Committee of the Academic Senate and the minutes of the Academic Senate.

The Executive Committee of the Academic Senate may choose to submit the proposal to one or more standing committees to solicit an opinion regarding the disposition of the proposal before submitting the proposal to the Academic Senate or to the Provost. Article II. B. 1. of the Constitution of the Academic Senate states "In considering which policies have significant University-wide impact, the Academic Senate shall analyze how these policies affect items such as program quality, content, economic feasibility, and consonance with the University mission. To be considered University-wide, the policy must apply to more than one educational unit. Legislative Authority shall not extend to the implementation or administration of such policies."

Normally, proposals involving the initiation, suspension, discontinuation, or reactivation of degree programs should be sent to the Academic Senate for legislative action since the nature of academic degree programs offered by the University significantly affects the quality and content of the curricular options offered by the University. Normally, proposals involving structural changes to an academic department should be sent to the Academic Senate for legislative action if those changes are linked to changes in degree programs or if those changes might impact the curriculum and student enrollment in courses housed in academic units other than the one in which the department is housed. Proposals to rename an academic department or degree program should be sent to the Academic Senate for legislative action if the name change might significantly impact other academic units.

Regarding graduate degree programs, Article II. B. 2. of the Constitution of the Academic Senate states "Legislative Concurrence is defined as the authority to review, to approve or disapprove, or to make recommendations concerning educational policies that are formulated or initiated by all Committees, Councils, and Boards. While retaining the right to initiate and formulate all the educational and academic policies of the University in areas of its competence, the Academic Senate recognizes that various University Committees, Councils, and Boards are already engaged in an advisory capacity in such work. Therefore, all Committees, Councils, and Boards, including, but not limited to, the

Graduate Council, Library Committee, and Research Council will recommend educational policies within their respective purviews. The Academic Senate will ordinarily act upon such policies by Legislative Concurrence. The Academic Senate, however, retains Legislative Authority in the above areas if it wishes to exercise that authority.” Therefore, in most cases regarding actions on graduate degree programs, after approval by the Graduate Leadership Council, the Executive Committee of the Academic Senate will act with legislative concurrence. The Executive Committee of the Academic Senate may choose to submit the proposal to one or more standing committees to solicit an opinion regarding the disposition of the proposal before submitting the proposal to the Academic Senate or to the Provost.

5 Other actions on academic departments or degree programs

The actions on academic degree programs and departments described in the earlier sections of this document are not exhaustive. Other actions such as the transfer of a degree program from one unit to another can be envisioned. For such actions, the proposing unit(s) should consult with the Executive Committee of the Academic Senate and develop a proposal format and approval flow that is consistent with those detailed in this document.

6 Appendices

6.1. Template for request for consultation

The [linked template](#) is recommended for use to help standardize requests for consultation. Proposers should complete this editable PDF and send it with the proposal to those from which consultation is sought. Proposers are encouraged to identify any additional impacts that may not be listed on this template.

6.2. Template for response to consultation request

The [linked template](#) is recommended for use to help standardize the response to requests for consultation. This editable PDF should be completed and returned to the proposers in the agreed upon timeframe. Additional comments that are specific to the proposal should be provided in narrative form.

6.3. Guidance for Dean’s letter of support for a proposal originated from own unit

A Dean’s letter of support should be included with all proposals that originate from that unit. The Dean’s letter should address:

- Is the unit able to deliver what’s called for in the proposal? Consider:
 - Faculty resources
 - Advising
 - Facilities
 - Other resource implications
- In what ways does the proposed program align with unit-level strategic initiatives?
- Have budget projections occurred (in consultation with Provost’s Office) and does the proposed program align with the university’s goal of responsible financial stewardship?
- Other relevant information for consideration of the proposed program.

6.3. Guidance for Dean’s letter of support for consultation with unit

When Deans are providing letters of support for proposals as part of the consultation process, it is important that these letters include:

- Whether the proposed impact on the unit is indirect and the letter represents a letter of support OR the proposed impact on the unit is direct and the letter represents a required letter of consultation.
- If the impact is direct:
 - Is your unit able to deliver what’s called for in the proposal? Consider:
 - Faculty resources
 - Advising
 - Facilities

- Other resource implications
- Does the proposal potentially overlap or compete with academic programming in your unit? If yes, please explain.
- Has consultation occurred with the appropriate departments and academic programs in your unit? What's the outcome of those consultations?
- Does the proposal carry any accreditation implications for your unit? If yes, please explain.