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| **HOW-TO: Complete a Plan Change/Delete Proposal** | | |
| Plan Change  Plan Deletion | | Select the appropriate check box to correspond with the plan proposal type. |
| 1. College and Academic Unit:: | | 1. Enter the name of the college and the academic unit (department) that is submitting the proposal. |
| 2. Academic Plan Name: | | 2. Enter the academic plan name included in the proposed plan change. |
| 3. Emphasis: | | 3. If applicable, enter the academic plan emphasis(es) included in the proposed plan change. |
| 4. Justification for plan changes ([*click for examples*](file:///C:\Users\ssg52\Documents\s)):  Describe how the proposed changes are related to short and long-term goals of the Academic Unit. Ensure your description addresses at least one of the following:   * Improvements to the academic program (aligning curriculum to new or current learning outcomes, improving degree program progression, aligning learning experiences in pre-requisites), * Requirements or recommendations set forth by the program’s Academic Program Review or Specialized Accreditation (addressing improvements based on input from external reviewers, industry trends, new or changing governmental regulations or external accreditation requirements), * Academic unit goals identified in a unit’s Annual Curriculum & Assessment Reports, * Evidence and assessment findings (assessments of student learning, needs assessments, student or employer surveys, comparisons to other programs in the field), and/or * Other important aspects of the academic unit and student learning not identified above. | | 4. Complete the justification for the proposed plan changes. Specifically, address how the proposed changes reflect the academic unit’s short and long-term plans. At least one of the five bullets listed must be addressed. |
| 5. Current purpose statement. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/)) | Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deleted. ***(***[*Resources, Examples & Tools for Developing Program Purpose Statements*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/)). | 5. Program Purpose Statement identifies the overall goals of the degree program (see [*Program Purpose Statement*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/)). Copy and paste the current catalog text on the left side. Also, copy and paste the current catalog text on the right side, and add the proposed changes to the catalog text. Text that is being added to the Program Purpose Statement is entered in **BOLD BLACK** type. Text that is being removed from the Program Purpose Statement is entered in **~~BOLD RED with STRIKETHROUGH~~**. |
| 6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/)*)* | Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deleted. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/)*).* | 6. Program Learning Outcomes detail what students will know and be able to do upon completion of a degree program (see [*Program Learning Outcomes*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/)). Copy and paste the current catalog text on the left side. Also, copy and paste the current catalog text on the right side, and add the proposed changes to the catalog text. Text that is being added to the Program Learning Outcomes is entered in **BOLD BLACK** type. Text that is being removed from the Program Learning Outcomes is entered in **~~BOLD RED with STRIKETHROUGH~~**. |
| 7. *For degree programs: Attach the proposed curriculum map (*[*example formats*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/))*. (Current Curriculum Map can be found here:* [*https://in.nau.edu/ocldaa/dpe-archive/*](https://in.nau.edu/ocldaa/dpe-archive/)  *Use the* [*Curriculum Map Guidelines*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/) *to ensure you have addressed curriculum mapping aspects that will be reviewed by the College Curriculum and Assessment Committees (*[*Reviewer’s Forms*](https://nau.edu/Provost/Curriculum-and-Assessment/Curriculum-Proposal-Resources/Processes-and-Review-Forms/)*).*  Curriculum Maps must contain the following:  (a) All courses located under the “Major Requirements” section in the Details Tab of the Academic Catalog;  (b) Groupings of electives are either mapped OR the purpose of the electives are described somewhere in the curriculum map;  (c) Clear and intentional structure and sequence of courses as evidenced by later coursework building logically on prerequisite courses. | | 7.For degree programs (excluding Minors and Certificates), include an updated Program Curriculum Map reflecting the proposed curriculum changes. Current Curriculum Map can be found here: [*https://in.nau.edu/ocldaa/dpe-archive/*](https://in.nau.edu/ocldaa/dpe-archive/). See [*Curriculum Map Guidelines*](https://in.nau.edu/ocldaa/degree-program-expectations-how-to-guide/) for additional assistance. |
| 8. Current catalog display in this column. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/)*)* | Show the proposed changes in this column.  **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deleted. | 8. Illustrate the proposed catalog changes. Copy and paste the current catalog text on the left side. Also, copy and paste the current catalog text on the right side, and add the proposed changes to the catalog text. Text that is being added to the current Academic Description, Career Tab, Overview Tab, and Details Tab requisites is entered in **BOLD BLACK** type. Text that is being removed from the current Academic Description, Career Tab, Overview Tab, and Details Tab requisites is entered in **~~BOLD RED with STRIKETHROUGH~~**. |
| Indicate whether this certificate will be available ONLY to students concurrently enrolled in a degree program, or will students be able to enroll in this certificate as a “stand-alone” certificate (e.g., without being concurrently enrolled in a degree program)  9a. Offered ONLY if concurrently enrolled in a degree program? Yes       No  9b. Offered as a “stand-alone” certificate? Yes       No  If yes, see 9c.  9c. For “stand-alone” certificates: Will you be requesting Federal Financial Aid for students who attend this program? Yes       No  If yes, please include 5 years of data/projected data for this certificate, and provide your recruitment plan to ensure adequate students will be enrolled. Please note this process may take one year to complete.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 5-YEAR PROJECTED ANNUAL ENROLLMENT | | | | | | |  | 1st yr. | 2nd yr. | 3rd yr. | 4th yr. | 5th yr. | | No.  Students |  |  |  |  |  |   Include your Recruitment Plan to ensure adequate students (at least 10 per year, if possible) are enrolled in the plan: | | **Answer 9 for Certificates only; specifically, proposed changes to Federal Financial Aid (Title IV) funding available for this certificate.**  First, indicate whether the certificate will be available only to students concurrently enrolled in a degree program at NAU, or if it will be available as a “stand-alone” certificate to students not concurrently enrolled in a degree program.  If only available if concurrently enrolled in a degree program check Q.10a “Yes”.  If also available as a stand-alone certificate, then check Q.10b. “Yes”, and complete Q.10.c (including the five year projected data and recruitment plan). |
| 10. Will this proposal impact other academic units/programs, course offerings, or campus availability, etc.? Yes      No  If yes, list and include evidence of notification to and/or response from each impacted academic/ administrative unit, as necessary | | 10. When applicable, describe impacts on other academic units (departments). Refer to the information entered in Question 8 – Details Tab, and identify any courses being added or deleted that are offered by another academic unit (department). If determined that there may be impacts to other academic units (departments), describe and include evidence the impacted academic units (departments) have been notified and support the proposal. |
| 11.If the plan currently leads to professional licensure, certification, or endorsement, has the status changed? Yes      No  If yes, explain | | 11. When applicable, describe the plan change(s) that lead to a change in the plan’s professional licensure, certification or endorsement status. |
| 12. A major is differentiated from another major by required course commonality: 18\* units of the required coursework to complete the major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 18\* units of unique required credit? Yes   No  \* If there are not 18 units unique, the program will need to justify why the major is not conforming to this requirement in one of two ways:   1. The distinctiveness of the degree program must be evident through a well-articulated (1) Degree Program Purpose, (2) Degree Program Learning Outcomes, and (3) explanation for why the specified curriculum requirements are necessary for students to achieve the Degree Program Student Learning Outcomes as illustrated in the program’s Curriculum Map/ Matrix and narrative describing the design of the degree program curriculum. 2. Degree programs can prohibit students from earning dual majors/dual degrees if the dual majors/dual degrees do not conform to this requirement.  A prohibiting policy must be documented in the academic catalog for both majors/degrees. | | **Answer 12-15 for Undergraduate Plans only:**  Answer only the questions that are applicable to the type plan included in the proposal. Select the appropriate check box depending on whether the plan adheres to the University’s curriculum definitions (see [*Undergraduate Curricular Definitions*](https://policy.nau.edu/policy/policy.aspx?num=100201)). If NO, address the non-compliance and justify why the proposal should be approved. |
| 13. An emphasis is differentiated from another emphasis by required course commonality: 15  units of the required coursework to complete the emphasis must be unique, (i.e. not common  or not dual use as a required element in another emphasis), to that emphasis. Do the  emphases each have 15 units of unique required credit? Yes    No | |
| 14. An undergraduate certificate is differentiated from another certificate by required course  commonality: 12 units of the required coursework to complete the certificate must be unique  (i.e. not common or not dual use as a required element in another certificate), to that  certificate. Does this certificate have 12 units of unique required credit? Yes   No | |
| 15. A minor is differentiated from another minor by required course commonality: 12 units of  the required coursework to complete the minor must be unique, (i.e. not common or not dual  use as a required element in another minor), to that minor. Does this minor have 12 units of  unique required credit? Yes    No | |
| 16. Graduate degrees are differentiated from one another by required curriculum and course  commonality: at least 12 units of required coursework to complete the degree must be unique  (i.e. not common or for dual use as a required element in another degree).  Does this degree contain at least 12 unique units of required credit? Yes    No | | **Answer 16-19 for Graduate Plans only:**  Answer only the questions that are applicable to the type plan included in the proposal. Select the appropriate check box depending on whether the plan adheres to the University’s curriculum definitions (see [*Graduate Curricular Definitions*](https://policy.nau.edu/policy/policy.aspx?num=100205)*)*. If NO, address the non-compliance and justify why the proposal should be approved. |
| 17. Emphases within a Graduate degree are differentiated by required curriculum and course  commonality: at least 9 units of required coursework to complete the emphasis must be  unique (i.e. not common or not dual use as a required element in another emphasis).  Do emphases contain at least 9 unique units of required credit? Yes    No | |
| 18. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded  coursework? Yes    No  If no, explain why this proposal should be approved. | |
| 19. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?  Yes   No  If no, explain why this proposal should be approved. | |