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[ ]  **Plan Change**

 **[ ]  Plan Deletion**

**Fall 2024**

***All Plans with CAEP designation, or plans seeking CAEP designation, must include a CAEP Accreditation Memo of Approval from the NAU CAEP administrator prior to submission.***

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| 1. College and Academic Unit: |  |
|  |  |
| 2. Academic Plan Name: |  |
|  |  |
| 3. Emphasis: |  |

**Section I**

4. Justification for plan changes ([*click for examples*](http://www4.nau.edu/avpaa/CCAC%20Forms/Plan_Change_Justification_Example.docx)):

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.

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| 5. Current purpose statement. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/))Purpose Statement must include the following:(a) A description of the discipline/area of study the program fulfills, or the program’s “scope”.(b) The content studied, skills developed, and learning experiences provided.(c) The future opportunities for which it prepares students. If the program has emphasis areas: summarize the content and skills unique to each emphasis area. Graduate programs also address the population that is best suited for the graduate program. | 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/)). |

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| 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/))Student Learning Outcomes need to be explicit, learning-centered, align with the program purpose, be appropriate to the level of the degree offered, and if the program has emphases, concentrations or tracks, must capture the learning associated with both the common and unique curricular requirements. | 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/)*).* |

**Question 7 for Degree Programs only; not minors or certificates.**

*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.

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| 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 |

**Question 9 for certificates only; specifically, proposed changes to Federal Financial Aid (Title IV) funding available for this certificate.**

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.

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| --- |
| 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:

**Section II**

**Impacts to Other Academic Units or Programs.**

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

11.If the plan currently leads to professional licensure, certification, or endorsement, has the status changed? Yes [ ]      No [ ]

If yes, explain

**Section III**

**Questions 12-15 for Undergraduate Plans only.**

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.

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 [ ]

**Questions 16-19 for Graduate Plans only.**

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 [ ]

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.

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| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
|  |  |
|  |  |
| Dean of College | Date |