

Guidelines for ACPOL Proposals

Charge: The College of Arts & Media Academic Policies, Procedures, and Curriculum Committee (ACPOL) is responsible for the evaluation and interpretation of the approved academic policies and curriculum of the college. The two primary functions of ACPOL are to:

1. serve as the committee for all student-related petitions, issues, and appeals; and to
2. serve as a peer review and approval process for all curricular and program changes and to ensure consistency across programs and the college.

Course developers and their Department Chairs should attend ACPOL during the meeting the proposals are to be considered.

As you develop proposals, consider how these changes will more richly and rigorously enliven the College of Arts & Media's vision, mission, and values. Consider:

How will these changes foster greater equity, diversity, inclusivity, and global agility within our students?

How will this change ignite entrepreneurial, innovative, creative, and interdisciplinary ways of thinking and being?

How might this proposal make overt the College's commitment to intellectual rigor, community-engaged experiential learning, and the technological advances required for living, learning, and working in a hybrid world?

NEW COURSE PROPOSALS should be:

explicit in **why** the new course is being initiated, how it fits into the curriculum, and what need the course is intended to fulfill

specific about **who** is welcomed to take the course (majors-only, students across CAM and/or University: cross-listed)

clear where the course can be taught within existing facilities and if new technologies or equipment are required

reviewed in advance by the appropriate Department Chair

submitted to the Course Coordinator with the Department Chair copied in on the email

reviewed and approved by Department faculty, as confirmed by the Chair

accompanied by a course syllabus outlining the learning goals and learning objectives

accompanied by suggested course capacities and minimum enrollments

inclusive of pre-requisites, co-requisites, and/or restrictions

accompanied by an explanation of the reasons for the new course(s), how the new course(s) will affect current students and/or how they will accommodate students in the pipeline, and how they will phase in the new course(s), etc.

In addition, COURSE REVISION PROPOSALS should be:

inclusive of examples of course changes, including course titles, course numbers, pre-requisites, co-requisites, and/or restrictions, course descriptions (especially if the update changes how the course fits into the curriculum)

Note: In lieu of Course Proposal Forms (CPF), while presenting CURRICULAR CHANGES, faculty should present:

1. an updated advising form
2. a curriculum map or flowchart
3. an explanation of the reasons for the changes
4. an explanation of how they will accommodate students in the pipeline
5. an explanation of how the program will phase in the changes