DePaul University
School for New Learning
Governance Agreement

Preamble
The primary goal of the School for New Learning's governance structure is to insure the quality of its programs through a shared decision making process between Faculty, Staff and Administrators. SNL's governance structure is designed on the premise that "the best approach is one that increases creativity rather than constraint, continuity rather than crisis, initiative rather than conformity, achievement rather than protocol." It is a system that provides vehicles for the expression of creativity and allows SNL the flexibility to respond to opportunities that will advance its mission while supporting its Essential Commitments. The governance structure, along with the guidelines and principles that regulate the work of various college governing bodies, makes explicit the process by which decisions will be made. It strives to balance flexibility with consistency, reflection with efficient action, and individual vision with organizational need. These governance goals are predicated on the existence of collegiality and trust and united around the basic shared purpose of maintaining a dynamic and thriving institution of higher education.

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The Mission Statement and Essential Commitments will guide all decision-making at the College.
(See Appendices A and B.)

I. Definitions and Roles

A. Faculty
In accordance with the University’s directives, SNL Faculty include all persons who serve within SNL’s Resident Faculty and SNL’s Part-Time Faculty.

[Faculty Handbook: http://oaa.depaul.edu/what/council_handbook.jsp]

- **SNL Resident Faculty.**
  Any person holding a Regular Full Time Academic Appointment, Special Full Time Academic Appointment, Full Time Academic-Staff Appointment, or Instructor is a member of the Resident Faculty. The Resident Faculty have the major responsibility for fulfilling the principal functions for the university – teaching, mentoring, scholarship, research and other creative activities, service, and administration.

  (a) **Regular Full Time Academic Appointment:** This category includes the dean and all tenured faculty (professors, associate professors), tenure-track faculty (assistant professors) and non-tenure track faculty (yearly appointed instructors & long term contract instructors).

  (b) **Special Full Time Academic Appointment:** This category is reserved for special faculty appointments made by the Provost in accordance with a formal contract indicating the special scope of responsibilities and/or limitations attached to each appointment.

  (c) **Full Time Academic-Staff Appointment:** This category refers to four specific positions (as of June, 2005) that are uniquely included within SNL’s resident faculty: two teaching fellows and two senior academic advisors. The category will terminate when the current positions are vacated.

- **SNL Part Time Faculty.**
  Any person holding a part time academic appointment as a Lecturer, Part Time faculty, or Emeritus Faculty.

  (a) **Lecturer:** This category is reserved for those who are temporarily associated with the university in teaching roles. SNL subdivides its lecturers into three types: **Regular Part Time Faculty** (teaching on a course-by-course; quarter-by-quarter basis), **Senior Part Time Faculty** (has taught more than 23 courses) and **Core Part Time Faculty** (assigned advising responsibilities).

  (b) **Part Time Faculty:** This category is reserved for appointments of special honor and/or special recognition.

  (c) **Emeritus Faculty:** This category is reserved for Resident Faculty at the point of retirement who will be retained as Part Time Faculty.

B. Dean
A tenured member of the faculty, the Dean leads the School and serves as an officer of the University. The Dean’s responsibilities include personnel, strategic planning, programs, finance, facilities, systems, communication, positioning, networks and annual reporting on the health (e.g., fiscal status, enrollment trends, market position) of the organization to its faculty. The Dean is responsible for insuring the effectiveness of the Essential Commitments to diversity and social justice overall, and particularly regarding personnel decisions.
C. Associate Deans

Associate Deans are tenure track or tenured members of the Resident Faculty who have academic administrative appointments as a portion of their responsibilities. The Dean, with the advice and consent of the faculty and the recommendation of the administrative staff appoints associate deans to provide academic and administrative leadership for curriculum and faculty. Associate Dean(s) serve three-year appointments. After three years, the Associate Deans may be reappointed for additional terms upon the advice and consent of the Resident Faculty. The Associate Deans participate actively in academic leadership of the school, inspiring, guiding, supporting Faculty and Staff to their best efforts. Communication is a major focus of the role.

- **Associate Dean for Curriculum, Instruction and Assessment**: The Associate Dean of Curriculum, Instruction and Assessment has particular responsibility for the ongoing enhancement of academic quality and promotion of educational innovation. This Associate Dean works to strengthen the student academic experience through the development of faculty, courses and curricula. The Associate Dean for Curriculum, Instructions and Assessment works with full time faculty to develop their schedule and workload. This AD works to onboard new full time faculty and also identifies and organizes professional development opportunities for full time faculty. Working with the part time faculty committee, this AD also ensures new faculty are well prepared to teach and can deliver high quality instruction. This position also ensures that part time faculty have a consistently high quality experience at the School for New Learning from the time they are first hired. The AD for Curriculum, Instruction and Assessment works closely with the full faculty, BACA and its sub-committees and GCA, the Part-Time Faculty Committee, the Assessment Center, the Dean, other Associate Deans and the Senior Director of Mentoring and Student Services.

- **Associate Dean for Operations and Enrollment Management** - This position has particular responsibility for working closely with the Dean and fellow Associate Deans, focuses on enrollment, retention, and academic progress of undergraduate and graduate students. This is accomplished, in part, by initiating data-driven improvements in internal systems and procedures and effectively collaborating with University offices seeking to make similar improvements. Systematic efforts to strengthen new and continuing student enrollment is a key aspect of the role. Working closely with the Dean and fellow Associate Deans, this Associate Dean continuously initiates, monitors, and assesses improvements in all systems and practices involving student services and academic success. Ongoing collaboration with University offices and roles to effectuate such improvements, and to implement changes originating on the University-level, is a major function of this position. Consultative responsibility for identification and development of new degree programs, or changes to existing programs is also a major component of this Associate Dean role.

- **Associate Dean for Undergraduate Programs.** The primary responsibility of the Associate Dean for Undergraduate Scheduling and Programs has primary responsibility for managing the colleges’ various undergraduate programs and to strategically scheduling classes and competence offerings to meet student needs and interests, ensure students can complete degree requirements in a timely fashion, and to ensure optimum class enrollments. Working closely with the campus and program coordinators and the Associate Dean for Curriculum, Instruction and Assessment, this Associate Dean schedules classes and competence offerings for all campuses and undergraduate programs. The AD for Undergraduate Programs is responsible for identifying scheduling/curricular needs for existing program and identifying ways to address these. This includes coordinating the recruitment and on boarding of part-time faculty to instructional positions at the School for New Learning. In addition, the Associate Dean of Undergraduate Programs coordinates the work of campus and program coordinators and the Director of SNL Online in working with faculty to develop courses that address students’ interests and concerns, develop meta-competences, and align activities with competences.
D. Campus Coordinators and Directors
Campus Coordinators and Program Directors are members of the Resident Faculty who have academic administrative appointments as a portion of their responsibilities. The Dean, with the advice and consent of the Resident Faculty and the recommendation of the administrative staff, appoints Coordinators and Directors. They provide academic leadership and direction for SNL's faculty and its programs. As chief agents for implementing academic policy of the School, they are accountable to their respective curriculum committees. They serve three-year terms. After three years, a Coordinator or Director may be reappointed for additional terms upon the advice and consent of the Resident Faculty. The Campus Coordinators and Program Directors meet regularly as a working group.

- **Campus Coordinators.** The primary responsibility of the Campus Coordinators is to have a faculty presence at our various campuses and to serve as a liaison between undergraduate part time faculty and the College. Campus Coordinators observe classroom teaching offering “formative” feedback to part time faculty. Individuals in this role also make recommendations to the Associate Dean for Undergraduate Programs concerning the rehiring of part time faculty. Campus coordinators also recommend class offerings for their campus to the AD of Undergraduate Programs. Each of the following four locations has a Campus Coordinator: Loop, Naperville, O’Hare and Oak Forest. Campus coordinators report to the Associate Dean of Undergraduate Programs.

- **Undergraduate Program Coordinators.** The primary responsibility of program coordinators is to oversee our course based programs and collaborative degree offerings. Working with TLA, BACA and the Assessment Center and SNLOnline, they oversee the content, development, delivery and assessment of the program. They hire part time faculty in consultation with the AD for Undergraduate Programs, and observe classroom teaching. They also serve as a conduit to the AD for Undergraduate Programs regarding competence and course offerings and consult on scheduling as requested by the AD for Programs. Undergraduate Program Coordinators report to the Associate Dean for Curriculum, Instruction and Assessment.

- **Director of Graduate Programs**
In consultation with the Graduate Curriculum and Assessment Committee and the Graduate Coordinator's Council, the Graduate Director is responsible for overseeing teaching and mentoring in the graduate programs, particularly for recruitment, orientation and evaluation of Part-Time Faculty and assisting in recruitment of students. The Director chairs the Graduate Curriculum and Assessment Committee (GCAC), coordinates development of new programs, and interacts directly with the Assessment Director in developing and implementing issues of assessment.

- **Assessment Director**
In consultation with the Bachelor of Arts Curriculum and Assessment Committee and Teaching, Learning and Assessment Committee, the Assessment Director is responsible for ensuring sound assessment of student work through mentoring Resident and Part-Time Faculty and providing professional development on criteria for assessment and evaluation of Independent Learning Projects (ILPs), Advanced Projects, Externships, graduate independent projects, and integrating projects. The Assessment Director is a voting member of BACA and TLA, an ex-officio, advisory member of GCAC and the Graduate Student Program Review Committee (GSPRC).

- **Senior Director for Advising, Admissions and Mentoring**
This position has particular responsibility for mentoring of current students, support of Professional Advisors and outreach for students who may be at risk, acting as the College’s point person for complaints from or about students. Working closely with the full faculty; the Dismissal committee; the BA Advising and Mentoring committee; the Dean; SNL Associate Deans; and serving as a consultant to BACA and its sub-committees and GCA, the Senior Director has responsibility for leading SNL’s mentoring programs for excellence in student mentoring across the College.
E. Faculty Chair
Candidates must be tenured at the time of their election by the Resident Faculty. The Chair is elected at a faculty meeting, following a call for nominations that is initiated by the individual currently serving in this position. Elections will take place in the fall quarter for a two year term to begin in the following summer quarter. The Faculty Chair will serve as Co-Chair of ACCIL and chair faculty meetings. In conjunction with ACCIL, the Faculty Chair schedules elections, organizes the election process for membership on University committees, creates agendas for faculty meetings, and collaborates with the Associate Dean for Curriculum and Instruction to appoint members to SNL committees.

F. Program Coordinators and Champions (defined further in Appendix E)
Champions are members of the Resident Faculty who provide leadership for the instructional and developmental work in critical areas of the curriculum and instruction. Champions serve as leaders of central components of the respective curriculum and are responsible to either BACA or GCA Committee as appropriate. They are chosen as part of the planning process for their interest and skill.

Coordinators are members of the Resident Faculty who provide leadership for the instructional and developmental work of programs. Coordinators oversee systems which support a program and serve as liaisons between programs and the faculty and administration of the School. They are appointed by the Dean in consultation with the Academic Council.

G. Advisors
- Faculty Mentors. Resident Faculty who serve as the primary mentor to SNL undergraduate and graduate students.
- Academic Advisors. Professional staff members, full and part time, who serve as admissions counselors, advise students on a wide range of issues, and support faculty mentors.
- Professional Advisors. Qualified practitioners or scholars selected for their expertise to serve on learners’ degree committees and assess in the Focus Area.

H. Assistant Deans
There are three assistant deans who oversee School operations. In their various roles (Assistant Dean for Advising and Admissions, Assistant Dean for Operations and Budget, and, Senior Assistant Dean) they implement University and School policies. Working with the Dean, Associate Deans and Senior Director, they develop procedures and practices and supervise Staff in order to carry on the activities of the School within the context of the Essential Commitments.

I. Staff
Staff are supervised regarding performance of duties as defined in their job descriptions. In all work relating to curriculum, staff is additionally accountable to faculty to assure that curricular policies are developed, implemented, and assessed appropriately.
II. Governance

Committees, councils, and task forces are key to the governance of SNL as well as the larger university. Each Resident Faculty member will be required to serve on no more than 3 councils, committees or task forces (including at the University level) per year. As genuinely valuable as the work is, faculty who opt to do more than the basic ‘expected’ levels of service, do so with the School’s/University’s gratitude and at their own risk. Usual practice will be to avoid asking a person to serve as a champion for more than one area or serve as chair for more than one committee or task force. Faculty assigned to administrative and coordinating roles may also serve on additional committees as part of their role.

The Associate Dean for Curriculum and Instruction and the Faculty Chair, in consultation with the co-chairs of the Part-Time Faculty Committee, are charged with making recommendations to the Resident Faculty regarding the participation of Part-Time faculty on SNL committees where such participation is not already specified in this governance document. When making such recommendations, they will take into account the following factors: committee function, committee workload, student needs, labor concerns and University policies regarding committee composition. At the same time, committee chairs are encouraged to offer their input regarding the suitability of Part-Time Faculty serving on a particular committee.

Where not already specified in this document, the Associate Dean for Curriculum and Instruction and the Faculty Chair will appoint staff to appropriate committees.

A. RESIDENT FACULTY

The responsibilities of the resident faculty fall into two types: collective responsibilities and individual responsibilities.

1. Collective responsibilities include:
   - Conducting and participating in regularly scheduled faculty meetings.
     - Chaired by the Faculty Chair or designee.
     - Subject to consensus action except for areas requiring anonymous voting (i.e., approval of academic programs, major curricular revisions, personnel recommendations and school policy changes).
     - Items subject to vote require a simple majority of all voting members of the Resident Faculty to pass. At least two weeks in advance of a faculty meeting the Faculty Chair (or the designated Chair in his or her absence) will send written notification to all Resident Faculty of any votes to be taken during a faculty meeting. Anyone who wishes to vote, but will not be able to participate in the meeting either in person or via telephone, may designate a Resident Faculty member to serve as their voting proxy; this arrangement must be announced to the faculty, by the proxy, prior the commencement of voting. Accommodation will be made for confidential voting by email for those participating via telephone.
     - Open to participation (non-voting) of Part-Time Faculty and Staff as pertinent to the agenda.
   - Adhering to and implementing the provisions of the University’s Faculty Handbook.
   - Providing leadership and initiative regarding teaching, learning and scholarship issues.
   - Reviewing and adopting policy regarding curriculum and instruction.
   - Providing recommendations to the Dean on hiring, tenure and promotion of full-time faculty.
   - Addressing issues of faculty welfare.
   - Providing guidance to the standing school committees.
   - Considering and making decisions regarding new programs/new initiatives.
   - Providing recommendations to the Dean on the appointment of Associate Deans and Program Directors.
   - Advising School representatives to University committees and taskforces.
2. **Individual responsibilities include:**
   - Fulfilling the appropriate role description. (For tenure-track/tenured, see SNL Tenure Guidelines. For Instructors (yearly appointed and long-term contract), see position description. For Full-Rime Academic-Staff appointments, see position description.
   - Teaching on no more than two campuses (Loop, Oak Forest, Naperville, O’Hare, Lincoln Park, Online, Special Program).
   - Engaging in the school/university community (requiring residency within easy commuting distance to DePaul’s Chicagoland campuses).
   - Serving on three school/university committees per year. (Faculty who opt to contribute more do so with the school’s gratitude and at their own risk.)
   - Participating in the school’s regularly-scheduled faculty meetings.
   - Participating in appropriate individual performance reviews (yearly, tenure-related, peer, etc.) and program reviews.

B. COUNCILS

1. **Academic Council (ACCIL)**
   (a) The membership of Academic Council will be comprised of three Resident Faculty members elected at large, one Undergraduate Director, the Graduate Director, the Part-Time Faculty Committee Co-Chair, the Associate Dean for Curriculum and Instruction, the Faculty Chair and the Dean. The Faculty Chair and Dean serve as Co-Chairs. At least one of the elected members should be tenured.
   (b) The election of members for two-year terms takes place at the May meeting. If for any reason an elected member must resign from ACCIL, the Faculty Chair will call for nominations to fulfill the vacancy. If the replacement is temporary (as for a leave), the temporary member will remain active until the regular member returns. If the replacement is permanent, the new member will complete the term of the original member and be eligible to serve subsequent terms.
   (c) Academic Council (ACCIL) provides academic leadership for the School. Its responsibilities are to:
      - Review and recommend academic policy for consideration and action by the Resident Faculty.
      - Create agendas for faculty meetings.
      - Review proposals for new initiatives according to the initiative process (Appendix F.).
      - Facilitate and assess the work of college committees, subcommittees, task forces (Appendix C).
      - With the Resident Faculty, initiate structured review processes with committees and task forces to assess quality of activities and identify ‘lessons learned,’ particularly with respect to each of the college’s Essential Commitments.
      - Monitor the governance process and recommend changes where needed.
      - Promote initiatives and the initiative process (see Appendix F).
      - Advise the Dean on a wide range of issues, such as major budget allocations, faculty workload, faculty composition, geographic distribution of faculty, faculty roles, search processes, honorary Part-Times, special events, and grant opportunities.
      - Collaborate with the Dean on developing the strategic plan for the School.
      - Regularly oversee the process of program review (e.g., NCA, University Program Review).
      - Insure that each committee uses the School’s mission and Essential Commitments to inform their deliberations, decisions and proposed changes (Appendices A & B).
      - Determine point allocations for champions, coordinators and other faculty leadership/administrative work.
      - Create college-level committees, task forces and ad hoc committees as needed (Appendix C).
      - Provide college standing committees and task forces (if appropriate) with budget and strategic planning schedules.
(d) ACCIL will disseminate its minutes to all full-time SNL faculty, employees, Part-Time Faculty members of standing committees, and the Administrative Council (ADCIL).

2. Administrative Council (ADCIL)
   (a) Membership is comprised of the Senior Assistant Dean (Chair), the Associate Dean for Student Systems and Retention, the Assistant Director for Graduate Programs, the Assistant Director for Distance Education, the Assistant Dean for Budget and Administration, the Assistant Dean for Advising and Admissions, and a faculty representative. ADCIL reports to the Dean through the Senior Assistant Dean.
   (b) Administrative Council provides operational leadership for the School. Its responsibilities are to:
       • Share information relative to administrative issues and student services.
       • Create initiatives, define policies and make decisions regarding administrative issues and student services.
       • Review proposals for new initiatives (see Appendix F).
       • Review proposals for new academic policies and curriculum issues for administrative implications.
   (c) ADCIL will disseminate its minutes to all full-time SNL employees, Part Time Faculty who are members of standing committees, and ACCIL.

C. COMMITTEES
1. Graduate Curriculum and Assessment Committee (GCAC)
   (a) Membership is composed of the Graduate Director, graduate assistant directors, the chair of Graduate Student Program Review Committee (GSPRC), four to five Resident Faculty with active graduate clusters/cohorts, and at least one faculty who is actively teaching graduate seminar courses within one or more of SNL’s graduate programs. The Graduate Director serves as Chair as part of the role.
   (b) Responsibilities of GCAC are to:
       • Review, recommend and/or adopt academic policy for all graduate offerings and personnel.
       • Monitor curricular initiatives and special projects and recommend resources.
       • Engage in the ongoing improvement based on assessment of graduate curricula.
       • Review and provide guidance regarding proposals for new graduate offerings and bring forward to the Resident Faculty for consideration and vote.
       • Advise the Graduate Programs Director on operational matters including hiring of Part-Time Faculty and staff.
       • Recommend professional development activities for program personnel.
       • Review graduate student applications for scholarships/awards.
       • Review and act on student requests for exceptions to policy decisions.
   (c) GCAC Subcommittees:
       i. Graduate Student Program Review Committee (GSPRC)
          a. Membership is composed of a coordinator and active faculty mentors of the Master of Arts in Applied Professional Study (MAAPS) program who rotate membership quarterly.
          b. Responsibilities of GSPRC are to:
             o Review and evaluate graduate learning plans.
             o Review, evaluate, and approve culminating project proposals and final projects.
             o Review, evaluate, and approve proposed substitutions for course requirements.
             o Review unsatisfactory graduate student progress and administer “special review status.”
       ii. Graduate Coordinators Council (GCC)
          a. Membership is comprised of Resident Faculty with program coordinator roles.
          b. Responsibilities of GCC are to:
             o Coordinate implementation of individual graduate programs.
o Integrate course offerings between/among graduate programs.
o Collaborate regarding hiring of Part Time Faculty.
o Identify efficiencies for ongoing infrastructure improvement.

2. Bachelor of Arts Curriculum and Assessment Committee (BACA)
(a) Membership is comprised of the Associate Dean for Undergraduate Programs, the Associate Dean for Curriculum, Instruction and Assessment, and at least four Resident Faculty representing diverse areas of the undergraduate programs and curriculum.
(b) Responsibilities are to:
• Engage in the ongoing assessment of the BA curriculum and programs.
• Review and provide guidance on proposals for new and revised undergraduate offerings and bring such proposals forward to the Resident Faculty for consideration and vote.
• Recommend to the Resident Faculty new and revised undergraduate program, curriculum, and instruction policies and practices.
• Recommend to the Resident Faculty the retirement of undergraduate programs and curriculum.
• Monitor undergraduate curricular initiatives and special projects.
• Review and support the work of BA Coordinators and BA Champions.
• Consult with Undergraduate Coordinators and Directors regarding curriculum policy implementation.
• Monitor undergraduate mentoring, advising, and student services in the BA programs, and recommend new and revised initiatives in these areas to the Bachelor of Arts Advising, Admissions, Mentoring and Student Services Committee.
• Recommend to the Resident Faculty professional development in areas of curriculum and program development.
• Solicit the advice and input of credible internal and external experts in order to carry out the above tasks at the highest level of quality.

3. Bachelor of Arts Advising, Admissions, Mentoring and Student Services Committee
(a) Membership is comprised of the Senior Director for Mentoring and Student Services, Associate Dean for Operations and Enrollment Management, the Professional Advisor Champion, one Resident Faculty member, the Assistant Dean for Undergraduate Student Advising and Admissions, and an academic advisor.
(b) Responsibilities are to:
• Define and assess advising and mentoring practices.
• Develop and monitor improvements to the admissions and registration processes.
• Develop policies and procedures concerning roles and responsibilities of faculty mentors, Professional Advisors, and academic advising staff.
• Promote professional development around advising and mentoring issues for faculty, academic advising staff, and Professional Advisors.
• Advise on orientation and coaching of Professional Advisors.
• Develop and monitor student services that support and promote students’ academic achievement, degree progress, retention, satisfaction, and graduation.

4. Personnel Committee
(a) Membership is comprised of a minimum of two elected tenured faculty members and one non-tenured/tenure track faculty member. All tenured members of the Resident Faculty are eligible for
service in the two slots reserved for tenured faculty members. The non-tenured/tenure track member is appointed by ACCIL. One member of this committee must also serve on PPDC. Members should be elected to staggered terms of two years.

(b) Responsibilities are to:

- Coordinate SNL tenure and promotion review processes and make recommendations, on behalf of the tenured faculty, to the Dean regarding tenure and promotion of individual candidates.
- Coordinate formal reviews of tenure-track faculty with regard to progress toward tenure, and make recommendations, on behalf of the tenured faculty, to the Dean regarding renewal of annual contract and progress toward tenure of individual candidates.
- Coordinate informal review of tenure-track faculty and make recommendations to the Dean regarding renewal of annual contract and progress toward tenure of individual candidates.
- Coordinate peer review of teaching.
- Alert the faculty and administration about areas needing improvement concerning SNL's faculty review system.

(c) Deliberations are informed by the SNL Tenure and Promotion Guidelines, the DePaul Faculty Handbook, as well as communications from the University Board on Tenure and Promotion.

5. **Personnel Policy and Development Committee (PPDC)**

(a) Membership is comprised of: four to five Resident Faculty members (mix of tenured and untenured) appointed by the Academic Council; and one Part-Time Faculty member (appointed by the Dean in consultation with the Part Time Faculty Committee).

(b) Responsibilities are to:

- Review policies and procedures regarding hiring, workload (responsibilities and capacity) and evaluation of Resident Faculty and recommend appropriate changes to Academic Council and the Full Faculty. (Review includes “insure compliance with” and “monitor exceptions” as necessary.)
- Review policies and procedures regarding hiring, workload (responsibilities and capacity) and evaluation of Part Time Faculty and recommend appropriate changes to Academic Council and the Full Faculty. (Review includes “Insure compliance with” and “monitor exceptions” as necessary.)
- Consult with the Part Time Faculty Committee on matters concerning part-time faculty.
- Plan, organize and host college-sponsored activities to support creative and scholarly activity of Resident and Part Time Faculty.
- Design and administer process for distributing professional development funds to eligible Resident and Part Time Faculty.
- Maintain, along with the Dean, a public compendium of faculty policies regarding hiring, workload, and evaluation of performance.
- Report to full faculty exceptions made to faculty policies referenced above.
6. Committee on Technology
(a) Membership is comprised of at least three faculty members, with representation from the graduate and undergraduate programs, as well as Distance Education. The Senior Assistant Dean and a technology representative for Distance Education also sit on this committee. A Part-Time Faculty member may be a member. The Committee is chaired by a Resident Faculty member.
(b) Responsibilities are to:
- Assess the ongoing technological and information management needs of SNL.
- Recommend, prioritize and implement school-wide technological solutions to meet these needs.
- Coordinate and integrate these solutions with the University at-large, when necessary.

7. Faculty Professional Development for Teaching and Learning Committee (FPD TLC)
(a) Membership in the Faculty Professional Development for Teaching and Learning Committee is comprised of two Part-Time Faculty members, one campus or program coordinator, a representative of SNL online, a representative of CAEA, a member of the Resident Faculty, and the Associate Dean for Curriculum, Instruction and Assessment. A Part-Time Faculty member and a Resident Faculty member Co-Chair.
(b) The responsibilities are to:
- Make recommendations about policies and procedures for professional development of faculty to ACCIL
- Plan, organize, and host professional development activities for faculty based upon needs identified through course evaluations, course reviews and teaching observations, and as identified by TLA, campus and program coordinators, champions, BAAM and Associate Deans. Such activities should serve all of the school’s programs, including those operating outside the United States.
- Communicate to faculty the many resources at DePaul for professional development around teaching and learning.
- Encourage scholarship of teaching and learning.
- Consult with SNL’s representative to the Contingent Faculty Committee as well as with part-time faculty members and make recommendations on Part Time Faculty issues to the ADCIL, ACCIL or the Dean.
- Make recommendations to the Faculty Chair and Associate Dean for Curriculum, Instruction and Assessment for Part Time Faculty membership on committees.

8. Diversity and Social Justice Committee (DSJC)
(a) Membership is comprised of at least: one tenured faculty member, one non-tenured tenure-track faculty member, one Part Time faculty member, one staff member at-large, one staff member in Distance Education, and one student. Ex-officio membership is held by one member of Administrative Council.
(b) The Part Time faculty member is appointed by the Dean following consultation with Faculty Chair who will seek recommendations from both the BA Part Time Faculty Committee and the Graduate part-time faculty committee (derived from the Graduate Curriculum and Assessment Committee). Staff members and the ex-officio ADCIL member are selected and appointed by ADCIL. Student members are selected and appointed by the DSJC. Terms of faculty and staff committee members are two years. Student member terms are one year.
(c) Responsibilities of the DSJC are to:
- Coordinate efforts within the broader SNL community to advance its Essential Commitments to Diversity, Social Justice, and Community in Service of Learning.
- Celebrate individual and community accomplishments that model these Essential Commitments.
- Coordinate faculty and staff development in principles and best practices integral to these Essential Commitments.
• Initiate, review, and act upon reports, assessments, and climate surveys that address issues of diversity and social justice and, based on such review, be advisory to School planning in areas of faculty and staff development and student learning resources.
• Foster effective and respectful communications among all members of the SNL community.
• Foster connections in teaching and learning to social justice issues in communities both locally and internationally.
• Connect school efforts with University initiatives and goals centering on diversity and social justice.

9. **International and Travel Study Committee**
   (a) Membership is comprised of a Coordinator (see Appendix E) and at least two Resident Faculty members. Committee membership may include one Part Time Faculty member.
   (b) Responsibilities are to:
   - Develop curricular and scholarly efforts related to travel study and internationalization issues and concerns.
   - Review and make recommendations regarding SNL domestic and international travel study courses to TLA and/or GCA Committee for formal approval.
   - Review and award travel scholarships.
   - Advise on international initiatives (see Appendix F re Initiative Process) at the School and the larger University.
   - Provide consultation and assistance to faculty seeking to develop a course or activity involving international or domestic travel.
   - Represent the School on University committees and boards with an international agenda such as University Council on International Programs and international-focused community groups and academic consortia.
   - Actively seek new opportunities for supporting SNL’s international goals, such as pursuing grant and scholarship opportunities for international-related research and student support, etc.
   - Advance awareness and provide professional development on international issues, including support of speakers to classes and advisory groups.
   - Assist in the design and implementation of annual international activities (conferences, workshops, brown bags) to promote awareness and support.
   - Coordinate the School’s cross-border affiliations with other universities and international organizations.

10. **Faculty Search Committee**
    (a) Membership is comprised of three to five members of the Resident Faculty. At least one of the members should be tenured. For the purposes of continuity, one of the Committee members will have been a member of the previous Committee.
    (b) Responsibilities are to:
    - Organize and structure the search process for vacant Resident Faculty positions.
    - Align policies and policy changes to the University Faculty Handbook.
    - Refine the position description with input from the Dean, faculty, committees, and Directors.
    - Identify venues for advertisement.
    - Review applications, interview candidates (via the telephone and on-site visits) and host candidate visits.
    - Assess the potential of applicants and candidates, with input from various SNL constituencies as well as candidate references.
    - Develop recommendations for the faculty.
    - Prepare documents on each candidate for presentation to the full faculty for a vote on each candidate.
    - Present recommendations of the full faculty on each candidate to the Dean.
• Assess the programmatic needs of the School in anticipation of future search activities, while documenting and maintaining search process materials.
• Debrief with faculty at end of search.
• Collaborate with PPDC and the Dean on off-cycle searches.

11. Local Review Board (LRB)
(a) Membership is comprised of at least three resident faculty, including (but not limited to) one tenured faculty member. Members should reflect the diversity of research methodologies characteristic of the School. The LRB reports to the Institutional Review Board (IRB).
(b) To promote and support the federal mandates surrounding all ethical protections for human subjects of formal research as carried out at SNL, the LRB’s responsibilities are guided by DePaul University’s Policy, “Research Involving Humans or Human Data” and include the following:
• Oversight and review of all research activities in SNL involving humans, including but not limited to.
  o Class-related projects that require IRB review;
  o Theses and equivalents;
  o Faculty/staff research.
• Making the initial recommendation for exempt, expedited or full Board review and for providing sufficient justification for its recommendation.
• Maintaining records for all projects reviewed and the review determination and for providing reports to the IRB as requested.
• Providing education, materials, consultation and support to members of its unit.
• Maintaining confidentiality both with respect to the content of the research proposals.
• Maintaining confidentiality with respect to the LRB’s deliberations and voting.
(c) LRB members may not review or make recommendations on their own research. At least three members unaffiliated with the research must review each project at the LRB level.

12. Awards Committee
(a) Membership is minimally comprised of at least four Resident Faculty members, three of whom are Tenure-Track or Tenured Faculty members, and a staff member.

(b) Responsibilities are to:
• Manage the following awards:
  o Awards for Student Excellence
  o QIC Excellence in Teaching Award
  o Student Commencement Speaker
  o Arthur and Lila Weinberg Memorial Prize
  o David O. Justice Award
  o Staff Appreciation Award
  o Lifelong Learning Award
• Annually review and maintain the eligibility and selection criteria of each award in compliance with the award sponsors’ most recent requirements.
• For all awards except the QIC Excellence in Teaching Award, the following processes will be followed:
  o Solicit award nominations and supporting materials for the nominations.
  o Carry out selection procedures in compliance with the award sponsors’ requirements.
  o Organize and conduct an Awards Celebration.
  o Disseminate the names of the recipients and the awards each received through University and other appropriate avenues.
  o Annually report on the Awards Committee’s activities, accomplishments, selection decisions, and recommendations.
(c) With reference to the Excellence in Teaching Award, Awards Committee responsibilities are to:

- Manage the selection process of the QIC Excellence in Teaching Award.
- Appoint a sub-committee in September of each year that is comprised of three tenured or tenure-track faculty members of the Awards Committee.
- Annually submit the selection criteria and procedures for this award to the Dean’s office, for forwarding to all eligible SNL faculty and to QIC by October 15th.
- Solicit teaching award nominations and supporting materials.
- Ensure that sub-committee’s work is in compliance with the QIC guidelines. The role of the QIC Excellence in Teaching Selection Sub-Committee is to:
  - Ensure that candidates meet the QIC’s eligibility requirements as stated on the QIC website: http://offices.depaul.edu/oaa/faculty-resources/teaching/qic/Pages/Excellence-in-Teaching-Awards.aspx
  - Carry out selection procedures in compliance with the QIC guidelines.
  - Produce a final written recommendation to the Dean for the Excellence in Teaching Award recipient.

13. Grade Challenges Committee
   (a) Membership is comprised of three Resident Faculty and one student, consistent with corresponding University policies.
   (b) Responsibility is to:
      - Respond to and adjudicate grade challenges according to the University Code of Student Responsibility: Grade Challenges.

14. Exceptions Committee
   (a) Membership is comprised of the Associate Dean for Admissions, Advising and Mentoring, and the College Ombudsperson.
   (b) Responsibility is to:
      - Consider and rule on student requests for exceptions to policy, such as tuition refunds, late withdrawals, registration errors, and grade changes.
D. CENTERS AND INSTITUTES

1. The Assessment Center (part of the Urban Education and Assessment Center)
   (a) The mission of the Assessment Center is to help School for New Learning faculty, students, staff, and alumni to assess, document, understand, and improve the quality of adult learning and development; student retention and academic success; the effectiveness of instruction and mentoring; the efficiency of the School's academic assessment, tracking, and record-keeping processes; the overall outcomes of SNL academic programs.
   (b) Responsibilities are to:
      • Promote and assist faculty in carrying out assessment-related scholarship (in collaboration with the Center to Advance Education for Adults).
      • Provide professional development regarding adult learning and assessment.
      • Coordinate and assist in program review and North Central Accreditation.
      • Develop and modify course evaluations.

2. Center to Advance Education for Adults
   (a) The mission of the Center to Advance Education for Adults is to serve as a catalyst for change and improved practice in the education of adults.
   (b) Responsibilities are to:
      • Sponsor and disseminate research.
      • Improve the quality of education for adults through programs.
      • Advocate for and advise on adult education/learning through consulting.

E. TASK FORCES

School Task Forces are temporary bodies of SNL Resident Faculty and Staff tasked to address extraordinary issues outside of the regular functions and responsibilities of standing committees. They allow for concentrated effort to study urgent problems or to provide focused effort in support of the exploration, development, and implementation of innovative programs.

While it is the responsibility of standing committees to maintain the quality of SNL programs and to elevate the primary school functions of advising, assessment and instruction, task forces are generally created so that SNL constituencies can: (1) provide management in the design of new initiatives; (2) develop policies for standing committees; (3) identify and define principles that inform SNL’s work, and (4) research a problem and propose solutions.

ACCIL is responsible for considering all requests for the creation of task forces that require faculty membership. See Appendix D, which outlines the process by which standing committees, the Dean, individual or a group of faculty members, staff and administrators can request for a task force to be formed, the guidelines and process that will govern the creation of task forces and the appointment of task force members.
III. Adoption and Amendments

A. RATIFICATION REQUIRES A TWO-THIRDS VOTE OF THE RESIDENT FACULTY.

B. AMENDMENTS:
   1. Motions to amend this document may be made by any member of the Resident Faculty.
   2. Proposed amendments shall be distributed in writing to the entire Resident Faculty at the time of the motion.
   3. Amendments shall be enacted only by two-thirds vote of the Resident Faculty.
IV. Appendix A
SNL Mission Statement

The DePaul University School for New Learning (SNL) is a college designed particularly for adults, who bring rich experience to their desire to advance, enhance, or change their careers and personal lives. Every element of the college, from curricula to support services, acknowledges the constant interaction of school, work, community and family, and empowers the student to reflect, so that experience becomes a source of knowledge and learning becomes a way of life. Rooted in Vincentian traditions of human dignity and social responsibility, SNL provides highly personalized opportunities and emphasizes the integrity, individuality, and responsibility of each student to develop competence and put learning to ever-new use.
V. Appendix B

Essential Commitments

The School for New Learning defines nine commitments as essential to its mission.

A Commitment to Learning as a Way of Life
For all of its learners, SNL cares about the substance and process of learning—the knowledge, abilities, and values they acquire, as well as the educational goals they attain. The School believes that adults learn deeply by reflecting, particularly on experience, drawing meaning and transferable knowledge from all they have done. When we are most successful, students refine their habits of learning and experience the excitement of expanding their curiosity, of using formal inquiry, of developing as independent lifelong learners.

A Commitment to Competence
Curriculum design and assessment practices at SNL focus on the outcomes of learning—the student’s demonstrated knowledge and abilities, learned in a variety of ways. This focus on competence leads faculty to pursue excellence in curricular design, advising strategies, and teaching methods. It enables students to integrate classroom learning with learning from life and work and to apply continuously what they are learning in other contexts.

A Commitment to Partnership with Students
In collaboration with learners, faculty and staff design, implement, and assess individualized educational programs. This learning-centered partnership, based on mutual respect for each participant’s expertise, prior learning, and decision-making power, deepens and broadens learning.

A Commitment to Diversity
SNL faculty develop teaching, advising, and assessment practices that value human differences in the broadest sense. SNL seeks, in particular, to present a welcoming environment for those who have historically been excluded from higher education and to enable all to benefit from the richness that diversity brings to a learning community.

A Commitment to an Evolving, Developing Organization
SNL is a continuously evolving organization, open and responsive to the emerging educational needs of individuals and groups in a constantly changing world. SNL’s response includes ongoing research in effective teaching, mentoring, and assessment, resulting in imaginative design of programs, structures, systems, courses, and materials.

A Commitment to Community in Service of Learning
SNL students, faculty, and staff work and learn in a community that fosters the mutual regard and support necessary for learning. Individuals creatively address challenges caused by multiple locations, asynchronicity, and varying areas and levels of knowledge. Members commit themselves to the Vincentian personal regard for the dignity of individuals, respectfully dealing with conflict, setting goals that benefit individuals as well as DePaul and its urban and global communities, and celebrating achievements.

A Commitment to Social Justice
SNL deliberately works to shape a more just, livable world; to ensure that those who have historically been ignored, excluded, marginalized, oppressed, and economically disenfranchised benefit from the many learning opportunities available through SNL and beyond. In its curriculum, its classroom environments, its assessment practices, its advising strategies, and its formal advocacy, SNL creates an intellectual and social milieu where a plurality of worldviews, cultures, and value systems are respected, understood, encouraged, and appreciated.

Commitment to Adult Learning
The active, reflective practice of established and emerging principles of adult learning is central to the School for New Learning. Faculty and staff, who come from many formal disciplines, enable and encourage colleagues to develop, apply, and disseminate knowledge in the practice of adult education—continuously.

Commitment to Work-Life Responsive Programs
We create curricular and co-curricular programs that enhance students’ competencies as critically engaged citizens who are versatile in their ability to synthesize ideas for applied use to address the challenges and engage the opportunities of contemporary adult life. This includes providing students with opportunities for learning that make them more employable and more strategic about employability.
VI. Appendix C

Committee Work

Guidelines and Principles Governing the Work of SNL Standing Committees and Task Forces

1) The School's mission and Essential Commitments should inform committee and task force deliberations, decisions and proposed changes.

2) Each committee and task force should develop proposals with sufficient depth, clarity and detail so that the faculty can make a decision to adopt proposals or recommend changes. Committee proposals should also be sufficiently developed so that administrators can implement the proposed changes and/or recommendations.

3) In their deliberations and in their development of proposals, committees and task forces should articulate the underlying principles and values that inform their work.

4) In communicating proposals and recommendations to the faculty, committees should include: a description of the problem, the process they used, the people they consulted, the options they considered, and a clear reason for their conclusion/recommendation.

5) Committees and task forces should consult with and elicit the advice and support of all constituencies who have a vested interest in the conceptualization and implementation of a proposed project.

6) Each committee and task force should define and carry out its ongoing responsibilities efficiently by defining a process for running its meetings, staying focused on its tasks and making use of time between meetings to complete tasks.

7) In undertaking major projects, committees and task force should specify the resources they will need to carry out their work and solicit support from the Dean or outside funding agencies.

8) Each academic year, with the assistance of the Academic Council, committees should clearly identify goals, define tasks and set priorities based on SNL’s mission, strategic plan and the committee's charge.

9) Committees and task forces should consider the pedagogical, personnel and budgetary implications of their proposals and/or recommendations and coordinate their efforts with those of the academic planning and budget cycle.

10) Committees and task forces should define reasonable time frames for meeting their goals and bringing closure to specific tasks.

11) Each committee and task force should diligently monitor the progress of its approved proposals and hold appropriate faculty, administrators and staff accountable for their development and implementation.
VII. Appendix D

Taskforces: Guidelines and Criteria Governing Task Force Formation

Task Forces will be appointed and charged by ACCIL. Following are the processes and guidelines that govern the creation of task forces.

A. Task Force Requests

Ideas for projects and tasks that need to be completed may emerge from the annual planning retreat. Standing committees, SNL administrators, faculty and staff can also request that task forces be formed. It is assumed that standing committees will routinely request that task forces be formed to address issues and initiatives not part of the standing committees’ ongoing responsibilities.

Requests from standing committees, SNL administrators, faculty and staff should include the information described in Appendix C.

1. Guidelines and Criteria for Determination of Task Force Formation:
   (a) The School's mission, Essential Commitments, and current strategic plan will inform the ACCIL’s decision to form task forces.
   (b) ACCIL will exercise caution not to over-extend the School’s finite human and monetary resources. Especially at the beginning of the academic year, ACCIL should project possible future needs and requests.
   (c) Task forces with faculty membership could be created to:
      - Organize and plan one-time events that require faculty input.
      - Offer faculty input on new initiatives (conceptualize a project, develop a proposal and advise and assist in the initial implementation of a new initiative).
      - Develop curricular and personnel policies and procedures.
      - Identify and define principles that will inform SNL’s work as well as support our mission.
      - Research a problem and propose solutions that require faculty input and expertise.
      - Develop and propose major curricular changes.
   Task forces should not be created to:
      - Address a task which clearly falls within the purview of an administrator's, a staff or a faculty member's work responsibilities or those already assigned to a standing committee.
      - Maintain ongoing processes.
   (d) Most task force requests will come forward at the beginning of the academic year. It is the responsibility of ACCIL to set priorities and identify urgent issues or problems that should be addressed first.

2. Decisions Concerning Requests
   (a) Accept request: Requests will be approved when they meet the guidelines in this document. ACCIL will then appoint a task force, name its members and write its charge as described in section two of this document.
   (b) Defer request: ACCIL can defer a request that a task force be formed to a later date. The decision to defer a request may stem from a current lack of monetary or human resources.
   (c) Reject Request: ACCIL can reject a request based on the lack of monetary, and/or human resources. A request can also be denied because it is inconsistent with the mission of the School or is not defined as a School priority. It can also be denied because it does not meet one of the criteria for forming task forces. ACCIL should explain the rationale in rejecting a request.
VII. Appendix D (cont.)
Taskforces: Guidelines and Criteria Governing Task Force Formation (cont.)

B. Appointing and Charging a Task Force
ACCIL will appoint and charge task forces in consultation with the individual or committee who made the request. It is critical that the individual or committee making the request review the final version of the charge before it is given to the task force.

1. Guidelines for writing a task force charge:
   - Clearly define the task of the task force by delineating its parameters. That is, the charge should clearly define the scope of the project by defining what the task force should and should not do.
   - Propose a time frame for completing the task.
   - Consider and offer the task force the resources it might need to complete its work in a timely and efficient manner.
   - Identify individuals and agencies with whom task force members should consult.
   - Include a rationale for creating the task force and define the problem or issue that it should address.
   - Define and describe what the task force’s outcomes and what its final product should include.
   - Articulate who the task force should report to and the process for reviewing and approving the work of the task force.
   - Articulate criteria that task force members can use to guide and assess the taskforce’s work.

2. Guidelines for Selecting Task Force Members—In selecting task force membership, wherever possible, ACCIL will:
   - Draw from existing strengths, interests, skills or knowledge relevant to the completion of the task.
   - Promote professional development by encouraging personnel to get involved in unfamiliar aspects of School efforts.
   - Consider the task force charge and promote effective decision-making by creating groups with the appropriate mix of constituencies—that is, including members who have varying opinions regarding the project.
   - Generally limit the size of task forces to three members.

3. Appointing Members
   Individuals being considered for a task force shall be contacted before being appointed. It is expected that unless there are unusual circumstances (individual is going on leave or has been asked to sit on numerous task forces) individual staff, faculty and administrators will serve on a task force. On the average, Resident Faculty and staff should not be asked to serve on more than one task force per academic year. ACCIL will appoint task force chairs. To foster leadership and professional development, chair positions should be rotated among the Resident Faculty, Part-Time Faculty and staff.

C. Monitoring the Work of Task Forces
   - ACCIL will record and monitor the task forces that have been formed and the individuals appointed to these task forces.
   - ACCIL and the individual or committee who requested the task force will monitor the task force’s progress.

D. Approval of Task Force Proposals and/or Recommendations
   Any task force proposals concerning curricular or faculty personnel issues must be voted on by the Resident Faculty. Other types of proposals may be approved by the Dean and/or ACCIL. It is the responsibility of
ACCIL to identify the appropriate individual or group responsible for implementation for approved task force proposals and/or recommendations.
VII. Appendix D (cont.)

Taskforces: Guidelines and Criteria Governing Task Force Formation (cont.)

E. Request to Create a Task Force

1. What is the rationale for creating a task force? What is the problem or issue that needs to be addressed?

2. How will this project support the School’s mission or strategic plan?

3. Clearly define the task of the task force. Define the scope of the task force's work. What is it you want the task force to do?

4. What is a reasonable time frame for completing the proposed task?

5. What resources might the task force need to complete its work?

6. What is the final outcome of the task force? What should the final product include?

7. Identify individuals and agencies with which task force members should consult. Recommend individuals whom you would like to serve on the task force.

8. Recommend a process for reviewing and approving the work of the task force, including to whom the task force should report.
VIII. Appendix E

The Role of Champions and Special Coordinators

Champions are members of the Resident Faculty or staff who provide leadership for the instructional and developmental work in critical areas of the curriculum and instruction. Champions serve as leaders of central components of the respective curriculum and are responsible to either BACA or GCAC as appropriate. They are chosen as part of the planning process for their interest and skill.

A. Champions for central components of the undergraduate curriculum.

There are champions for specific components of the curriculum—e.g., Learning Assessment Seminar, Foundations of Adult Learning, Academic Writing for Adults, Quantitative Reasoning, Collaborative Learning, Information Technology, Focus Areas, Research Seminar, Critical Thinking, Advanced Project, Externship, Arts and Ideas, The Human Community, The Scientific World, and Summit Seminar.

The Associate Dean for Curriculum and Instruction leads and coordinates the work of the champions and helps them bring forward changes that are approved by the faculty. The champions consult with BACA regarding curriculum decisions so that BACA can inform faculty of significant changes.

1. The role of champions for central components of the curriculum is to:
   • Provide leadership to mentors regarding advising issues.
   • Elicit and address faculty, student, and staff concerns regarding their competence.
   • Provide guidance to instructors teaching to and assessing the competencies.

2. The responsibilities of champions are to:
   • Become knowledgeable about relevant theoretical approaches and existing criteria for their respective competencies.
   • Collaborate with the program directors and BACA to write reports and develop annual goals and action plans for their respective competencies. These plans will address:
     ○ Areas of improvement and development of the criteria for the competence.
     ○ Professional Development of faculty regarding teaching, advising and assessment.
     ○ Resource needs.
     ○ Plan implementation of curriculum decisions.

B. Coordinators of undergraduate or graduate program special activities.

The Dean, in consultation with the Academic Council, names coordinators to such programs as Writing, Service Learning, Professional Advisors, Student Association, Bridge Program, GSPRC, other degree programs, BA/MA articulation, or special student clusters.

1. The role of these coordinators is to:
   • Serve as a liaison between these groups and the faculty and administration of the School.
   • Oversee systems which support the special program.

2. The responsibilities of these coordinators are to:
   • Collaborate with the program directors and BACA and GCAC to develop an annual goal and action plan for the special programs and to implement these plans. These plans will:
     ○ Identify needs for improvement and/or development in a particular area
     ○ Establish desired program outcomes and develop criteria for assessment of those outcomes
     ○ Insure compatibility and consistency between these programs and the School’s mission and Essential Commitments
     ○ Provide training and education for faculty regarding teaching, advising and assessment in these programs
     ○ Take into account faculty capacity and resources
IX. Appendix F

Curricular and Co-Curricular Initiatives:

Procedures and Criteria for Development

4/2008

I. INTRODUCTION

One of the primary responsibilities of the faculty is to maintain the integrity of academic and scholarly activities within the university. This responsibility requires that proposals for new or significantly revised curricular program initiatives be considered within a formal framework of review and approval. The governance structure of the SNL Resident Faculty stipulates that such proposals be reviewed by the undergraduate and/or graduate curriculum committees (BACA and/or GCA) and be brought forth for approval by the resident faculty. This document delineates the procedures to be followed and the criteria to be applied during the formal review of curricular initiative proposals at SNL. Proposals specifically conceiving new degrees or altered degree requirements must also undergo review by the Committee on Curriculum and Programs (CCP) and be approved by the Faculty Council.

Faculty and staff are also responsible for the review of co-curricular initiatives defined as those new programs or centers that do not relate to credit bearing aspects of the education of SNL students specifically but do relate to the larger SNL mission to promote learning among adults. While the procedures outlined below for the review of curricular and co-curricular initiatives are slightly different both processes will conform to the following principles.

The review process is intended to provide an orderly and collegial process for examining the academic issues that arise from new academic program initiatives and revised program initiatives as delineated herein. This process seeks to ensure that any proposal for new or revised programs (1) follows procedures that seek feedback from all appropriate faculty and administrators about the proposal before it is received by the resident faculty for a final vote; (2) be supported by a rationale for the new or revised program demonstrating why the college and university should support it; and (3) examines the implications of the proposal for the academic endeavors of the university as a whole as well as for the college.

Initiative proposals will be assessed based upon the SNL principles of clarity, empathy, integrity, and flexibility and be weighed in light of the broader workload of the college. In their deliberations and development of proposals, the sponsor(s) of the initiative should articulate the underlying principles and values that inform their work. They should also consult with and elicit the advice and support of all constituencies who have a vested interest in the conceptualization and implementation of a given project. Finally, they should adhere to the agreements resulting from shared governance.

II. CURRICULAR INITIATIVES

The Resident Faculty will specifically consider as new curricular initiatives any curricular changes which involve the creation of: 1) a new degree (e.g., MAAPS in Bangkok, MAEA or BAGB, BAC...
joint degrees; 2) titles to degrees resulting from prearranged focus areas (e.g., Leadership), 3) special program initiatives (e.g., Chronic Illness), 4) alternative delivery formats (e.g., similar to the online program), 5) international delivery or conveyance of the SNL degree program, 6) sequences of courses bundled as a part of a published certificate program, and 7) new articulation agreements with an outside organization.

The Resident Faculty will consider as revised curricular initiatives any changes which significantly alter the character of the program (e.g., by changing its major goals or organizing principles), which substantially restructures or redefines the core requirements of the program (i.e., significant changes in competence distribution or competence designation), or which increases, decreases, or shifts the distribution of the credit hours required to complete a degree, to include matriculation agreements with graduate programs.

New and revised curricular initiatives will proceed through three phases of development within the college and, as applicable, a fourth phase of University review. A summary of the Phases, Strategies, Documentation, Questions to be addressed, and Assessment Criteria are summarized below in Table 1.

A. Proposal Phases

PHASE 1 Development and Consultation

Initiative Abstract and Consultation Summary

The proposer(s) should briefly communicate their ideas regarding a program initiative as an abstract addressing: 1) What they wish to accomplish (objectives), 2) Why the initiative should be undertaken (need), 3) How the initiative will be accomplished (methods), and 4) The expected significance of the initiative (outcomes). The abstract should be recorded on the Initiative Abstract and Consultation Summary Form along with a short summary of the consultation process described below.

Consultation with BACA and/or GCA and Associate Dean for Curriculum and Instruction

In addition to the generation of the creative ideas by the proposer(s) regarding new or revised program initiatives, Phase 1 should also entail consultation with curricular leadership and stakeholders. Proposers will speak with the Associate Dean for Curriculum and Instruction and the corresponding Chair of BACA and/or GCA at a preliminary phase in the development of their proposal. In conducting its deliberations, the curriculum committees will foster dialogue and discussion amongst resident faculty representatives of programs affected by the proposal as well as staff and leadership of the School. BACA and/or GCA may appoint a liaison to the sponsor(s) of the initiative to help facilitate this process.

Likewise, proposals presented to BACA and/or GCA for new and revised curricular initiatives should be developed in consultation and/or collaboration with the resident and contingent faculty who are expected to teach in the program as well as discussion with resident faculty representatives of all allied programs directly affected by the new or revised program. Presenting the idea at faculty meeting would be the best way to inform all faculty and receive feedback.

Similarly, proponents of new or revised programs will solicit feedback from those responsible for providing support services to the initiative at this preliminary phase in the development of their proposal.
**Development of Full Proposal**

Assuming that feedback during consultations of Phase 1 merit a full proposal, the initiator(s) will develop a draft following the format outlined in Section B taking into consideration the feedback that they have received.

Proposers should use the Evaluation Criteria listed below as Appendix 1 of the proposal itself (see Section B). These university criteria provide guidance on the development of the proposal that will facilitate a smooth transition from college-level to university-level review.

**PHASE 2** Review and Analysis

Phase 2 involves the review of the proposal by ACCIL, ADCIL and the Dean. Their written analysis of the strengths and weaknesses of the initiative will be provided to BACA and/or GCA and the Resident faculty for their discussion.

Completed proposals should first be formally submitted to ACCIL, ADCIL and the Dean for analysis. Proposals may be submitted simultaneously to each committee. ACCIL and ADCIL will provide written analysis (see below for guidance on writing the analysis) within one month from the date of submission.

The sponsors should edit their initiative proposal, taking into consideration the feedback from ACCIL, ADCIL and the Dean and resubmit it to the respective curriculum committee for its final analysis. Final proposals received at least one week prior to the next scheduled curriculum meeting will be discussed and reviewed at that meeting. Proposals not meeting the timing requirement will be reviewed at the subsequent meeting. For new programs to be included in the next year’s publications or marketing initiatives a proposal should be received by the end of the Fall Quarter. Upon final analysis of the curriculum committee, the proposers should present all written analysis and the full proposal to the Resident Faculty who should review and render a decision within the next two faculty meetings.
PHASE 3 Final College Review:

In this final stage of college review resident faculty vote on the implementation of the initiative (see SNL Governance document for guidance). The faculty will use the following materials and information to deliberate and render a decision on the proposal: the Final Proposal, written analysis, and the proposers’ presentation at the faculty meeting. This vote will take place within two faculty meetings of submission.

PHASE 4 University Review:

Proposals specifically conceiving new degrees or altered degree requirements must also undergo review by the Faculty Council’s Committee on Curriculum and Programs (CCP) and be approved by the Faculty Council. While the SNL initiatives process is modeled after the university process to be efficient for the proposer proposals falling into university review categories should review and strictly adhere to the requirements provided in the CCP guidelines. Proposers should work closely with the SNL CCP representative.

Guidelines for Written Analysis

Following the University’s criteria for evaluating programs (see Appendix 1, p.7) written analysis of the initiative proposal (by ACCIL, ADCIL, the Dean, BACA and/or GCA) should include the following:

**Academic Quality**

- What is the academic quality of the proposed curricular initiative compared to other comparable initiatives at the college?

**Centrality to the Mission**

- How does this proposal align with SNL’s mission and essential commitments as well as the University’s mission and Learning Goals?

**Duplication of Existing Resources**

- What are the implications of the proposal program for other academic programs in the college?

**Financial Viability**

- What financial considerations, including the possible depletion of resident faculty resources to administrative responsibilities, must be taken into account by the Resident Faculty before approving or rejecting this proposal? How will adequate resources (e.g., financial, staff, and other overhead) for the program be provided?

**Utilization of Existing Resources**

- What are the implications of this proposal for staff resources?

- What are the implications of this proposal for college overhead (e.g., supplies)?

- On these grounds, what is your overall evaluation of the proposal?
B. OUTLINE OF THE INITIATIVE PROPOSAL

1. The main body of the proposal should address each of the headings in the order that they are listed below. This portion of the proposal should not exceed ten (10) pages (12-point single-spaced). Please use the following template to format your proposal.
   a. The purpose and rationale for the initiative being created or revised and its theoretical justification;
   b. The specific goals and objectives of the initiative;
   c. The admissions procedures and requirements as appropriate;
   d. The proposed curriculum including a sample program of study and drafts of course descriptions;
   e. How administrative responsibility including administrative staff for the program will be structured, supported and managed;
   f. Plan for Ongoing Evaluation, to include the relevant criteria for evaluation; - Note: Programs should normally be evaluated after one year and then again after three years. Alternatively and where justified a different evaluation cycle may be approved by the responsible curriculum committee(s).
   g. As applicable, a projected budget for the first year of the program initiative and for the number of years it will take the first cohort to complete the program, to include a narrative budget justification.
   h. An estimate of how many students will likely enroll in the proposed program.
   i. As applicable, an evaluation of how the new program may draw away students from existing programs.
   j. Description of procedures followed in developing the proposal and in seeking preliminary approval at the program level and/or at the college/school level. This section would include, for example, feedback from committees and administration, reference to minutes of meetings from curriculum approval as well a summary of input from stakeholders consulted These materials should be attached to the proposal as an Appendix.

2. In addition to the above criteria, initiative proposals should include the following Appendices:

Appendix 1 - Criteria for Evaluation

These criteria are used by the proposer in writing their proposal and they are used by the reviewers at both the college and university level. They should be included as the first Appendix in the proposal.

1. **Academic Quality**

   BACA and/or GCA will seek indication that the proposed curricular program meets general DePaul standards for academic quality. It will review brief course descriptions (to be included in another appendix) describing proposed course experiences and/or other sorts of descriptions of proposed learning experiences. It will examine these for their correlation with the stated objectives of the program. /or and GCA will also review the mechanism designed for maintaining the academic quality of the program and the role of the resident faculty relative to this end.
2. **Centrality to the Mission of the College and University and Their Current Strategic Goals**

BACA and/or GCA and/or ACCIL will review the degree to which the proposed initiative is central to the mission of the University as outlined in the university’s mission statement on the DePaul website [http://www.depaul.edu/about_dp/mission.asp](http://www.depaul.edu/about_dp/mission.asp) as well as the College’s and University’s current strategic goals. In the case of curricular proposals, the responsible curriculum committee will examine the proposed program to see how it reflects the University’s commitment to officially accepted learning goals of the faculty of the whole (appended to this document). It is also expected that proposals will reflect the mission of SNL and its essential commitments as described at: [http://www.snl.depaul.edu/faculty/forms.asp](http://www.snl.depaul.edu/faculty/forms.asp).

It is not expected that program initiatives will meet all goals, so focus should be on those that are most relevant to the proposal.

3. **Duplication of Existing Programs**

The responsible curriculum committee will examine the proposed curricular program to see whether it significantly duplicates the education provided by other programs in the College or the University. Cooperation between programs, schools, and colleges will be the norm.

4. **Utilization of Existing Resources**

The responsible curriculum committee and/or ACCIL will examine the faculty resources and support services that are currently available for the proposed program. Proposals should indicate what additional resources would be required to initiate the program. Although the norm will be the maximum utilization of existing resources, proposers should be frank about the amount and kind of resources that will be needed to maintain a quality program.

5. **Financial Viability**

Some indication of the initial and long-range financial implications of the proposed program should be given. **It should be noted that this criterion will be applied not exclusively but in conjunction with other criteria.** Evidence of the need for this program by a specific audience should be provided.

**Appendix 2 – Brief Course Descriptions (for college-level review of curricular initiatives)**

In this section, please include samples of brief course descriptions (or syllabi) for all courses to be offered in the first year of the program, including course descriptions with prerequisites, course objectives, sample texts, and topical coverage. Note: Sample syllabi are typically required at the University-level of Review.

**Appendix 3 – Letters of Support (For College and University-level of Review)**

1. **At the College-level of review**, written analysis from the ACCIL, Dean, ADCIL, BACA and/or GCA is required as a part of the materials for Resident Faculty (see above discussion).

2. **At the University-level of review of curricular initiatives**, letters of support are required for new programs or altered degree requirements as they are submitted to CCP. All new programs should send copies of their proposals to relevant support services, e.g. library, computer labs, information services. The director of each service should then write a letter to both the Chair of the CCP and the Provost stating what the proposed program will
require of the support service in terms of additional expenses, space, etc. The Provost should address this information in his or her letter of support for the proposed program.

At the University-level the Dean is required to write a letter of support. All Dean(s)’ letters of support should address classroom/space/schedule needs and budget feasibility as projected. In order to make an informed recommendation to the Faculty Council, the CCP needs information from all relevant parties. Therefore, all new interdisciplinary program proposals should be sent to the Dean(s) and Chair(s) of faculty planning to teach in the program.

The Department Chairs should then write a letter that addresses possible implications of the faculty involvement in the new program for their departments. These letters should be sent to both the appropriate Dean(s) and the Chair of CCP. In their letters of support for proposed programs, Deans should also address any department issues raised by the department chairs.

Appendix 4 – Meeting Minutes (For University-level of Review)
Append minutes of meetings of committees, departments or other bodies that reflect curriculum discussion and approval.

Appendix 5 - Marketing Strategy (For University-level of Review)
Each proposal should give evidence of the development of a marketing strategy. Such a strategy should include: a) a clear statement of the audience that is targeted by the program, b) an examination of competitive programs within other schools in our region and of DePaul’s competitive advantage, c) some indication of how the target audience will be reached. The market plan is developed through the Provost’s office, please contact that office for the completion of this process.
<table>
<thead>
<tr>
<th>Phases</th>
<th>Strategies</th>
<th>Documentation</th>
<th>Questions to be addressed</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1. Development and Consultation</td>
<td>Write Initiative Abstract</td>
<td>Initiative Abstract and Consultation Summary</td>
<td>1) What the initiative will accomplish (objectives),</td>
<td>In developing new programs, proposers should address:</td>
</tr>
<tr>
<td></td>
<td>Consult with the Associate Dean of Curriculum and Instruction and BACA and/or GCA</td>
<td></td>
<td>2) Why the initiative should be undertaken (need),</td>
<td>1) Appendix 1 Evaluation Criteria, p.5</td>
</tr>
<tr>
<td></td>
<td>Consult and/or collaborate with the resident and part-time faculty and representatives of all allied programs directly affected by the new or revised program</td>
<td></td>
<td>3) How the initiative will be accomplished (methods/timeframe),</td>
<td>2) DePaul University’s mission.</td>
</tr>
<tr>
<td></td>
<td>Consult with support staff as warranted</td>
<td></td>
<td>4) The expected significance of the initiative (outcomes).</td>
<td>3) University Learning Goals, p.11</td>
</tr>
<tr>
<td></td>
<td>Present proposal idea to faculty</td>
<td></td>
<td></td>
<td>4) SNL’s mission and essential commitments to help inform, inspire and guide their work.</td>
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<tr>
<td></td>
<td>Develop a Formal Proposal</td>
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<tr>
<td>Phase 2. Review and Analysis</td>
<td>Submit Proposal to ACCIL, Dean, and ADCIL for written analysis.</td>
<td>Appendix 2 – Brief Course descriptions or Sample Syllabi as appropriate</td>
<td>See Evaluation criteria in Appendix 1</td>
<td>In analyzing the merit of the proposal, review the documents listed in this column above</td>
</tr>
<tr>
<td></td>
<td>Resubmit Proposal Revision to BACA and/or GCA for written analysis.</td>
<td>Appendix 3 – College–level letters of Approval.</td>
<td>For written analysis refer to the guiding questions in Phase 2 description.</td>
<td></td>
</tr>
<tr>
<td>Phase 3. Final College Review</td>
<td>Proposer submits materials to Resident Faculty</td>
<td>Final Proposal</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Resident Faculty vote on the implementation of the Initiative within two faculty meetings</td>
<td>Written analysis from ACCIL, ADCIL, Dean, BACA/GCA Proposers Presentation</td>
<td></td>
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</tr>
<tr>
<td>Phase 4. University Review</td>
<td>Consult with SNL’s CCP representative</td>
<td>CCP application</td>
<td>Use CCP proposal format and address questions</td>
<td></td>
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<tr>
<td></td>
<td>Consult Status of the Faculty Committee where initiatives direct or indirect impact on the status of the fulltime faculty</td>
<td>Letters of support Appendices 4 &amp; 5- for proposals to be submitted at the University-level</td>
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</tbody>
</table>
III. CO-CURRICULAR INITIATIVES

Co-curricular initiatives are defined as those new programs or centers that do not relate to the credit bearing aspects of the education of SNL students specifically but do relate to the larger SNL mission to promote learning among adults. The review process is similar to the procedures followed for curricular initiatives. One difference is that ACCIL bears the main responsibility for reviewing co-curricular proposals rather than BACA and/or GCA. Another is that co-curricular initiatives are not submitted to the University for review.

PHASE 1: Development and Consultation

Proposers of a co-curricular initiative will complete the Initiative Abstract and Consultation Summary Form and include: 1) What they wish to accomplish (objectives), 2) Why the initiative should be undertaken (need), 3) How the initiative will be accomplished (methods), and 4) The expected significance of the initiative (outcomes).

Using the same form, proposers will summarize the consultation process with curricular leadership and stakeholders. It is expected that the proponents of initiatives will engage in conversation with members of ACCIL and ADCIL, the Associate Deans and Dean as well as staff providing support services. Proposers should also inform faculty of the idea and receive feedback.

After such consultation, the proposers of the co-curricular initiative will draft a formal proposal following items a,b,e,f,g in Section B p.5.

PHASE 2: Review and Analysis

Completed proposals should be submitted to ACCIL for analysis. Proposals may be submitted simultaneously to ADCIL and the Dean, which are required to provide their written analysis (see guidelines p.4) within one month from the date of submission. The proposers should edit their initiative proposal, taking into consideration the feedback from ACCIL, ADCIL and the Dean and resubmit it to ACCIL. Upon final analysis by ACCIL in writing, the Resident Faculty should review and render a decision within the next two faculty meetings.

PHASE 3 Final College Review:

In this final stage of college review resident faculty vote on the implementation of the initiative (see SNL Governance document for guidance). The faculty will use the following materials and information to deliberate and render a decision on the proposal: the Final Proposal, written analysis, and the proposers’ presentation at the faculty meeting. This vote will take place within two faculty meetings of submission.
# TABLE 2. CO-CURRICULAR PROPOSAL DEVELOPMENT PROCESS

<table>
<thead>
<tr>
<th>Phases</th>
<th>Strategies</th>
<th>Documentation</th>
<th>Questions to be addressed</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1. Early Development and Preliminary Review</strong></td>
<td>Develop Initiative Abstract</td>
<td><strong>Initiative Abstract and Consultation Summary</strong></td>
<td>1) What the initiative will accomplish (objectives),</td>
<td>See Appendix 1: Evaluation Criteria (Items 2, 4, 5)</td>
</tr>
<tr>
<td></td>
<td>Consult with members of ACCIL and ADCIL, the Associate Deans and Dean</td>
<td></td>
<td>2) Why the initiative should be undertaken (need),</td>
<td>1) DePaul University’s mission,</td>
</tr>
<tr>
<td></td>
<td>Present the idea to faculty for information and feedback</td>
<td></td>
<td>3) How the initiative will be accomplished (methods/timeframe),</td>
<td>2) University Learning Goals (Appendix)</td>
</tr>
<tr>
<td></td>
<td>Develop a Full Proposal</td>
<td>See Section B p.5, a,b,c,f,g</td>
<td>4) The expected significance of the initiative (outcomes).</td>
<td>3) SNL’s mission and essential commitments to help inform, inspire and guide their work</td>
</tr>
<tr>
<td><strong>Phase 2. Formal Review</strong></td>
<td>Submission of the Proposal to ACCIL, Dean, and ADCIL for written analysis</td>
<td><strong>Appendix 3 – College –Written Analysis</strong></td>
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<tr>
<td></td>
<td>If necessary, revise and resubmit to ACCIL</td>
<td>See proposal format described in Section B: p.5</td>
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</tr>
<tr>
<td><strong>Phase 3. Final College Review</strong></td>
<td>Proposer submits materials to Resident Faculty and calls for vote</td>
<td><strong>Final Proposal Written Analysis Proposers’ Presentation</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Resident Faculty vote on the implementation of the initiative</td>
<td>See Written Analysis Guidelines p.4</td>
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</tbody>
</table>

See also DePaul’s Learning Goals and Mission as well as SNL’s mission and essential commitments.
DePaul University
Learning Goals
(Policy approved by Faculty Council 1/12/95)

The University-wide learning goals listed below do not exhaust the learning goals pursued at DePaul. Notably, they do not explicitly refer to the expectations specific to the various schools and departments. Nor will they be pursued in the same manner or to the same degree in every unit. Nevertheless, the education of all recipients of a DePaul degree should be characterized by these goals, along with the goals specific to the student’s unit.

Since graduate and professional schools encounter students at different stages of their education and at different levels of maturity, their approaches to these goals and their methods of measuring them will have to be adjusted accordingly.

1. Mastery Content - A DePaul graduate will establish mastery of a body of knowledge and skills in depth and breadth.

2. Articulate Communication - A DePaul graduate will be able to communicate articulately in both the spoken and the written word, being able to read and to listen critically in order to understand the conversation in progress, and to adjust diction and style to anticipated audience, to the subject matter and to the purpose of the communication. This goal recognizes the necessity that a student’s ability to communicate keep pace with the increasing subtlety, precision, and depth of the student’s knowledge, sensibilities and deliberative powers.

3. Capacity to Work Toward Accomplishing Goals Both Independently and Cooperatively - A DePaul graduate will have the capacity to work toward accomplishing goals both independently and as part of a team. This means being able to engage in inquiry, being self-directed in one’s work, and being able to cooperate toward group accomplishment.

4. Knowledge of and Respect for Individuals and Groups who are Different from Themselves - A DePaul graduate will have knowledge of and respect for individuals and groups who are different from themselves. This goal recognizes the importance of multicultural and global approaches to teaching and learning as core strands in our curriculum and that the study and examination of differences and diversity are integral to and interwoven throughout one’s education at DePaul University.

5. Development of a Service-Oriented, Socially Responsible Value and Ethical Framework - A DePaul graduate will develop or enhance his/her value and ethical framework and respect the religious and ethical foundations that are central to DePaul’s mission. This goal requires the University to provide opportunities, incentives, and resources to help students appreciate their responsibilities to others and to society.

6. Critical and Creative Thinking – A DePaul graduate will be capable of thinking critically and creatively, integrating knowledge and ways of knowing, making reflective judgments, identifying significant ideas and their underlying assumptions, biases, and presuppositions.
7. **Development of Multiple Literacies** - A DePaul graduate will develop multiple literacies, including computer literacy, information literacy, math literacy or numeracy, linguistic literacy, visual literacy and scientific literacy.

8. **A Personal Arts and Literature Aesthetic in Formation** - A DePaul graduate will form a personal arts and literature aesthetic as a component of keen judgment, flexible imagination, self-expression and moral sensibility.

9. **Self-Reflection/Life Skills** - A DePaul graduate will be able to apply their DePaul education to life and learning, to reflect on learning and experiences, and discover what choices are available to them and how make life’s choices wisely.

10. **Historical Consciousness** - A DePaul graduate will develop knowledge and appreciation of the past and its role in shaping the present and the future.

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1 Adapted from Curriculum Initiative policies of the Faculty Council’s Committee on Curriculum and Programs (as revised 10/25/2006)
Initiative Abstract and Consultation Summary Form (V:2-08)

Proposer(s)  

Check one:
New Curricular Initiative_______ Revised Curricular Initiative_______ Co Curricular Initiative_______

Initiative Abstract

1) What do you wish to accomplish (objectives)?

2) Why should this initiative be undertaken (need/value/audience)?

3) How will the initiative be accomplished (methods/scope/timeframe)?

4) What is the expected significance of the initiative for the organization (outcomes and congruence with mission)?

Consultation Summary

Please review how you have consulted with the Associate Dean of C & I, BACA and/or GCA, Support Staff, and other stakeholders potentially impacted by this initiative.

Leave Blank for Committee Use Only

Committee Feedback from BACA and/or GCA on initiative:

Associate Dean for C & I Feedback on initiative:
PHASE I: Development and Consultation

Initiative proposers follow these steps:
Step 1: Write Initiative abstract (using Initiative Abstract and Consultation Form)
Step 2: Consult with BACA/GCA, Assoc Dean for Curriculum and Instruction; receive written feedback on Form
Step 3: Consult with faculty, staff and leadership; present to faculty
Step 4: Develop full proposal following procedures and criteria articulated herein

PHASE II: Review and Analysis

Step 1: Submit proposal to ACCIL, ADCIL and Dean
Step 2: Collect written analysis from ACCIL, ADCIL and Dean (see guidelines for written analysis herein) within one month of submission
Step 3: Resubmit proposal to BACA/GCA for written analysis

PHASE III: Final College Review

Step 1: Submit materials (proposal with written analysis) to Resident Faculty for vote on implementation.
Step 2: Resident Faculty vote on implementation within two faculty meetings of submission.