Naugatuck Valley Community College
Waterbury, Connecticut

MANUAL OF PROCEDURES AND GUIDELINES FOR APPROVAL OF COURSES AND CURRICULUM PROPOSALS

COLLEGE ADVISORY SYSTEM
CURRICULUM AND EDUCATIONAL AFFAIRS COMMITTEE

NAUGATUCK VALLEY COMMUNITY COLLEGE
Waterbury, Connecticut

ROLE OF THE CURRICULUM & EDUCATIONAL AFFAIRS COMMITTEE (CEAC) WITHIN THE COLLEGE ADVISORY SYSTEM (CAS)

A. COMPOSITION OF THE CEAC (to be elected by their constituencies)

Configuration	
Number of Representatives	**Division**
2	Allied Health/Nursing/Physical Education Faculty *
2	Arts & Humanities Division Faculty *
2	Behavioral & Social Sciences Division Faculty *
2	Business Division Faculty *
2	STEM Division Faculty *
1	Academic Division Director
1	Learning Resource Center
	Student Services
1	Records & Registration
1	Counseling & Advising
1	Student Government Association
Total Professional Staff -- 14	

The Dean of Academic Affairs and the President: Serve as Ex-officio to the Committee as a whole, without vote.

* In those cases when neither a Faculty Member nor their Alternate is able to attend a CEAC Committee meeting, a non-Faculty member from their Division may attend in their place and vote on Committee business.

B. CEAC RESPONSIBILITIES AND FUNCTIONS

The Naugatuck Valley Community College CEAC is responsible for receiving, reviewing, and recommending to the Professional Staff all academic proposals for credit courses, programs and certificates. The following are the major functions of the CEAC Committee:

1. Review educational policies and/or regulations at request of sponsoring division for all credit courses, all credit academic and occupational programs, and recommend adoption/continuance, termination and/or modification of the above.

2. Conduct open hearings for discussion of CEAC business by all NVCC students, faculty, and staff before finalizing its recommendations.

3. Standardize broad criteria (policies/workable procedures) for granting credit for independent study and credit for Continuing Education courses.

4. Create task forces, as necessary, from its own membership and the professional staff at large.

5. Revise, as necessary, this *Manual of Procedures and Guidelines for Approval of Courses and Curriculum Proposals* (referred to hereafter as the CEAC Manual).

GENERAL PROCEDURES OF THE CURRICULUM AND EDUCATIONAL AFFAIRS COMMITTEE

A. MEETINGS

Regular meetings of the CEAC are held throughout the academic year. It is the responsibility of the chairperson to establish a meeting schedule that is agreeable to the Committee membership. The schedule of meetings for each semester is published in the Weekly Bulletin at the start of each semester.

B. MINUTES

The procedure for Minute taking will be determined by the Committee membership prior to beginning each Committee meeting.

Minutes of meetings should reflect general discussions, all motions made and all actions taken.

Minutes of CEAC Committee meetings shall be approved by the Committee membership at a subsequent meeting and kept on file by the Chairperson.

C. COMMUNICATIONS

Agendas of CEAC meetings shall be posted in the President's Weekly Bulletin during the week prior to each meeting.

Open Hearings allow discussion of Proposals by all NVCC students, faculty, and staff prior to the CEAC finalizing its recommendations. Agendas of Open Hearings shall be posted in the President's Weekly Bulletin at least one week in advance of the scheduled Open Hearing.

Record of final disposition of Proposals appears in Professional Staff Minutes and the President's Weekly Bulletin.

A copy of all relevant communications relating to CEAC business shall be kept on file by the Chairperson.

GUIDELINE FOR COURSE OR PROGRAM DEVELOPMENT

A. FORMATS TO BE USED FOR SUBMITTING PROPOSALS TO CEAC

1. PROPOSALS REQUIRING THE USE OF THE 14-POINT "SUPPORTING DATA FOR COURSE PROPOSALS" CHECKLIST OF THIS NVCC CEAC MANUAL

This 14-point Checklist is available in Appendix A. It should be used for the following types of proposals:
- Course Approval, Modification, or Termination Proposals
- Program or Course Change in Name (Not substance)
- Proposals internal to NVCC that are not covered elsewhere

2. PROPOSALS REQUIRING THE USE OF THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION ACADEMIC PROGRAM PLANNING AND APPROVAL PROCESS (referred to hereafter as the CT BOR GUIDELINES)

BOR forms and documents are available:
> On the CEAC web page http://www.nv.edu/Academics/CEAC
> And in the NVCC public folders under CEAC

The CT BOR Guidelines document should be used for the following types of proposals:

- Associate Degree Program
- Program Option
- Modification of Existing Program or Certificate (except for name changes)
- Certificate Program
  o Stand Alone
  o Certificates linked to an Associate Degree Program
- Discontinuation of Degree or Certificate Programs or Program Options

To *aid* in preparing a proposal using the CT BOR Guidelines, a set of checklists has been provided and is attached to this Manual as Appendix B. A collection of proposal packets are also available on the CEAC web page.

B. PROCEDURES FOR PREPARING AND SUBMITTING PROPOSALS TO CEAC

The Dean of Academic Affairs, a NVCC Division, a group of full-time faculty members, or an individual full-time faculty member may submit proposals to the CEAC for new or modified for-credit courses, certificates or degree programs.

ALL proposals must use the *CEAC Proposal Checklist and Process* form (hereafter referred to as the CEAC Checklist). The CEAC Checklist serves both as a guide for completing the required steps for implementing a proposal as well as a permanent record of the progression of a proposal during its evaluation and approval process.

The following is a general outline of the steps to be followed for preparing and submitting a proposal to the CEAC:

1. Obtain a copy of the CEAC Checklist.

2. Decide what type of proposal you are preparing and note the items on the CEAC Checklist that are applicable to *your* proposal. (It is not necessary to complete all items for every proposal.)

3. Complete items 1 through 3 of the CEAC Checklist.

4. Decide what format you will use to prepare your proposal. For assistance, refer to the instructions in the section of this document titled, **FORMATS TO BE USED FOR SUBMITTING PROPOSALS TO CEAC** on page 4.

5. If Common Course Numbering (CCN) is applicable to your proposal, check/obtain the appropriate Common Course Number.

    a. Before deriving a new course number, determine whether or not the course number already exists in the System. (see http://www.commnet.edu/academics/ccn/)
    b. For additional assistance, contact the Assistant Chief Academic Officer for the Community College System.

    Complete the corresponding CEAC Checklist item for CCN.

6. If appropriate, request that your Division Director complete a Banner Change Form. The corresponding CEAC Checklist item should be completed.

7. Obtain approval for your proposal from the appropriate Division. The Division Director will indicate the disposition of the proposal on the CEAC Checklist.

8. Submit your proposal together with the CEAC Checklist, supporting data, and a copy of your syllabus/syllabi (if applicable) to the Dean of Academic Affairs for evaluation. The Dean will indicate the disposition of the proposal on the CEAC Checklist.

9. Submit your proposal to the CEAC Chairperson using the following guidelines:
    a. Proposals should be submitted *at least* one calendar week prior to the meeting at which you wish the Committee to evaluate your proposal.

    b. If all documents relevant to your proposal are available in electronic form, you should submit your proposal electronically, e.g., as an email attachment. If possible, you should submit an electronic copy of the CEAC Checklist with your proposal. If the CEAC Checklist is not available electronically, a hard copy of the CEAC Checklist should be sent via interoffice mail to EACH CEAC Committee member. (Your Division Office maintains a list of the current CEAC Committee membership.)

    c. If some of the documents or attachments of your proposal are not available in electronic form, you should submit the documents to your Division Office for copying and distribution to EACH CEAC Committee member via interoffice mail.

10. Present your proposal at the CEAC Committee meeting.
    a. You, or someone knowledgeable enough about your proposal to answer the Committee's questions, should attend the CEAC meeting at which your proposal is discussed. The Committee will *not* discuss proposals for which an advocate of that proposal is not present.

    b. Please bring two additional hard copies of your proposal to the Committee meeting.

    c. Bring the ORIGINAL CEAC Checklist to the CEAC Committee meeting. The CEAC Chairperson shall record the disposition of your proposal. If the proposal is approved by CEAC and moved to Open Hearing, the CEAC Chair will sign and date the original Checklist coversheet and indicate the date of the Open Hearing on the Checklist.

11. If the proposal is deemed acceptable to the College at large at the Open Hearing, the CEAC Committee will move the proposal to the next Professional Staff meeting, where it will be voted on by the College Staff.

NOTE: In the process described above, proposals continue to move forward according to the will of the initiator. If any group does not support the proposal, the initiator has the right and opportunity to continue the process to the Professional Staff and the Board of Regents

APPENDIX A
SUPPORTING DATA FOR COURSE PROPOSAL

1. **Course number, title, and number of credits**: List the department and/or division, semester credit hours, and/or laboratory meetings per week. If the number of contact hours is different from the number of semester hours, both figures should be included.

2. **General Education Common Core**   yes   no

3. **Reason for offering/modifying/terminating course** – Provide the rationale for your proposal and justify the rationale with supporting evidence. Such evidence may include reports about discussions with advisory groups and others, or surveys of student need/interest. Evidence of need should be well-documented and supported by your data.

4. **List of consultants and reports**. List the sources used to guide the development of the proposed course.

5. **Transferability of course**. Provide a statement about whether credit for this course is expected to transfer to other institutions. For a course designed as a transfer course, identify the schools to which it will transfer and whether it will do so as a free elective, general education course, or major requirement. Include correspondence with representatives from other institutions to support your statements regarding transferability.

6. **Impact on other courses and divisions**. Describe the relationship of the proposed course to existing courses offered within the proposing division as well as other divisions. Describe the anticipated effect on courses that are required to support programs in other divisions, e.g., scheduling of facilities, impact on enrollment of other courses, faculty teaching availability, etc.

7. **Prerequisites**. Provide a clear, complete statement as to exactly what, if any, prior formal course work and/or experience is required for admission to the course.

8. **Course objectives**. Describe/list the things students will be able to do after successfully completing the course. The best and most precise statements of objectives will describe the behaviors that students will develop or reinforce as a result of having taken the course. Include methods used to evaluate students' mastery of course objectives.

9. **Course description**. Provide a succinct description of the proposed course as it will appear in the College catalog as the "official" description of the course.

10. **Course outline**. Present a detailed outline of the topic-focused content to be presented in the course. The outline should be specific enough that another competent person in the field could easily comprehend and assess the major areas of emphasis, the sequential development, and the time allocations suggested for the course by its originator(s).

11. **Suggested textbooks and other materials**. Identify the textbooks and any other course materials that will be used.

12. **Instructional methods**. Provide a brief statement of the principal techniques that will be used to accomplish the course objectives, e.g., lecture, discussion, panel presentations, student oral and/or written reports, field trips, WebCT, etc.

13. **Special-cost factors**. Specify all costs (as for initial basic equipment) unique to the course.

14. **Evaluation of Course Effectiveness**. Describe the methods that will be used to gather data and produce an analysis of the effectiveness of the objectives and outcomes of the course. **Note that this is *not* a request for information regarding assessment of student learning**. This section must address the methods that will be used to evaluate how the course continues to meet and support the purposes and educational objectives of the department, program, and institution.

APPENDIX B
CHECKLISTS TO SUPPORT THE *ACADEMIC PROGRAM PLANNING AND APPROVAL PROCESS DOCUMENT*
THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CHECKLIST FOR NEW DEGREE OR STAND-ALONE CERTIFICATE

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated. This is based on the appropriate section of the "Academic Program Approval Process Guide from the BOR.", which should be consulted for more detailed information on each item.

College   Title

( ) Transmittal letter signed by the college president.

( ) Program Summary Cover Sheet is included.

( ) Paragraph 1 - Objectives
> The objectives are stated in relation to the institution's goals and objectives.
> Target clientele and likely post-graduation activities are identified.

( ) Paragraph 2 - Educational Planning Statement
> ( ) a. Program connection to other programs and institutional plan indicated.
> ( ) b. Narrative identifies similar programs in the geographic area served, similar existing programs in Connecticut and the relationship of the proposed program.
> ( ) c. Supporting data shows the relationship of the proposed program to further educational opportunities and current employment trends. Evidence of student demand is presented.
> ( ) d. Program articulation agreements, either existing or planned, are described.
> ( ) e. The program proposal was submitted earlier to the Chief Academic Officer for circulation to the higher education community.

( ) Paragraph 3 - Administration
> ( ) a. Dates for student enrollment and completion are included.
> ( ) b. The position and qualifications of the person directly responsible for administration of the program are included.
> ( ) c. A specialized accrediting agency to which the college will apply for program accreditation has been listed, if necessary.
> ( ) d. Procedures for internal program evaluation are described, including criteria.
> ( ) e. Who is the Institutional Contact for this proposal—including title, phone and email.
> ( ) f. If the new program will result in the discontinuation of related programs then a phase out period and final date of program termination will be needed.

( ) Paragraph 4 - Finance
> ( ) a. There is a summary of how resources described in Questions 5, 7, and 9 will be provided. Indicate how the college will prevent a negative impact on other programs. Identify any new costs and sources of funding in the attached Resource Summary *(q. v. infra.).*
> ( ) b. A Resource Summary is included.

( ) Paragraph 5 - Faculty
> ( ) How many new full-time faculty members, if any, will need to be hired for this program?

( ) What percentage of the credits in the program will they teach?
( ) What percent of credits in the program will be taught by adjunct faculty?
( ) Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program.

Checklist for New Degree or Stand-Alone Certificate (cont'd)

( ) Paragraph 6 - Curricula and Instruction
    ( ) a. Each major component of the program (general education, specialized courses, electives, etc.), including specific credit requirements, is shown. The required sequence of courses and prerequisites are listed. Excerpts from the catalog are included, if appropriate. The General Education component comprises at least one-third of the total number of credits and shows that students will develop intellectual flexibility and enhance essential skills, including critical/analytical thinking; quantitative reasoning; technological literacy; information literacy; communication (both oral and written); understanding of the values of responsible citizenship; appreciation of other cultures; and knowledge of the methods and goals of inquiry in the arts, humanities, social sciences, and natural and physical sciences.
    ( ) b. Course descriptions for new courses are attached, giving the number, title, narrative of the course, and credits.
    ( ) c. Program models, standards, and sources of technical advice are given. Copies of model curricula are included, when appropriate.
    ( ) d. Requirements and arrangements for clinical or work experience are indicated, and their administration and relationship to the program are described. Agreements between the college and other institutions are described.
    ( ) e. Learning outcomes are included.
( ) Paragraph 7 - Resource Centers and Libraries
    ( ) a. The number of volumes, periodicals, and other materials in the major field and cognate areas is given.
    ( ) b. A representative listing of periodical literature supporting the program is given.
    ( ) c. Any new learning materials are listed, and their availability date(s) shown.
( ) Paragraph 8 - Admission Policies
    Any variances from the college's general admission requirements are described.
( ) Paragraph 9 - Facilities and Equipment
    Any specialized physical facilities and/or equipment necessary to initiate and maintain the program are shown. If not already available, there is a schedule for their acquisition.

( ) Resource Summary Form is included.
    ( ) The information at the top is filled in: name and location of the college, name of the proposed program and degree abbreviation (or note that it is a stand-alone certificate), name *and signature* of the president, and the date signed/submitted.
    ( ) All of the information required under the "New Revenues" section is filled in for all three years shown. If outside grant funds are planned, an estimate of this amount, and the source, should be identified.
    ( ) All of the information required under the "New Expenditures" section is filled in, for all three years shown.
    ( ) The information at the bottom is filled in, and any attachments necessary are included.

_____   _____
Signature of Reviewer   Date

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CHECKLIST FOR NEW CERTIFICATE (LINKED TO A DEGREE)

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated.   This is based on the appropriate section of the "Academic Program Approval Process Guide", which should be consulted for more detailed information on each item. The checklist should be signed by the Academic Dean or other reviewer and submitted with the proposal, if desired.

College   Title

( ) Transmittal letter signed by the college president.

PART A. PROGRAM DESCRIPTION.
    ( ) 1. College name.
    ( ) 2. Program title. Relationship to an existing degree program or program option offered by the college indicated. Side-by-side curriculum included showing how all of the courses in the certificate can be counted toward degree requirements.
    ( ) 3. Proposed implementation date is realistic.
    ( ) 4. Characteristics and objectives of the program are described.
    ( ) 5. Curriculum lists all courses (titles, numbers, credits) constituting the program requirements.
        ( ) Brief course descriptions for new courses included.
        ( ) Learning outcomes included.
    ( ) 6. Career ladder opportunities described.
    ( ) 7. Estimated annual enrollments included.
    ( ) 8. Estimated annual completions included.
PART B. PROGRAM JUSTIFICATION.
    ( ) 1. Relationships to the mission, role, and scope of the college, and to similar programs in the system and other institutions in the college's service region, are shown.
    ( ) 2. Efforts to establish cooperative program arrangements are described.
    ( ) 3. Evidence of need in the college's service region is given:
        ( ) employment/advancement opportunities
        ( ) occupational trends
        ( ) student population to be served
RESOURCES. Resources required for implementation are shown, including estimates of direct cost and plans to support program costs (*e. g.,* new/existing resources).
    ( )   The name, title, and qualifications for each person who will teach specialized courses in the program are shown, to include full-time/part time status, degrees with areas of specializations and the institutions from which received, pertinent experience, and proposed assignments.
    ( )   Staff support is shown.
    ( )   Library resources are described.
    ( )   Any specialized equipment necessary to support the program is shown. If not already available, there is a schedule for acquiring it.

_____   _____
Signature of Reviewer   Date

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CHECKLIST FOR NEW DEGREE OPTION

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated. This is based on the appropriate section of the "Academic Program Approval Process Guide", which should be consulted for more detailed information on each item. The checklist should be signed by the Academic Dean or other reviewer and submitted with the proposal, if desired.

College   Title

_____

( ) Transmittal letter signed by the college president.

( ) 1. Name of the college is shown.
( ) 2. Name of the parent degree program is given.
( ) 3. Curriculum outline is presented in side-by-side fashion, with the parent program to the left and the proposed new option to the right. See example in the Guide.
  ( ) The general education courses are the same.
  ( ) The specialized courses are the same.
  ( ) There are no more than 15 credits difference, and these show as the option.
  ( ) Learning outcomes are shown.
( ) 4. Objectives of the new option are shown.
( ) 5. Relationship of the option to the existing degree and certificate programs at the college is described, as well as its relationship to other institutions in the college's service region. Some indication of need for the option is given: student demand, occupational trends, etc.
( ) 6. Resources required to implement the new option are listed.
  ( )   The name, title, and qualifications of each person who will teach specialized courses in the option are shown, to include full-time/part-time status, degrees with areas of specialization and the institutions from which received, pertinent experience, and proposed assignments.
  ( )   Staff support, if any additional is needed, is indicated.
  ( )   Library resources, if any additional are needed, are indicated.
  ( )   Any additional specialized equipment needed is shown; if not already available, there is a schedule for acquiring it.

_____ ____   _____
Signature of Reviewer   Date

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CHECKLIST FOR PROGRAM MODIFICATION

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated.   This is based on the appropriate section of the "Academic Program Approval Process Guide", which should be consulted for more detailed information on each item. The checklist should be signed by the Academic Dean or other reviewer and submitted with the proposal, if desired.

College   Title

( ) Transmittal letter signed by the college president.

( ) Name of the college and program centered on the top of the first page.

( ) 1.   The description and rationale for the proposed program modification clearly indicates what is intended (change of title, program focus, course content, structure, location, etc.) If the proposal is to change the curriculum, there is a side by side display, with the current curriculum on the left and the proposed curriculum on the right.

( ) 2.   The relationship of the modification to the approved existing program is shown.

( ) 3.   The background for the change is clearly stated.

( ) 4.   Enrollment information is shown for
   ( ) actual specialized course enrollments for the past two years, and
   ( ) estimates of enrollments in the proposed program for the next two years, with a description of how the estimate was made.

( ) 5.   Resources, specifically those required to support the change, are clearly shown.
   ( )   The name, title, and qualifications of each person who will teach specialized courses related to the change are shown, to include full-time/part-time status, degrees with areas of specialization and the institutions from which received, pertinent experience, and proposed assignments.
   ( )   Library holdings in the area related to the change are listed.
   ( )   Any additional specialized equipment needed is shown; if not already available, there is a schedule for acquiring it.
   ( )   Professional accreditations, where relevant, are indicated.

_____   _____
Signature of Reviewer   Date

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CHECKLIST FOR TERMINATION OF A DEGREE, OPTION, OR CERTIFICATE

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated. This is based on the appropriate section of the "Academic Program Approval Process Guide", which should be consulted for more detailed information on each item. The checklist should be signed by the Academic Dean or other reviewer and submitted with the proposal, if desired.

College   Title

( ) Transmittal letter signed by the college president.

( ) 1. Title of the program is the approved title.
( ) 2. The college name is shown.
( ) 3. Reasons for recommending the termination are clearly stated, with as much supporting and background material as necessary.
( ) 4. Dates for the last program evaluations are given for
     ( ) system
     ( ) BOG licensure/accreditation
     ( ) special accreditation(s)
( ) 5. There is a statement of modifications and/or additional resources required to sustain program viability.
( ) 6. Current enrollments are shown for
     ( ) First Year full-time   ( ) Second Year full-time
     ( ) First Year part-time   ( ) Second year part-time
     ( ) Total First Year   ( ) Total Second Year
( ) 7. Degrees (number and type) granted for the past three years are shown.
( ) 8. There is a proposed phase-out period indicated.
( ) 9. There are specific provisions to enable currently enrolled students to complete the program.
( )10. There is a list of similar degree/certificate programs offered by other community colleges, and by other institutions in the college's service region.
( )11. There is a presentation of the feasibility of transferring the program to another community college, or consolidating it with a similar program within the college, at another community college in the system.

Signature of Reviewer   Date

CHECKLIST FOR PROGRAM PROPOSAL SUMMARY

Instructions. The College initiating a proposal uses this checklist to ensure that all necessary items are included and work has been done as indicated. This is based on the appropriate section of the "Academic Program Approval Process Guide", which should be consulted for more detailed information on each item. The checklist should be signed by the Academic Dean or other reviewer and submitted with the proposal, if desired.

College   Title

_____

( ) Transmittal letter signed by the college president.

( ) Program Summary Cover Sheet is included.

( ) Paragraph 1 – Objectives
     ( ) a. Who will be the students?
     ( ) b. How will students use their education following program completion?

( ) Paragraph 2 – Curriculum: what knowledge and skill will students gain from the program?
     ( ) a. Major course requirements (list courses).
     ( ) b. Cognate areas (list courses).
     ( ) c. General education (must be 1/3 of degree requirements).
     ( ) d. Electives.

( ) Paragraph 3 – Need for the proposed program.
     ( ) a. What evidence is there of student demand for the proposed program? Has there been an interest survey? With what results?
     ( ) b. What employment opportunities have been identified for graduates?

_____   _____
Signature of Reviewer   Date

NAUGATUCK VALLEY COMMUNITY COLLEGE   PROPOSAL # _____
College Advisory System   REVISION # _____

Curriculum and Educational Affairs Committee
PROPOSAL CHECKLIST AND PROCESS*

CHECK ☒ YOUR PROPOSAL TYPE   COMPLETE THE FOLLOWING ITEMS

☐ Course Approval, Modification, Name Change, or Termination .   1 Through 14
☐ Program Option ………………………………………………   1 Through 14
☐ Program Adjustment ……………………………………………   1 Through 14
☐ Program Change in Name (Not Substance)..……………………   1 Through 15
☐ Program Modification …………………………………………   1 Through 15
☐ Reactivating an Inactive Program……………………………….   1 Through 15
☐ Certificate Program…………………………………………..   1 Through 15
☐ Reactivating a Suspended Program…………………………….   1 Through 15
☐ Associate Degree Program…………………………………….   1 Through 17
☐ Program Suspension or Termination……………………………   1 Through 17

ATTACH YOUR PROPOSAL TO THIS CHECKLIST

ITEM TO BE COMPLETED	DATE COMPLETED:
1. Title of Proposal:	
2. Proposed Implementation Date (Semester/Year):	
3. Proposer (s):	
4. Checked for Common Course Numbering Yes☐ No☐ Course Number Assigned: _____	
5. Banner Change Form Completed Yes☐ No☐	
6. Sponsoring Division: Division Approval:	
7. Conference with Dean of Academic Affairs and Sign-Off: _____	
8. Presentation to CEAC: _____ Moved to Open Hearing: ☐	
9. Open Hearing Scheduled:	
10. Reconsideration of CEAC:	
☐ APPROVED AND FORWARDED TO AGENDA COMMITTEE	
☐ NOT APPROVED – REVISE PER CEAC MINUTES	
☐ RESUBMIT TO CEAC WITH NEW CHECKLIST	
11. Agenda Committee Chairperson Requests President to Place Proposal on Agenda for Next Professional Staff Meeting	
12. Professional Staff Meeting: Not Approved ☐ Approved ☐	
13. Presented to President: ** Not Approved ☐ Approved ☐	
14. Submitted to Registrar's Office: *** No ☐ Yes ☐	
15. Transmitted to Board of Regents: *** Not Approved ☐ Approved ☐	
16. Transmitted to Board of Higher Education Coordination and Licensure Program: *** Not Approved ☐ Approved ☐	
17. Transmitted to Board of Governors: Not Approved ☐ Approved ☐	

* Copies of proposals should be sent by the initiator to the Dean of Academic Affairs and the President. The Chair of the Committee should be supplied with an electronic version of the proposal, which the Chair will be distribute to Committee members.. If the proposal is not available electronically, the initiator should supply the Committee Chair and all Committee members with a hard copy of the proposal.

** President keeps CEAC Chairperson and Professional Staff appraised of the proposal's progress, upon approval places an announcement in the <u>Weekly Bulletin</u>. The original documents are forwarded to the Academic Dean.

***The Dean forwards approved proposals.

NAUGATUCK VALLEY COMMUNITY COLLEGE

BANNER CATALOG

ADD/CHANGE FORM

Please complete the following information and return to:
Academic Dean 719A……CREDIT
(Copy to Joan Arbusto)

CREDIT ☐   NON CREDIT ☐

☐ **NEW/ADD   CHANGE** ☐

Date: _____   **Department:** _____

Effective Semester: _____   **Suggested Course # (H):** _____

Course Title: _____
(30 CHARACTERS-AND OR SPACES MAXIMUM)

Credit/CEU hours: _____   **Total Contact Hours:** _____

Lecture: _____

Lab: _____

Other: _____

(credit only)
Checked for CCN: Yes ☐

Meets 80% Rule: Yes ☐   No (Unique) ☐

Prerequisite(s): _____

Corequisite(s): _____

Date CEAC Informed (one-time offering) _____ **OR** Date Passed by CEAC: _____

Signature: _____ CIP Code:_____
(DIVISION DIRECTOR)

Signature: _____, Academic Dean

CHEMICALS OR HAZARDOUS MATERIALS: List below any chemicals or hazardous materials that will be used in this course. If you are not sure if a material is hazardous, please call Dana Elm 596-2153. If any chemicals or hazardous materials are listed below, a copy of this form **MUST** be sent to Dana Elm **AND** Toni Rinaldi   Yes ☐   No ☐

_____

_____

COMMENTS:_____

_____

Revised 1/1314

NAUGATUCK VALLEY COMMUNITY COLLEGE

BANNER CATALOG
Program ADD/CHANGE FORM
Please complete the following information and return to:
Academic Dean 719A
(Copy to NVCC Registrar, Room K516a)

Date: _____   **Department:**_____

Division _____ **Effective Semester:** _____

Program Title: _____

Date CEAC Informed (one-time offering) _____ ***OR***   Date Passed by CEAC: _____

Signature: _____   CIP Code:_____
<div align="center">(DIVISION DIRECTOR)</div>

Signature: _____,   Academic Dean

<table>
<tr><td colspan="4" align="center">Current Program</td><td colspan="4" align="center">New Program</td></tr>
<tr>
<td>Course No.</td>
<td>Title</td>
<td>*Gen Ed or
*Program or
*Elective
(General/Directed)</td>
<td>Credits</td>
<td>Course No.</td>
<td>Title</td>
<td>*Gen Ed or
*Program or
*Elective
(General/Directed)</td>
<td>Credits</td>
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Revised 2/17/2015