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5.201 Curriculum Standards

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Type of Policy <input checked="" type="checkbox"/> University <input type="checkbox"/> <i>Campus</i> <input type="checkbox"/> <i>Department/Unit</i> <input type="checkbox"/> Interim		Curriculum Standards Policy 5.201	
Academic Policies		Effective date: July 1, 2014	
Policy History:	Approved by:	Resolution #	Date
Approved	Chancellor	N/A	June 1, 2000
Revised	Chancellor	N/A	July 1, 2014
Responsible Office	Responsible Administrator:	Contact information	Applies to:
Office of Vice Chancellor of Academic Affairs	Vice Chancellor of Academic Affairs	937-769-1890	All Faculty

I. Introduction

Antioch University mandates high standards of excellence for all of its academic programs. Academic excellence is defined with reference to the educational goals and practices specified in the Mission Statement of the University and is consistent with University and campus values. In addition, Antioch recognizes the importance of maintaining clear and appropriate standards that support quality and strive for consistency across the institution.

Curriculum standards address issues that assure quality and consistency with Antioch’s mission and purpose, pedagogical practices, and academic standards in courses and programs, including the designations of lower and upper division and undergraduate and graduate level learning, credit unit assignments, and expectations for various in-class, online, hybrid learning, and other delivery options.

NOTE: This policy consolidates the following policies in effect on June 30, 2014:

- 5.201 Curriculum Standards Policy
- 5.205 Academic Graduate Program Terminology

II. Purpose

The purpose of this policy is to provide guidelines regarding the development and maintenance of programs and courses. This policy supplements and supports a series of academic policies of the University (see Policy Cross Reference below).

In addition, this policy establishes standards and practices that assure institutional compliance to relevant federal regulations and Higher Learning Commission expectations.

III. Responsibility for Curriculum Standards

- A. Faculty have the primary responsibility and authority for the University's curriculum including its development and implementation, academic substance, currency, and relevance for internal and external constituencies.
- B. The University Academic Council reviews and approves Antioch University curriculum standards and policies. These standards and policies support the mission and strategic goals of the University and apply to all University curricula for which academic credit is awarded.
- C. The faculty of each campus and University academic unit are charged with the responsibility of establishing an appropriate faculty body to review curriculum proposals and to assure that the academic programs meet or exceed University curriculum standards.
- D. The chief academic officer of each campus and University academic unit is responsible for overseeing the quality of and adherence to University curriculum standards by the academic curriculum offered by that unit.
- E. The Vice Chancellor for Academic Affairs is responsible for overseeing the quality of the University's curriculum as a whole and adherence to University curriculum standards.

IV. Definitions

A. **Academic Certificate:** A set of academic credit-bearing courses or learning activities leading to an academic credential containing fewer credits than the minimum required for a degree.

1. An academic certificate in which 50% or more of the courses or learning activities are contained in one or more academic degree programs is referred to as an “embedded” certificate.

2. An academic certificate in which fewer than 50% of the courses or learning activities are contained in one or more academic degree programs is referred to as a “stand-alone academic certificate.”

B. **Academic Concentrations:** A set of courses or learning activities *within a degree program* that focuses on a particular academic area and provides a deeper or more specialized emphasis of study.

C. **Academic Degree:** An academic credential that serves as the framework for degree programs. Examples include the Bachelor of Arts, Master of Arts, Master of Education, Doctor of Philosophy.

D. **CIP Code: Classification of Instructional Programs.** A taxonomic scheme of fields of study that is used for institutional data management and reporting to the Higher Learning Commission, the Department of Education, the Integrated Postsecondary Education Data System (IPEDS) and other external agencies and bodies.

E. **Degree Program:** A cohesive group of courses or learning activities leading to the awarding of an academic degree

1. Undergraduate BA degree programs adhere to University-wide standards for degree program elements: shared student learning outcomes, general education requirements, major or area of concentration requirement, and general electives credits.

2. At the graduate level, degree programs are established by the area of study. A minimum of 27 quarter or 18 semester credits of unique curriculum is required to establish a new graduate degree program.

F. **Endorsement or Specialist Credential.** Typically, these terms are most commonly found in Education programs, responsive to varying state regulatory terms. Various other terms are used in response to regional or professional/specialized accreditation requirements or practice. In each case the required and elective courses and credits are clearly defined.

G. **Graduate Concentration or Specialization.** These terms may be used interchangeably to respond to local customs, state regulations or professional accreditation needs. Courses constituting the concentration or specialization usually need not be taken in

a progressive sequence but all must be taken to constitute the concentration or specialization. A graduate concentration or specialization must have at least 9 semester and 12 quarter credits.

H. Undergraduate Area of Concentration. The major field of study within the Bachelor of Arts in Liberal Studies. An area of concentration must contain a minimum of 36 quarter/24 semester credits.

I. Undergraduate Majors: A defined set of courses and learning activities within an undergraduate degree program that serves as the primary field of study. A major must contain a minimum of 54 quarter/36 semester credits, half of which must be upper division.

J. Undergraduate Minors: A defined set of courses and learning activities within an undergraduate degree program that serves as the secondary field of study. A minor must contain a minimum of 24 quarter/18 semester credits, half of which must be upper division.

V. Guidelines on Academic Rigor and Quality

A. Undergraduate and Graduate Learning

Antioch Academic Learning.

1. Antioch University recognizes that the nature of learning in undergraduate and graduate programs is substantively different; however, curricula at both graduate and undergraduate levels should be characterized by:

- a) Development of comparative and critical thinking.
- b) Use of original source materials, wherever relevant.
- c) Stimulation of the student's reflective thinking.
- d) Consideration of multicultural, gender, and ethical issues and social relevance of materials studied.
- e) Consistent attention to the relationship between theory and practice.

2. Antioch campuses may establish courses and workshops open to both graduate and undergraduate students. Such courses and workshops shall be clearly designated, and undergraduate students in graduate courses shall be held to the same standards of achievement as graduate students if they are being awarded graduate credit.

3. Graduate programs may allow graduate students to petition to enroll in undergraduate courses and workshops under a separate course number. In these instances, it must be stipulated what additional or different expectations and work will be completed in order to receive graduate credit, such as submitting additional

work or meeting different learning outcomes. Each campus must establish a clear method of communicating these designations and course requirements.

B. Undergraduate education requirements

1. Graduation requirements may be satisfied through specified courses, competencies, or inter-disciplinary learning outcomes, depending on the specific program design.

2. Credit requirements may be satisfied through a combination of transfer credit, prior learning credits, and Antioch University (institutional) credit.

3. All bachelor's degree programs (BA and BS, and regardless of major or area of concentration) will be designed with the following elements:

- a. General Education requirements
- b. Shared Student Learning Outcomes
- c. Major or Area of Concentration requirements
- d. General Electives credits

4. **General Education Requirements.** The general education framework is defined as the foundational academic breadth that every college-educated individual should acquire. General education includes both academic content and the processes to gather, interpret, and present knowledge gained. Students may satisfy general education requirements by transferring in credits in the designated domains of knowledge, by completing designated general education courses or by demonstrating mastery of competency, as prescribed by each undergraduate program. The University faculty has adopted the following categories as the framework for undergraduate general education requirements.

- a) Oral and Written Communication (minimum 6 quarter/4 semester or equivalent)
- b) Arts and Humanities (minimum 6 quarter/4 semester credits or equivalent)
- c) Science and Quantitative Reasoning (minimum 6 quarter/4 semester credits or equivalent)
- d) Social Sciences (minimum 6 quarter/4 semester credits or equivalent)

Typically general education requirements are satisfied at the lower division level, frequently at community colleges prior. General education requirements may be fulfilled through earning course credit for identified general education courses, through demonstration of equivalent competency, or through a combination of approaches.

5. **Shared Student Learning Outcomes.** Antioch University undergraduate shared student learning outcomes represent the expectation or commitment that the faculty make to the students regarding the knowledge, skills, and dispositions that every Antioch University undergraduate student will gain and be able to demonstrate upon completion of the degree. These outcomes reflect an Antiochian undergraduate education, and they are crafted to include both common standards as well as unique outcomes reflective of each campus or program.

- a) Application of critical thinking and creative problem solving (Critical Thinking)
- b) Articulation and understanding of multiple and diverse perspectives, within a global context (Diverse Perspectives)
- c) Analysis of social justice issues (Social Justice)
- d) Application of abstract knowledge to practical experience and concrete issues (Applied Learning)
- e) Demonstration of effective communication (Communication)
- f) Demonstration of increased self-awareness through critical reflection (Self-awareness)

C. **Graduate Education Requirements**

1. Graduate education at Antioch is distinguished from undergraduate learning primarily through its focus on preparing the student to enter a professional field as practitioner, field researcher, or scholarly researcher. Hence, compared to undergraduate learning, the graduate curriculum and individual courses are characterized by:

- a) More professional standards of excellence in writing and the methods of the discipline;
- b) Increased critical perspective on the state of the discipline, including historical and current issues in the discipline;
- c) Internship, thesis, or academically related field experience in which the student has the opportunity to develop, under professional supervision, skills and expertise relevant to the development of professional competency. (Undergraduate internship or co-op experience, in contrast, is intended to promote liberal education through broadening the student's experience, foster connections between theory and practice, and provide a beginning level of role learning.);

- d) Application of theoretical learning to practice with stress on development of appropriate skills, ethic of the profession, and the place of the profession in society; and
- e) Familiarity with professional associations and journals.

2. **Academic Level of Courses within Graduate Programs.** At least 50% of courses or learning activities' applied to a graduate program must be designed for graduate study.

VI. Academic Term

- A. Antioch University currently offers programs on the quarter and semester/trimester systems.
- B. Programs are required to follow one academic term for the entire program. In other words, a program cannot be run on the quarter system for one year and on the semester system for the second year, unless the campus is making a transition between academic terms. In these instances, a clear unit transfer procedure must be articulated.

VII. Awarding Academic Credit:

A. Institutional Academic Credit

- 1. Antioch University recognizes three types of institutional academic credits: quarter credits, semester credits, and annual credits. Each degree program may follow only one academic credit type.
- 2. The awarding of academic credit may be based upon the completion of course requirements or through the demonstration of mastery of competencies. Each program defines how students fulfill course and degree requirements, and may use a single method or a mixture of course requirements and demonstration of competencies.
- 3. In competency-based learning, a written contract must be clearly negotiated with an authorized faculty member concerning the level of proficiency expected to meet a requirement, specifying in detail how that proficiency or competency will be demonstrated and the amount of academic credit to be awarded for satisfactory demonstration.
- 4. Programs that require a combination of credit-based requirements and competency-based requirements must establish and adhere to procedures as detailed in both instances above.

B. Program Length and Credit Hour Standards. Every academic program within Antioch University is required to meet certain minimum program length standards and every academic unit is required to determine credit hours in a similar fashion, consistent with the federal definition of credit hour. Degree requirements and criteria for awarding credit or certifying competency shall be clearly specified for each campus program following the guidelines stated below.

1. Every academic program must meet the minimum program length standards for Antioch University, as set forth in Policy 5.203 Program Length and Credit Hours.
2. Every academic program must determine the amount of credit hours to be associated with courses or learning activities based upon the policies set forth in Policy 5.203 Program Length and Credit Hours.
3. Programs that award credit through the demonstration of competency are required to demonstrate that the student learning meets the minimum credit hour requirements as set forth in Policy 5.203 Program Length and Credit Hours.

VIII. Monitoring

Each academic unit head and chief academic officer is responsible for assuring that all academic programs are in compliance with University policies, including but not limited to the following requirements below:

A. Regardless of delivery model, the faculty has primary authority and is responsible for the curriculum, program design, academic quality and academic integrity at Antioch University. The same faculty oversight and quality control mechanisms are to be put in place for curriculum and design of on-campus programs, off-campus programs, as well as distance-delivered programs.

B. Each academic unit is responsible for assuring that the program length is consistent with the university standards and determining that the student work in fulfillment of the requirements associated with the credit hours for its program is consistent with the standards in Policy 5.203 Program Length and Credit Hours. The academic unit is responsible for documenting compliance to the appropriate Chief Academic Officer in the annual Program Review report.

C. Each academic unit is responsible for assuring compliance with the guidelines and requirements regarding the development, revision, and approval of academic programs as established in the cross-referenced policies below.

D. Each academic unit should regularly monitor learning activities in the curriculum to ensure that appropriate amount of credit is being awarded for work, and that there is a

process for placing entering students into courses and programs for which the students are adequately prepared.

E. Before an academic program undergoes significant change, the academic unit is responsible for determining that any change in the student work in fulfillment of the requirements associated with the credit hours for the program is consistent with the standards established in Policy 5.203 Program Length and Credit Hours. The academic program must submit documentation of such assurance to the appropriate Chief Academic Officer prior to approval of the intended change.

F. Based upon the kind of change proposed, the Chief Academic Officer notifies or requests review and approval from the University Office of Academic Affairs, as described in Policy 5.207 Academic Change Policy.

Policy Cross Reference

Academic Change Approval Policy	Policy #5.207
Assessment of Student Learning Policy	Policy #5.219
Grade Equivalency Policy	Policy #5.229
Academic Program Approval Policy	Policy #5.209
Program Length and Credit Hours	Policy #5.203