



## University Curriculum Committee Procedures

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# University Curriculum Committee Procedures

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## University Curriculum Committee Procedures

### Executive Summary

These curriculum procedures provide a blueprint for how to understand, develop, and revise academic programs, courses, units, and agreements with curricular implications. Additionally, these procedures provide guidance for obtaining approval for proposals. Adherence to the processes in this procedure manual will help those initiating curricular proposals to move them efficiently from conception to approval.

These procedures incorporate the standards for curriculum at UVU and related requirements from institutional and accrediting bodies.

The University Curriculum Committee (UCC) will maintain this procedure document. Faculty Senate and Academic Affairs Council (AAC) will review and approve revisions. If Faculty Senate and AAC cannot come to a consensus on proposed revisions, the Provost, in consultation with UCC, will make a final decision. The Provost will explain the decision in writing to Faculty Senate and AAC.

### Governing Policies

Utah System of Higher Education Policy R401 *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*

Utah System of Higher Education Policy R470 *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*

UVU Policy 522 *Undergraduate Credit and Transcripts*

UVU Policy 605 *Curriculum Process*

UVU Policy 610 *Credit Hour*

NWCCU Standards & Policies

### Definitions

The following definitions include areas that are involved in curriculum review or approval, as well as commonly used curriculum words.

**At Rest:** Term used to describe a course or program that has completed the curriculum workflow and is not being edited.

**Corequisite:** Courses that must be taken concurrently.

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**Cross-list:** Courses that have the same course number, title, attributes, credit hours, course description, pre- or corequisites, and CLOs, but different subject prefixes and may come from different departments. Curriculum cross-listing provides a way for courses to be shared by multiple areas and provides a degree of visibility for specific subjects (via the prefix/subject code) in a student's transcript.

**Curriculum Management System (CMS):** The curriculum tool that is used to capture and save all curriculum additions, changes, and deletions. Subject to change. The following modules are part of CMS system:

**CourseLeaf Curriculum Inventory Management (CIM):** A course inventory and curriculum management platform with customized online forms and automated workflows, designed to ensure accuracy across an institution's courses and programs.

**CourseLeaf Section Scheduler (CLSS):** A course-scheduling platform designed to centralize the schedule of classes while allowing departments to plan and update their courses in compliance with institutional scheduling rules.

**Curriculum Map:** A map of all the core courses within the program; a method of mapping the course-learning outcomes (CLOs) of a course to the program learning outcomes (PLOs) of a program.

**Degree Map:** A map that shows how the sequenced courses within a program can be taken in order to complete the program in the required amount of time. Special care should be taken to observe pre- and corequisites. Also referred to as a Graduation Plan.

**General Education (GE) Committee:** A committee established under the direction of the Associate Provost–Academic Programs. The committee serves in an advisory capacity to Academic Affairs and the Academic Affairs Council and is a subcommittee of UCC.

**Global Intercultural (GI):** The GI requirement is a graduation requirement that underscores UVU's commitment to valuing global/intercultural opinions, backgrounds, traditions, perspectives, and experiences. All bachelor programs must contain at least one GI course for graduation.

**Hidden Prerequisite:** A course not listed in the program that is required as a pre- or co-requisite for a course that is listed within the program.

**Impact Search:** A method of researching all programs and courses that may be affected by a curriculum change.

**Institutional Review:** Annual institutional forum to promote collaboration, alignment, integration, and transparency in discussing curriculum priorities.

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**Intercollegiate Review Period:** A designated period of time in which UCC gathers feedback on curriculum proposals from faculty, staff, administration, and college curriculum committees.

**Northwest Commission on Colleges and Universities (NWCCU):** UVU's accrediting body and regional organization recognized by the US Department of Education to accredit postsecondary institutions within the US.

**Office of Teaching and Learning (OTL):** On-campus office that enables the enhancement of teaching and learning practice across the institution through meaningful faculty development opportunities, support for high-quality course design, and assistance with learning technologies.

**Prerequisite:** Any course that is required to be completed prior to taking another course.

**Program Map:** A list of the curriculum within the program. It must be stackable where applicable and contain no hidden prerequisites. Also known as the program listing/schedule.

**Quality Assurance Group (QA):** A cross-functional team of UCC faculty and staff that review and approve curriculum for adherence to policy and procedures.

**Program Development Document (PDD):** Primary approval document that must be prepared for approval through outside accrediting bodies such as Board of Trustees (BOT), UBHE, or NWCCU depending on level of program (formerly known as R401).

**Shred a Proposal:** Discarding a curriculum proposal or change by deleting it from the CMS. Shredding a change to a program or course, reverts the program or course back to its state prior to the change. If a new program or course is shredded the program or course will be deleted from the system.

**Stackable:** Curriculum that is structured to allow students to seamlessly build from one credential to the next, i.e., certificate to associate degree or associate degree to a bachelor's degree.

**Student Learning Outcomes (SLOs):** The knowledge and skills that students should have when they successfully complete a designated portion of their education. Student learning outcomes are defined at the course level (CLOs), program level (PLOs), and at the institutional level for all programs and General Education (ELOs):

**Course Learning Outcomes (CLOs):** The big-picture knowledge and skills that students should have when they successfully complete a course.

**Program Learning Outcomes (PLOs):** Statements that incorporate many areas of inter-related knowledge and skills developed over the duration of the program through a wide range of courses and experiences.

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**Essential Learning Outcomes (ELOs):** A comprehensive set of learning goals that are fostered and developed across a student's entire educational experience and that reflect the knowledge, skills, and competencies needed to meet the challenges of an ever-changing and complex world.

**Utah Board of Higher Education (UBHE):** Formerly known as State Board of Regents (SBR). Governing body for USHE and is comprised of eighteen Utah citizens, all appointed by the Governor. There are two student Board members, one from a degree-granting public college or university and one from a technical college. The Board selects and evaluates institutional presidents, sets policy, reviews programs and degrees, approves institutional missions, and submits a unified higher education budget to the Governor and State Legislature.

**Utah System of Higher Education (USHE):** Governed by the Utah Board of Higher Education and is comprised of Utah's eight public colleges and universities and eight technical colleges.

**Writing Enriched (WE):** A Writing Enriched course is a disciplinary class that includes not only written assignments but also writing instruction as important components. All bachelor programs must contain at least two WE courses.

**Workflow:** The path of review and approval that curriculum submissions follow to become fully approved.

### Roles and Responsibilities

See UVU Policy 605 Curriculum Process for a list of roles and responsibilities for curriculum review and approval.

### Procedure Overview

Curriculum proposals undergo several reviews and approvals before being implemented. The approval process, the responsible reviewers/approvers, and their responsibilities depend on the specific type of proposal. Typically, proposals will follow one of two approval processes: one for programs and one for courses. Flowcharts for each approval process are included in Attachments 1 and 2. Table 1 shows which approval process should be followed depending on the type of curriculum proposal.

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*Table 1: Approval Process Based on Proposal Type*

Approval Process	Types of Proposals
Program (Attachment 1)	<ul style="list-style-type: none"> <li>• New program proposals</li> <li>• Significant program modifications (&gt;25% since last accreditation visit)</li> <li>• Deletion of programs</li> <li>• New, deletion, or modification of an Academic Unit</li> </ul>
Course (Attachment 2)	<ul style="list-style-type: none"> <li>• Minor program modifications</li> <li>• New course proposals*</li> <li>• Course modifications*</li> <li>• Course deletions*</li> </ul>

\*Course submissions that are associated with a program that has a program development document must be submitted with the program and adhere to program deadlines.

### Program Approval Process

See Attachment 1 for flowchart. Program approval process must be completed in accordance with the deadlines published on the curriculum website.

#### 1) Program/Department/College/School/University Strategic Planning

*Responsible:* Faculty in academic program/department in coordination with staff and administrators in the college/school and university

*Description:* Faculty and administrators at the program, department, college/school, and university level identify strategic need for new programs or changes to existing programs.

*Outcome:* Identified need for new program, modification, or deletion of existing programs.

#### 2) Draft Program Idea

*Responsible:* Faculty in academic program/department

*Description:* Faculty gather information and complete the *Program Proposal Form* (this form can be found in the Curriculum Management System).

*Outcome:* Completed program proposal.

#### 3) Peer Review Vote

Peer review and vote by program or department.



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*Responsible:* Faculty in academic program/department and assigned academic advisor(s)

*Description:* All full-time faculty in program/department review the program proposal, vote, and record the outcome of the vote. Academic advisor(s) provide feedback to faculty on the impact of the proposal to students' ability to register and navigate the program.

*Outcome:* Record of majority vote of full-time faculty in program/department is required for proposal to move forward.

### a) Research

*Responsible:* Faculty in academic program/department, library, Assessment Office, college/school financial managers, and any other required research parties

*Description:* Requests for required data to fill out the PDD and Executive Summary are made to relevant research parties.

*Outcome:* Relevant research parties provide data to faculty.

### 4) Prepare Executive Summary

*Responsible:* Faculty in academic program/department

*Description:* Faculty incorporate information from research parties into Executive Summary (Executive Summary will be attached to the CMS form by Curriculum Office once research is complete.)

*Outcome:* Fully completed Executive Summary.

### 5) College/School Prioritization

*Responsible:* Dean and department chairs of academic college/school

*Description:* Dean and department chairs collaboratively discuss and determine which program proposals will be developed in the coming year according to college/school strategic and budgetary priorities. Each college/school has flexibility on how they conduct this prioritization.

*Outcome:* A prioritized list of program proposal(s) that have been approved for further development during the curriculum cycle.

### 6) Intercollegiate View and CCC Review

*Responsible:* Faculty, staff, administration, college curriculum committees (CCCs)

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*Description:* Program proposals are posted on the curriculum website to allow full visibility and comment by university faculty, staff, and administration. CCCs will review the program proposals and provide feedback during the open Intercollegiate View period.

*Outcome:* Comments are recorded.

### Student Impact Review during Intercollegiate View

*Responsible:* Designated department advisor(s)

*Description:* Advisor(s) review program and provide feedback on impact to students' ability to register and navigate the program toward completion.

*Outcome:* Feedback provided to faculty.

### 7) Institutional Review

*Responsible:* University Provost

*Description:* College/school dean present program proposals to UCC, AAC, President's Council, and other stakeholders for review and discussion considering institutional mission and budget constraints.

*Outcome:* Final decision by University Provost on which programs will be fully developed.

### 8) Development and Student Impact

#### a) Finalize program development

*Responsible:* Faculty in academic program/department

*Description:* Faculty finalize program development with required information into the curriculum management system (CMS) according to curriculum procedures. Faculty performs a program impact search to investigate how a proposal will affect existing courses and programs.

*Outcome:* Completed CMS program entry and required document(s).

### 9) Quality Assurance Review

#### a) UCC Quality Assurance Review

*Responsible:* UCC QA groups

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*Description:* Review proposal and required document(s) for correctness and adherence to procedures and policy.

*Outcome:* Program is reviewed by UCC QA group.

b) Budget Office Reviews Program, Graduate Council (as needed)

*Responsible:* Budget Office and Graduate Council (as needed)

*Description:* Budget is reviewed/updated to ensure it accounts for any changes since the initial draft. Graduate Council reviews to ensure the proposed curriculum meets the requirements for a graduate program.

*Outcome:* Budget Office and Graduate Council (as needed) provide feedback to faculty and UCC.

10) Faculty Revisions

*Responsible:* Submitting faculty

*Description:* As needed, faculty make revisions to ensure proposal adheres to appropriate procedures and policy and to respond to any feedback from reviewing parties. Revisions are the responsibility of the faculty according to established timelines.

*Outcome:* Refined proposal submitted for UCC QA approval.

11) UCC QA Approval

a) UCC QA Approve or Decline

*Responsible:* UCC QA group

*Description:* UCC QA group ensures any required revisions have been made by faculty and approves proposal to move forward.

*Outcome:* UCC QA group approval is required for proposal to move forward.

b) Final Budget Review (if needed)

*Responsible:* Budget Office

*Description:* If budget was modified after previous Budget Office review, it is reviewed again before proposal moves forward.

*Outcome:* Budget Office approval provided to UCC.

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### 12) Final University Approval:

#### a) UCC Review/Approval

*Responsible:* Full UCC

*Description:* UCC provides peer, cross-institutional perspective to review proposal for overlap/redundancy with other programs, ensure curriculum meets procedures, evaluate curriculum design to remove roadblocks to student completion and ensure program stackability.

*Outcome:* UCC approval is needed for proposal to move forward. Denied proposals are returned to faculty.

#### b) AAC Review/Approval

*Responsible:* University Provost and AAC

*Description:* AAC reviews proposal to ensure program fit for student demand, evaluate labor/market demand, ensure budget is sufficient to support the new program and that the program meets institutional priorities. Provost approves proposal based on AAC recommendations.

*Outcome:* Provost approval is needed for proposal to move forward. Denied proposals are returned to faculty.

*Note:* At the final university approval, if either UCC or AAC decline the program proposal, faculty may appeal the decision to the Provost who will decide if the program will move forward for outside approvals.

### 13) UBHE Comments

*Responsible:* UBHE

*Description:* Proposal is sent to UBHE and other USHE institutions for Chief Academic Officer comments.

*Outcome:* Comments returned to UVU for Board of Trustees (BOT) meeting.

### 14) Sub BOT/BOT Approval

*Responsible:* UVU Board of Trustees (BOT) and Sub BOT committee

*Description:* UVU BOT and sub BOT committee reviews proposal and comments from UBHE and approves final proposal.

*Outcome:* BOT approval is needed for proposal to move forward.

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### 15) NWCCU Accreditation

*Responsible:* NWCCU

*Description:* Proposal is sent to NWCCU for review and accreditation approval.

*Outcome:* Program receives accreditation.

### 16) UVU System Integration

*Responsible:* Curriculum, Registrar, and Academic Scheduling

*Description:* The program is incorporated into the UVU curriculum, planning, catalog, and registration systems.

*Outcome:* Students can register for program during the registration period.

## Course Approval Process

See Attachment 2 for flowchart. Course approval process must be completed in accordance with the deadlines published on the curriculum website.

### 1) Program/Department/College/School/University Strategic Planning

*Responsible:* Faculty in academic program/department in coordination with staff and administrators in the college/school and university

*Description:* Faculty and administrators at the program, department, college/school, or university level identify strategic need for new course(s), modification of existing course(s), or deletion of existing course(s).

*Outcome:* Identified need for creation of new course(s), modification of existing course(s), or deletion of existing course(s).

### 2) Draft Course Idea

*Responsible:* Faculty in academic program/department

*Description:* Faculty gather information and complete course proposal. Complete an initial impact search for the course changes.

*Outcome:* Completed course proposal and impact of course changes.

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### 3) Peer Review Vote

*Responsible:* Faculty in academic program/department\* depending on impact of proposal and assigned academic advisors

*Description:* All full-time faculty in a program/department review the course proposal, vote, and record the outcome of the vote. Academic advisors provide feedback to faculty on the impact of proposal to students.

*Outcome:* Record of majority vote of full-time faculty in program/department is required for the proposal to move forward.

\* For cross-listed courses faculty in both programs/departments must be included in the discussion and vote.

### 4) Intercollegiate View and CCC Review

*Responsible:* Faculty, staff, administration, CCCs

*Description:* Course proposals are posted to allow full visibility and comment by university faculty, staff, and administration. CCCs will review course proposals from their college and provide feedback on the strategic fit during the open Intercollegiate Review period.

*Outcome:* Comments are recorded.

#### a) Student Impact Review

*Responsible:* Designated department advisor or college/school director of advising

*Description:* Advisor reviews impact of course changes and provides feedback on impact to students. Advisor works with faculty to determine solutions.

*Outcome:* Feedback provided to faculty.

### 5) Dean Review

*Responsible:* College/school dean

*Description:* College/school dean has an opportunity to review course proposals while in Intercollegiate View. Deans may comment in the CMS on financial impact and strategic fit of course proposals and take action on course proposals. If no comment is made, course proposals will automatically move forward in the process.

*Outcome:* Courses move forward with dean's approval. If denied, course proposal will return to faculty and they may appeal to UCC if desired.



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6) Development and Student Impact

a) Finalize course development

*Responsible:* Faculty in academic program/department

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*Description:* Faculty finalize course development in curriculum management system according to curriculum procedures. Faculty perform course impact search to investigate how the proposals will affect existing courses and programs. Identified impacts must be addressed through the curriculum process.

*Outcome:* Completed CIM course entry and identified impact of course changes.

### 7) Quality Assurance Review

a) UCC quality assurance review

*Responsible:* UCC QA Groups

*Description:* Review proposal for correctness and adherence to procedures and policy.

*Outcome:* Reviewed course by UCC QA group.

b) GI, GE, WE, Honors, Graduate committees review/approve (if required)

*Responsible:* GI, GE, WE, Honors, and Graduate committee(s)

*Description:* Required councils review the proposal to ensure the proposed curriculum meets the requirements for the appropriate committee.

*Outcome:* GI, GE, WE, Honors, and/or Graduate committee provide feedback to faculty and UCC.



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### 8) Faculty revisions

*Responsible:* Submitting Faculty

*Description:* As needed, faculty make revisions to ensure proposal adheres to appropriate procedures and policy and to respond to any feedback from reviewing parties. Revisions are the responsibility of the faculty according to established timelines.

*Outcome:* Refined proposal submitted for UCC QA approval.

### 9) UCC QA Approval

*Responsible:* UCC QA groups

*Description:* UCC QA group ensures any required revisions have been made by faculty and approves proposal to move forward or disapproves.

*Outcome:* UCC QA group approval required for proposal to move forward.

### 10) Final University Approval (required if course impacts a program)

*Responsible:* Full UCC

*Description:* UCC provides peer, cross-institutional perspective to review proposal for overlap/redundancy with other courses and ensure curriculum meets curriculum procedures.

*Outcome:* UCC approval is needed for proposal to move forward. Denied proposals are returned to faculty.

### 11) UVU System Integration

*Responsible:* Curriculum, Registrar, and Academic Scheduling

*Description:* Course is incorporated into the UVU curriculum, planning, catalog, and registration systems.

*Outcome:* Course is available for student view and students can register for course during the registration period.

## General Curriculum Quality Standards

The following university procedures meet UVU, USHE, and NWCCU standards. Using these procedures in curriculum creation/modification will assist in the submission of high-quality curriculum and reduce the need for corrections.

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UCC may periodically review curriculum as referenced in Policy 605. The purpose of these reviews will be to improve quality and ensure curriculum meets current standards as outlined in this document.

When submitting curriculum proposals, keep the following responsibilities in mind.

### **Submitter Responsibilities:**

**Submit Before Deadline:** Adherence to deadlines as posted on the curriculum website will ensure timely approval. Any items submitted after the posted deadlines will be processed for the following academic cycle.

Exceptions to deadlines based on institutional priority or requirement from outside accreditors will need the approval of the UCC Chair or Provost.

**Check for Curricular Impact:** Any change that impacts another course or program may require additional curriculum changes to be submitted. An impact search must be completed by faculty and reviewed with their departmental advisor prior to submitting curriculum in the curriculum management system.

Course modifications involving course prefix/subject code, number, and/or credit hour changes will require additional program changes in every program that the course is listed in.

Any program outside the submitters' department will require coordination between departments so that the affected program is properly submitted with the change at the same time.

If a course prerequisite is changed, the affected program(s) must be reviewed for hidden prerequisites. Hidden prerequisites will not be allowed in any program. Numbered courses at an 800 or 900 level are not considered a hidden prerequisite. Also, if all students are not affected by the prerequisite requirement then the prerequisite is not considered a hidden prerequisite.

**Facilitation:** For large university-wide changes a facilitation may be requested. The requesting department must submit all impacted courses and programs within their own department. They may then add a request to the justification area of CIM asking for the curriculum office to facilitate the changes in departments outside their own. The following items may be requested for facilitation outside one's own department:

- Prefix
- Course number changes lower to lower, upper to upper, or adding a G
- Special circumstances outside the changing departments control (will be considered on a case-to-case basis)
- Remove an elective course from a program list

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If UCC grants the facilitation request, the requesting department must notify all affected departments what the change is and when it will go into effect. This email must also include the curriculum office, UCC chair, and the associate deans of all departments affected (including their own).

Notified departments must respond to the notification email within two weeks if they wish to voice concerns.

**Proofread:** Carefully proofread all curriculum proposals for grammar, spelling, and detailed information. Errors may cause workflow rollbacks, resulting in a longer approval process. Any errors overlooked may inadvertently be published in the University Catalog.

**Bundle submissions:** All curriculum for any program must be submitted together for the academic year it is being requested.

Courses and programs must be submitted together for review and approval.

If the course being changed is a pre- or corequisite for any other course, that additional course will need to be modified as well and submitted with the previous course.

**Avoid special interest courses:** Limit the number of non-required courses in the program that can only be taught by a specific faculty member. Special interest courses should be taught as a “special topics” course with demonstrated student enrollment before adding it as a course in the program. All courses must be listed within at least one program or have a significant institutionally supported reason approved by UCC as to why it is not connected to a program. Courses that are not a part of any program will not be approved curriculum.

**Read emails:** Always read emails from CourseLeaf, the Curriculum Office, and curriculum committee members. While many emails may be notifications, there are several emails that require action to be taken.

**Watch workflow:** Faculty can see where proposals are in the workflow process at any time in CIM and are responsible for knowing the status of their curriculum at all times. If a workflow item is rolled back, faculty are responsible to read the notes, edit the proposal, and resubmit.

**Shred a proposal:** Faculty must submit an email request to the Curriculum Office if they desire a proposal to be removed or reverted to the previous version (shredded).

If a proposal sits in any one workflow step or has changes saved but not submitted for more than 120 days, the proposal will be discarded (shredded), and the faculty member will need to start over if needed. This will keep the curriculum system clean of abandoned proposals.



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**Training:** Curriculum training is available in many forms:

Curriculum Office – Provides required training to gain access to the system as well as recommended training before adding or modifying programs. Training is required to gain editing access to the CMS.

OTL- Provides course and program design training for faculty.

UCC- Provides curriculum process and procedure training for faculty and approvers.

## **Course Curriculum Guidelines**

### **Course Prefix/Subject Code**

Prefix should ideally be four characters that identify a subject.

If a course prefix is being modified, all programs and courses that contain this course must be modified to include the prefix change.

### **Course Numbering**

USHE Policy R470 (section 5.2) should be followed in selecting course numbering appropriate for the academic level (i.e., 1000, 2000, 3000, 4000).

Lab courses should end in 5 (xxx5).

Repeatable courses end in R (xxxR).

Global/Intercultural courses end in G (xxxG). These courses must be approved by the GI Committee and meet the standards of a GI course (listed on the website). They must contain the GI objectives, plus additional course specific objectives.

Honors Courses end in H (xxxH). These courses must be approved through the Honors Director.

Internship or Co-Operative Work Experience courses are numbered 281R/481R.

Undergraduate Research courses are numbered 289R or 489R.

Special Topics courses are numbered 290R or 490R.

Course numbers between 1900-1999 and 3900-3999 are reserved for Transfer Credit.

If a course number is being modified, all programs and courses that contain this course must be modified to include the number change.



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Course numbers within a prefix may not be reused in order to preserve historical records.

### **Special Designation Requirements**

#### **General Education (GE)**

The course syllabus and GE application must be submitted with the proposal.

Specific requirements and the application for GE designation can be found at <https://www.uvu.edu/gened/>

#### **Global Intercultural (GI)**

The course syllabus must be submitted with the proposal.

The designated GI CLOs must be added. GI courses must incorporate the three GI CLOs as well as four adequate, course-specific CLOs.

If the course is a GI, the number must end in a G (xxxG).

If a course is designated as a GI, it applies to all sections of a course. Individual sections of a course do not have the option to be designated as a GI course.

If a course is both GI and WE, the GI designation should come first in the title and then the WE designation will follow (i.e., Cultural Anthropology GI WE).

Specific requirements for GI designation can be found at <https://www.uvu.edu/global/gi-initiative/>

#### **Writing Enriched (WE)**

The course syllabus and WE application must be submitted with the proposal.

Course learning objectives (CLOs) must reflect writing enriched activities and/or must include the WE specific CLO.

If a course is both GI and WE, the GI designation should come first in the title and then the WE designation will follow. (i.e., Cultural Anthropology GI WE). If a course is designated as a WE, it applies to all sections of a course. Individual sections of a course do not have the option to be designated as a WE course or not.

WE must be added manually to the end of the title.

The numbering is not affected when a course is a WE.

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Specific requirements and the application for WE designation can be found at <https://www.uvu.edu/writingenriched/recommendations.html>

### **Honors**

The course syllabus must be submitted with the proposal.

If the course is an Honors course, the number must end in an H (xxxH).

Honors courses should be more advanced than those of the regular course. Consult with the Honors Program Director during course development for specific requirements.

### **Course Title**

#### *Special Characters:*

Use roman numerals (I, II, III) NOT numbers (1, 2, 3).

May use (/), (-), or (--), with no spaces on either side.

Do NOT use any other special characters, i.e., NO periods, commas, colons, apostrophes, or '&'.

#### *Full Title:*

No specific character count.

#### *Transcript Title:*

30 characters or less including designations.

Should be similar to the full title.

Must include the special designations as needed. (i.e., Cultural Anthropology SS GI WE).

Special designations should be at the end of the title (full and transcript) in the following order as required: GE, GI, WE.

### **Justification**

All proposals require a concise explanation of why the change or addition is necessary.



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### **Contingencies**

Identify related proposals to be approved along with the proposal, such as courses dependent upon approval of a program or vice versa.

If a course is part of a program with an PDD (R401) requirement, it must name the associated program in its contingency.

If no contingencies apply, the contingency section should state “none.”

### **Course Description**

The course description will appear in the University Catalog.

Each sentence must begin with a verb that follows ‘This course...’ For example: teaches, examines, focuses on, includes, uses, investigates, analyzes, addresses, provides, etc.

Focus on what the course will do and not what the students will do.

Do not include information that is subject to frequent change (e.g., specific software programs).

Do not add or modify information on course/lab fees, online textbooks, or delivery methods as they require approvals outside of the curriculum process and/or are subject to separate policies or procedures.

May include text that accrediting agencies require.

If a course is repeatable, include, “May be repeated for a maximum of \_\_ credits toward graduation.”

### **Proposed Effective Term**

All additions, modifications, and deletions that affect an existing course should be effective for fall semester of the following academic year. Refer to the Curriculum Office website for submission dates and deadlines.

### **Terms Offered**

Terms offered should be in alignment with the program’s degree map as published in the University Catalog.

Courses should be offered in a timely manner to allow students to complete a program in the shortest time necessary. Core courses for programs should be offered at least once a year. Elective courses should be offered at least once every two years. If any course is not taught within a three-

## University Curriculum Committee Procedures

year period, the department will be notified. The course will need to be taught or deleted. Any course not taught after a five-year period will be deleted from the University Catalog and the Curriculum Management System.

“On sufficient demand” may only be used on courses that are not core nor listed as electives in a program.

### **Prerequisite(s)**

If a course(s) must be taken previously to another course, list the appropriate prerequisite(s).

List the prerequisite(s) as prefix and number (i.e., ENGL 1010). Do not include a course title.

List prerequisites in logical groupings using ‘( )’, ‘and’, ‘or’ as necessary i.e., (ENGL 2010 or ENGL 2250) and HIST 2200.

Include any optional grade standards following the prerequisite (i.e., “ENGL 1010 with a grade C or higher”).

Any programs and/or courses impacted by a prerequisite change must also be submitted at the same time with the necessary modifications. (See impact search).

Modifications that affect programs outside of the submitting department require coordination.

Make sure any prerequisite listed on the course is listed in the program(s).

All 3000- and 4000-level classes must include “university advanced standing” as a prerequisite unless an exemption has been requested and approved by the Provost and placed on the Provost UAS exemption list.

In the degree map (graduation plan), prerequisite courses must be listed in a prior semester.

### **Corequisite(s)**

If a course(s) must be taken in the same semester with another course, list the appropriate corequisite(s). In most cases, both courses should refer to each other as corequisites. For specific exclusions, contact the Curriculum Office.

List the corequisite(s) as prefix and number (i.e., ENGL 1010). Do not include a course title.

In the degree map, corequisite courses must be listed in the same semester.



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### Pre or Corequisite(s)

If a course can be taken in the same semester or previously, it can be placed in the ‘Pre or Corequisite’ field rather than placing the course in the Prerequisite field and the Corequisite field.

List the pre or corequisite(s) as prefix and number (i.e., ENGL 1010). Do not include a course title.

In the degree map, pre or corequisite courses must be listed in a semester prior to, or within the same semester of, the course they are a pre or corequisites for.

Department Approval may only be used for

- Internships
- Independent Study
- Research
- Auditions
- Professional level courses

### Cross-listed

The UCC discourages cross-listing. Cross-listing creates numerous challenges and inconsistencies in the curriculum, registration, and transcript processes.

Rather than cross-listing, programs should accept courses from other departments. There may be an exception when not cross-listing would cause harm to the student’s credential outcomes (i.e., a specific prefix is required for licensing or accreditation).

If an exception is granted by UCC, curricular cross-listed courses must follow these guidelines:

- All curriculum cross-listed courses must use the same course number, title, special designation (if applicable), description, credit ratio, pre/corequisites, CLOs, and course-work requirement.
- Cross-listing courses represents an agreement by both departments or programs to collaborate on courses. Faculty and departments do change, and there may be some time when the parties decide to stop cross-listing. Either party has equal rights to stop cross-listing at any time. No one member of the cross-list can prevent the others from un-cross-listing.
- If the cross-listing stops, one of the departments will have to delete their version of the course.
- Changes to cross-listed courses must be coordinated between the departments. If a department determines edits to a cross-listed course are necessary, documentation demonstrating that both departments concur will be required. If departments cannot reach an agreement, the course may be considered to no longer meet cross-listing



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- requirements and will need to end the cross-list.
- Cross-listed courses cannot fulfill two different GE requirements. Cross-listed courses that are designated as GE credit can fulfill only one GE requirement. GE courses cannot fulfill two fundamentally different GE requirements.

USHE Policy R470 (section 5.2) specifically states: “Within the same institution, a lower-division course may not be cross-listed with an upper-division course.”



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Contact the Curriculum Office for help with cross-listed courses.

### **Credit Ratio**

If a credit hour is modified, all programs that contain this course must be modified to include the credit hour change.

**Number of Credits:** A minimum of three hours of coursework per week are, on average, expected to earn one semester credit hour per NWCCU accreditation requirements. The number of credits corresponds with course load and high and low credit hours. They must match.

**One Lecture Credit Hour** = one hour of classroom or direct faculty instruction and a minimum of two hours of student personal work outside of class each week for one 15-week semester.

**One Lab Credit Hour** = three hours of lab with no student personal work outside of class each week for one 15-week semester.

Lab credit should be appropriately reflected in credit hour fields.

Variable credit courses must include a minimum and maximum number of credits.

Credits must be whole numbers. No half credits will be allowed.

### **Repeatable Credits**

Course number must end in R (xxxR).

Description must include this sentence: “May be repeated for a maximum of \_\_\_\_ credits toward graduation.”

The repeatable number in the credit ratio and the repeatable number in the description must match.

When considering the number of credits that may be repeated toward graduation, the program should be consulted to guarantee a student has the elective ability to repeat that course for the amount of credits suggested. For example, for a course that allows a student to repeat up to nine credits toward graduation, there must be nine credits within the program that this course could be applied toward, either required or electives.



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### **Internships**

Refer to UVU Policy 522 *Undergraduate Credit and Transcripts* for information on internship credits allowed in a program.

Internships do not include lab hours, only lecture.

Must have a minimum of three and no more than nine CLOs.

Internship course descriptions should include the statement "Completion of an internship application is required to earn credit for this class".

### **Course Learning Outcomes (CLOs)**

CLOs are competencies students should possess after successful completion of the course that they may have lacked before. CLOs are the building blocks of PLOs and therefore must map to them accordingly. Contact the OTL Instructional Design Team for assistance.

CLOs must complete the sentence, "Upon successful completion of the course, the student should be able to..."

Use the Office of Teaching and Learning's website for help in writing measurable verbs.  
[https://www.uvu.edu/otl/instructional\\_design/writinglearningoutcomes.html](https://www.uvu.edu/otl/instructional_design/writinglearningoutcomes.html)

Must begin with one action verb. Do not use non-action verbs such as *understand, know, recognize, learn, appreciate, become familiar with, observe, read, or consider* that are difficult to assess.

Do not use multiple verbs.

Use a verb appropriate for the course level. Refer to *Bloom's Taxonomy* for more information.

Do not include learning activities or assignments in CLOs (i.e., "Students will write a final paper on information learned in class"). Focus on the broader learning outcomes as these will be assessed.

There must be a minimum of four and a maximum of nine CLOs. (Exception: internships may have a minimum of three and a maximum of nine CLOs.)

CLOs must be specific to the course.

Different courses may not have the same learning outcomes.

Lecture courses and lab courses may not have the same CLOs.

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Courses that build upon one another may have similar CLOs but with higher level learning verbs—refer to *Bloom's Taxonomy*.

See Special Designation Requirements section for specific CLO requirements for GI, WE, and Honors.

Do not use the names of specific software or methodologies that may change. Substitute a specific name with a generic phrase; for example, “current software” or “current methodologies” instead.

Use standard punctuation.

### **Course Deletions**

Remove course from all affiliated (course listing, matriculation, footnote, etc.) programs.

Remove course from all affiliated (pre- and corequisite or description) courses.

### **Program Curriculum Guidelines**

#### **Program Types**

##### **Institutional Certificate of Achievement (Designated as CP1 in CIM)**

A certificate that may address varying needs, including workforce preparation, bridging student pathways from high school, specific areas of interest, or development of specialized skills. Not financial aid eligible.

Must be between 12 to 18 credits.

May contain upper and lower division courses (1000-4999).

Requires final approval from NWCCU.

##### **CTE Certificate of Proficiency (Designated as CP2 in CIM)**

A certificate of proficiency that prepares students for gainful employment in a recognized occupation, and that meets Perkins eligibility requirements and federal financial aid requirements. Does not require prerequisite courses, conditions, or degrees for admission to the program.

Must be between 16 to 29 credits.

May only contain lower division courses (1000–2999).

Requires final approval from NWCCU.

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### **Certificate of Proficiency (Designated as CP3 in CIM)**

A certificate of proficiency that prepares students for an occupation. It does not require, but may include, general education courses. It consists entirely of undergraduate courses, but it does not require prerequisite courses, conditions, or degrees for admission to the program.

Must be between 16 to 29 credits.

May contain lower and upper division courses (1000–4999).

Requires final approval from the NWCCU.

### **Certificate of Completion**

A certificate of completion that prepares students for an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses.

Must be between 30 to 33 credits.

Consists entirely of undergraduate courses (1000–4999) and has no prerequisite courses, conditions, or degrees required for admission to the program.

Requires final approval from NWCCU.

### **Diploma**

Existing diplomas can be modified, but new diplomas will not be approved.

Must be 50 credit hours.

### **Associate of Art or Science (AA/AS Degrees)**

Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component and prepare students for upper-division work in baccalaureate programs or for employment and responsible citizenship.

Must be 60 credits. Exceeding 60 credits requires justification. May not exceed 63 credits.

Must contain same GE requirements as the BA/BS they stack into.

ONLY lower division courses are allowed (1000–2999).

May not have emphases.

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AA degrees must contain eight credits of the same foreign language.

An AA and an AS in the same program must have the same total number of credits. The only difference will be that an AA will contain foreign language credits.

With the exception of University Studies or college general associates, an AA/AS must have a required core (minimum of six credits) in addition to electives.

AA/AS degrees should be stackable with at least one BA/BS degree where applicable.

Requires final approval from NWCCU.

### **Associate of Applied Science (AAS)**

Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. An AAS is considered a terminal degree.

Must be 63 credits. Exceeding 63 credits (up to 69) requires justification.

General education requirements must include composition, computation, and human relations. Courses chosen should match BS degrees in departments where applicable.

May contain only lower division courses (1000-2999). Must not contain any upper division courses.

Requires final approval from NWCCU.

### **Specialized Associate Degrees.**

Programs of study that include extensive specialized course work and are intended to prepare students to initiate upper-division work in a particular baccalaureate program.

Require a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work.

General education requirements may be less extensive than in AA or AS degrees.

Specialized associate degree programs must have formal, written articulation agreements for the courses transferring. In some cases, articulation may be systemwide.

Requires final approval from NWCCU.



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### **Pre-Major**

Programs of study that include a set of courses designed to prepare students for upper-division work in a specific major. Pre-major courses in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the USHE major committees.

Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-major affects students transferring from two-year institutions, sponsoring institutions should pursue formal articulation agreements and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students should be able to complete the baccalaureate degree in two additional years of full-time study.

Requires final approval from NWCCU.

### **Bachelor (BA/BS)**

Programs of study that include general education and major course work that prepares students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study.

Must be 120 credits. Exceeding 120 credits (up to 126) requires justification.

Must contain at least 40 credits of upper division course work.

Must contain at least one GI course.

Must contain at least two WE courses.

Should have same GE as AA/AS.

BA degrees must contain 16 credits of the same foreign language.

A BA and a BS in the same program must have the same total number of credits. The only difference will be that a BA will contain foreign language credits while the BS contains 1000+ electives.

Bachelor's degrees must have a minimum of 33 discipline specific credits, with at least 18 of those being core requirements.

All emphases in a program must have the same number of total credits and may not contain more credits than the core.





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Emphases must have a specific core in them in addition to electives.

Requires final approval from NWCCU.

### **Professional Bachelor's Degree**

Program of study that prepare students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards.

Must have at least 120 credits. It may exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

Must contain at least 40 credits of upper-division course work.

Must contain at least one GI course.

Must contain at least two WE courses.

Requires final approval from NWCCU.

### **Bachelor of Applied Science (BAS) Degree**

Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where opportunities for applied learning are available to students and are integrated into program requirements. When a BAS program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

Must contain at least 40 credits of upper-division course work.

Must contain at least one GI course.

Must contain at least two WE courses.

Requires final approval through NWCCU.



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**Endorsement (K-12)**

A collection of courses built upon an approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established by the Utah State Board of Education.

Credits as determined by Utah State Board of Education.

Requires final approval through the BOT.

**Minor**

A grouping of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

Usually 18 credits (can range from 16 to 24 credits with a minimum of 50% upper-division credit. Any minor over 24 credits requires justification.

Minors must be earned in conjunction with a BA/BS degree.

Requires final approval through the BOT.

**Emphasis**

Concentration areas within a degree.

All emphases associated with a bachelor's degree must have the same number of credits. Emphases should contain credits as needed but may not have more credits than the core of the bachelor's degree.

Requires final approval through the BOT.

**Post-Baccalaureate (Graduate) Certificate**

A program of study requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor degree for admission.

Graduate programs must be approved through university Graduate Council.



## **University Curriculum Committee Procedures**

Requires final approval through NWCCU.

### **Master of Arts (MA) and Master of Science (MS)**

Graduate-level programs of study beyond a bachelor degree.

Requires a minimum of 30 and maximum of 36 semester credit hours of course work.

Graduate programs must be approved through university Graduate Council.

Requires final approval through NWCCU.

### **Professional Masters Degrees (i.e., Master of Business Administration [MBA] or Master of Social Work [MSW])**

Graduate-level programs of study beyond a bachelor's degree that may require additional course work or projects.

May exceed the maximum of 36 semester credit hours to meet accreditation requirements.

Professional degrees often lead to third-party licensure.

Graduate programs must be approved through university Graduate Council.

Requires final approval through NWCCU.

### **Program Details**

#### **Program Proposals (formerly known as feasibility)**

Any new program must have a program proposal and an executive summary approved at a yearly Institutional Review meeting. All programs should be reviewed together to allow for institutional prioritization. Programs that miss the yearly Institutional Review will be reviewed the following year. A reason for exception would be immediate local need. An exception may be requested through the Office of the Provost and must be approved by both the AAC and UCC.

#### **Program Development Document (formerly known as R401)**

Any new or deleted programs, or any existing programs with significant modifications (25% or more of changes from last accreditation visit) require a program development document.

See the curriculum website for the appropriate template for your program.

New programs are not to be modified until after their three-year review.



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A final edited program development document must be attached to the CIM program form before approvals can go forward.

### **Program Title**

The program title should closely align with the CIP code definition or title.

The only special characters allowed are the dash (-), double dash (--), or slash (/) characters with no spaces between the word and the character.

### **Program Justification**

The program justification should reflect why a program proposal is necessary and include the benefit to students and/or the university/program/department.

### **Program Contingencies**

New, modified, or deleted courses that impact a program proposal must be submitted with the program proposal. If these course changes and the program proposals are not submitted together, the approval time will be delayed.

Note the contingent course(s) prefix and number in the program proposal that will affect the program's ability to be implemented.

### **Matriculation Requirements**

Matriculation requirements are listed only in the core of a program, not in the emphasis associated with the program.

Courses required before matriculating into an undergraduate program must be in the core or GE requirements of the program.

### **Graduation Requirements**

Must list all requirements to graduate.

Include total credits required, residency requirements, and additionally for a bachelor's degree a minimum of 40 upper division credits and GI and WE requirements.

Additional requirements, such as a higher than standard GPA, may be added as needed.



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If the total credits in the program are modified, total credits must be updated in the graduation requirements.

Graduation requirements are only listed in the core of a program and not in the emphasis.

### **Deleted Programs**

A Program Development Document is required to delete a program.

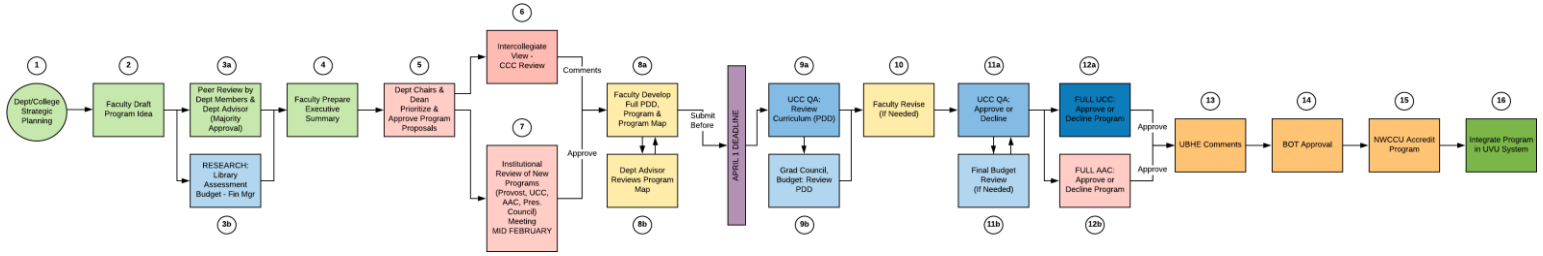
A teach-out plan will be required to delete a program. A teach-out plan is a written plan that provides for a reasonable opportunity for students to complete their program of study. It must allow sufficient time for students already admitted in the program to complete the program. The teach-out plan should include a plan for a maximum of six years for bachelors, four years for associates, and three years for certificates.

Any course(s) within the program that do not reside in any other program must be submitted to be deleted as well.

# UTAH VALLEY UNIVERSITY

## University Curriculum Committee Procedures

### Attachment 1



### Attachment 2

