

CURRICULUM & PROGRAM CHANGE MANUAL

A Capstone Project  
presented to  
the Faculty of the Communication Department  
at Southern Utah University

In Partial Fulfillment  
of the Requirement for the Degree  
Master of Arts in Professional Communication

by  
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March 12, 2009

“CURRICULUM CHANGE MANUAL”

APPROVAL PAGE

The undersigned, appointed by the dean of Humanities and Social Science, have examined the project entitled

CURRICULUM & PROGRAM CHANGE MANUAL

presented by Lindsay K. Fullerton,

a candidate for the degree of Master of Art in Professional Communication,

and hereby certify that, in their opinion, it is worthy of acceptance.

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# CURRICULUM & PROGRAM CHANGE MANUAL

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## ABSTRACT

Curriculum and program changes at Southern Utah University are an integral part of the mission and values of the University. In order to recruit and retain students the most current and relevant information needs to be taught. Unfortunately, SUU has been reprimanded for the quality of change that is received by the Utah State Board of Regents. The process for change has not been well outlined at this University and the results have had a negative impact on the University. The purpose of this manual is to outline the process clearly and to be an aid to the existing policies concerning curriculum and program change. The manual has also been made available on line through the Provost Office webpage. Lastly, a research paper reviews the important components of manual writing. This research was used primarily in the construction of the manual to make it concise and efficient.

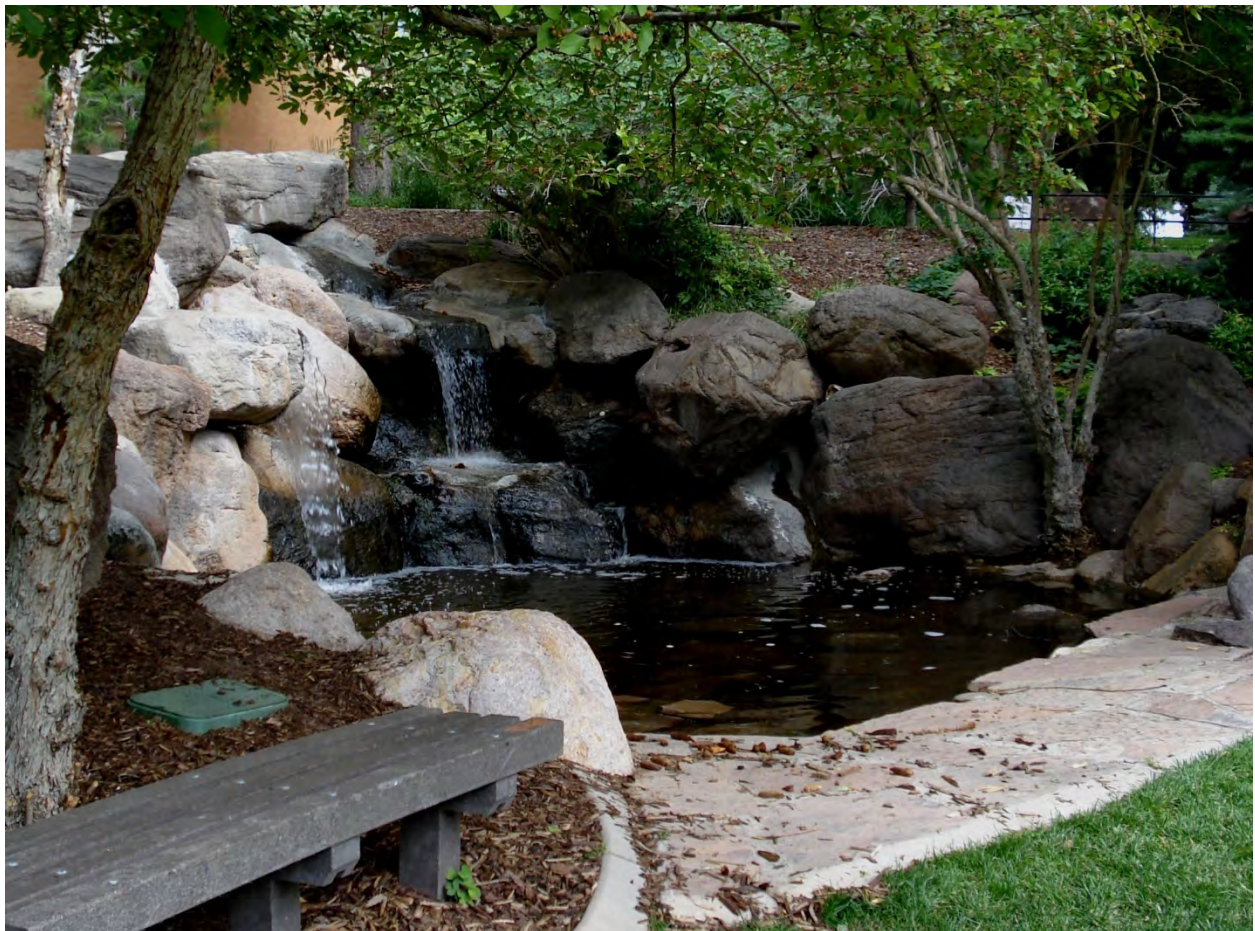
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# **Southern Utah University**

## **Curriculum & Program Change Manual 2008-2009**



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# Introduction

## Purpose

The purpose of this procedural manual is to define the curriculum and program change process at Southern Utah University. It will assist the faculty and staff in their academic work.

This manual will track the necessary steps for curriculum changes to move from the point of submission for consideration to the approval process. As this is the first manual of its kind, it will begin with the basic information, but allow room for updating and more detail to follow.

This manual will benefit the faculty and staff by standardizing the procedures followed which is important in an organization, and becomes even more essential when individuals are working in separate locations.

*This manual does not override existing policies at Southern Utah University concerning curriculum development, revision, or change. It serves a complimentary role to those policies.*

## For the User

Each degree awarding department on the campus of Southern Utah University is involved in the curriculum and program change process. The first concern is to address who is responsible for making changes. The process is carried out by a multitude of people, but each change should have *one* person initiating the necessary paperwork, and this person should plan on following the process through to the end. That person should be present at meetings throughout the approval process to answer any questions committee members may have.

It is important to correctly follow the curriculum change process to avoid delays. When changes are incorrectly made, they will often need to go through the approval process again. This delays student registration and causes frustration and confusion.

Additional information is available on the Provost's website concerning the timeline for curriculum changes. The majority of curriculum changes should be presented during fall semester. This allows time for approval to make it into the following years catalog. (<http://suu.edu/academics/provost/calendar.html>)

Any questions regarding the use of this manual should be directed to the Provost's Office, located at 351 W. University Blvd., Administration Building 304, Cedar City, UT 84720.

## Format

The manual contains a quick reference guide for curriculum proposals. This table is meant to guide you to the chapter of the manual that will explain the process for that specific type of curriculum or program change. It is color-coded for convenience. For consistency we will use the term "level" to describe the type of curriculum change. Each level is color coded in the quick reference guide and corresponds to a chapter of the manual.

## How to Use this Manual

Begin by looking through pages 2-5. Once the type of change that is going to be made is found in the chart, go to the chapter with the corresponding color code to begin the process of making the change.

## Curriculum & Program Change Quick Reference Guide

An "X" indicates the levels of approval required for each type of Curriculum or Program Change

Type of Curriculum or Program Change	Initiator	Department Curriculum Committee	Department Chair	College Curriculum Committee	University Curriculum Committee	Deans' Council	President's Council	Board of Trustees	PRC (Program Review Committee)	Board of Regents		
										Info	Consent	Action
<b>Section One</b>												
Title & Prefix	X	X	X	X	X	X						
Delivery method (Classroom, Web, Ednet)	X	X	X	X	X	X						
Prerequisites/ Co Requisites	X	X	X	X	X	X						
Course Sequencing	X	X	X	X	X	X						
Existing Course Descriptions	X	X	X	X	X	X						
Consolidations	X	X	X	X	X	X						
Course Deletions	X	X	X	X	X	X						
Method of grading	X	X	X	X	X	X						
<b>Section Two</b>												
New or Experimental Course	X	X	X	X	X	X						
Significant course content changes	X	X	X	X	X	X						
Credit hours	X	X	X	X	X	X						
Contact hours	X	X	X	X	X	X						
Course level (lower/upper division)	X	X	X	X	X	X						
General Education Status	X	X	X	X	X	X						
Conflicting or competitive changes impacting other programs	X	X	X	X	X	X						
University degree requirements	X	X	X	X	X	X						

## Curriculum & Program Change Quick Reference Guide

An "X" indicates the levels of approval required for each type of Curriculum or Program Change

Type of Curriculum or Program Change	Initiator	Department Curriculum Committee	Department Chair	College Curriculum Committee	University Curriculum Committee	Deans' Council	President's Council	Board of Trustees	PRC (Program Review Committee)	Board of Regents	
										Info	Consent
<b>Section Three</b>											
Transfer, Restructuring, or Consolidation of Existing Programs	X	X	X	X	X	X	X	X	X	X	X
Name Changes of Existing Programs	X	X	X	X	X	X	X	X	X	X	X
Institutional Program Review Report	X	X	X	X	X	X	X	X	X	X	X
Programs Under Development	X	X	X	X	X	X	X	X	X	X	X
Stand-alone Minors	X	X	X	X	X	X	X	X	X	X	X
Interdisciplinary Minors	X	X	X	X	X	X	X	X	X	X	X
New Emphases sharing 50% or more of existing disciplinary core	X	X	X	X	X	X	X	X	X	X	X
Certificates of Proficiency	X	X	X	X	X	X	X	X	X	X	X
<b>Section Four</b>											
Discontinuation of Instructional Programs	X	X	X	X	X	X	X	X	X	X	X
Follow-up reports requested by Regents on Approved Programs	X	X	X	X	X	X	X	X	X	X	X

Curriculum & Program Change Quick Reference Guide												
An "X" indicates the levels of approval required for each type of Curriculum or Program Change												
Type of Curriculum or Program Change	Initiator	Department Curriculum Committee	Department Chair	College Curriculum Committee	University Curriculum Committee	Deans' Council	President's Council	Board of Trustees	PRC (Program Review Committee)	Board of Regents		
										Info	Consent	Action
Report on out-of-Service-Area Delivery of Approved Programs	X	X	X	X	X	X	X	X			X	
Permanent Approval of Centers, Institutes, or Bureaus	X	X	X	X	X	X	X	X			X	
Certificates of Completion in Which Instruction is Provided by an outside Vendor and Requires an Accreditation Review	X	X	X	X	X	X	X	X			X	
Credit/Non-credit Certificates Eligible for Financial Aid	X	X	X	X	X	X	X	X			X	
Fast Track Programs	X	X	X	X	X	X	X	X			X	
<b>Section Five</b>												
New Associate of Arts, Science, Specialized, and Applied Science Degrees	X	X	X	X	X	X	X	X	X	X		X
Pre-Major Programs	X	X	X	X	X	X	X	X	X	X		X

## Curriculum & Program Change Quick Reference Guide

An "X" indicates the levels of approval required for each type of Curriculum or Program Change

Type of Curriculum or Program Change	Initiator	Department Curriculum Committee	Department Chair	College Curriculum Committee	University Curriculum Committee	Deans' Council	President's Council	Board of Trustees	PRC (Program Review Committee)	Board of Regents		
										Info	Consent	Action
New Emphases sharing less than 50% of disciplinary core of the approved major	X	X	X	X	X	X	X	X	X			X
New Bachelor of Arts, Science, or Professional Bachelor's Degrees	X	X	X	X	X	X	X	X	X			X
New K-12 School Personnel Programs	X	X	X	X	X	X	X	X	X			X
New Master's Degrees	X	X	X	X	X	X	X	X	X			X
New Doctoral Degrees	X	X	X	X	X	X	X	X	X			X

## Section One – Level 1 Curriculum Changes

### What Constitutes a Level 1 Curriculum Change?

- Level 1 Curriculum Changes refer to the first section of changes, marked by the goldenrod background, found in the Curriculum & Program Change Quick Reference Guide (pg. 2).
- Level 1 changes are:
  - Changes to the title or prefix of a current course
  - Changes to the delivery method of a current course (e.g. internet, ednet, face-to-face classroom setting)
  - Changes to the prerequisites/co-requisites of a current course
  - Changes to the course sequencing of a current course
  - Changes to the existing course description of a current course
  - Consolidation
  - Deletion of an existing course
  - Method of grading for a current course

### What levels of approval does a Level 1 Curriculum Change need?

1. Initiator Signature
2. Department Curriculum Committee
3. Department Chair
4. College Curriculum Committee
5. University Curriculum Committee
6. Deans' Council

### When can Level 1 Curriculum Changes be submitted?

- All changes must go through their Department and College/School Curriculum Committee. Check with individual Departments and Colleges/Schools for submission deadlines.
- Curriculum Change submissions at the University Level are accepted throughout the year. The committees meet regularly (bimonthly) during the first two months of the school year (September & October). Following that time both the Graduate and Undergraduate Committees meet on an “as needed” basis. Once five proposals have been submitted, the committee will meet.

## Where are Level 1 Curriculum Changes submitted?

- The original hard copy must be submitted to Lindsay Fullerton in the Administration Building 304. The proposal must have all the necessary signatures from the previous committees in order to be reviewed by the University Curriculum Committee.
- A second copy must be sent electronically to [fullerton@suu.edu](mailto:fullerton@suu.edu), and to [rees@suu.edu](mailto:rees@suu.edu) for graduate proposals or [montgomery@suu.edu](mailto:montgomery@suu.edu) for undergraduate proposals. The electronic copy will be sent to all University Curriculum Committee members prior to the meeting for their review of the proposal.

## Undergraduate Curriculum: Filling out the paperwork

The form to be filled out for a Level 1 Curriculum Change is called the **Undergraduate Curriculum Proposal Form Consent Item**. See Appendix A for a sample copy of the form. Electronic copies of the form can be found online at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). Fill out the form completely to avoid delays in the approval process. The form is broken down into numbered sections. A picture of each section is shown below followed by instructions, guidelines, and warnings for that section.

Department/Division  College/School  Date

**Please check all that are appropriate:**

**Consent Changes:**

- |  |  |
|--|--|
| <input type="checkbox"/> Title & Prefix                              | <input type="checkbox"/> Existing Course Descriptions            |
| <input type="checkbox"/> Delivery method (classroom, web, ednet)     | <input type="checkbox"/> Consolidations                          |
| <input type="checkbox"/> Existing prerequisites and/or co-requisites | <input type="checkbox"/> Deletions                               |
| <input type="checkbox"/> Course Sequencing                           | <input type="checkbox"/> Method of grading (letter or pass/fail) |

- Begin by filling in the Department/Division that is submitting the change, followed by the College/School, and the date the form is being drafted.
- Check the type(s) of changes that will be made.

### I. PROPOSAL DESCRIPTION

#### 1. Current Information:

Current Course Prefix & Number  Current Credit Hours  Current Contact Hours

Current Course/Program Title

Current Grading: Graded  Pass/Fail

Current Prerequisites  Co-requisites



- Fill in ALL of the current information about the course.

2. Proposed Changes:

Course Prefix & Number  Credit Hours  Contact Hours

Course Title

Grading: Graded  Pass/Fail

Current Prerequisites  Co-requisites

- Fill in the proposed changes to the course. Keep in mind:
  - If the course prefix is proposed as a change do not use a previously used course number.
  - If unsure whether a proposed course number can be used check with the Registrar's Office prior to submitting the form to any curriculum committee.
  - Course titles should be less than 30 characters in length.
  - If there will be a new prerequisite, enter the minimum grade a student must obtain in the prerequisite class to be eligible for the next class. If no minimum grade is submitted a D- will be automatically entered. A typical requirement would be a C-.

3. Proposed Catalog Description

Addressing the following:

- required limit of 40 words
- style consistent within department/division/program
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any

- Fill in the proposed catalog description:
  - If no change is being made write "NO CHANGE" to indicate that there is not a change; do not just skip this box.
  - A sample Catalog Description is shown below.

**BIOL 3310 Cell and Molecular Biology (3)**  
 Study of structure and function of cells and organelles from the molecular and experimental perspectives. Three hours of lecture per week. Prerequisite: BIOL 3060/3065. Co-requisite: BIOL 3315. (Spring)

4. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits  
Is the course repeatable in the same semester? No  Yes

- Check Yes or No indicating if it is repeatable, and if it is repeatable in the same semester.
- Fill in the maximum # of credits a student can receive for this class through repeating.
- If the class is not repeatable write N/A next to the Maximum # of Credits one can receive for this course.

5. What effect will this course have on other courses, programs, and departments? (see policy 6.8.2,IV)

- Address how this change will affect other courses, programs, and departments. Give careful consideration to this question. When this question is not considered it often leads to additional paperwork to address the problems created by the change that could have been addressed previously. Below are specific examples of problems that can be created by avoiding this question.
  - If BIOL 2010 will be changing to BIOL 2020, and BIOL 2010 was a prerequisite to other BIOL courses, then in this box list all of the classes that have the prerequisite of BIOL 2010 and note that they will now have a prerequisite of BIOL 2020. If this is not done, when students try to register for classes, and they don't have BIOL 2010, they will not be able to enroll as they will not have the correct prerequisites completed to take the course.
  - If you are deleting a course, BIOL 2010, and it is required for a degree, state the course that will be replacing BIOL 2010 for the degree requirements. If a replacement course is not listed the degree and number of credits required for that degree will be changed.

6. Justification (reference criteria in policy 6.8.2,IV)

- Fill in the justification for this change. Policy 6.8.2, IV can be referenced for further information. Examples of justification include but are not limited to:
  - The change is required for articulation purposes.

- The change in the degree program allows students to learn the skills necessary to obtain a career in this field of work.

7. When would this course be implemented?	Semester	<input type="text"/>	Year	<input type="text"/>
---	----------	----------------------	------	----------------------

- Fill in the date this change will be implemented. Plan this carefully within your department. Once the form has gone through the approval process, if the implementation date needs to be changed it must go through the entire curriculum process again.

8. Enrollment considerations:
A. Enrollment restrictions (for items indicated, explain in the space below)
<input type="checkbox"/> class level requirement
<input type="checkbox"/> majors only
<input type="checkbox"/> non majors only
<input type="checkbox"/> not open to students who have completed similar course; similar courses to be blocked:
<input type="text"/>
B. Projected enrollment: <input type="text"/> students per semester <input type="checkbox"/> year <input type="checkbox"/>

- Fill in the Enrollment considerations.
  - On part B put the number of students expected in the box, and do not forget to check whether that is an estimate by semester or year.

9. When will this course be offered? Fall ___ Spring ___ Summer ___ Annually ___ Every other year ___
---

- Fill in the course offerings.
- Check multiple boxes if it will be offered during more than one semester.
- Do not make up other options that are not listed (e.g. writing in “every 5<sup>th</sup> semester” is not appropriate, use only the options listed on the form).

Once the form is completed, the person who filled it out should sign as the initiator. The following section will explain the process for approval of the completed form.

These Consent Items can also be accepted in memo form for smaller items. If a memo is being filled out, consider the information required in the form and make sure it appears on the memo so that the change will be correctly entered into the catalog and into the Banner System.

## Undergraduate Curriculum: Steps of approval

■ The following steps are required according to policy 6.8.2 (Appendix E). Please see <http://suu.edu/pub/policies/pdf/PP682Undergraduate.pdf> for the full policy.

- 1.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
- 1.2 The College/School Curriculum Committee will then vote on the proposal. If approved, the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
- 1.3 The University Undergraduate Curriculum Committee will vote on the proposal. If it passes the University Undergraduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.
- 1.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost and implemented. The Provost has 30 days from receipt of the proposal to endorse the proposal or notify the UUCC of a formal review. If the Provost does not act within the 30 days the proposed action will become University Curriculum (stipulated in policy 6.8.2, I, E, see Appendix E).

## Graduate Curriculum: Filling out the paperwork

The form to be filled out for a Level 1 Curriculum Change is called the **Graduate Curriculum Proposal Form Consent Item**. See Appendix B for a sample copy of the form. Electronic copies of the form can be found online at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). Fill out the form completely to avoid delays in the approval process. The form is broken down into numbered sections. A picture of each section is shown below followed by instructions, guidelines, and warnings for that section.

Department/Division  College/School  Date

**Please check all that are appropriate:**

**Consent Changes:**

- |  |  |
|--|--|
| <input type="checkbox"/> Title & Prefix                              | <input type="checkbox"/> Existing Course Descriptions            |
| <input type="checkbox"/> Delivery method (classroom, web, ednet)     | <input type="checkbox"/> Consolidations                          |
| <input type="checkbox"/> Existing prerequisites and/or co-requisites | <input type="checkbox"/> Deletions                               |
| <input type="checkbox"/> Course Sequencing                           | <input type="checkbox"/> Method of grading (letter or pass/fail) |

- Begin by filling in the Department/Division that is submitting the change, followed by the College/School, and the date the form is being drafted.
- Check the type(s) of changes that will be made.

1. Current Course Prefix & Number:

- Fill in the Current Course Prefix & Number.

2. Describe the proposed change or illustrate the desired catalog presentation.

- Fill in the Change. Be thorough. The graduate consent form is considerably shorter than the undergraduate form. This means any changes that will affect other parts of your program, including prerequisites, co-requisites, catalog description, course sequencing, method of grading, etc. must be included in this box.

3. When would this change/course be implemented? Semester  Year

- Fill in the date this change will be implemented. Plan this carefully within your department. Once the form has gone through the approval process, if the implementation date needs to be changed it must go through the entire curriculum process again.

Once the form is completed, the person who filled it out should sign as the initiator. The following section will explain the process for approval of the completed form.

## Graduate Curriculum: Steps of approval

- The following steps are required for approval of a Level 1 Curriculum Change at the Graduate Level:
  - 1.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 1.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
  - 1.3 The University Graduate Curriculum Committee will vote on the proposal. If it passes, the University Graduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.
  - 1.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost and implemented.

## Section Two – Level 2 Curriculum Changes

### What Constitutes a Level 2 Curriculum Change?

- Level 2 Curriculum Changes refer to the second section of changes, marked by the orange background, found in the Curriculum & Program Change Quick Reference Guide (pg. 2).
- Level 2 changes are:
  - New or Experimental Courses
  - Significant course content changes
  - Changes to the credit hours of a current course
  - Changes to the contact hours of a current course
  - Changes to the level of a current course (e.g. upper or lower division)
  - General Education Status of a course
  - Conflicting or competitive changes impacting other programs
  - University degree requirements

### What levels of approval does a Level 2 Curriculum Change need?

1. Initiator Signature
2. Department Curriculum Committee
3. Department Chair
4. College Curriculum Committee
5. University Curriculum Committee
6. Deans' council

### When can Level 2 Curriculum Changes be submitted?

- All changes must go through their Department and College/School Curriculum Committee. Check with individual Departments and Colleges/Schools for submission deadlines.
- Curriculum Change submissions at the University Level are accepted throughout the year. The committees meet regularly (bimonthly) during the first two months of the school year (September & October). Following that time both the Graduate and Undergraduate Committees meet on an “as needed” basis. Once five proposals have been submitted, the committee will meet.

## Where are Level 2 Curriculum Changes submitted?

- The original hard copy must be submitted to Lindsay Fullerton in the Administration Building 304. The proposal must have all the necessary signatures from the previous committees in order to be reviewed by the University Curriculum Committee.
- A second copy should be sent electronically to [fullerton@suu.edu](mailto:fullerton@suu.edu) and to [rees@suu.edu](mailto:rees@suu.edu) for Graduate Proposals or [montgomery@suu.edu](mailto:montgomery@suu.edu) for Undergraduate Proposals. The electronic copy will be sent to all University Curriculum Committee members prior to the meeting for their review of the proposal.

## Undergraduate Curriculum: Filling out the paperwork

The form to be filled out for a Level 2 Curriculum Change is called the **Undergraduate Curriculum Proposal Form Substantive Changes**. See Appendix C for a sample copy of the form. Electronic copies of the form can be found online at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). Fill out the form completely to avoid delays in the approval process. The form is broken down into numbered sections. A picture of each section is shown below followed by bullet points giving instructions, guidelines, and warnings for that section.

Department/Division  College/School  Date

**Please check all that are appropriate:  
Substantive Changes:**

- |   |  |
|---|--|
| <input type="checkbox"/> New courses or experimental courses (skip to #2 below) | <input type="checkbox"/> Course level (lower or upper division)                      |
| <input type="checkbox"/> Significant content changes                            | <input type="checkbox"/> General Education status (specify area of GE)               |
| <input type="checkbox"/> Credit hours   | <input type="checkbox"/> Conflicting of competitive changes impacting other programs |
| <input type="checkbox"/> Contact hours  | <input type="checkbox"/> University degree requirements                              |

- Begin by filling in the Department/Division that is submitting the change, followed by the College/School, and the date the form is being drafted.
- Check the type(s) of changes that will be made.

## I. PROPOSAL DESCRIPTION

### 1. Current Information:

Current Course Prefix & Number  Current Credit Hours  Current Contact Hours

Current Course/Program Title

Current Grading: Graded  Pass/Fail

Current Prerequisites  Co-requisites

- Fill in ALL of the current information about the course.
  - If the course proposed is new or experimental skip to Box 2.

### 2. Proposed Changes:

Course Prefix & Number  Credit Hours  Contact Hours

Course Title

Grading: Graded  Pass/Fail

Current Prerequisites  Co-requisites

Significant content changes (if any)

**NOTE: Syllabus must accompany proposal**

- Fill in the proposed changes to the course. Keep in mind:
  - If the course prefix is proposed as a change do not use a previously used course number.
  - If unsure whether a proposed course number can be used check with the Registrar's Office prior to submitting the form to *any* curriculum committee.
  - Course titles should be less than 30 characters in length.
  - If there will be a new prerequisite, enter the minimum grade a student must obtain in the prerequisite class to be eligible for the next class. If no minimum grade is submitted a D- will be automatically entered. A typical requirement would be a C-.



3. Proposed Catalog Description

Addressing the following:

- required limit of 40 words
- style consistent within department/division/program
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any

- Fill in the proposed catalog description:
  - If no change is being made write “NO CHANGE” to indicate that there is not a change; do not just skip this box.
  - A sample Catalog Description is shown below.

**BIOL 3310 Cell and Molecular Biology (3)**  
Study of structure and function of cells and organelles from the molecular and experimental perspectives. Three hours of lecture per week. Prerequisite: BIOL 3060/3065. Co-requisite: BIOL 3315. (Spring)

4. What are the learning outcomes of the course and how will they be assessed?

- If the initiator filling out the form is someone other than the faculty member who will be teaching it, or the department chair, it is advised that at least one of those two people be contacted to fill out this box. This procedure will ensure quality programs and that the course content matches the learning outcomes that are expected.

5. If this course is proposed for general education, how does the course fulfill the goals of general education?

- **IMPORTANT:** A course will not automatically become a General Education course, by filling in this box and having the proposal approved. Any course seeking General Education Status must also go through the General Education Committee for consideration.

6. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits  
Is the course repeatable in the same semester? No  Yes

- Check Yes or No indicating if it is repeatable, and if it is repeatable in the same semester.
- Fill in the maximum # of credits a student can receive for this class through repeating.
- If the class is not repeatable write N/A next to the Maximum # of Credits a student can receive for this course.

7. Variable Course Topics? No  Yes   
(Will the course have subtopics with different titles to be listed in the class schedule and on students' transcripts?)

If yes, explain:

- Information concerning variable topics is important for the Registrar's office to be able to correctly enter information on a student's transcript. Be thorough in answering this question.

8. Replacement/Substitute Course? No  Yes   
(Will this proposed course be used in place of or as a substitute for an existing course? If yes, which course?)

- When one course is replacing another course it will replace it in all degree programs offered by that department.
  - For example: If CJ 3200 will replace CJ 3150, then it will be substituted into all degrees offered by that department. If however, in the Forensic Emphasis a different course will be replacing CJ 3150 indicate that in this box.

9. Describe the availability of resources (e.g., Faculty, Staff, Facilities, Equipment, Library). Please attach a resume of the initial instructor, demonstrating qualifications for teaching the course. (see policy 6.8.2,IV)

- If multiple professors will be teaching this course initially please attach resumes of all those scheduled to teach the course.

Research the information on availability of rooms, equipment, etc. Do not skip this question with the intent to figure out the details later. Consider the needs of the course before it has been approved.

10. What effect will this course have on other courses, programs, and departments? (see policy 6.8.2,IV)

- Please address how this change will affect other courses, programs, and departments. Give careful consideration to this question. When this question is not considered it often leads to additional paperwork to address the problems created by the change that could have been addressed previously. Below are specific examples of problems that can be created by avoiding this question.
  - If BIOL 2010 will be changing to BIOL 2020, and BIOL 2010 was a prerequisite to other BIOL courses, then in this box list all of the classes that have the prerequisite of BIOL 2010 and note that they will now have a prerequisite of BIOL 2020. If this is not done, when students try to register for classes, and they don't have BIOL 2010, they will not be able to enroll as they will not have the correct prerequisites completed to take the course.
  - If you are deleting a course, BIOL 2010, and it is required for a degree, state the course that will be replacing BIOL 2010 for the degree requirements. If a replacement course is not listed the degree and number of credits required for that degree will be changed.

11. Justification (reference criteria in policy 6.8.2,IV)

- Fill in the justification for this change. Policy 6.8.2, IV can be referenced for further information. Examples of justification include but are not limited to:
  - The change is required for articulation purposes.
  - The change in the degree program allows students to learn the skills necessary to obtain a career in this field of work.

12. When would this course be implemented?

Semester

Year

- Fill in the date this change will be implemented. Plan this carefully within your department. Once the form has gone through the approval process, if the implementation date needs to be changed it must go through the entire curriculum process again.

13. Enrollment considerations:

A. Enrollment restrictions (for items indicated, explain in the space below)

class level requirement

majors only

non majors only

not open to students who have completed similar course; similar courses to be blocked:

B. Projected enrollment:  students per semester  year

- Fill in the Enrollment considerations.
  - On part B put the number of students expected in the box, and do not forget to check whether that is an estimate by semester or year.

14. When will this course be offered? Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ Annually \_\_\_ Every other year \_\_\_

- Fill in the course offerings.
- Check multiple boxes if it will be offered during more than one semester.
- Do not make up other options that are not listed. (e.g. writing in “every 5<sup>th</sup> semester” is not appropriate, use only the options listed on the form)

Once the form is completed, the person who filled it out should sign as the initiator and attach the syllabus for the class and resume of the professor(s) that will be teaching it. The following section will explain the process for approval of the completed form.

**IMPORTANT:** Any forms for new or experimental classes must be accompanied by a completed Course Content Guide. This can be found online at <http://suu.edu/academics/provost/word/ContentGuide.doc> . A copy of the Guide can also be found as Appendix J.

## Undergraduate Curriculum: Steps of approval

- The following steps are required according to policy 6.8.2. Please see <http://suu.edu/pub/policies/pdf/PP682Undergraduate.pdf> for the full policy.
  - 2.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 2.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals

concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)

2.3 The University Undergraduate Curriculum Committee will vote on the proposal. If it passes the University Undergraduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.

2.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost and implemented. The Provost has 30 days from receipt of the proposal to endorse the proposal or notify the UUCC of a formal review. If the Provost does not act within the 30 days the proposed action become University Curriculum (stipulated in policy 6.8.2, I, E)

## Graduate Curriculum: Filling out the paperwork

The form to be filled out for a Level 2 curriculum change is called the **Graduate Curriculum Proposal Form Substantive Changes**. See Appendix D for a sample copy of the form. Electronic copies of the form can be found online at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). Fill out the form completely to avoid delays in the approval process. The form is broken down into numbered sections. A picture of each section is shown below followed by instructions, guidelines, and warnings for that section.

Department/Division  College/School  Date

**Please check all that are appropriate:  
Substantive Changes:**

- |  |  |
|--|--|
| <input type="checkbox"/> New courses or experimental courses (skip to #2 below ) | <input type="checkbox"/> Course level (lower or upper division)                      |
| <input type="checkbox"/> Significant content changes                             | <input type="checkbox"/> General education status (specify area of GE)               |
| <input type="checkbox"/> Credit hours  | <input type="checkbox"/> Conflicting or competitive changes impacting other programs |
| <input type="checkbox"/> Contact hours   | <input type="checkbox"/> University degree requirements                              |

- Begin by filling in the Department/Division that is submitting the change, followed by the College/School, and the date the form is being drafted.
- Check the type(s) of changes that will be made.

### I. PROPOSAL DESCRIPTION

1. Current Information (if this is a new course leave this section blank):

Current Course Prefix & Number  Current Credit Hours  Current Contact Hours

Current Course Title

Current Grading: Graded  Pass/Fail

Current Prerequisites  Co-requisites

- Fill in the Current Course information.
  - The only boxes that can be skipped are the Current Prerequisite and Current Co-requisite boxes. Only skip them if no Pre or Co-requisites exist.

2. Proposed Information:

Course Prefix & Number  Proposed Credit Hours  Contact Hours

Proposed Course Title

Proposed Grading: Graded  Pass/Fail

Proposed Prerequisites  Co-requisites

**NOTE: Syllabus must accompany proposal. Among other things, the syllabus should be (1) complete, (2) include learning outcomes and how they will be assessed, and (3) have sufficient rigor in assignments and assessment to demonstrate clearly that the course is of graduate level.**

- Fill in the proposed changes to the course. Keep in mind:
  - If the course prefix is proposed as a change do not use a previously used course number.
  - If unsure whether a proposed course number can be used check with the Registrar's Office prior to submitting the form to *any* curriculum committee.
  - Course titles should be less than 30 characters in length.
  - If there will be a new prerequisite, enter the minimum grade a student must obtain in the prerequisite class to be eligible for the next class. If no minimum grade is submitted a D- will be automatically entered. A typical requirement would be a C-.

3. If a new course, put the proposed catalog description here.

Addressing the following:

- required limit of 40 words
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any

- Fill in the proposed catalog description:

- If no change is being made write “NO CHANGE” to indicate that there is not a change; do not just skip this box.
- A sample Catalog Description is shown below.

**BIOL 3310 Cell and Molecular Biology (3)**  
 Study of structure and function of cells and organelles from the molecular and experimental perspectives. Three hours of lecture per week. Prerequisite: BIOL 3060/3065. Co-requisite: BIOL 3315. (Spring)

4. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits  
 Is the course repeatable in the same semester? No  Yes

- Check Yes or No indicating if it is repeatable, and if it is repeatable in the same semester.
- Fill in the maximum # of credits a student can receive for this class through repeating.
- If the class is not repeatable write N/A next to the Maximum # of Credits one can receive for this course.

5. Variable Course Topics? No  Yes   
*(Will the course have subtopics with different titles to be listed in the class schedule and on student's transcripts?)*

If yes, explain:

- Information concerning variable topics is important for the Registrar's office to be able to correctly enter information on a student's transcript. Be thorough in answering this question.

6. If proposing a new course, will this course replace or substitute for another course? No  Yes   
 If yes, what is that other course?

- Understand that if one course is being replaced by another course, it will take its place in all degree programs offered within that department.
  - For example if COMM 6100 Communication Graphics is being replaced with COMM 6150 Graphic Imaging, then every emphasis within that department where COMM 6100 was required, will be replaced with COMM 6150.
  - This does not force other departments using COMM 6100 as a class in their degree requirements to accept the new class. The representative from the University Curriculum Committee should inform their Departments of changes that might affect their degree programs.
  - If there is a degree program in which you do not want the new course to replace the old course, specify that in this box and specify which course will be the replacement.

7. If proposing a new course, describe the availability of resources (e.g., Faculty, Equipment, Library), or list the new resources needed, including their approximate cost. **Also, attach a resume of the initial instructor, demonstrating qualifications to teach the course.** (see policy 6.8.2,IV)

Will this proposed new course require:

A. Additional faculty or staff? If yes, explain.

B. Overload or term appointments? If yes, explain.

C. Additional equipment, one-time or ongoing? If yes, explain.

D. Additional library support? If yes, explain.

E. Additional computer lab or service support? One-time or ongoing? If yes, explain.

F. Other resources? If yes, explain.

- Answer all questions in Box 7 thoroughly, if something does not apply, write “No,” do not just skip the question.

8. What effect will this proposed change, or new course, have on other graduate courses and programs? (see policy 6.8.2,IV)



- Please address how this change will affect other courses, programs, and departments. Give careful consideration to this question. When this question is not considered it often leads to additional paperwork to address the problems created by the change that could have been addressed previously. Below are specific examples of problems that can be created by avoiding this question.
  - If BIOL 6010 will be changing to BIOL 6020, and BIOL 6010 was a prerequisite to other BIOL courses, then in this box list all of the classes that have the prerequisite of BIOL 6010 and note that they will now have a prerequisite of BIOL 6020. If this is not done, when students try to register for classes, and they don't have BIOL 6010, they will not be able to enroll as they will not have the correct prerequisites completed to take the course.
  - If you are deleting a course, BIOL 6010, and it is required for a degree, state the course that will be replacing BIOL 6010 for the degree requirements. If a replacement course is not listed the degree and number of credits required for that degree will be changed.

9. Justification for the change (reference criteria in policy 6.8.2,IV)

- Fill in the justification for this change. Policy 6.8.2, IV can be referenced for further information. Examples of justification include but are not limited to:
  - The change is required for articulation purposes.
  - The change in the degree program allows students to learn the skills necessary to obtain a career in this field of work.

10. When would this course be implemented?

Semester

Year

- Fill in the date this change will be implemented. Plan this carefully within your department. Once the form has gone through the approval process, if the implementation date needs to be changed it must go through the entire curriculum process again.

11. Enrollment considerations:

A. Enrollment restrictions (for items indicated, explain in the space below)

class level requirement

majors only

non majors only

not open to students who have completed similar course; similar courses to be blocked:

<div style="border: 1px solid black; width: 100%; height: 20px; margin-bottom: 10px;"></div>
B. Projected enrollment: <input style="width: 100px;" type="text"/> students per semester <input type="checkbox"/> year <input type="checkbox"/>

- Fill in the Enrollment considerations.
  - On part B put the number of students expected in the box, and do not forget to check whether that is an estimate by semester or year.

12. When will this course be offered? Fall ___ Spring ___ Summer ___ Annually ___ Every other year ___
--

- Fill in the course offerings.
- Check multiple boxes if it will be offered during more than one semester.
- Do not make up other options that are not listed. (e.g. writing in “every 5<sup>th</sup> semester” is not appropriate, use only the options listed on the form)

Once the form is completed, the person who filled it out should sign as the initiator. The following section will explain the process for approval of the completed form.

**IMPORTANT:** Any forms for new or experimental classes must be accompanied by a completed Course Content Guide. This can be found online at <http://suu.edu/academics/provost/word/ContentGuide.doc> . A copy of the Guide can also be found as Appendix J.

## Graduate Curriculum: Steps of approval

- The following steps are required for approval of a Level 2 Curriculum Change at the Graduate Level:
  - 2.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 2.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
  - 2.3 The University Graduate Curriculum Committee will vote on the proposal. If it passes, the University Graduate Curriculum Committee Chair will sign the form and send it to the Provost’s Office to be put on the agenda at Deans’ Council.
  - 2.4 The Deans’ Council will vote on the proposal, if it passes it will be signed by the Provost and implemented.

## Section Three – Level 3 Curriculum Changes

### What are Level 3 Curriculum Changes?

- Level 3 Curriculum Changes refer to the third section of changes, marked by the pink background, found in the Curriculum & Program Change Quick Reference Guide (pg. 3).
- Level 3 changes are:
  - Transfer, restructuring or consolidation of Existing Programs
  - Name changes of Existing Programs
  - Institutional Program Review Reports
  - Programs Under Development
  - New Stand-alone Minors
  - New Interdisciplinary Minors
  - New Emphases sharing 50% or more of existing disciplinary core
  - Certificates of Proficiency

### What levels of approval does a Level 3 Curriculum Change need?

1. Initiator Signature
2. Department Curriculum Committee
3. Department Chair
4. College Curriculum Committee
5. University Curriculum Committee
6. Deans' Council
7. President's Council
8. Board of Trustees
9. Board of Regents as an Information Item

### When can Level 3 Curriculum Changes be submitted?

- All changes must go through their Department and College/School Curriculum Committee. Check with individual Departments and Colleges/Schools for submission deadlines.

- Curriculum Change submissions at the University Level are accepted throughout the year. The committees meet regularly (bimonthly) during the first two months of the school year (September & October). Following that time both the Graduate and Undergraduate Committees meet on an “as needed” basis. Once five proposals have been submitted, the committee will meet. Meetings are not held during the summer.
- Following submission through the University level, the proposal must go on to the Board of Trustees and the Board of Regents. Each of these Boards meet regularly throughout the year (including summer). Submissions will appear on the agenda of the next meeting at which the deadline for submission is met.

## Where are Level 3 Curriculum Changes submitted?

- The original hard copy must be submitted to Lindsay Fullerton in the Administration Building 304. The proposal must have all the necessary signatures from the previous committees in order to be reviewed by the University Curriculum Committee.
- A second copy should be sent electronically to [fullerton@suu.edu](mailto:fullerton@suu.edu) , and [rees@suu.edu](mailto:rees@suu.edu) for graduate proposals or [montgomery@suu.edu](mailto:montgomery@suu.edu) for undergraduate proposals. The electronic copy will be sent to all committee members prior to the meeting for their review of the proposal.

## Filling out the paperwork

- Level 3 curriculum changes are required to be submitted in the format of the R401. The submission template, shown below, can be found online at: <http://www.utahsbr.edu/policy/r401.htm> .

<p><b>Section I: The Action</b></p> <p>Briefly describe the change. Include a listing of courses and credits as appropriate.</p> <p><b>Section II: The Need</b></p> <p>Indicate why the change is justified. Reference need or demand data if appropriate.</p> <p><b>Section III: Institutional Impact</b></p> <p>Will the proposed recommendation affect enrollments in instructional programs of affiliated departments of programs? How will the proposed recommendations affect existing administrative structures? What (new) faculty, physical facilities or equipment will be impacted?</p> <p><b>Section IV: Finances</b></p> <p>What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution.</p>
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- The R401 should be completed according to the template outlined above (also shown as Appendix H). It should also be accompanied with the Undergraduate or

Graduate Curriculum Proposal Form for Substantive Changes. The Substantive Changes form must be attached to show proof (signatures) of the appropriate levels of approval through the University. This form can be found at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). For guidance filling out the Substantive Changes form see Section 2 page 14 for Undergraduate Proposals or page 20 for Graduate Proposals.

- It is strongly recommended that the initiator of the R401 meet with Associate Provost Lee Montgomery to go over the proposal prior to sending it through *any* committees for approval.
- Once the proposal has been approved through the Deans' Council there should not be any other changes made to the proposal. The copy of the program submitted to the University Curriculum Committees (Graduate or Undergraduate) should be the final copy of the desired program. Any changes made by the department after that approval will require the proposal to go back through all stages of the approval process. What is approved and accepted by the Trustees, President, Provost, Deans, Department Chairs, and other Faculty Members has their seal of approval. It is dishonest to change the program requirements when sending it to the Board of Regents after the previous levels have approved it.

## Steps of approval

- The following steps are required for approval of a Level 3 Curriculum Change:
  - 3.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 3.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
  - 3.3 The University Graduate Curriculum Committee will vote on the proposal. If it passes, the University Graduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.
  - 3.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost.
  - 3.5 Following the approval of the Provost, the proposal will be sent forward by the Provost's Office to the President's Council, Board of Trustees, and the Board of Regents. A department representative may be contacted, by the Provost Office, for any questions. The department should not submit any revised paperwork to the proposal unless asked by the Provost Office. The Provost Office can be contacted for questions concerning the progress of the proposal.

## Section Four – Level 4 Program Changes

### What are Level 4 Program Changes?

- Level 4 Program Changes refer to the third section of changes, marked by the purple background, found in the Curriculum and Program Change Quick Reference Guide (pgs. 4-5).
- Level 4 changes are:
  - Discontinuation of Instructional Programs
  - Follow-up reports requested by the Regents on Approved Programs
  - Reports on out-of-service-area-delivery of Approved Programs
  - Permanent Approval of Centers, Institutes, or Bureaus
  - Certificates of Completion in which instruction is provided by an outside vendor and requires an accreditation review
  - Credit/Non-credit Certificates Eligible for Financial Aid
  - Fast Track Programs

### What levels of approval does a Level 4 Program Change need?

1. Initiator Signature
2. Department Curriculum Committee
3. Department Chair
4. College Curriculum Committee
5. University Curriculum Committee
6. Deans' Council
7. President's Council
8. Board of Trustees
9. Program Review Committee
10. Board of Regents approval as a Consent Item

## When can Level 4 Program Changes be submitted?

- All changes must go through their Department and College/School Curriculum Committee. Check with individual Departments and Colleges/Schools for submission deadlines.
- Program Change submissions at the University Level are accepted throughout the year. The committees meet regularly (bimonthly) during the first two months of the school year (September & October). Following that time both the Graduate and Undergraduate Committees meet on an “as needed” basis. Once five proposals have been submitted, the committee will meet. Meetings are not held during the summer.
- Following submission through the University level, the proposal must go on to the Board of Trustees and the Board of Regents. Each of these Boards meet regularly throughout the year (including summer). Submissions will appear on the agenda of the next meeting at which the deadline for submission is met.

## Where are Level 4 Program Changes submitted?

- The original hard copy must be submitted to Lindsay Fullerton in the Administration Building 304. The proposal must have all the necessary signatures from the previous committees in order to be reviewed by the University Curriculum Committee.
- A second copy should be sent electronically to [fullerton@suu.edu](mailto:fullerton@suu.edu) , and [rees@suu.edu](mailto:rees@suu.edu) for graduate proposals or [montgomery@suu.edu](mailto:montgomery@suu.edu) for undergraduate proposals. The electronic copy will be sent to all committee members prior to the meeting for their review of the proposal.

## Filling out the paperwork

- Level 4 program changes are required to be submitted in the format of the R401. The submission template, shown below, can be found online at: <http://www.utahsbr.edu/policy/r401.htm> .

### **Section I: The Request**

Briefly describe the change. Indicate the primary activities impacted, especially focusing on any instructional activities..

### **Section II: The Need**

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermount.

### **Section III: Institutional Impact**

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit , where will it fit in the organizational

structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate.

#### **Section IV: Finances**

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

- The R401 should be completed according to the template outlined above (also shown as Appendix I). Also see Appendix I for the accompanying Signatures Required form. The signatures page can be downloaded from the internet from <http://www.utahsbr.edu/policy/r401.htm>.
- The R401 should also be accompanied with the Undergraduate or Graduate Curriculum Proposal Form for Substantive Changes. The Substantive Changes form must be attached to show proof (signatures) of the appropriate levels of approval through the University. This form can be found at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). For guidance filling out the Substantive Changes form see Section 2 page 14 for Undergraduate Proposals and page 20 for Graduate Proposals.
- It is strongly recommended that the initiator of the R401 meet with Associate Provost Lee Montgomery to go over the proposal prior to sending it through *any* committees for approval. This will help the process of approval go more smoothly.
- Once the proposal has been approved through the Deans' Council there should not be any other changes made to the proposal. The copy of the program submitted to the University Curriculum Committees should be the final copy of the desired program. Any changes made by the department after that approval will require the proposal to go back through all stages of the approval process. What is approved and accepted by the Trustees, President, Provost, Deans, Department Chairs, and other Faculty Members has their seal of approval. It is dishonest to change the program requirements when sending it to the Board of Regents after the previous levels have approved it.

## Steps of approval

- The following steps are required for approval of a Level 4 Program Change:
  - 4.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 4.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the



- University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
- 4.3 The University Graduate Curriculum Committee will vote on the proposal. If it passes, the University Graduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.
  - 4.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost.
  - 4.5 Following the approval of the Provost, the proposal will be sent forward by the Provost's Office to the President's Council, Board of Trustees, Program Review Committee, and the Board of Regents. A department representative may be contacted, by the Provost Office, for any questions. The department should not submit any revised paperwork to the proposal unless asked by the Provost Office. The Provost Office can be contacted for questions concerning the progress of the proposal.

## Section Five – Level 5 Program Changes

### What are Level 5 Program Changes?

- Level 5 Program Changes refer to the third section of changes, marked by the green background, found in the Curriculum and Program Change Quick Reference Guide (pg. 5).
- Level 5 changes are:
  - New Associate degrees of Arts, Science, Specialized, and Applied Science degrees
  - Pre-Major Programs
  - New Emphases sharing less than 50% of the disciplinary core of the approved major
  - New Bachelor of Arts, Science, or Professional Bachelor's Degrees
  - New K-12 School Personnel Programs
  - New Master's Degrees
  - New Doctoral Degrees

### What levels of approval does a Level 5 Program Change need?

1. Initiator Signature
2. Department Curriculum Committee
3. Department Chair
4. College Curriculum Committee
5. University Curriculum Committee
6. Deans' Council
7. President's Council
8. Board of Trustees
9. Program Review Committee
10. Board of Regents approval as an Action Item

## When can Level 5 Program Changes be submitted?

- All changes must go through their Department and College/School Curriculum Committee. Check with individual Departments and Colleges/Schools for submission deadlines.
- Program Change submissions at the University Level are accepted throughout the year. The committees meet regularly (bimonthly) during the first two months of the school year (September & October). Following that time both the Graduate and Undergraduate Committees meet on an “as needed” basis. Once five proposals have been submitted, the committee will meet. Meetings are not held during the summer.
- Following submission through the University level, the proposal must go on to the Board of Trustees and the Board of Regents. Each of these Boards meet regularly throughout the year (including summer). Submissions will appear on the agenda of the next meeting at which the deadline for submission is met.

## Where are Level 5 Program Changes submitted?

- The original hard copy must be submitted to Lindsay Fullerton in the Administration Building 304. The proposal must have all the necessary signatures from the previous committees in order to be reviewed by the University Curriculum Committee.
- A second copy must be sent electronically to [fullerton@suu.edu](mailto:fullerton@suu.edu) , and [rees@suu.edu](mailto:rees@suu.edu) for graduate proposals or [montgomery@suu.edu](mailto:montgomery@suu.edu) for undergraduate proposals. The electronic copy will be sent to all committee members prior to the meeting for their review of the proposal.

## Filling out the paperwork

- Level 5 Program Changes are required to be submitted in the format of the R401. The submission template, see Appendix J, can also be found online at: <http://www.utahsbr.edu/policy/r401.htm>.
  - The R401 must be completed according to the template. Once the form has been downloaded all of the information can be entered and saved to your computer. Also download the accompanying Signatures Required form. The signatures page must also be downloaded from <http://www.utahsbr.edu/policy/r401.htm>.
  - The R401 should also be accompanied with the Undergraduate or Graduate Curriculum Form for Substantive Changes. The Substantive Changes form must be attached to show proof (signatures) of the appropriate levels of approval through the University. This form can be found at [www.suu.edu/academics/provost/curriculum.html](http://www.suu.edu/academics/provost/curriculum.html). For guidance filling out the Substantive Changes form see Section 2 page 14 for Undergraduate Proposals and page 20 for Graduate Proposals.

- It is strongly recommended that the initiator of the R401 meet with Associate Provost Lee Montgomery to go over the proposal prior to sending it through *any* committees for approval. This will help the process of approval go more smoothly.
- Once the proposal has been approved through the Deans' Council there should not be any other changes made to the proposal. The copy of the program submitted to the University Curriculum Committees should be the final copy of the desired program. Any changes made by the department after that approval will require the proposal to go back through all stages of the approval process. What is approved and accepted by the Trustees, President, Provost, Deans, Department Chairs, and other Faculty Members has their seal of approval. It is dishonest to change the program requirements when sending it to the Board of Regents after the previous levels have approved it.

## Steps of approval

- The following steps are required for approval of a Level 5 Program Change:
  - 5.1 The proposal must first be taken to the Department Curriculum Committee. If approved at the department level, the Department Curriculum Committee Chair, and Department Chair will sign the form and send it forward to the College/School Level.
  - 5.2 The College/School Curriculum Committee will then vote on the proposal. If approved the College Curriculum Chair will sign the form and send it forward to the University Level. (Proposals concerning Elementary & Secondary Education majors, must be signed by the PECC Chair before being forwarded to the University Level)
  - 5.3 The University Graduate Curriculum Committee will vote on the proposal. If it passes, the University Graduate Curriculum Committee Chair will sign the form and send it to the Provost's Office to be put on the agenda at Deans' Council.
  - 5.4 The Deans' Council will vote on the proposal, if it passes it will be signed by the Provost.
  - 5.5 Following the approval of the Provost, the proposal will be sent forward by the Provost's Office to the President's Council, Board of Trustees, Program Review Committee, and the Board of Regents. A department representative may be contacted by the Provost Office for any questions. The department should not submit any revised paperwork to the proposal unless asked by the Provost Office. The Provost Office can be contacted for questions concerning the progress of the proposal.

SOUTHERN UTAH UNIVERSITY

November 2007

**UNDERGRADUATE CURRICULUM PROPOSAL FORM – Consent Item**Department/Division  College/School  Date **Please check all that are appropriate:****Consent Changes:**

- |  |  |
|--|--|
| <input type="checkbox"/> Title and prefix                            | <input type="checkbox"/> Existing Course Descriptions            |
| <input type="checkbox"/> Delivery method (classroom, web, ednet)     | <input type="checkbox"/> Consolidations                          |
| <input type="checkbox"/> Existing prerequisites and/or co requisites | <input type="checkbox"/> Deletions                               |
| <input type="checkbox"/> Course Sequencing                           | <input type="checkbox"/> Method of grading (letter or pass/fail) |

**I. PROPOSAL DESCRIPTION****1. Current Information:**Current Course Prefix & Number  Current Credit Hours  Current Contact Hours Current Course/Program Title Current Grading: Graded  Pass/Fail Current Prerequisites  Co-requisites **2. Proposed Changes:**Course Prefix & Number  Credit Hours  Contact Hours Course Title Grading: Graded  Pass/Fail Current Prerequisites  Co-requisites **3. Proposed Catalog Description**

Addressing the following:

- required limit of 40 words
- style consistent within department/division/program
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any

4. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits

Is the course repeatable in the same semester? No  Yes

5. What effect will this course have on other courses, programs, and departments? (see policy 6.8.2,IV)

6. Justification (reference criteria in policy 6.8.2,IV)

7. When would this course be implemented? Semester  Year

8. Enrollment considerations:

A. Enrollment restrictions (for items indicated, explain in the space below)

class level requirement

majors only

non majors only

not open to students who have completed similar course; similar courses to be blocked:

B. Projected enrollment:  students per semester  year  (check one)

9. When will this course be offered? Fall \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_ Annually \_\_\_\_ Every other year \_\_\_\_

**II. APPROVALS**

\_\_\_\_\_  
Initiator Date

\_\_\_\_\_  
DCC Chair Date

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
CCC Chair Date

\_\_\_\_\_  
PECC Chair Date  
(Approval required for courses utilized by Elementary & Secondary Education majors)

\_\_\_\_\_  
UUCC Chair Date

\_\_\_\_\_  
Provost Date  
(time frame for Provost's signature stipulated in 6.8.2,I, E)

SOUTHERN UTAH UNIVERSITY

November 2007

## GRADUATE CURRICULUM PROPOSAL FORM – Consent Item

**This form is to be completed for those proposed changes where the change will not negatively impact students or require additional university resources.**

**Examples of such proposed changes are shown below.**

Department/Division  College/School  Date

**Please check all that are appropriate:**

**Consent Changes:**

- |  |  |
|--|--|
| <input type="checkbox"/> Title and prefix                            | <input type="checkbox"/> Existing Course Descriptions            |
| <input type="checkbox"/> Delivery method (classroom, web, ednet)     | <input type="checkbox"/> Catalog presentation                    |
| <input type="checkbox"/> Existing prerequisites and/or co requisites | <input type="checkbox"/> Deletions                               |
| <input type="checkbox"/> Course Sequencing                           | <input type="checkbox"/> Method of grading (letter or pass/fail) |

### I. PROPOSAL DESCRIPTION

1. Current Course Prefix & Number:

2. Describe the proposed change or illustrate the desired catalog presentation.

3. When would this change/course be implemented? Semester  Year

### II. APPROVALS

\_\_\_\_\_  
Initiator Date

\_\_\_\_\_  
DCC Chair Date

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
CCC Chair Date

\_\_\_\_\_  
PECC Chair Date  
(Approval required for courses utilized by Elementary & Secondary Education majors)

\_\_\_\_\_  
UGC Chair Date

\_\_\_\_\_  
Provost Date  
(time frame for Provost's signature stipulated in 6.8.2.I, E)

Approved Academic Affairs 11/08/07 6.8.4

SOUTHERN UTAH UNIVERSITY

November 2007

**UNDERGRADUATE CURRICULUM PROPOSAL FORM – Substantive Changes**Department/Division  College/School  Date **Please check all that are appropriate:****Substantive Changes:**

- New courses or experimental courses (skip to #2 below)
- Significant content changes
- Credit hours
- Contact hours

- Course level (lower or upper division)
- General education status (specify area of GE)
- Conflicting or competitive changes impacting other programs
- University degree requirements

**I. PROPOSAL DESCRIPTION****1. Current Information:**Current Course Prefix & Number  Current Credit Hours  Current Contact Hours Current Course/Program Title Current Grading: Graded  Pass/Fail Current Prerequisites  Co-requisites **2. Proposed Changes:**Course Prefix & Number  Credit Hours  Contact Hours Course Title Grading: Graded  Pass/Fail Current Prerequisites  Co-requisites 

Significant content changes (if any)

**NOTE: Syllabus must accompany proposal****3. Proposed Catalog Description**

Addressing the following:

- required limit of 40 words
- style consistent within department/division/program
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any



4. What are the learning outcomes of the course and how will they be assessed?

5. If this course is proposed for general education, how does the course fulfill the goals of general education?

6. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits   
Is the course repeatable in the same semester? No  Yes

7. Variable Course Topics? No  Yes

*(Will the course have subtopics with different titles to be listed in the class schedule and on student's transcripts?)*

If yes, explain:

8. Replacement/Substitute Course? No  Yes

*(Will this proposed course be used in place of or as a substitute for an existing course? If yes, which course?)*

9. Describe the availability of resources (e.g., Faculty, Staff, Facilities, Equipment, Library). Please attach a resume of the initial instructor, demonstrating qualifications for teaching the course. (see policy 6.8.2,IV)

10. What effect will this course have on other courses, programs, and departments? (see policy 6.8.2,IV)

11. Justification (reference criteria in policy 6.8.2,IV)

12. When would this course be implemented?

Semester

Year

13. Enrollment considerations:

A. Enrollment restrictions (for items indicated, explain in the space below)

class level requirement

majors only

non majors only

not open to students who have completed similar course; similar courses to be blocked:

B. Projected enrollment:  students per semester  year  (check one)

14. When will this course be offered? Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ Annually \_\_\_ Every other year \_\_\_

## II. APPROVALS

\_\_\_\_\_  
Initiator Date

\_\_\_\_\_  
DCC Chair Date

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
CCC Chair Date

\_\_\_\_\_  
PECC Chair Date  
(Approval required only for courses utilized by Elementary & Secondary Education majors)

\_\_\_\_\_  
UUCS Chair Date

\_\_\_\_\_  
Provost Date  
(time frame for Provost's signature stipulated in 6.8.2,I, E)

SOUTHERN UTAH UNIVERSITY

November 2007

**GRADUATE CURRICULUM PROPOSAL FORM – Substantive Changes**Department/Division  College/School  Date **Substantive Changes:****Check all that are appropriate**

- New courses (skip to #2 below and complete all items except #9)
- Significant content changes (complete items #1, #9, and #10)
- Credit hours/Contact hours
- Conflicting or competitive changes impacting other programs
- Other

**I. PROPOSAL DESCRIPTION**

1. Current Information (if this is a new course leave this section blank):

Current Course Prefix & Number  Current Credit Hours  Current Contact Hours Current Course Title Current Grading: Graded  Pass/Fail Current Prerequisites  Co-requisites 

2. Proposed Information:

Course Prefix & Number  Proposed Credit Hours  Contact Hours Proposed Course Title Proposed Grading: Graded  Pass/Fail Proposed Prerequisites  Co-requisites 

**NOTE: Syllabus must accompany proposal. Among other things, the syllabus should be (1) complete, (2) include learning outcomes and how they will be assessed, and (3) have sufficient rigor in assignments and assessment to demonstrate clearly that the course is of graduate level.**

3. If a new course, put the proposed catalog description here.

Addressing the following:

- required limit of 40 words
- prerequisites, co-requisites, concurrent enrollment requirements
- frequency of offering
- enrollment restrictions, if any

4. Repeatable? Is the course repeatable for multiple credits? No  Yes  If yes, max # credits

Is the course repeatable in the same semester? No  Yes

5. Variable Course Topics? No  Yes

(Will the course have subtopics with different titles to be listed in the class schedule and on students' transcripts?)

If yes, explain:

6. If proposing a new course, will this course replace or substitute for another course? No  Yes

If yes, what is that other course?

7. If proposing a new course, describe the availability of resources (e.g., Faculty, Equipment, Library), or list the new resources needed, including their approximate cost. **Also, attach a resume of the initial instructor, demonstrating qualifications to teach the course.** (see policy 6.8.2,IV)

Will this proposed new course require:

- A. Additional faculty or staff? If yes, explain.
- B. Overload or term appointments? If yes, explain.
- C. Additional equipment, one-time or ongoing? If yes, explain.
- D. Additional library support? If yes, explain.
- E. Additional computer lab or service support, and one-time or ongoing? If yes, explain.
- F. Other resources? If yes, explain.

8. What effect will this proposed change, or new course, have on other graduate courses and programs? (see policy 6.8.2,IV)

9. Justification for the change (reference criteria in policy 6.8.2,IV)

10. When would this change/course be implemented?

Semester

Year

## 11. Enrollment considerations:

A. Enrollment restrictions (for items indicated, explain in the space below)

 majors only not open to students who have completed similar undergraduate courseB. Projected enrollment:  students per semester  year  (check one)

12. When will this course be offered? Fall \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_ Annually \_\_\_\_ Every other year \_\_\_\_

## II. APPROVALS

\_\_\_\_\_  
Initiator Date\_\_\_\_\_  
DCC Chair Date\_\_\_\_\_  
Department Chair Date\_\_\_\_\_  
CCC Chair Date\_\_\_\_\_  
PECC Chair Date

(Approval required only for courses utilized by Elementary &amp; Secondary Education majors)

\_\_\_\_\_  
UGC Chair Date\_\_\_\_\_  
Provost Date

(time frame for Provost's signature stipulated in 6.8.2,I, E)



**SOUTHERN UTAH UNIVERSITY**  
**Policies and Procedures**

**Appendix E**  
**Policy # 6.8.2**  
**Date Approved: 03/28/03**  
**Date Amended:**  
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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR CURRICULUM CHANGES**

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**PURPOSE:** To describe the process for changing or proposing undergraduate curricula

**POLICY:**

**I. General**

- A. Curriculum changes begin with approval of a proposal by the Department Curriculum Committee (DCC). The University Undergraduate Curriculum Committee (UUCC) provides forms and standards to be used to guide and systematize the process. College representatives to the UUCC may be used as consultants to assist individuals or departments/divisions in creating or changing curricula. Proposals are delivered to the College/School Curriculum Committee (CCC) and copied to the respective Dean.
- B. College curriculum committees review proposals approved at the Department level. The CCC then either forwards the changes to the UUCC or returns them to the DCC with recommendations.
- C. After the approval of the CCC, curriculum proposals are sent by the committee chair to the UUCC chair.
- D. The UUCC approves proposals or returns them to the department, via the CCC, with recommendations.
- E. Curriculum proposals approved by the UUCC are forwarded to the Provost. The Provost then has thirty days to endorse the proposal or notify the UUCC of a formal review. If the Provost does not act within thirty days, the proposed action becomes University curriculum.

**II. Types of Curricular Changes**

Three types of curricular changes are: consent, substantive, and program proposals.

- A. Consent changes include:
  - Changes in existing titles and prefixes
  - Changes in existing delivery (e.g., classroom, web, EdNet)
  - Changes in existing prerequisites
  - Changes in course sequencing
  - Changes to existing course descriptions



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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR CURRICULUM CHANGES**

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- Consolidations
  - Deletions
  - Method of grading
1. Consent changes are submitted on the curriculum Undergraduate Curriculum Proposal Form and acted upon by the DCC and CCC. Following the CCC's action, the chair submits the change form to the UUCC for consent action. The UUCC reserves the right to recommend that a consent change be considered as a substantive change.
- B. Substantive changes include:
- New courses, experimental courses, or significant changes in course content
  - Changes in credit hours
  - Changes in contact hours
  - Changes in course level (lower division, upper division)
  - Changes in general education
  - Changes that may be in conflict or competition with courses or programs of other departments.
  - Changes in university requirements for degrees
1. Substantive changes are submitted on the Undergraduate Curriculum Proposal Form, acted upon by the DCC and CCC, then submitted for action to the UUCC.
- C. Program proposals include:
- New programs (majors, emphases, concentrations, minors, or certificates)
1. Proposals for new programs are submitted on the Board of Regents forms (Policy R-401), and reviewed by the DCC, CCC, UUCC and then forwarded to the Provost for action.
- III. Approval Process for Curricular Changes
- A. Requests for new academic programs, program additions or program changes as defined in policies of the Utah Board of Regents will be processed according to procedures detailed in Regents policy R-401.



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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR CURRICULUM CHANGES**

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- B. Requests to add/delete academic majors, minors, emphases, and courses, as well as for substantive changes in courses as described above, will be submitted for action according to procedures detailed in this policy. Program additions or revisions that require action by the Board of Regents will be submitted to the committee in the Regent’s format. Further, upon approval of proposals for academic programs under Regents policy R-401, courses supporting such proposals will be submitted for approval under guidelines of this SUU policy.
- C. Proposed changes may originate with a faculty member, an appropriate Department committee, or a student organization, and must follow the procedure outlined in this policy.
- D. Proposed course changes must be submitted on the appropriate form, and the stated criteria must be met for action at all levels of review. Courses and programs submitted on an experimental basis will be for a limited time (generally one to three years) and will include an assessment component to evaluate the effectiveness of the experiment.
- E. Proposed course changes must be approved by (1) the DCC of the Department through which the course and its credit are to be offered, (2) CCC and (3) the UUCC. If a curricular change affects teacher education, coordination with the Professional Education Coordinating Committee (PECC) is expected following approval by the CCC.
- IV. Criteria for curricular/course decisions. The curricular committees (DCC, CCC, and UUCC) will consider criteria including, but not limited to, the following:
- A. Course syllabus
- syllabus complies with university policy 6.36
- B. Centrality to the mission of the institution
- contribution of course to its respective curriculum
  - extent of interdependence and synergy with other University curricula
  - contribution to general education requirements
- C. Pedagogical considerations
- general academic merit
  - evidence of variation in teaching/learning methodologies





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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR CURRICULUM CHANGES**

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- course delivery method
  
- D. Skills
  - verbal, nonverbal and/or media communication techniques
  - written communication
  - critical thinking/listening activities
  - team-building techniques in problem solving
  - research and analysis
  - service learning
  - computing and technology
  
- E. Technical resource impact
  - availability of required technology and resources
  - adequate library/information resources
  
- F. Assessment
  - consistent with unit assessment plans
  - assessment activities are measurable
  
- G. Diversity
  - advances understanding of people and ideas
  - addresses issues in contemporary society
  - broadens world view
  
- H. Costs
  - impact on degree requirements
  - faculty workload
  - contact hours
  - faculty preparations
  - operating budgets
  - capital costs
  - space requirements
  - indirect costs
  - cost efficiencies
  
- I. Potential for growth and recognition
  - possible specialized accreditation
  - develops national stature
  - capitalizes on emerging fields



SOUTHERN UTAH UNIVERSITY  
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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND  
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V. Unit Processes and Standards

A. At the Department Level

1. The faculty review and decide whether to revise the curriculum. The standards by which course proposals will be evaluated are [departments/divisions may develop additional standards]:
  - a. appropriateness of the proposed number for the course and the rationale for the course level (e.g., lower division, upper division) and type (e.g., lecture, seminar);
  - b. rationale provided for developing/offering the new course or curriculum change, including,
    - the proposed course is aligned with similar department curricula
    - the proposed course is required for an accrediting/certifying agency (attach a copy of documents stipulating the requirement);
  - c. concordance of the content and/or method of the proposed course with the Department's academic discipline;
  - d. availability of qualified faculty to staff the course;
  - e. suitability of the method(s) of teaching and learning and the mode of delivery to be used in the class;
  - f. responsibility for communicating changes that may be in conflict or competition with courses or programs of other Departments; and
  - g. compliance of the proposal with the criteria for curricular/course decisions, discussed in IV, above.

B. At the College/School Level



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**SUBJECT: UNDERGRADUATE CURRICULUM DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR CURRICULUM CHANGES**

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1. The CCC will conduct a substantive review and decide whether to approve the new course or curriculum change. The following standards may be used [colleges/schools may develop additional standards]:
    - a. integrity of the proposed curricular change;
    - b. consistency with relevant university curriculum policies and procedures for new course proposals;
    - c. adequacy of budgetary and instructional resources required to offer the course;
    - d. reasoned and relevant explanation for substantive duplication when duplication appears to exist; and
    - e. compliance of the proposal with the UUCC criteria, discussed in IV, above.
  2. The CCC will consider and act on each curriculum change request.
  3. Upon approval by the CCC a signed, approved proposal will be forwarded to the Chair of the UUCC. If the course change affects teacher education, the CCC will coordinate or delegate coordination with the PECC. If the CCC recommends disapproval of the course, an explanation of the disapproval will be transmitted to the DCC.
  4. Course change proposals submitted by colleges/divisions carry no implicit request for change in program requirements or supplemental funding. If a course change proposal requires either of these, it is the responsibility of the college dean (or designee) to support the program change and/or provide/obtain supplemental funding as needed.
- C. At the University Level
1. The duties of the chair of the UUCC
    - a. Circulate a list of all new courses, changes or deletions to the members of the committee and post the list in advance of



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committee meetings to the UUCC's web site. (Committee members will notify college/school faculty of proposed changes. Faculty members who have substantive or jurisdictional concerns about proposed course changes are to notify their committee representative.)

- b. Arbitrate conflict between departments/divisions.
  - c. Insure that curriculum proposals are placed on the committee agenda within 30 days of receipt.
2. New Program Proposals
- a. The UUCC will review new programs, make recommendations, and forward all proposals to the Provost.
  - b. Some new program proposals will need Board of Trustee or Board of Regent's action. Refer to Regent's policy R-401 for further information.

**Southern Utah University  
Course Content Guide**

A course content guide is an agreement by a department as to the purpose of a class within a program curriculum. The guide is a generic treatment of a course, where the mastery of the institutional core abilities is assessed. Additionally, the content guide should not be confused with the course syllabus, which explains the delivery of the content to the student. Academic freedom applies to the methods and approaches chosen by the professor to deliver the fixed content set by the department. It is highly recommended that page 2 is attached to the syllabus.

Course:	General Education: Y ___ N ___	Graduate ___	Undergraduate ___
Department:	College/School:	Revised Date:	

Catalog Description:	_____ _____ _____ _____ _____ _____ _____
Prerequisite(s):	_____ _____ _____ _____

Course Monitor:	_____	Date: _____
Department Chair:	_____	Date: _____
College/School:	_____	Date: _____

Provost: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: Department  
Dean  
Provost

<b>Institutional Mission Core Abilities</b>	<b>Course Goals for the Measurement of Core Abilities</b>	<b>Activities</b>	<b>Assessment</b>
<b>Communication</b>			
<b>Quantitative Literacy</b>			
<b>Personal &amp; Professional Responsibility</b>			
<b>Critical Thinking</b>			
<b>Diversity/Appreciation for Differences</b>			
<b>Lifelong Learning</b>			

## **R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports**

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### **Preamble**

Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education (USHE) universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the state and its citizens.

**R401-1. Purpose** - To provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and career and technical education programs. In addition, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

### **R401-2. References**

**2.1.** Utah Code §53B-16-102, Changes in Curriculum

**2.2.** Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

**2.3.** Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

**2.4.** Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

**2.5.** Policy and Procedures R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks

**2.6.** Policy and Procedures R411, Review of Existing Programs

**2.7.** Utah Code §53B-16-102, Continuing Education and Community Service R430

**2.8.** Policy and Procedures R470, General Education, Course Numbering, Lower Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination

**R401-3. Procedure for Submitting New Programs or Program Changes for Regents’**

**Approval** - The procedure for the approval of new programs includes the submission of a full proposal to the Regents. To help insure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Typically, career and technical education programs relate directly to the requirements of business and industry. Thus, programs submitted in this area should have the benefit of consultation from a program advisory committee regarding: (1) curriculum, including specific outcome-based competencies; (2) desired level of faculty qualifications; and (3) equipment and laboratory requirements.

**3.1. Submission of Full Proposal with Executive Summary** - Institutional Chief Academic Officers will submit electronically a full program proposal with a brief executive summary to the Commissioner’s Academic Affairs staff for each new program proposal to initiate the Regents’ program approval procedure. See 8.2 for template. For Fast Track programs, refer to R401-5. Confidential information may be submitted to the Commissioner under seal.

**3.1.1. Executive Summary** - See 8.2.1 for detailed explanation and template for the executive summary.

**3.1.2. Full Proposal** - See 8.2.2 for detailed explanation and template for the full program proposal.

**3.1.3. CIP Codes for all Programs except the Apprenticeship Programs** - When preparing a proposal for submission, the institution must choose an appropriate CIP (Classification of Instructional Programs) code. This CIP code will be recorded by the Commissioner’s office for data requests, reporting, and tracking. Only one CIP code will be acceptable per program—including all emphases under that program. The only exception is for apprenticeship programs.

**3.1.4. CIP Codes for Apprenticeship Programs** - When preparing an apprenticeship program proposal for submission, the institution will be allowed to use multiple appropriate CIP codes for the different apprenticeship emphases. These CIP codes will be recorded by the Commissioner’s office for data requests, reporting, and tracking.

**3.2. Review by Academic Affairs Staff and Chief Academic Officers (CAOs)** - Full program proposal with the brief executive summary will be forwarded to the Commissioner’s Academic Affairs staff for review and comment. The financial analysis document will be reviewed by the Commissioner’s Finance staff in order to verify financial data. The full proposal will be posted to the CAOs’ website. Within two weeks (ten working days) of posting, the CAOs must review and post their comments concerning the full proposal.

**3.3. Review by Program Review Committee (PRC)** - Once the CAOs and Commissioner’s staff have commented, the program proposal and executive summary and all attendant issues will be forwarded for review by the Program Review Committee (PRC). The PRC will review the



program proposal and accompanying information, raise questions, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In this case, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact one of the consultants and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend.

**3.4. Review by Council of Chief Academic Officers (CAOs)** - The Council of Chief Academic officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, initial evaluation from the Commissioner's Academic Affairs staff, and comments from the PRC. This discussion will be reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations for the Regents' agenda.

**3.5. Consideration by Board of Regents** - Program proposals that have been reviewed according to the procedures described in 3.2, 3.3, and 3.4 are placed on the Regents' agenda for consideration by the Regents. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Academic, Career and Technical Education, and Student Success Committee reviews proposals for new programs or program changes and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the Committee of the Whole.

**3.5.1. Voting for Approval by Board of Regents** - All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

**3.5.2. Budgetary Considerations Separate from Approval** - Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.

#### **R401-4. Procedure for Regional Career and Technical Education Planning**

**4.1. Purpose** - The primary purposes of the Regional Career and Technical Education (CTE) Program Planning Procedure are:

**4.1.1.** To plan CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and

**4.1.2.** To avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

**4.2. Procedure** - Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than 900 clock hours or 30 semester hours are subject to the following regional review procedure.

**4.2.1.** The USHE Institution/Utah College of Applied Technology (UCAT) campus must submit a program request to the local CTE Regional Review Committee.

**4.2.2.** The proposed program must be approved by the USHE Board of Trustees/UCAT Campus Board of Directors. UCAT Campus proposals must be submitted to the UCAT President for approval followed by submission to the UCAT Board of Trustees for its approval.

**4.2.3.** The proposal will then be submitted to the Commissioner's Academic Affairs staff for approval and subsequent inclusion on the Consent Calendar of the next Regents' agenda.

**4.2.4.** A letter indicating the result of the Regional Planning Procedure, including the date of the meeting, must be submitted along with the program request.

#### **R401-5. Fast Track Programs**

**5.1. Fast Track Program Approval Procedure** - Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than 900 clock hours or 30 semester hours that have been reviewed regionally, may be submitted to the Commissioner for Fast Track approval. The certificate must have been approved by the institution's internal program development and approval procedure. The Commissioner may then approve the program, effective immediately. To request approval, the proposing institution will submit an executive summary and a full proposal to the Commissioner's staff. See 8.2.1 and 8.2.2 for templates. The Commissioner will respond within 15 working days and will place the program on the Consent Calendar of the next Regents' meeting.

#### **5.2. Two Year Review of Programs Approved through the Fast Track Procedure** -

Institutions operating programs approved through the fast track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the Consent Calendar. The report should include a short program description, enrollment data, demographic data on the enrolled students, the actual costs over the two year period since the program's implementation, and employment information. The Regents may request additional information as well. See 8.3.3 for template.

**R401-6. Items Requiring Regents' Consideration** - Institutions submitting program proposals for the Action Calendar, the Consent Calendar, and the Information Calendar shall adhere to the procedures described in the flow charts found in Appendices A, B, and C. Programs inclusive of those in R401-5 will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Commissioner's staff. Items presented to the Regents will fall into one of the following categories. A definition follows each item.

**6.1. Action Calendar** - Programs placed on the Action Calendar require Regents' approval upon recommendation of the Academic, Career and Technical Education, and Student Success Committee. All proposals for new programs placed on the Action Calendar must follow the

template (see 8.2.2). The following programs, including incubated programs in any of the following categories, require action by the Regents:

**6.1.1. New Associate of Arts and Associate of Science Degrees** - Programs of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work, and other requirements as established by USHE institutions, are required for completion of an associate's degree. The Associate of Arts degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**6.1.1.1. Sub-Unit Designation (Pre major programs)** - The term "pre major" will be used by all institutions in describing the components of the Associate of Arts/Associate of Science degrees that are designed to prepare students for upper-division work. The use of the term "emphasis" will be discontinued as a sub-unit of an AA or AS degree. At four-year institutions, not offering an AA or AS degree, the term "pre major" will also apply to preparatory, lower-division courses, required for acceptance into a major. These courses should be the same or similar to those offered by the two-year programs. Although the descriptions of programs may vary at USHE institutions, the definition as described above should be implemented consistently.

**6.1.1.2. Requirement** - A "pre major" designation requires formal articulation agreements between the two- and four-year programs. The program outline (advising sheet) should clearly designate courses that will transfer to a four-year program and courses that are elective in nature which are those that do not have articulation agreements and are not likely to transfer. The two-year and four-year faculty should work together to designate support courses that do not articulate directly to the four-year major but provide preparatory experience for a specific major. These courses will count as electives.

**6.1.2. New Specialized Associate's Degrees (Associate of Pre-Engineering (APE))** - Programs of study which include extensive specialized course work intended to prepare students to initiate upper-division work in baccalaureate programs. A minimum of 68 and a maximum of 85 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that are less extensive than in AA or AS degrees, and other requirements as established by USHE institutions, are necessary for completion of the degree. Because students do not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Generally, specialized associate's programs are articulated from two- to four-year majors system-wide.

**6.1.2.1. Sub-Unit Designation** - The term "major" refers to the discipline in which the degree resides or to the content upon which the degree is focused.

**6.1.2.2. Requirement** - Specialty associate's degrees require Regents' approval. These specialty Regent-approved associate's degrees may be either a specific major or articulate to specific four-year majors.

**6.1.3. New Associate of Applied Science Degrees and Diplomas** - Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS degrees and others, as established by USHE institutions, are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

The Utah College of Applied Technology may partner with credit-bearing USHE institutions that grant associate's degrees in order to provide AAS degrees within the local region. This partnership agreement may be used to address the need for an AAS degree in high demand areas where a local credit-bearing USHE institution is not already offering the degree.

**6.1.3.1. Sub-Unit Designation** - The term "major" refers to the discipline in which the degree resides. The major may be made up of one or more "emphases" to describe the sub-unit of the Associate of Applied Science.

**6.1.3.2. Requirement** - AAS degree programs may have collections of courses within the major called "emphasis" that would require approval by the Regents. Emphases will be considered essential to the academic integrity of the Regents' approved degree program. New emphases that share more than 50 percent of the existing disciplinary core of the approved major should be sent for notification on the Information Calendar. "Emphases" that share less than 50 percent of the disciplinary core will come before the Regents as an Action Item.

**6.1.4. New Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees** - Programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the maximum of 126 credit hours in order to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**6.1.4.1. Sub-Unit Designation** - The term "major" refers to the discipline in which the degree resides.

**6.1.4.2. Requirement** - New emphases, which have sometimes been called "specializations" or "concentrations," that share more than 50 percent of the existing disciplinary core of the approved major should be sent for notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core will come before the Regents as an Action Item. Stand-alone minors and interdisciplinary minors are addressed in 6.3.5 and 6.3.6 respectively.

**6.1.4.3. New Major** - A sequenced set of courses within a bachelor's degree program that comprises study in an academic discipline. The major is listed on the graduate credential and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline. Minor courses/programs within approved degree programs will be reviewed only by institutional Boards of Trustees and submitted to the Commissioner of Higher Education.

**6.1.4.4. New General Studies Bachelor's Degrees** - See Appendix D: General Studies Guidelines, for preparation.

**6.1.5. New K-12 School Personnel Programs** - Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel. These programs adhere to an approval procedure which requires the following steps: review by the Office of Academic Affairs, the Chief Academic Officers, appropriate officials and faculty from USHE colleges and schools of education, and the Program Review Committee (PRC); review and approval by the Regents. Following the review procedure, and program approval by the Regents, the Utah State Office of Education will make its recommendation to the State Board of Education, which has the final approval authority over licensure.

**6.1.6. New Master's Degrees** - Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree, and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**6.1.7. New Doctoral Degrees** - Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

**6.2. Consent Calendar** - Regents' consent, which follows approval of the Academic, Career and Technical Education, and Student Success Committee, is required for significant program and administrative changes. Consent from the Regents should be sought prior to any institutional initiative to take action on program discontinuance. See 8.3.1 for template. The following items require consent of the Regents:

**6.2.1. Reinstatement of Previously Eliminated Administrative Units and Instructional Programs.**

**6.2.2. Discontinuation of Instructional Programs** - If an institution intends to discontinue a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance item for the Consent Calendar.

**6.2.2.1. Student Completion** - Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards.

This may require the enrollment of students at other institutions of higher education or that courses be taught for a maximum of two years after discontinuation of the program.

**6.2.2.2. Duplication** - Consider discontinuance of unnecessarily duplicated programs within the System, particularly programs that may be high cost and/or low producing.

**6.2.2.3. System Coordination** - Consider the statewide impact of discontinuing the program, and identify opportunities for establishing the program at another USHE institution.

**6.2.3. Follow-up Reports Requested by the Regents on Approved Programs** - All programs approved by the Regents require a report three years after implementation. These reports should be sent to the Commissioner's Academic Affairs staff. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the Consent Calendar. The report should include a short program description, enrollment data, gender data on enrolled students, the actual costs over the three year period since the program's implementation, and employment information. The Regents may request additional information as well. See 8.3.3 for template.

**6.2.4. Report on Out-of-Service-Area Delivery of Approved Programs** - Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.

**6.2.5. Permanent Approval of Centers, Institutes, or Bureaus** - Administrative entities which perform primarily research, instructional, or technology transfer functions, and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

**6.2.5.1. Temporary Approval and Temporary Sources of Funding** - Funding support is from temporary, non-public resources or from temporary institutional reallocation within a limited time frame.

**6.2.5.2. Modest Effort/Consistent with Roles/Affiliation/Three Year Limit** - Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment; activities involved are consistent with established institutional mission and role assignments; the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

**6.2.6. Certificates of Completion in Which Instruction Is Provided by an Outside Vendor and Requires Accreditation Review** - The institution offers Certificates of Completion, credit or non-credit, for instruction provided by an organization outside the USHE.



**6.2.7. Credit/Non-credit Certificates Eligible for Financial Aid** - Credit/Non-credit certificates that are eligible for financial aid. If financial aid is provided for programs of 600 to 900 clock hours, the CAO will submit an Executive Summary and full proposal, with appropriate supporting documentation, including the Financial Analysis template (see 8.2.2), to the Commissioner's staff for approval through the Fast Track Procedure (see R401-5), and subsequent inclusion on the Consent Calendar of the next Regents' meeting agenda. This procedure complies with the U.S. Department of Education requirement for program approval through the state's approval procedure.

**6.2.8. Fast Track Programs** - Programs approved through the Fast Track procedure. See R401-5.

**6.3. Information Calendar** - Program additions or changes requiring notification on the Regents' Information Calendar. Regents' notification is required for changes to programs and administrative units (see 8.4.1 for template), institutional program reviews (see R411), and programs under development (see 8.4.2 for template). OCHE staff will determine the significance of the proposed change(s); significant changes may be placed on the Consent Calendar (see 6.2). If deemed not significant, the changes will remain with the Commissioner's Academic Affairs staff (see R401-7).

**6.3.1.** Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units.

**6.3.2.** Name Changes of Existing Programs.

**6.3.3.** Institutional Program Review Report. See R411.

**6.3.4.** Programs under Development. See 8.4.2 for template.

**6.3.5. Stand-alone Minors** - A coherent collection of courses, related to one another, that is not part of a previously approved major or degree program. Submission: as they are approved or eliminated by institutional Board of Trustees.

**6.3.6. Interdisciplinary Minors** - A coherent collection of courses, related to one another, from previously approved majors or programs.

**6.3.7. Emphases** - New emphases that share more than 50 percent of the existing disciplinary core should be sent for notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core of the approved major will come before the Regents as an Action Item.

**6.3.8. Certificates of Proficiency** - Career and Technical Education programs of up to 900 clock hours that do not require approval for financial aid, are approved by the institution or UCAT campus Board of Trustees, and will be forwarded to the Commissioner's Academic Affairs staff.

**R401-7. Information to Be Provided to the Commissioner of Higher Education** - The USHE institutions shall submit to the Commissioner's Academic Affairs staff the following items:

**7.1. Program List** - A List of Programs under Development or Consideration.

**7.1.1. Information** - Each institution shall submit an updated matrix of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months. A compilation of this information will be included on the Information Calendar at least three times each year. These planning documents will provide Regents with a continuously updated, system-wide view of the programs that may be brought to them for approval.

**7.1.2. Submission** - The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents, or is no longer under consideration at an institution, it should no longer appear in the matrix. See 8.4.2 for template.

**7.2. A List of New Minors That Are Part of a Degree or Major Program** - A list of new minors that are part of a degree or major program as they are approved by institutional boards of trustees. Submission: as they are approved.

**7.3. A List of Scheduled Program Reviews** - The annual list of scheduled program reviews are defined in R411 including date of review. Submission: September.

**7.4. A List of Credit and Non-Credit Certificates.** An annual list of credit and non-credit certificates: the name of the certificate, the number of credits or hours required for the certificate, and the number of certificates awarded. Submission: December.

**R401-8. Templates for Submitting Items for the Board of Regents** - The templates request information and provide the format to be used when submitting items for the Regents. (Click on the following for Word format copies of forms or charts.)

**8.1. General Formatting for Submissions**

**8.2. Templates for Action Calendar Items**

[8.2.1. Template for Submission of Executive Summary](#)

[8.2.2. Template for Submission of Proposals for New Programs](#)

[8.2.3. Signature Page to Accompany Action and consent Proposals](#)

**8.3. Templates for Consent Calendar Items**

[8.3.1. Template for Consent Calendar Items](#)

[8.3.2. Signature Page to Accompany Consent Proposals](#)

[8.3.3. Template for Three-Year and Two-Year Follow-Up Reports](#)

**8.4. Templates for Information Calendar items**

[8.4.1. Template for Submission to the Information Calendar](#)

[8.4.2. Template for Submission of Programs under Development or Consideration](#)



**Section I: The Action**

Briefly describe the change. Include a listing of courses and credits as appropriate.

**Section II: Need**

Indicate why the change is justified. Reference need or demand data if appropriate.

**Section III: Institutional Impact**

Will the proposed recommendation affect enrollments in instructional programs of affiliated departments or programs? How will the proposed recommendations affect existing administrative structures? What (new) faculty, physical facilities or equipment will be impacted?

**Section IV: Finances**

What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution.

**\*\*IMPORTANT:** Go to [http://www.utahsbr.edu/AA/AAPolicy/Templates/R401 Template information calendar.doc](http://www.utahsbr.edu/AA/AAPolicy/Templates/R401%20Template%20information%20calendar.doc) to download the official version of this form. Do not use this form.

### **Section I: The Request**

Briefly describe the change. Indicate the primary activities impacted, especially focusing on any instructional activities.

### **Section II: Need**

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain Region.

### **Section III: Institutional Impact**

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate.

### **Section IV: Finances**

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

**Institution Submitting Proposal:** Choose Institution

**College, School or division in Which Program/Administrative Unit Will Be Located:** \_\_\_\_\_

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** \_\_\_\_\_

**Program/Administrative Unit Title:** \_\_\_\_\_

**Recommended Classification of Instruction Programs (CIP) Code:** 00.000

**Certificate, Diploma and/or Degree(s) to be Awarded:** \_\_\_\_\_

**Proposed Beginning Date:** 11 Month 2008

**Institutional Signatures (as appropriate):**

President: \_\_\_\_\_

Chief Academic Officer: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Dean or Division Chair: \_\_\_\_\_

Career and Technical Education Director: \_\_\_\_\_

Date: 11 Month 2008

**\*\*IMPORTANT:** Go to [http://www.utahsbr.edu/AA/AAPolicy/Templates/R401\\_Template\\_Consent\\_Calendar.doc](http://www.utahsbr.edu/AA/AAPolicy/Templates/R401_Template_Consent_Calendar.doc) to download the official version of these forms. Do not use this form.

**Executive Summary  
Institution  
Degree Type and Title  
11 Month 2008**

**Program Description**

One paragraph description of the program.

**Role and Mission Fit**

One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission as set forth in Regents' Policy (R312).

**Faculty**

Please indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track.

Number of faculty with Doctoral degrees	Tenure	Contract	Adjunct
Number of faculty with Master's degrees	Tenure	Contract	Adjunct
Number of faculty with Bachelor's degrees	Tenure	Contract	Adjunct
Other Faculty	Tenure	Contract	Adjunct

**Market Demand**

One paragraph giving current data on market demand of the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included).

**Student Demand**

One paragraph giving current student demand, which is demonstrated by student surveys, petitions, and detailing potential student's preparation for the program.

**Statement of Financial Support**

Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal.)

Legislative Appropriation.....	<input type="checkbox"/>
Grants.....	<input type="checkbox"/>
Reallocated Funds.....	<input type="checkbox"/>
Tuition dedicated to the program.....	<input type="checkbox"/>
Other.....	<input type="checkbox"/>

**Similar Programs Already Offered in the USHE**

A list of similar programs already approved and functioning at USHE institutions.

## **Section I: The Request**

Institution request approval to offer Name of Degree effective Semester 2008. This program has been approved by the Institutional Board of Trustees on 11 Month 2008.

## **Section II: Program Description**

### **Complete the Program Description**

Present the complete, formal program description.

### **Purpose of Degree**

State why your institution should offer this degree and the expected outcomes.

### **Institutional Readiness**

Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education.

### **Faculty**

Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See requirements in the Institutional Readiness Section.

### **Staff**

List of additional staff needed to support the program in each of the first five years: e.g., administrative, secretarial, clerical, laboratory aides, instructors, advisors, teaching/graduate assistant. See requirements in the Institutional Readiness Section.

### **Library and Information Resources**

Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources? See Requirements in the Institutional Readiness Section.

### **Admission Requirements**

List admission requirements specific to the proposed program.

### **Student Advisement**

Describe the advising procedure for students in the proposed program.

### **Justification for Graduation Standards and Number of Credits**

Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS.

### External Review and Accreditation

Indicate whether any external consultants, either in- or out-of-state-, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them.

### Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1				If Required
2				
3				
4				
5				

### Expansion of Existing Program

If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration.

## Section III: Need

### Program Need

Clearly indicate why such a program should be initiated.

### Labor Market Demand

Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.

### Student Demand

Describe evidence of student interest and demand that supports potential program enrollment.

### Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.

### Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.

### Benefits

State how the institution and the USHE benefit by offering the proposed program.

**Consistency with Institutional Mission**

Explain how the program is consistent with and appropriate to the institution's Regents'-approved mission, roles, and goals.

**Section IV: Program and Student Assessment****Program Assessment**

State the goals for the program and the measure that will be used in the program assessment procedure to determine if goals are being met.

**Expected Standards of Performance**

List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning.

**Section V: Finance**

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment					
Student/Faculty Ratio					
Projected Headcount					
<b>Projected Tuition</b>					
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries & Wages					
Benefits					
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	\$	\$	\$	\$	\$
<b>Revenue</b>					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					

Tuition to Program					
Fees					
Total Revenue	\$	\$	\$	\$	\$
<b>Difference</b>					
Revenue-Expense	\$	\$	\$	\$	\$

**Budget Comments**

Comment on the Financial Analysis Form.

**Funding Sources**

Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants, etc.

**Reallocation**

If program is to be supported through internal reallocation, describe in specific terms the sources of the funds.

**Impact on Existing Budgets**

If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal.

**Appendix A: Program Curriculum****All Program Courses**

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

Course Prefix & Number	Title	Credit hours
Core Courses		
	<b>Sub-Total</b>	
Elective Courses		
	<b>Sub-Total</b>	
Track/Options (if applicable)		
	<b>Sub-Total</b>	
	<b>Total Number of Credits</b>	

**New courses to be Added in the Next Five Years**

List all new courses to be developed in the next five years, by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

<i>Prefix &amp; Number</i>	<i>Title</i>	<i>Credit Hours</i>
Course Description		



### **Appendix B: Program Schedule**

For each level of program completion, present, by semester, a suggested class schedule-by prefix, number, title, and credit hours. This section should preferably be presented in tables similar to the table found in Appendix A.

### **Appendix C: Faculty**

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

**Institution Submitting Proposal:** Choose Institution

**College, School or division in Which Program/Administrative Unit Will Be Located:** \_\_\_\_\_

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** \_\_\_\_\_

**Program/Administrative Unit Title:** \_\_\_\_\_

**Recommended Classification of Instruction Programs (CIP) Code:** 00.000

**Certificate, Diploma and/or Degree(s) to be Awarded:** \_\_\_\_\_

**Proposed Beginning Date:** 11 Month 2008

**Institutional Signatures (as appropriate):**

President: \_\_\_\_\_

Chief Academic Officer: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Dean or Division Chair: \_\_\_\_\_

Career and Technical Education Director: \_\_\_\_\_

Date: 11 Month 2008

**\*\*IMPORTANT:** Go to <http://www.utahsbr.edu/policy/r401.htm> to download the official version of these forms. Do not use this form.

## CURRICULUM & PROGRAM CHANGE MANUAL

Communication is a process (Markel, 2004; Beebe, Beebe, & Redmond, 2002). It is constantly changing and evolving. Just as communication is constantly changing and evolving, so must businesses and organizations change in order to stay competitive and successful (Zahra, Hayton, Neubaum, Dibrell, & Craig, 2008). As a result of this necessary change we have a Curriculum and Program Change process at Southern Utah University. Each degree awarding department on campus changes its curriculum and course offerings to accommodate this evolution in order to stay competitive in drawing students to Southern Utah University.

While it is imperative to have these changes, it is also vital to make the changes correctly. Often mistakes are made because the individuals making them are overconfident that they are doing the paperwork correctly. In a study conducted by an independent financial services research firm it was demonstrated just how costly overconfidence can be. The study found that overconfident individuals received a cumulative 140 percent return versus S & P 500 whose cumulative return was 820 percent (Swedroe, 2002).

In this case Southern Utah University can be compared to the overconfident individuals who struggle to pass curriculum and program changes. While they receive some positive results (140% for arguments sake), the University of Utah on the other hand receives the 820% return and praises from the Board of Regents for their ability to successfully complete a curriculum change proposal.

Curriculum and program changes at Southern Utah University are being noticed by the Utah State Board of Regents as problematic. The institution has been warned by the Board of Regents that our proposals must come forward with complete and accurate information. Few proposals from our University have come to the Boards level with the standard of expectations

that they should. Not only has the problem been recognized by the Regents, but also by the Provost's Office at Southern Utah University.

I began working at Southern Utah University on July 25, 2007. One of my responsibilities was to track curriculum and program changes and make the official changes in the on-line catalog, and then create the following year's catalog. In working with the Provost and his Executive Assistant we have encountered many problems with the paperwork, the process, and the basic understanding of how the process should be functioning.

After much discussion in dealing with these problems, the solution was to create a manual. This manual does not override existing policies at Southern Utah University concerning curriculum development, revision, or change. The goal was to create a document that would outline more clearly the process, thus serving a complimentary role to current policies.

The purpose of this procedural manual is to define the curriculum and program change process at Southern Utah University in order to assist the faculty and students in their academic work. This manual will track the necessary steps for curriculum and program changes to move from the point of submission for consideration to the approval process.

While this manual is the first of its kind for Southern Utah University, other universities within the state of Utah have created manuals similar to this one. The basic information is much the same as similar manuals found at Weber State University (Weber State University Senate, 2008) and Utah Valley University (UVU Curriculum Office, 2007), but was catered specifically to meet the needs of Southern Utah University. Manuals are most effective when they explain the necessary information in simple language (Andrews, 2002). When a manual is simple, logical, and has structure, it can be one of the best tools for completing a task.

In this paper, I will explain the process by which the manual was created, including topics on the main considerations that were taken into account. These will be followed by information concerning revisions of the manual, and the professional considerations that were taken into account in order to create the manual.

### The Process

As demonstrated above the point of the manual was to clarify the process of curriculum and program changes. Up to this point the process has been unclear which is why the formatting of the manual and the messages being sent were of utmost importance.

According to Markel (2004), writing a manual is a three stage process. It begins with planning, followed by drafting, and then revising. The planning stage is a key element to creating a useful manual. This is the starting point at which I worked with my committee and the Provost Office to find the best way to create and distribute this manual. As the audience is the various departments on campus making curriculum and program changes, it was determined that each department should have a hard copy of the manual in their office as well as online access to the manual.

This decision was made because each department is involved in the curriculum and program change process. Each department on this campus has their own Department Curriculum Committee. Unfortunately, many departments felt a lack of direction and understanding as to what they should be looking for in curriculum and program changes that come before them as a body. Those who did not express to the Provost Office a lack of understanding demonstrated their ignorance by sending forward incomplete and incorrect proposals. To help them in their positions it was important that each department have access to the manual.

## Planning

The creation of the manual began by gathering data on curriculum and program changes, Southern Utah University policies, Utah State Board of Regents policies and the way the process was currently operating. The data was gathered this way because the policies at both the University level and the State level lay the groundwork for how curriculum and program change must occur. Knowing that they are the foundation and must be followed, all additional information must adhere to the underlying policies.

Once the data was gathered, I began formatting the manual, followed by the creation of a webpage that would house the same information, but with the most accurate up-to-date information. The webpage will be discussed later, but I will begin with the creation of the manual.

What I considered most important in beginning to write this manual, was to understand the entire curriculum and program change process myself. With so many problems at Southern Utah University we needed to figure out why there was confusion, and make sure that we understood how to correct it. One of the problems was that many people did not understand the correct form to fill out, or if they had the correct form they did not understand the information they were to enter. A related problem was that most people did not understand the levels of approval various changes need to go through prior to completion. Because many people do not understand the process the manual needed to be concise and relevant to be most useful to the readers (Allen, 2008; Dura, 2008).

I frequently receive calls from faculty members in various departments asking me why their curriculum or program change was not in the online catalog. They would tell me the date that it was approved by the Deans' Council, and explain to me that I needed to put it in the

catalog because they had students who were enrolled in this degree. I am continually explaining that some changes are not executed once they have received approval from the Deans' Council. Changes that are considered more substantive often need to go on to other bodies for their approval prior to implementation. For example a new bachelor's degree would need to go to the President's Council, Board of Trustees, Program Review Committee, and the Board of Regents prior to implementation. All of the aforementioned bodies must approve the proposal or it will die, and as a result never appear in the catalog.

### Design

Manuals are not intended to be read cover to cover. It is meant to lead the reader to the information sought in a timely manner (Steinberg & Steinberg, 2008). We live in a culture where efficiency is highly valued. It has been found that often an efficient outsider is more knowledgeable and influential than a senior member of a company, when they prove themselves to be efficient (Dewhurst & FitzPatrick, 2006). To make this manual efficient, I clarified the levels of approval and constructed the manual based on levels of approval. I created a Quick Reference Guide. This reference guide lists all of the types of curriculum and program changes that can be made. The list is broken down into five different sections. Each of these sections has a part of the manual that corresponds to it, and details all of the information that will aid in making this kind of change. Each section requires different paperwork, as well as varying levels of approval. The Quick Reference Guide also shows at a glance all of the levels of approval needed to create that type of change. For example, if someone is creating a new Bachelors of Science degree, they can quickly see that it needs to go through four levels of approval following the stamp of approval from the Deans' Council in order to take effect.

Using the Quick Reference Guide the user can easily see the levels of approval and get the necessary information concerning the change. After the creation of this guide the detailed information in the manual sections became the next step. Many considerations were factors in the set up of the manual.

### Appearance

Various drafts of the manual were considered before the official format was determined. It was important to understand the use of visual communication and writing together to create effective technical communication (Teddell, 2008). Graphics are suggested for use in a manual to help break up the text and to more clearly explain the procedures to be done (Markel, 2004). According to Teddell (2008), “There is a natural fit between visual communication and writing. Both disciplines are concerned with creating meaningful forms of communication. For a message to be clear, it needs both form and content” (p. 217). To create this clarity, I decided that the best way to break up the text in the first two sections would be to break apart the Curriculum Proposal Form documents to explain the information needed for each section. Breaking up the text contributed to the form of the document, and helped it to be visually more interesting and easier to follow the instructions.

Also important to note that the form and content for the hard copy version is different from the look of the web version. This was done to make the web more navigable, yet still useful. In general a web page housing the same information found in a hard copy would have 50 percent less text (Gregory, 2004). While the text is important in both, the format of the webpage is much cleaner looking than the hard copy manual, although when individual links are followed all of the same information is found.



Each section of the four documents found in Sections One and Two (Undergraduate Consent Changes, Graduate Consent Changes, Undergraduate Substantive Changes, Graduate Substantive Changes) is split into numbered sections. A picture of each section was put into the manual, followed by the correct procedures to fill out the section. Also added were warnings and guidelines to help the users fill out the section in a manner that would not create more paperwork for them later.

While the use of graphics is clearly important to manual writing, it was difficult to find other ways to incorporate graphics into the document, because any graphics added would need to be relevant to the information provided (Donnell, 2005). In this case, where relevant graphics did not exist, I decided it would be important to add color to the document as this is another way to make the manual more interesting and appealing. “Attractive designs entice readers’ eyes back to the instructions you want them to read” (Anderson, 2007, p. 644). Humans have evolved to possess great visual and spatial skills. These skills include abilities to detect edges and discontinuities, things that are out of place, variations in color, motion and shape. They retrieve information using visual cues (Kosslyn, 1994).

Knowing that I would be using tabs in the hard copy of the manual, I found numbered colored tabs. Based on these tabs I coded the Quick Reference Guide, and the sections of the manual to the tabs based upon the coloring system of the tabs. This helps the manual to look more professional and uniform. Additionally, a good page design will help a reader to more quickly find the information they are searching for (Anderson, 2007), which was also an important factor in making the manual easy to use.

To enhance the look of the manual, I added a picture to the cover of the manual. Due to copyright laws outlined in Southern Utah University Policy 5.55, I took on the role of being the

photographer. In doing this I did not have to worry about using someone else's picture without permission, and avoided the process of obtaining permission. I photographed several areas of campus and brought the pictures back to pick out my favorites. Once I had chosen a few I worked with the Provost's Executive Assistant to narrow the field to one photograph which we used for the cover. This photograph is also on the webpage that was created.

Also important is to have consistency between the two forms of the manual so that someone who used one version of the manual can go to the other version and quickly identify the visual cue (photograph) and know that they are working with the right material. Advertisers have spent a great deal of time studying the consistency and repetition in messages. They have found that repetition is necessary for people in looking at advertising to be able to recognize the company and the product (Osborn & Coleman, 2008). These findings are applied to this manual in terms of the consistency and the repetition of the look of the manual. It allows users to quickly recognize the manual.

Another component of drafting the manual, in relation to its appearance, was the use of bullet points. These were incorporated to decrease the problem of being too text laden (B. Hicks, personal communication, June 26, 2008). Markel (2004) states, "Simple short sentences work best" (p. 540). Bullet points make it easy to give short quick directions rather than long paragraphs of information. Most of the information found in the manual is in bulleted form, or in the format of 1.1, 1.2, 1.3... The use of numbering was employed for the steps of approval. Within the five sections of the manual each has a set of numbering on the approval process which correlates to the Section number (e.g. Section Five uses 5.1, 5.2, Section Three uses 3.1, 3.2). It was important to organize the information numerically so that uncertainty can be reduced, and clarity increased (Shockley-Zalabak, 2006). Consistent with the Uncertainty Reduction

Theory, increased satisfaction with the process of communication comes as a result of reduced uncertainty (Hargie, Tourish, & Wilson, 2002). By keeping the information in the manual consistent, uncertainty was reduced and the manual users will be more satisfied with the directions in the manual by knowing what to expect from each section.

Another main consideration in the appearance of the manual was the page numbering. Many technical writing publications have the title of the publication at the bottom of the page along with the page number (Dell, 2007; Octel, 2002; Boise State University, 2002). While the decision was initially made to set up the manual this way, a change was made due to the incongruous look that it presented in the manual.

It was incongruous because as shown already, the manual is set up in sections. Some sections start on even numbered pages, while others begin on odd numbered pages. This made it appear incompatible to have the odd numbered pages always numbered on the left side. If they were all numbered on the left side it would make the numbers appear sometimes on the outside of the page and sometimes on the inside of the page. This problem was solved by eliminating the title at the bottom of the pages, and centering the page numbers. By doing this the manual appears uniform and clean.

### Structure

Also in drafting the manual it was important to look at the structure of the information. It is important that a manual be written in the order in which a task will be carried out (Markel, 2004). At the beginning of the manual, I wrote instructions for the use of the manual. It explains to the reader where to begin in the manual and how to proceed from that point. The organization and structure is important because organizational communication shapes and creates events

within the environment. Creating and transmitting messages in a clear manner will help create the understanding required to successfully complete a task (Shockley-Zalabak, 2006).

If users will follow the instructions outlined, the manual is set up in a way that will easily guide them through the entire process of making a curriculum or program change. This can also be called analytical writing in which the material is organized by how it will be used and interpreted (Shidle, 1968). With the help of Lee Montgomery, Associate Provost of Undergraduate Studies at Southern Utah University, I was able to understand the R401. The R401 is made up of the policies created by the Board of Regents outlining their process for curriculum revision and change. By understanding the R401, I was able to explain in detail how to use the policies at Southern Utah University and how they fit into the larger picture of curriculum and program changes.

By putting all of the policies under which Southern Utah University operates together, I was able to capture all of the information necessary for this curriculum and program change manual. It is important to note that by studying and understanding the R401, I was able to use the correct language to create the manual. By using the correct language I built up the credibility of the manual (Gass, Seiter, 2003). The correct language involves using the same language found in the R401 and in Southern Utah University policies and procedures. By using the same language it makes the manual consistent and more credible. Also, by having the manual distributed by the Provost Office, as opposed to myself as an individual, it becomes more credible, because of the authority that the Provost Office has.

In addition to the user instructions in the beginning, a color coded table of contents was created. This will help cue the users who have started the process, to know where to go to proceed from that point.

Now that the basic visual outline and structure of the manual was determined and the material was being placed together, the style of writing became the next important decision. The next section will discuss the power of language and how it relates to message sending and receiving.

## Language

Message sending and receiving is the most important part of communication. This manual does not change policies at Southern Utah University. It serves to clarify those policies and it outlines step-by-step the process to successfully complete a curriculum or program change. The language used in the manual was in the imperative mood. The imperative mood was chosen because it is more economical and direct (Markel, 2004, p. 529). When using the imperative mood directions are simply stated and clear. For example, “Eat your vegetables” would be using the imperative mood, where as “You should eat your vegetables” is less powerful and is an example of the indicative mood. The more authoritative statement will make the user understand that the directions in the manual are not optional, but that they must be followed. Policies and procedures can be affected by the power of words (Jennings, & Mclean, 2008; Beebe, Beebe, & Redmond, 2002). Having the knowledge that the language used and the power of the words chosen affects how users respond to the directions in the manual. This was a key factor in knowing how to write the manual.

An important part to remember about this manual is that the steps are not flexible. The process outlined in the manual must be followed or the curriculum or program change will not take effect. In draft versions of the manual softer language was used. For example, “Please do not make up other options that are not listed...” This language makes it appear that the user could do it; we just ask that they don’t. This language was changed so that the sentence reads,

“Do not make up other options that are not listed.” By employing stronger wording the user understands that it is not optional.

As previously stated Southern Utah University does not have a positive reputation for the coherence and correctness of our curriculum and program changes. In order for this image to change, when departments are making changes, they need to understand that filling out the forms partially or incorrectly is not an option. The expectations and the process needed to be clearly stated because a set order must be followed in order to get a curriculum or program change approved.

#### Front Matter

Not only was the appearance and formatting of the manual’s contents important, but also the front matter. Front matter is considered the title page, table of contents, and a section on how to use the manual (Markel, 2004, p. 534). As stated previously the table of contents was color-coded along with the tabs. The table of contents also outlines the specific contents in each section so that those persons using the manual for reference reading could quickly find the information that they need. A person who only needs to know how to fill out the form can skip to the correct page, rather than reading through all of the information concerning, what other changes would require the same paperwork, the approval process or how to submit the paperwork.

This step was important to outline because readers typically search for information in three ways, thorough sequential reading, reading for key points only, or reference reading (Anderson, 2007). Sequential reading is a process where the user reads the manual from start to finish taking all of the information in the manual. A reader looking for key points would skim the material stopping only at the key terms or items they are searching for, to read more in depth.

People who are interested in only reference reading would search either the headings in the table of contents or each section heading to find the information they are interested in reading.

Someone who needs to learn and understand the entire process can easily read through the entire manual to find the information he or she needs. Likewise a person reading for key points can skim through the headings or search for key words. All of these methods can be employed by a user and he or she will be able to easily and effectively navigate this manual.

According to Anderson (2007), readers will find communication usable if they adhere to three standards. One of the standards is being complete – from the readers’ perspective. It is important to realize that while the writer often understands what he or she is trying to explain a user may be unfamiliar with the information. If it is not clear and complete to the user, the manual is virtually useless. Another standard that communications must meet is to be task-oriented. The manual is specific to completing the task of correctly completing curriculum and program changes, thus is specific to getting the job done. The final standard is that the information must be accessible. This will be explained in greater detail later, but has been demonstrated by the creation of both a hard copy manual, and the online version which can be accessed from anywhere in the world.

### Back Matter

The back matter of a manual generally refers to the information following the main instructions in a manual. In this case, it will refer to the many appendices that are included in this manual. As with other manuals the back matter of this one cross references information from outside entities. It does not change those entities’ requirements, but explains and supports them (Healthy Housing Inspection Manual, 2008). The appendices are split up into two different types. The first group of appendices (A-F) refers to appendices created within Southern Utah

University. The second group (G-J) refers to appendices from the Board of Regents. I will explain each Appendix and how it works within the manual.

Appendix A is the University Undergraduate Curriculum Proposal Form – Consent Item. This is a form created by Southern Utah University and refers to minor changes including: title/prefix, delivery method, existing prerequisites/co-requisites, course sequencing, existing course descriptions, consolidations, deletions, and method of grading. This form can be changed by the University Undergraduate Curriculum Committee, if changes become necessary.

Appendix B is the University Graduate Curriculum Proposal Form – Consent Item. This too is created by Southern Utah University and can be changed at the campus level if the need arises. It refers to the same types of changes as the Undergraduate Form and both are referenced in the first section of the manual.

Appendix C is the University Undergraduate Curriculum Proposal Form – Substantive Item. It is similar to Appendix A in its creation and possible revisions, although it refers to changes such as: new courses, significant content changes, credit hours, contact hours, course level, general education status, conflicting or competitive changes impacting other programs, and university degree requirements.

Appendix D is the University Graduate Curriculum Proposal Form – Substantive Changes. It too follows the format of Appendices A-C, but is much more in depth than its counterpart for Graduate Changes, Appendix B. Appendices D and B are scrutinized much more carefully as we are still considered to be in the early stages of Graduate Studies. As our school is new to this process, it is important that the implementation of new Graduate Curriculum is at a high level of rigor and completeness.



Appendix E is the Southern Utah University Policy 6.8.2. The hard copy of this policy should not change, as policy revisions usually do not change more than once every five years. This means the paper copy found in the hard copy of the manual should stay unchanged for awhile. However, if changes occur, the link from the curriculum and program changes website goes directly to the electronic version of the policy, meaning that it will always take the user to the most up-to-date version of this policy.

Appendix F is the Course Content Guide. This guide came into existence at Southern Utah University in 2003 when the Accreditation Body, Northwest Commission on Colleges and Universities visited campus. They reported that we needed to be tracking all of our classes and the goals and outcomes for each class. In order to stay in alignment with Northwest we must have this form completed for any new course that gets created. Failure to follow this mandate could result in problems with keeping our accreditation with Northwest.

Appendix G is the first Appendix that is a document from the Utah State Board of Regents. After obtaining their permission (J. Cottrell, personal e-mail communication, July 9, 2008) to post their information on our website and in our manual, we decided it was important to have this information also available in the most current version. In my time working at Southern Utah University the R401 has already been changed. It can be changed at the discretion of the Board of Regents at any time. Because of their ability to change their documents, the website link goes straight to their page always giving us access to the most accurate version.

Appendix H is the Board of Regents form that is filled out for Information Calendar Items. Our link also takes you directly to their site so that this form will be filled out correctly. The Board of Regents template for Calendar Items cannot be altered. This form is locked for editing and only the selected areas can be changed to insert our information. This is important

because many people create their own version of the form and add extra headings and sections. This is one of the main reasons that the Board of Regents are not pleased with the proposals that are sent from Southern Utah University. For this reason I linked to their form rather than retyping that version. It will benefit Southern Utah University greatly, if this form is now filled out exactly as it should be.

Appendix I is very similar in all of its qualities to Appendix H, meaning it can only be changed by the Board of Regents and it is locked for editing except in required fields. It does require a signature, and is specific to different types of changes, all of which can be found in the Quick Reference Guide and beginning of Section Four.

Appendix J follows the same format as Appendices H and I. It requires one more additional page of paperwork on top of the Signature Page. It is specific to Section Five of the manual. Each of these types of changes found in Appendices H-J, also requires the Southern Utah University Paperwork to be filled out for the University level. This means anyone who fills out Appendices H-J will also fill out either Appendix C (for Undergraduate) or D (for Graduate). It has been shown that many of these Appendices are available in their most correct form online, as well as in the hard copy version of the manual. This takes us to the next standard for the manual, as it has demonstrated accessibility.

#### Accessibility

The final standard for the manual, as discussed briefly previously, is that it needs to be accessible to everyone on campus that deals with curriculum and program changes. Through the Provost Office the manual has been made accessible to all of the users on the Southern Utah University campus by providing it in various forms, one of which can be accessed from anywhere in the world.

It was determined that every department on campus would be given a hard copy of the manual. This copy will be sent to the Department Administrative Assistants with instructions to allow all faculty members in the department access to the manual as they write proposals for curriculum and program changes. This hard copy makes seeing all the information needed to make a curriculum or program change easy to outline and use. Also space on the Provost Office webpage was made available to put the entire manual online. By creating various forms of the manual, individuals with various types of learning styles are offered a way in which to best suit their needs. Catering to different learning styles will provide greater opportunities for understanding and usage of this manual (Sensiper, 2000).

#### Website

The creation of the website was done in accordance with the policies and Guidelines provided by Southern Utah University Web Services. I previously completed a small internship redesigning the Provost Office Website in accordance with these policies. It was decided that I would add to the website by making the manual available on line.

While creating a manual online can lead to problems with the number of links and creating confusing information (Ravas, 2008), the feeling of this manual is that this version makes it possible for someone to gather information without confusion. A person can begin making changes from any computer with internet access making this version more helpful than hurtful. Having this accessibility is important as many faculty members travel and work from home, but still work from laptop computers. This allows them the option of getting the paperwork done correctly and turned in on time, with the ease of a computer.

## Revisions

The third key element to manual writing is the consideration of how future manuals will be published. This manual is different than many in that a new product will not come out annually that will change the manual completely, although as most manuals go revisions are inevitable and will be most beneficial when given to the readers as ongoing information (Turton & Snyder, 2008). This manual will be continually updated by the Provost's Office. This manual is not expected to change drastically over the next 10-20 years (based upon the current frequency of change), as the Utah State Board of Regents will keep its same standards for curriculum and program change, and Southern Utah University will likely only make minor changes to their policies concerning Curriculum development, revision, and change in order to stay in alignment with the Utah System of Higher Education. As such, minor changes can be made and reposted to the website, as well as new versions of the chapters can be sent out electronically to the departments to replace in their hard copy of the manual.

The web version makes it possible to have the most current and up to date information available as soon as the new information is made accessible to the public. As stated earlier Southern Utah University follows policies determined by the Utah State Board of Regents. They outline the types of curriculum and program changes that must come to their level prior to making the change. The document they use to outline this information is called the R401, and is available on their website.

While the printed version of my curriculum and program change manual has the most current and updated version of the R401 right now, the webpage will always link directly to the most recent version. Since the R401 is available online, our link takes the user directly to their site. This means that if they change or update their site, our online manual will still be accurate.

If a change does occur the Board of Regents will send notification, at which point we can electronically distribute a copy of the most current R401 to the departments to substitute for their old version in their manual.

Also linked directly to the Regents site are the forms they require for Action, Consent and Calendar Items. The Board of Regents is strict in the filling out of these forms. The versions that you can download from their site are locked for editing, except in the sections the user is meant to fill in information. The headings and information in the form cannot be changed. This shows how straightforward filling out these forms should be, and shows that Southern Utah University has the resources available to them to correctly fill out the forms that get submitted to their level.

#### Professional Considerations

The last element to discuss in the creation and formatting of this manual is the element of creating a manual for someone else. The funding for this manual came from the Provost Office. The Provost and his Executive Assistant made some of the formatting decisions of the manual.

While some of these decisions may not have followed standard formats for manuals in all cases, they were still used. This is due to the fact that they provided the funding, and the manual is a publication that is coming from their office, using their web space. This means that some of the decisions that were made, were based upon what they wanted to see happen. It is important that when working in a professional setting, completing a job for someone else, that they are respected in their decisions and choices. This will increase the employer/employee relationship in building trust on both ends (Heponiemi, Elovainio, Pekkarinen, Sinervo, & Kouvonen, 2008).

## Conclusion & Limitations

Creating this manual was more extensive from a communication standpoint than I originally anticipated. The initial research was focused primarily on a technical writing standpoint. I spent the beginning hours of the project researching manual construction and development. This was later expanded to include more information on message sending and receiving, efficiency, and learning styles.

I also did not initially take into account the amount of communication that would be required between the Provost, his Executive Assistant, the Associate Provost, my Graduate Committee, the Utah State Board of Regents, and the majority of the Universities in Utah in order to complete the project. I learned how important it is to save all email communication, as well as write down the specifics talked about each time I met with someone in regards to the project.

I feel that by working with such a diverse group of people in various positions this manual will benefit all especially those at Southern Utah University, but also has the potential to guide and help other universities. Where only two institutions in the state have a manual similar, it could be a guide and reference to other institutions hoping to outline their curriculum and program change process more clearly.

It is important to note that while this could help give other universities direction and guidance for their process, most of the information would be limited to schools within the state of Utah. All other universities and colleges within the state (with the exception of private institutions) could use the information contained in this manual to more clearly outline their processes.

Another limitation of the hard copy is keeping it current. While the website serves to keep the most accurate information, the hard copy of the manual is often more useful as all the information can be accessed anywhere the manual is taken. It is more likely that the information from the Board of Regents will change less frequently than the process and policies at Southern Utah University. While it will be the responsibility of the Administrative Assistant to the Provost to keep this manual current, it is obvious there will always be lag time in getting the most current material to the Departments.

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**APPROVAL PAGE**

The undersigned, appointed by the dean of Humanities and Social Science, have examined the project entitled

**CURRICULUM & PROGRAM CHANGE MANUAL**

presented by Lindsay K. Fullerton,

a candidate for the degree of Master of Arts in Professional Communication,

and hereby certify that, in their opinion, it is worthy of acceptance.



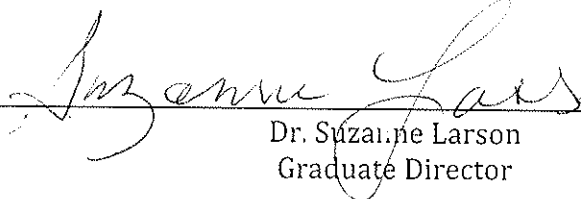
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Dr. Matthew Barton  
Chair



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Dr. Art Challis



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Dr. Suzanne Larson  
Graduate Director