

CURRICULUM POLICY AND PROCEDURE

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SECTION 1 – UNIVERSITY CURRICULUM COMMITTEE

Revised: 04-12-2024

- 1.1 University Curriculum Committee Responsibilities
- 1.2 General Education Improvement and Assessment Committee Responsibilities (GEIAC)
- 1.3 Procedures Involving Both GEIAC and Curriculum Committees
- 1.4 Composition of the University Curriculum Committee
- 1.5 Submission of Curriculum
- 1.6 Curriculog Proposal Form Availability

1.1 – UNIVERSITY CURRICULUM COMMITTEE RESPONSIBILITIES

The University Curriculum Committee (UCC) will study and evaluate the curriculum needs of the University by reviewing program, certificate, and course proposals (including courses proposed to fulfill specific general education and other designations as defined in the Curriculum Policies and Procedures Manual (CPPM) that have been approved by college curriculum committees or programs that report directly to the Office of Academic Affairs (PPM 1-13, Article B -V, section 4, 4.5). A historical record of the disposition of all curriculum proposals will be stored in an appropriate medium.

The UCC will update the CPPM on a continuing basis, and an updated version of the CPPM will be maintained on the Faculty Senate website. Additionally, the Faculty Senate will publish a list of UCC members, along with curriculum submission deadlines for the current year.

1.2 – GENERAL EDUCATION IMPROVEMENT AND ASSESSMENT COMMITTEE RESPONSIBILITIES

According to PPM 1- 13, Article B-V, 4.6, the General Education Improvement and Assessment Committee (GEIAC) will articulate the mission and goals of the General Education program and University core requirements and review these on a regular basis. GEIAC will define the standards for the General Education program and oversee their assessment, as well as the assessment of the University core requirements.

1.3 – PROCEDURES INVOLVING BOTH GEIAC AND UNIVERSITY CURRICULUM COMMITTEES

GENERAL EDUCATION Section of Curriculum PPM (updated Fall 2019)

Consideration and approval of course proposals seeking General Education (GE) attributes are the responsibility of UCC. Establishing and reviewing the mission statements and General Education Learning Outcomes (GELOs) related to the General Education Program are the responsibility of GEIAC. GEIAC in fulfilling its assessment mission, will also provide reviews of biennially submitted assessments of all GE courses.

1.3.1 – New Gen Ed Course Proposal

A new or existing course seeking GE status must undergo review by GEIAC to ensure that it appropriately addresses the area learning outcomes (ALOs) and the GELOs. New GE courses are expected to be offered at least annually and are strongly recommended to have more than one faculty member in the relevant department who can teach them.

A new GE course is considered a Gen Ed program change. Effective dates for program changes are defined in PPM 4-2a. Any new GE course will be reviewed by GEIAC before the proposals come to UCC. GEIAC will vote to recommend or not recommend the course for GE status and communicate that conclusion to UCC.

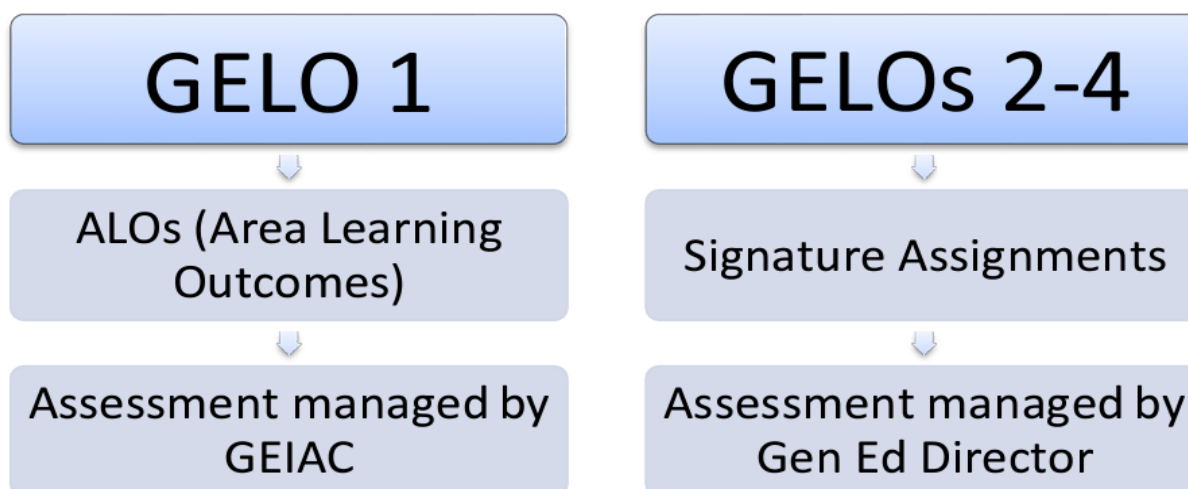
A new course (i.e., not previously taught or not previously taught with GE status), once approved with GE status, will be assessed and reviewed like all other GE courses. See the section below for more detail.

1.3.2 – Assessment of General Education Learning Outcomes

Each year, GEIAC will report to UCC and Faculty Senate on the status of the Gen Ed program by assessing the four General Education Learning Outcomes (or GELOs). The report will be presented by the chair of GEIAC reflecting the work of the committee, the contribution of GE Area Committees, and input from the Director of General Education.

A department or program will be expected to assess each GE course it offers once every two years using the complete evidence of learning rubric for their respective GE area (i.e., ALOs which satisfy GELO 1; see <https://weber.edu/oie/default.html>). When multiple sections of a course are assessed in a term, results should be combined in a single report. Also, the assessment should identify actions (e.g., to improve the teaching and/or assessment of the course) and analysis of how previous actions impacted students' achievement of content knowledge. These reviews will be reported in the Assessment of Learning report submitted biennially to the Office of Institutional Effectiveness (OIE).

Visual Representation of GELO Assessment



Student achievement of GELO 1 (Content Knowledge) will be assessed as part of a formative review of ALOs for each approved GE course offered by a department or program in the Biennial Assessment Reports. GEIAC will review the assessments of Gen Ed classes for evidence of student achievement of ALOs (GELO 1), and use of signature assignments.

The report on students' achievement of GELOs 2-4 will be based on the regular review and analysis of their performance on Signature Assignments. Students' performance will be evaluated by faculty, facilitated by OIE and the Director of General Education. The faculty will be trained and then code the signature assignments for Intellectual Tools (GELO 2), Personal and Social Responsibility (GELO 3), and Integrated and Applied Learning (GELO 4).

In collaboration with the Director of General Education, GEIAC will provide feedback to departments or programs to support the goal of helping students to achieve the GELOs. As part of their review, GEIAC may solicit a GE Area Committee's input to assure that the assessment of student learning outcomes (SLOs) [as defined by a Department or Program] in a course are adequately aligned with those in the area (ALOs). GEIAC will review assessment data and may make additional recommendations (including additional assessments) to address concerns or issues raised in the review. Depending on the concerns, these actions may be requested for completion during the subsequent year or by the next regularly scheduled review.

Departments or programs who fail to assess Gen Ed courses in Biennial Assessment Reports or who disagree with the GEIAC review or recommendations can appeal to UCC (appeals must be accepted by the chair of the University Curriculum Committee). If the appeal is accepted, the GE course(s) will be reviewed by UCC with input from GEIAC. UCC will determine the appropriate action, which may be to either uphold or reverse GEIAC's review of the course assessment and/or proposed recommendations (adding their own recommendations instead).

A department or program may make no further appeal of GEIAC's decision after UCC. Failure to comply with the final UCC decision will result in the GE course being placed on probation until the sponsoring department or program presents a plan acceptable to UCC to rectify the problem. The plan, due during the semester subsequent to being placed on probation, details a timeline and method for addressing UCC's concerns and providing measurable assessment data in those area(s) of concern. This data is collected during one semester of the academic year following placement on probation. Departments or programs that fail to provide and/or execute their action plan successfully during the continuing probationary period will remain on probation indefinitely with a required annual review of assessment action plans involving the Chair, Dean, Provost and University Curriculum Committee until the problem is resolved.

1.4 – COMPOSITION OF UNIVERSITY CURRICULUM COMMITTEE

In order to promote equity of representation and increased communication across campus, each college and the library will have at least one representative on the committee. These representatives will each serve three-year terms. The committee will also include at least two representatives from student government, the chair of GEIAC (ex officio), and the chair of the Graduate Council (ex officio). Finally, the administration will appoint a representative of the administration and one from Continuing Education (ex officio).

Each spring semester the Faculty Senate Executive Committee will appoint both a Chair and Vice-Chair of the University Curriculum Committee. If either the Chair or the Vice-Chair cease to be a member of the University Curriculum Committee, the Faculty Senate Executive Committee will promptly appoint a successor. Both the Chair and Vice-Chair positions carry with them a 3-credit hour per semester load reduction. The Chair will receive a stipend, as determined by the Executive Committee, for summer service. The Vice-Chair will be assigned duties to assist the Chair, prepare to potentially serve as Chair, and maintain continuity.

1.4.1 – Faculty Senate Office

The Faculty Senate Administrative Associate will be responsible for maintaining a hard copy of all course proposals and program changes acted upon by the full committee prior to fall 2015. This file is to be made available upon request by emailing curriculum@weber.edu. From fall 2015 forward, all curriculum proposals are stored and maintained in Curriculog. The Faculty Senate Office is located in the Miller Administration Building, MA 210J, Extension 6233.

1.5 – SUBMISSION OF CURRICULUM

All departments launching curriculum proposals in Curriculog will be responsible for completing the appropriate forms, as well as providing all relevant supporting documentation. This information (i.e., proposal, comments, and approvals) will be available to the campus community via Curriculog

1.6 – CURRICULOG PROPOSAL FORM AVAILABILITY

Although some parts of Curriculog remain open all year, other parts are closed for a period. This is dictated by the start of the new Catalog year and the need to review and update the proposal forms.

New and substantive course and program proposals will not be able to be started after December 15.

Nonsubstantive course and program proposals will not be able to be started after the end of January until the curriculum cycle reopens, typically in July.

Proposals for the following can be submitted all year: Variable Title, Workshop, Experimental, Course Fees and all Division of Online and Continuing Education (DOCE).

SECTION 2 – DEGREE REQUIREMENTS

Revised: 04-12-2024

- 2.1 Program Degree Requirements
 - 2.1.1 Academic Awards
 - 2.1.2 Non-Course Requirements
- 2.2 Certificates
 - 2.2.1. Undergraduate Certificates
 - 2.2.2. Graduate Certificates
- 2.3. Associate of Applied Science Degree Requirements
- 2.4. Associate of Arts & Associate of Science Degree Requirements
- 2.5. Bachelor's Degree Requirements
- 2.6. Master's Degree Requirements
- 2.7. Doctorate Degree Requirements

2.1 – PROGRAM DEGREE REQUIREMENTS

2.1.1 – Academic Awards

Academic awards range from certificates to doctorate degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, USHE institutions may establish additional requirements and course work. Academic awards that fall outside the institution's primary role require Regents approval (BOR R401-4 and R401-5).

2.1.2 – Non-Course Requirements

2.1.2.1 – Definition of Non-course Requirements. Non-course requirements are actions a student must complete before the degree is awarded but are not encapsulated in a course. The required actions can range from mandatory advising to participation in music recitals. The purpose of the non-course requirement is to enhance the student's educational experience, increase retention, and encourage progress towards degree completion.

2.1.2.2 – Approval Process for Non-course Requirements. Non-course requirements should be explicitly stated in the program requirements in the catalog. Department or programs requesting a non-course requirement should consider the administrative process of managing the requirements and how to ensure that the requirements can be recorded without causing a delay of the graduation process. When possible, non-course requirements are best incorporated into for-credit coursework.

Not all non-course requirements may need to be tracked in the degree evaluation system. If the addition of the requirement in the degree evaluation system is going to track existing programmatic non-course requirements that are currently in the catalog, then a non-substantive change must be submitted.

If the addition of a non-course requirement (e.g. required advising, graduation clearance, community service, thesis defense, licensure, assessment exam) is requested, and it is not currently in the catalog, then a substantive program change must be submitted.

2.2 – CERTIFICATES

A minimum of 10 semester credit hours must be completed in residence at Weber State University. Military credit, special examination, experiential credits and credits awarded by department decision do not qualify for residential hours (WSU PPM 4-1.3.A). Undergraduate certificates must meet a minimum of 16 total credit hours. Course work for certificates is designed in a specific area for career and technical education purposes or for professional development. At the discretion of the department, credits earned as part of a Certificate program may be applied to a degree.

Students enrolled in Certificate programs may need to meet additional credit hour requirements in order to qualify for financial aid and should check with the Financial Aid Office.

2.2.1 – Undergraduate Certificates

2.2.1.1 – Certificate of Proficiency. A program of study that prepares students for gainful employment in a recognized occupation. Less than one year in length of full-time study. Requires 16 to 29 semester credit hours. Does not require but may include general education courses (BOR401-3.1.1).

2.2.1.1.1 – Entry-Level CTE Certificate of Proficiency. Meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower-division courses (BOR401-3.1.1.1).

2.2.1.1.2 – Mid-Level Certificate of Proficiency. Provides students with a specific set of skills. May meet Perkins eligibility and/or federal financial aid requirements. Made up of courses selected from undergraduate programs, with or without prerequisites (BOR401-3.12.1.2).

2.2.1.1.3 – Institutional Certificate of Proficiency. Less than one year in length (less than 30 semester hours) ending in a certificate issued under the authority of the institution do not require approval by the Regents.

2.2.1.1.4 – A Certificate of Proficiency will be reflected on the transcript.

2.2.1.1.5 – Students enrolled in a Certificate of Proficiency may need to meet additional credit hour requirements in order to qualify for financial aid and should check with the Financial Aid Office.

2.2.1.2 – Certificate of Completion. A program of study consisting entirely of lower- division courses. Intended to prepare students for gainful employment in a recognized occupation. Typically more than one year and less than two years in length of full-time study. Requires a minimum of 30 and a maximum of 33 semester credit hours. General education requirements are less extensive than in AA and AS degrees, generally 9 credit hours in Composition, Computation, and Human Relations. Certificates requiring more than 36 semester credit hours must show how the certificate can lead to an associate's degree within the normal credit hour requirements for that degree. When appropriate, transfer agreements should be included in the program proposal (BOR 401-3.12.2).

2.2.1.2.1 – A certificate of completion will be reflected on the transcript.

2.2.1.2.2 – Students enrolled in a Certificate of Completion may need to meet additional credit hour requirements in order to qualify for financial aid and should check with the Financial Aid Office.

2.2.2 – Graduate Certificates

2.2.2.1 - Graduate Certificate. A program of study, less than one year in length, made up of undergraduate- and/or graduate-level course work, with a pre-requisite of at least a bachelor's degree. These may include the Post-Baccalaureate or Post-Master's certificate as defined in Regent Policy (BOR401).

2.2.2.1.1 – Post-baccalaureate Certificate. A program of study requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission. A Post-baccalaureate Certificate will be reflected on the transcript.

2.2.2.1.2 – Post-master's Certificate. A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission. A Post-master's Certificate will be reflected on the transcript.

2.3 – ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE REQUIREMENTS

2.3.1 – Associate of Applied Science (AAS) Degrees

Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. Typically two years in length of full-time study. General education requirements are less extensive than in AA or AS degrees, generally 9 hours in Composition, Computation, and Human Relations. General education courses may be embedded within a course in the discipline, but must be identifiable (BOR401-3.12.3).

2.3.1.1 – Require a minimum of 63 and a maximum of 69 semester credit hours.

2.3.1.2 – A minimum of 20 hours in residence (for transfer students).

2.3.1.3 – At least a 2.0 WSU grade point average(GPA)

2.3.1.4 – General education requirements are specified by each program and include at least the following:

2.3.1.5 – English ENGL1010 and one other course in oral or written communication (6 credit hours); Math or discipline-specific statistics as designated by specific programs (3 credit hours);

2.3.1.6 – One course in each of the three following areas (9 credit hours): Creative Arts & Humanities (CA or HU), Life & Physical Sciences (LS or PS), and Social Sciences (SS))

2.4 - ASSOCIATE OF ARTS (AA) & ASSOCIATE OF SCIENCE (AS) DEGREE REQUIREMENTS (General Studies)

2.4.1 – Associate of Arts (AA) and Associate of Science (AS) Degrees

Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or for employment and for responsible citizenship. Typically two years in length of full-time study (BOR 401-3.12.4).

For information related to Specialized Associate's Degrees and Pre- Majors please see Board of Regents policy 401-3.12.4.1 and 401-3.12.4.2.

2.4.2 – AA and AS Requirements

2.4.2.1 - Requires a minimum of 60 and a maximum of 63 semester credit hours, which includes general education coursework. Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program.

2.4.2.2 – A minimum of 20 hours in residence.

2.4.2.3 – At least a 2.0 WSU grade point average (GPA).

2.4.2.4 – Completion of WSU general education and diversity requirements.

2.4.3 – Foreign Language or American Sign Language Requirements

The Associate of Arts Degree must include a foreign language or ASL (American Sign Language) requirement which may be met by one of the following:

2.4.3.1 – Documentation of a proficiency level of "Novice High" or better through an examination administered by the WSU Foreign Language Department or through an examination by a recognized testing agency.

2.4.3.2 – Completion of WSU foreign language course 1020 with a grade of "C" or higher, or comparable transfer credit.

2.4.3.3 – Completion of any WSU foreign language course at a level beyond the first year with a grade of "C" or higher, or comparable transfer credit. Documentation of three years of the same language completed in high school with a minimum grade of "B".

2.4.3.4 – Documentation of a minimum proficiency level in American Sign Language through an examination administered by the American Sign Language/Interpreting program at SLCC. The signer must "demonstrate proficiency in temporal aspect, spatial agreement and in describing things around her/him and the deaf culture."

2.4.3.5 – Completion of WSU American Sign Language course 1020 with a grade of "C" or higher, or comparable transfer credit.

2.5 – BACHELOR'S DEGREE REQUIREMENTS

2.5.1 – Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees

Programs of study, which include general education and major coursework, prepare students for employment in a career field and for responsible citizenship. Typically four years in length of full- time study (BOR401-3.12.5).

2.5.1.1 – Requires a minimum of 120 and a maximum of 126 semester credit hours, which includes general education coursework. Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program.

2.5.1.2 – A minimum of 30 semester credit hours must be completed in residence at Weber State University. Military credit, special examination, experiential credits and credits awarded by department decision do not qualify for resident hours.

2.5.1.3 – A minimum of 40 semester credit hours of upper-division work must be completed.

2.5.1.4 – At least a 2.0 WSU grade point average (GPA).

2.5.1.5 – Completion of WSU general education and diversity requirements.

2.5.2 – Degree Types

One of the following bachelor's degrees must be specified and the WSU general education, major and minor requirements completed. Departments may specify completion of specific general education courses.

2.5.2.1 – Bachelor of Arts (BA), only Visual Arts majors may earn this degree; see the Visual Arts Department section for the application process.

2.5.2.2 – Bachelor of Music (BM) this degree may only be earned by Music majors; contact the Department of Performing Arts for more information.

2.5.2.3 – Bachelor of Music Education (BME), this degree may only be earned by Music majors; contact the Department of Performing Arts for more information.

2.5.2.3.1 – The Bachelor of Music, Bachelor of Music Education, and Bachelor of Arts in Music degrees require two semesters of foreign language, chosen from French, German, Italian, or Spanish. Taking two semesters of the same language, or one semester each of two different languages may satisfy the requirement.

2.5.2.4 – Bachelor of Science (BS)

2.5.2.5 – Bachelor of Integrated Studies (BIS) See the Bachelor of Integrated Studies section of the catalog for information about program requirements and the application process.

2.5.3 – Major and Minor Requirements

Major programs that require a minor will consist of not fewer than 30 credits and not more than 48 credits in the major field. Major programs that do not require a minor shall consist of not more than 63 credits in the major field. A minor is a program of study generally selected to complement and strengthen a student's major and/or enrich the student's overall educational program. A minor consists of not fewer than 15 credits.

Courses that are used to satisfy the general education requirements can be used as part of the minimum number of hours needed for the minor requirements unless prohibited by a particular college or department. (WSU PPM4-1)

2.6 – MASTER’S DEGREE REQUIREMENTS

2.6.1 – *Master of Arts (MA) and Master of Science (MS) Degrees*

Graduate-level programs of study beyond the bachelor’s degree. Typically more than one and less than two years of full-time graduate study. Requires a minimum of 30 and maximum of 36 semester credit hours of coursework (BOR 401- 3.12.8)

2.6.2 – *Professional Master’s Degrees*

Professional master’s degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. May exceed the maximum of 36 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure. (BOR 401.3.12.8).

2.6.3 – *Degree Requirements*

Credit hour requirement. A minimum of 30 credit hours beyond the bachelor’s degree is required for any Weber State University master degree. Additional course work or projects may be required due to graduate program accreditation standards, or for specialized professional master degrees.

At least two-thirds of the credits in any master degree program (including thesis or project) must be received from Weber State University.

2.6.3.1 – GPA Requirement. A minimum cumulative grade point average of 3.0 is required for successful completion of a graduate degree. The sponsoring department determines individual course grade requirements.

2.6.3.2 – Time Limit for Degree Completion. All degree requirements must be completed within six years from the semester of entry into a Weber State University graduate program. A graduate student's catalog will be the catalog in effect the Fall Semester of the academic year when he or she enrolls in the graduate program following formal admission into that program. Graduate programs may impose an age limit on graduate credits completed prior to entry into a program. The graduate program must approve any exceptions to the above requirements.

2.6.3.3 – Thesis / Non-Thesis Degree Options. Master's degree programs may include a "thesis option" and/or a "non-thesis option." The Master's thesis should be evidence of the graduate student's ability to carry out an independent investigation and to present the results in clear and systemic form.

2.6.3.3.1 – The overall level of achievement for the Master's degree should be the same whether the option chosen requires completion of a thesis or not.

2.6.3.3.2 – The thesis option should include at least 6 semester credits of thesis research. The semesters during which a student registers for thesis credit should correspond as closely as possible to the semesters in which the thesis work is done and faculty supervision is provided.

2.6.3.3.3 – The non-thesis option will instead include a major project, paper, presentation, and/or a comprehensive examination.

2.7 – DOCTORATE DEGREE REQUIREMENTS

Graduate-level programs beyond the master's degree in an advanced, specialized field of study. Doctoral degrees generally require three to six years of study; Professional Practice Doctoral Degrees provide knowledge and skills for credentials or licenses required for professional practice.

SECTION 3 – CREDIT HOURS

Revised: 04-12-2024

- 3.1 Credit Hour Policy
- 3.2 Credit Hours
- 3.3 Credit Ratios

3.1 – CREDIT HOUR POLICY

Departments are strongly urged to prefer three-credit-hour courses, especially when these are taken by significant numbers of students from other fields. It is understood that some courses, such as laboratory courses and lower division mathematics courses, will be offered for more than three credits.

Monitoring the allocation of credit hours for a regular course and laboratory work will be the responsibility of the University Curriculum Committee. Each academic department will monitor the allocation of hours for internships, practica, studio work, and other academic work leading to the award of credit.

The University Curriculum Committee will report on the allocation of credit hours for regular courses and laboratory work as part of its annual report.

The annual reports on the awarding of credit hours will be reviewed and maintained in the Provost's Office to ensure institutional compliance with federal and NWCCU requirements.

3.2 – CREDIT HOURS

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction (including 10 minutes for movement between classes) and a minimum of two hours of out-of-class student work each week for approximately fourteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3.3 – CREDIT RATIOS

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. Total time consists of three components: (1) instructional time - which may be face-to-face, online, or a combination of the two; (2) time spent in laboratory, studio, fieldwork, or other scheduled activity; (3) time devoted to reading, studying, problem solving, writing, or preparation. One full- semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study: (1) lecture courses (which include face-to-face, online and hybrid) – at least one contact hour or equivalent instructional time for each credit hour, (at least two hours of

outside work implied, meaning that for a three-credit hour class, a student should plan to spend a minimum of nine hours per week in some combination of instructional time and outside study); (2) laboratory or studio course – at least two contact hours for each credit hour; (3) independent study - at least three hours of work per week for each credit hour.

SECTION 4 – COURSE PROPOSALS

Revised: 04-12-2024

- 4.1 Nonsubstantive Course Proposals
- 4.2 Deadline for Nonsubstantive Course Proposals
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- 4.9 Approval Process for Substantive Course Proposals

4.1 – NONSUBSTANTIVE COURSE PROPOSALS

Nonsubstantive proposals include:

- Changes in course title or description that do not alter the nature of the course
- The following changes that affect only the submitting department:
 - prerequisite or co-requisite changes
 - registration restriction changes
 - adding/removing cohort from a course
- Changes in prerequisite(s) or corequisite(s) affecting another department that include a letter showing support without objection from affected department chair/director. Proposals without such a letter are substantive changes.
- Course number changes for sequencing purposes that do not change the level of the course.

Nonsubstantive proposals must follow the approval process and receive final approval from the Chair or Vice-Chair of the University Curriculum Committee.

4.2 – DEADLINE FOR NONSUBSTANTIVE COURSE PROPOSALS

All non-substantive course proposals are to be submitted through Curriculog on the course revision form. Proposals must be approved by the University Curriculum Committee Chair step in Curriculog by the end of January annually for inclusion in the following year's catalog. For workshop, experimental, and variable title procedures and deadlines, reference CPPM sections 7-9

4.3 – APPROVAL PROCESS FOR NONSUBSTANTIVE COURSE PROPOSALS

- Step 1: Originator
- Step 2: Department Chair (or Program Director if applicable)
- Step 3: Dean of College
- Step 4: University Curriculum Chair
- Step 5: SIS Implementation
- Step 6: CatTracks Implementation
- Step 7: Catalog Implementation

4.4 – COURSE PREFIX CHANGES

Prefix: A new prefix is created by completing a Prefix Proposal in Curriculog. The prefix will become available for use once the Curriculog Implementation step is complete.

Changing the prefix on a course is considered a non-substantive change. However, it may be submitted along with other substantive or nonsubstantive course proposals if other changes are being made. (i.e. Perhaps a course was housed in a department but now an interdisciplinary prefix is available and more appropriate) If many courses are changing to a new prefix, or the only change being made is to the prefix then the Prefix Proposal may be used.

4.5 – SUBSTANTIVE COURSE PROPOSALS

Substantive course proposals include new courses, courses requesting study abroad status, deletion of courses, changes in credit hours, or changes in course title or description that significantly alter the nature of the course, and prerequisite changes that affect other departments or significantly change the course. Course number changes from a lower division number to an upper division number or vice versa are considered substantive. Splitting a course with a specific designation (e.g., SUS, CEL) requires that both courses be resubmitted for approval.

Substantive course proposals that affect a program's total credit hours will also require submission of a Substantive Program Proposal.

Proposals for cross-listed courses are required from all departments that intend to offer the course. The course title and number must be identical. The prefix will reflect each department.

Do not submit a course deletion form unless the department does not intend to offer the course at all. A course deletion should not be submitted if the course is simply being removed from a program but may still be offered as an elective. To re-establish a course that has been processed as deleted will require a new course proposal form.

Proposals for variable title courses: See CPPM Section 9

4.6 – STUDY ABROAD

Any CRNs designated as 'Workshop' or 'Variable Title' courses must be submitted through Curriculog before being approved by the Study Abroad Office. Please be aware of the deadlines for the UCC schedule when planning and submitting courses.

4.7 – DEADLINE FOR SUBSTANTIVE COURSE PROPOSALS

All substantive course proposals are to be submitted through Curriculog. To be reviewed at an upcoming meeting, proposals must reach the University Curriculum Committee step in Curriculog at least one week in advance of the meeting date. Deadline dates are located at the Faculty Senate Curriculum Committee web page. For inclusion in the

upcoming year's catalog, proposals must be passed by UCC no later than their January meeting and passed by Faculty Senate no later than their February meeting.

For effective dates for proposal changes, see PPM 4-2a.

4.8 – SUBSTANTIVE COURSE PROPOSAL FORM (Includes New Courses)

Substantive proposals must include a Course Proposal form and a course syllabus. See [PPM 4-9a](#) for additional syllabus information. A Program Revision form must also be included if the course revision results in a change in the program requirements as listed in the catalog.

The General Education Improvement and Assessment Committee (GEIAC) will review all new General Education Course proposals prior to the course coming to University Curriculum Committee for review (see sections 1.2 – 1.4 above).

The UCC assumes that additional costs and expenditures in terms of faculty, equipment, space, etc. have been considered by appropriate entities.

Answer the questions as fully as possible. Provide material to substantiate your answer.

***Developmental Mathematics Proposals** will need to have Mathematics Department approval before they go to the College of Science Curriculum Committee.

***The University Council on Teacher Education** must approve courses required in programs leading to secondary undergraduate teacher licensure before being submitted to the University Curriculum Committee. Be sure to allow time in the approval process to make it through UCTE and to University Curriculum a week before the UCC meeting.

The item regarding Library resources must be signed by the Library bibliographer. However, this step occurs after Faculty Senate approval.

4.8.1 – Course Syllabus

A course syllabus is always required for new and substantive proposals. For the purposes of curriculum review, the course syllabus must contain the following information:

- Course name, number and prefix
- Course description
- Learning outcomes
- Evaluation methods (assignments, exams, quizzes, etc.)
- Outline of course content

Please see the University Curriculum Canvas Course for syllabus examples.

4.9 – APPROVAL PROCESS FOR SUBSTANTIVE COURSE PROPOSALS

Step 1: Originator

Step 2: Department Chair (or Program Director if applicable)

Step 3: College Curriculum Committee

- a. Then to CTE Director (if applicable - If you desire this course to be considered for Perkins (Career Technical Education) funding please check this box, (even if you know it is not currently eligible but you are working toward that end). Call CTE @ x3473 if you have questions.)

Step 4: Dean of College

- a. Notification goes to Bibliographer
- b. Courses with a teaching designation then also need to be approved by the University Council in Teacher Education
- c. Graduate courses then need to be approved by Graduate Council
- d. Courses seeking a general education designation then need to be approved by GEIAC

Step 5: University Curriculum Committee

Step 6: Faculty Senate Executive Committee

Step 7: Faculty Senate

- a. Bibliographer - if additional library support is needed
- b. President's Council - if program name change
- c. Board of Trustees - if program name change

Step 8: SIS Implementation

Step 9: CatTracks Implementation

Step 10: Catalog Implementation

SECTION 5 – PROGRAM PROPOSALS

Revised: 04-12-2024

- 5.0 Editorial Changes
- 5.1 Nonsubstantive Program Proposals
- 5.2 Nonsubstantive Program Proposal Deadlines
- 5.3 Substantive Program Proposals
- 5.4 Discontinuance of a Program of Study and Disbanding of Departments
- 5.5 Deadline for Substantive Program Proposals
- 5.6 Graduate Degree Programs
- 5.7 New Program Proposals
- 5.8 Bachelor of Integrated Studies (BIS) Emphasis Approval Process

5.0 – EDITORIAL CHANGES

Editorial changes do not alter program requirements in any way. They impact the wording of a program's introduction and general department or college information. Changes may include office location(s), contact information/staff or faculty changes, media or images displayed on a catalog page, typically taught changes to courses and updated links listed on a catalog page. The requested changes should be clearly explained and submitted through Curriculog Editorial Submission for Catalog.

The following items are not editorial and must be submitted on the correct curriculum revision form. (1) Any change to course description or title must be submitted on a course revision form. (2) Any change to a program that affects graduation requirements must be submitted on a program revision form.

5.0.1 – EDITORIAL CHANGES DEADLINE

For inclusion in the following year's catalog, proposals must be submitted and approved by the last day of January each year.

5.0.2 – APPROVAL PROCESS FOR EDITORIAL CHANGES

Step 1: Originator

Step 2: Catalog Implementation

Step 3: CatTracks (If typically taught semesters are changing)

5.1 – NONSUBSTANTIVE PROGRAM PROPOSALS

Nonsubstantive program proposals are those that add, delete, or change elective courses within a program. Substitution of required courses with courses of equal credit value from within the academic department hosting the program are also nonsubstantive (new courses must be through the approval process before they can be substituted). Name changes to a program are nonsubstantive as long as they do not mislead or infringe on the names of existing programs. Program name changes will go to the Faculty Senate as informational. Program changes cannot be retroactive.

Departments offering Departmental Honors will work with the Honors Program to design a list of courses and other requirements for students to receive Departmental Honors. A copy of current requirements for Departmental Honors will be maintained on the Honors Program website.

5.2 – NONSUBSTANTIVE PROGRAM PROPOSAL DEADLINES

Nonsubstantive program proposals must reach the University Curriculum Chair step in Curriculog by the last day of January to be included in the following year's catalog.

5.2.1 – APPROVAL PROCESS FOR NONSUBSTANTIVE PROGRAM PROPOSALS

Step 1: Originator

Step 2: Department Chair (or Program Director if applicable)

Step 3: Dean of College

Step 4: University Curriculum Chair

a. Additional Conditional Steps

1) If program name change - Faculty Senate, President's Council, Board of Trustees, Institutional Effectiveness, NWCCU

2) If assessment data used - Assessment (Institutional Effectiveness)

Step 5: Catalog Implementation

Step 6: CatTracks Implementation

5.3 – SUBSTANTIVE PROGRAM PROPOSALS

Substantive program proposals include proposals that alter the requirements for an existing major, minor, BIS degree, Institutional Certificate, diploma or endorsement.

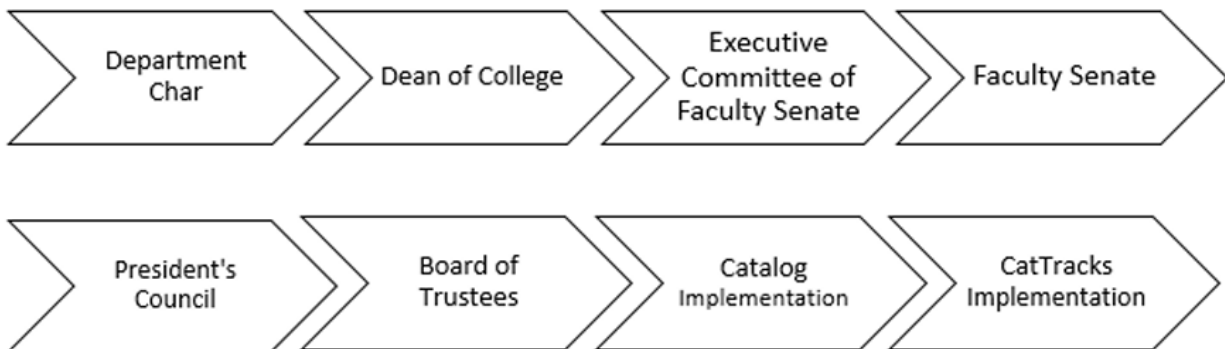
Substantive program proposals are those that (a) change the number of hours required in a program, (b) change grade or GPA requirements, (c) add or delete required courses or required support courses, (d) create new concentrations, emphases or majors within a program, or (e) delete a program of study in a specific field or a specific degree offered through an academic department. These changes need to be done on a Program Proposal Substantive Change form.

Changes in degree type, concentrations, emphases and majors are the focus of substantive program changes because they are recorded on students' transcripts when they graduate. By contrast, tracks, options, specializations, areas, and groups are not recorded on students' transcripts and are best considered to be advising tools.

The University Council on Teacher Education must review any change to a teaching major or minor leading to secondary undergraduate teacher licensure. Any change to a graduate program needs to be reviewed by the University Graduate Council before coming to the University Curriculum Committee. All substantive program proposals must receive the approval of the University Curriculum Committee and the Faculty Senate.

5.4 – DISCONTINUANCE OF A PROGRAM OF STUDY AND DISBANDING OF DEPARTMENTS

The University Curriculum Committee does not examine proposals for program discontinuance. Administrative decisions to discontinue programs that will require the disbanding of departments, adversely or critically affecting faculty, are made only after an extensive program review that follows the process outlined in [PPM 1-14a](#) has been conducted. This policy defines the role of the faculty and the Faculty Senate when a program has been recommended for discontinuance or when modifications have been recommended which would adversely or critically affect a program or academic unit.



5.5 – DEADLINE FOR SUBSTANTIVE PROGRAM PROPOSALS

Substantive program proposals need to be submitted, reviewed, and approved by UCC by the January meeting and Faculty Senate by the February meeting to make changes for the following year’s catalog.

Changes requiring additional approvals (e.g., new concentrations, emphases, or majors) beyond Faculty Senate (e.g., Board of Trustees, etc.) require additional time. It is the originator’s responsibility to submit proposals with sufficient time to complete all approval steps. It is recommended these proposals be approved by UCC at or before the November meeting.

5.5.1 - APPROVAL PROCESS FOR SUBSTANTIVE PROGRAM CHANGES

Step 1: Originator

Step 2: Department Chair (or Program Director if applicable)

Step 3: College Curriculum Committee

- a. Then to CTE Director (if applicable - If you desire this course to be considered for Perkins (Career Technical Education) funding please check this box, (even if you know it is not currently eligible but you are working toward that end). Call CTE @ x3473 if you have questions.)

Step 4: Dean of College

- a. Notification goes to Bibliographer
 - b. Courses with a teaching designation then also need to be approved by the University Council in Teacher Education
 - c. Graduate courses then need to be approved by Graduate Council
- Step 5: University Curriculum Committee

Step 6: Faculty Senate Executive Committee

Step 7: Faculty Senate

- a. If program name change: President's Council, Board of Trustees, Institutional Effectiveness Catalog Finalization
- b. If assessment data used – Assessment
- c. If learning outcomes changed – Office of Institutional Effectiveness

Step 8: Catalog Implementation

Step 9: CatTracks Implementation

5.6 – GRADUATE DEGREE PROGRAMS (must be approved by Graduate Council before being submitted to the University Curriculum Committee)

Graduate Program Guidelines can be found at <https://www.weber.edu/graduate-degrees/> Below are considerations before undertaking a proposal for a graduate degree:

- Demonstrated student and community demand (e.g., expansion of existing curriculum, evidence from enrollment data at another USHE institution, letters of support from local businesses and government entities stating a need for people with this type of degree, etc.). Open-ended survey data are not sufficient. Demand should be sustainable and consistent with average WSU enrollment levels.
- Faculty Sufficiency, including appropriate degree qualifications as outlined in [PPM 8-11, 4.2, Minimum Degree Requirements](#).
- Budget projections consistent with student demand, faculty requirements and any other resource needs. Evidence of staff sufficiency and university-wide support as well as support from institutions within USHE.
- The curriculum is consistent with accepted standards (i.e., WSU, USHE, and accreditation). Proposals should indicate whether the new degree program(s) will be eligible for external accreditation by one or more accrediting bodies and, if so, whether this would be for the program(s) individually or as part of a larger accreditation.

5.7 – NEW PROGRAM PROPOSALS

All new programs (including concentrations, certificates, emphases, majors and minors) will need to go to the Board of Trustees and, when outside the institution's mission, to the Regents for approval. Refer to the procedures described in [R401-7](#) (see [flow chart](#)). Programs inclusive of those in R401 will have undergone institutional review, have been approved by President's Council, and have been vetted by USHE Chief Academic Officers before approval by the institutional Board of Trustees. All new programs must be submitted to Northwest Commission on Colleges and University (NWCCU) for formal recognition. No recruitment to or advertising of new programs is allowed until NWCCU accepts the proposal. All proposals for new programs must complete the appropriate R401 template (see the R401 templates modules in the University Curriculum Committee canvas course).

Complete details for submitting proposals can be found in Utah State Board of Regents Policy R401, Approval of New Programs, Program Additions or Program Changes, available at <http://higheredutah.org> (click on Utah System of Higher Education at the top of the page and then click on Policies, Section 4 - Academic Affairs). New programs may not be entered into the new catalog until they are approved by the Board of Trustees.

5.7.1 – APPROVAL PROCESS FOR NEW PROGRAMS (including certificates and/or new emphases)

Step 1: Originator a. R401 form must be included for new programs and new certificates.

Step 2: Department Chair (or Program Director if applicable)

Step 3: College Curriculum Committee

a. Then to CTE Director (if applicable - If you desire this course to be considered for Perkins (Career Technical Education) funding please check this box, (even if you know it is not currently eligible but you are working toward that end). Call CTE @ x3473 if you have questions.)

Step 4: Dean of College

a. Courses with a teaching designation then also need to be approved by the University Council in Teacher Education

b. Graduate courses then need to be approved by Graduate Council Notification goes to bibliographer once the dean has approved

Step 5: University Curriculum Committee

Step 6: Faculty Senate Executive Committee

Step 7: Faculty Senate a. Bibliographer - if additional library support is needed

Step 8: President's Council

a. Then to Utah State Board of Education if required

Step 9: Board of Trustees

Step 10: Institutional Effectiveness

Step 11: Catalog Implementation

Step 12: NWCCU

a. Once NWCCU has approved the proposal, the department may begin to advertise the new program

Step 13: CatTracks Implementation

Step 14: Catalog Finalization

5.8 – BACHELOR OF INTEGRATED STUDIES (BIS) EMPHASIS APPROVAL PROCESS

BIS emphasis programs of study can be developed in two formats. 1) Department predetermined BIS emphasis program of study, which is a fixed program of study as outlined by the department or 2) Contractual emphasis program design which is a BIS emphasis program of study that is co-developed with the relevant department chair and the BIS Program Director. This format does not need to go through Curriculog.

5.8.1 – All new predetermined BIS emphasis proposals must be submitted to Curriculog using the BIS New Emphasis Form, and need to be approved by the Department Chair, Dean, and the BIS Program Director, with deadlines as stated in 5.2 nonsubstantive program proposal deadlines.

5.8.2 – Changes to a predetermined BIS emphasis must be submitted to Curriculog using the BIS Emphasis Change Form, and need to be approved by the Department Chair, Dean, and the BIS Program, with deadlines as stated in 5.2 nonsubstantive program proposal deadlines.

SECTION 6 – COURSE NUMBERING AND ATTRIBUTES

Revised: 04-12-2024

- 6.1 1000-2000 Level Courses
- 6.2 3000-4000 Level Courses
- 6.3 5000 Level Courses
- 6.4 6000 Level Courses
- 6.5 Mixed Level Courses
- 6.6 Course Numbering System
- 6.7 Program Attributes
- 6.8 Approval Process for Program Attributes

6.1 – 1000-2000 LEVEL COURSES

1000 and 2000 level courses deal with fundamental concepts or introductory material and are preparatory courses that provide foundational material for specialized courses. These courses are normally suited for a wide variety of student backgrounds. It is suggested that 2000 level courses be more specific and detailed than 1000 level courses while retaining the broad overview concept. In programs shorter than baccalaureate degrees, some 2000 level courses may be much more specific.

6.2 – 3000-4000 LEVEL COURSES

Normally 3000 and 4000 level courses serve a more homogeneous group of students in terms of interest, purpose, and direction. These courses are usually designed for majors and minors in specific disciplines. Although prerequisites may not be required, these courses should be directed toward the more central concepts of a discipline and designed so that 4000 level courses are more concentrated, narrower in scope, and involve more independent study, research and projects outside of class than 3000 level classes.

6.3 – 5000 LEVEL COURSES

5000 level courses are advanced, upper-division undergraduate courses, prerequisite or leveling graduate courses, or graduate courses. 5000-5999 level undergraduate courses may be applied toward a Weber State University graduate degree with program approval. 5000 level credit used to earn the undergraduate degree may not be counted toward a graduate degree, although students may petition a graduate program for retroactive graduate credit for courses taken as an undergraduate under certain circumstances: permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition. Such graduate credit is limited to six semester hours or two courses.

Beginning spring 2019, new graduate courses should be at the 6000 level; the 5000G designation will no longer be accepted.

The committee recommends the following uses for 5000 level courses:

- **Workshops**
- **Refresher/recertification - prerequisite:** bachelor's degree or permission of instructor.
- **Upgrading skills/recertification - specified prerequisites.** Courses would be designed to improve student knowledge or skills from a general background to a specific area or to become skilled in a related field.
- **5th year programs - specific prerequisites.** Many campuses offer bachelor's degree programs that take five years. If we develop such programs, courses normally taken in the fifth year would have 5000-level numbers. These courses could be applied toward a degree according to the following guidelines:
 - **Bachelor's degree** - Students may use 5000 level courses toward a bachelor's degree as approved by the academic advisor in the major and the instructor.
 - **Master's degree** - The committee recommends that no more than 25% of the total master's degree credit hour requirements be from any combination of 3000, 4000 and 5000 level courses.

6.4 – 6000 LEVEL COURSES

6000 level courses are considered graduate level courses. 6000 level courses are typically not available to undergraduates, see CPPM 6.5. 6000 level graduate course credit for professional experience or certifications is not possible, although prerequisite or leveling requirements for 6000 level courses may be waived by the graduate program.

6.5 – MIXED LEVEL COURSES

Mixed level courses are those taught at different academic levels (e.g., 2000/4000, 4000/6000, or 5000/6000). The syllabi need to show appropriate assignments for the different levels. Graduate level courses may only be scheduled concurrently with undergraduate courses when there are substantially different course requirements for graduate students, reflecting a degree of academic rigor appropriate to graduate-level study.

6.6 – COURSE NUMBERING SYSTEM

Course numbers may not be re-used. When proposing a new course or a course number change, ensure the course number is available. Lower division and upper division course numbers will not be made equivalent in the Student Information System and vice-versa. Do not submit separate new course proposal and deletion forms to request a course number change; use the appropriate course revision form (substantive or nonsubstantive).

- 0010-0990 Non-credit or Remedial (do not satisfy requirements for all degree types & are nontransferable).
- 1000-1990 Freshmen (lower division)

- 2000- 2990 Sophomore (lower division)
- 3000-3990 Junior (upper division)
- 4000- 4990 Senior (upper division)
- 5000-5990 Post-Baccalaureate
- 6000-6990 Master's Degree

Undergraduate Reserved Course Numbers:

- 2970/4970 (reserved for future use)
- 2980/4980 (reserved for future use)
- 3980 Interdisciplinary
- —800 Individual Research
- —810 Experimental
- —830 Directed Readings
- —860 Practicum
- —890 Coop Work Experience
- —920 Workshops and Special Conferences
- —950 Field Trips
- —990 Seminars

Graduate Reserved Course Numbers:

- 6800-6899: Graduate seminars (including methodology and research seminars)
- 6900-6999: Directed reading, individual projects, thesis, etc.
- 6970-6979: Master's thesis research
- 6980-6989: Master's thesis faculty research consultation
- 6990: Master's thesis continuing registration
- 7600-7899: Advanced graduate seminars
- 7900-7969: Doctoral independent study, special topics, etc.
- 7970-7979: Doctoral dissertation and/or project research
- 7980-7989: Doctoral dissertation faculty research consultation
- 7990: Doctoral dissertation continuing registration

6.7 – PROGRAM ATTRIBUTES

6.7.1 – Definition

Program attributes are short acronyms embedded in the course title that identify specific elements of content and/or pedagogy within a course. Content refers to a focus on agreed-upon outcomes. Pedagogy refers to a focus on use of specific types of instructional approaches or strategies.

The purpose of the attributes is to support the organizational mission by increasing:

- (i) Advising transparency for students
 - a. Identify required course work such as General Education or Diversity courses.
 - b. Identify specific content and pedagogy that may inform appropriate course selection.

- (ii) Institutional identification by making visible engagement in specific learning outcomes and high impact practices, particularly for underrepresented students.
- (iii) Facilitation of interdisciplinary study and University curriculum initiatives.
- (iv) Third party recognition of University accomplishments, such as Carnegie Foundation recognition of the Center for Community Engaged Learning (CCEL) attribute.
- (v) Leverage for graduates in applying to graduate school or for employment, by defining attributes on the back of transcripts and/or offering certificates or recognitions for completing a given number of courses.

The scope of an attribute may be limited to courses within a specific department or college, or inclusive of courses across the University. A single course may not hold more than three attributes.

6.7.2 – Requesting and Monitoring Program Attributes

Requests to offer a new program attribute are submitted through Curriculog to centralize data and manage the approval process.

The Faculty Senate Executive Committee will review an annual inventory of all active attributes. The organization sponsoring the attribute is responsible for providing a report summarizing the total number of active attribute courses that were taught, number of courses that renewed the attribute, number of courses newly approved, and number of courses that dropped the attribute during the previous academic year. This report is due to the Faculty Senate Chair by March 31st.

The Faculty Senate may discontinue an attribute that is no longer supporting the organizational mission.

6.7.3 – Process for Approving Courses to have a Specific Attribute

The campus organization that applies for the attribute and receives approval is responsible for approving course attribute requests, monitoring renewals, and removing an attribute from a course. Campus organizations offering attributes will use Curriculog for proposal submissions to facilitate institutional tracking.

6.8 – APPROVAL PROCESS FOR PROGRAM ATTRIBUTES

- Step 1: Originator
- Step 2: Department Chair
- Step 3: Registrar
- Step 4: UCC Chair
- Step 5: College Curriculum Committee (applicable if restricted to certain college or department)
- Step 6: Program Director (applicable if Program Attribute area = Content goes to Program Director)
- Step 7: Dean

Step 8: Graduate Council (applicable if graduate program attribute)

Step 9: UCC

Step 10: Executive Committee

Step 11: Faculty Senate

Step 12: Catalog

Step 13: Course Schedule Notification

SECTION 7 – WORKSHOPS

Revised: 04-12-2024

7.1 Definition of Workshops

7.2 Workshop Restrictions and Requirements

7.3 Workshop Deadlines

7.4 Workshop Form

7.1 – DEFINITION OF WORKSHOPS

Workshops are intensive courses that focus on techniques and skills in a particular field. Many workshops are self-contained and may have little outside work required of the participants. They typically augment the curriculum with time-sensitive knowledge and are flexible in their design.

7.2 – WORKSHOP RESTRICTIONS AND REQUIREMENTS

Upon approval, a workshop may be taught for no more than two calendar years from when it is first taught.

At the Curriculum Chair's discretion, the workshop proposal can require review and approval of the full Curriculum Committee.

An outline and schedule of the proposed workshop should be provided, along with the days and hours the workshop is held and a summary of workshop assignments.

Workshops have a specific numbering system set forth by the Board of Regents. They fall under an independent study designation with the numbering of 2920, 4920, 5920, and 6920. The specific designations for these numbers are workshops, festivals, and institutes from 1-5 credit hours (R470).

To determine if the workshop designation is appropriate, the following criteria must be met:

1. Workshops are not part of a permanent curriculum.
2. The intended purpose is to augment the curriculum.
3. Workshops would not be required for graduation.
4. The format is normally a shortened intensive time period, or the workshop addresses the needs of a unique population.

For each hour of credit, there should be a minimum of fifteen contact hours (50 min. periods) with significant outside work, or a minimum of 22.5 contact hours with little or no outside work.

7.3 – WORKSHOP DEADLINES

The Chair and Vice-Chair of the University Curriculum Committee are authorized to approve all workshops. All workshops offered for credit must be approved prior to their beginning date.

7.4 – WORKSHOP FORM

Workshop proposals require completion of the Workshop Proposal form, available in Curriculog. An outline and schedule of the proposed workshop should be provided, along with the days and hours the workshop is held and a summary of workshop assignments. A syllabus of the proposed course must also be attached.



SECTION 8 – EXPERIMENTAL COURSES

Revised: 04-12-2024

- 8.1 Definition of Experimental Courses
- 8.2 Deadline for Experimental Courses
- 8.3 Experimental Course Proposal Form
- 8.4 Restrictions and Requirements for Experimental Courses
- 8.5 Approval Process for Experimental Courses

8.1 – DEFINITION OF EXPERIMENTAL COURSES

Experimental courses are innovative or pilot courses exploring new educational offerings, subject, or methods, and differing from the standard curriculum format.

8.2 – PROPOSAL DEADLINE AND EXPIRATION OF APPROVED EXPERIMENTAL COURSE TITLES

Experimental course titles must be proposed in Curriculog prior to the start of the term for which the title will be offered. Experimental titles proposed for a term which has already begun may be rejected. Approved experimental titles will be added to the current and following year's catalog and may be offered during those two years without restriction. After two years, the title will be removed from the catalog and the title may not be used again. Departments proposing multiple experimental titles under the same course number must submit an experimental course proposal for each title.

8.3 – EXPERIMENTAL COURSE PROPOSAL FORM

Experimental course proposals require completion of the New Experimental Course Proposal form in Curriculog. A syllabus of the proposed course must also be attached to the proposal. Experimental title proposals submitted on the incorrect form may be rejected.

8.4 – RESTRICTIONS AND REQUIREMENTS FOR EXPERIMENTAL COURSES

No course may be taught experimentally if it has previously been rejected by the University Curriculum Committee as a regular course offering. Only experimental titles approved and published in the university catalog may be offered.

Experimental courses will expire after two years and may not be taught again as experimental courses. The course may be resubmitted to University Curriculum Committee as a new course proposal with its own course number at any time. While a successful offering as an experimental course may be considered as evidence for later creation of a regular course offering, the University Curriculum Committee is not bound by the previous offering and will consider the submission on its merits. 1810, 2810, 3810, 4810, 5810, and 6810 course numbers are reserved for experimental courses. Only x810 course numbers will be used for experimental courses, and x810 course numbers will not be used for any other courses.

It is the responsibility of the department to designate on the scheduled sections the approved experimental title based on the course title and description listed in the current university catalog. Any 1810, 2810, 3810, 4810, 5810, and 6810 experimental course sections scheduled with titles that do not align with the current course catalog may be deleted or removed from the class schedule.

Programs may allow students to use no more than 5 different experimental courses to fulfill degree requirements. It is the department's responsibility to ensure students are registered for different titles, and not repeating the same course content. Experimental courses will be 1-6 variable credit. It is the department's responsibility to indicate the appropriate credit hours on the section as approved on the Experimental Course proposal form in Curriculog and as indicated in the course's description in the current catalog.

Experimental courses may not be cross-listed.

8.5 – APPROVAL PROCESS FOR EXPERIMENTAL COURSES

Step 1: Originator

Step 2: Department Chair (or Program Director if applicable)

Step 3: Dean of College

Step 4: University Curriculum Chair

Step 5: Student Information System (SIS) Implementation

Step 6: Catalog Implementation

SECTION 9 – VARIABLE TITLE COURSES

Revised: 04-12-2024

- 9.1 Definition of Variable Title Courses
- 9.2 Deadline for Variable Title Courses
- 9.3 Variable Title Course Proposal Form
- 9.4 Approval Process for Variable Title Courses

9.1 – DEFINITION OF VARIABLE TITLE COURSES

Variable title courses are courses that allow for diverse topics to be offered under a single course prefix and number. When offered, these courses have colons in their titles, such as:

HIST 4720 Special Issues and Topics in European History: The French Revolution or
PHIL 4450 Great Thinkers of Philosophy: Mary Wollstonecraft

The part of the title that precedes the colon is the overarching course title, which requires initial approval via the regular substantive new course approval process. Once an overarching course has been approved, new subtitles can be approved as a nonsubstantive item and submitted in Curriculog using the Variable Title Change Proposal form, along with a topical outline of the course. The nonsubstantive subtitle listed after the colon indicates the particular emphasis being offered during a specific semester or term and will appear on student transcripts. Space limitations frequently require that overarching course titles be abbreviated.

9.2 – DEADLINE FOR CHANGING EXISTING VARIABLE TITLE COURSES

The Chair or Vice-Chair of the University Curriculum Committee is authorized to approve all variable titles. All variable titles must be approved prior to their beginning date.

Once a subtitle has been approved it becomes part of the department curriculum and may be offered by the department as needed without further approval.

Subtitle changes for approved general education courses must be submitted as substantive changes using the appropriate Substantive Course Proposal form.

9.3 – VARIABLE TITLE COURSE PROPOSAL FORM

A **new** course proposed as a variable title course requires the completion and submission of the New Course Proposal form, found in Curriculog. If only the variable title/subtitle of an existing course is changing, the Variable Title Change Proposal form is used.

9.4 – APPROVAL PROCESS FOR AN EXISTING VARIABLE TITLE COURSE

