



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

**Policy # 6.8.2**  
**Date Approved: 03/28/03**  
**Date Amended: 01/13/12**  
**Reviewed w/no Changes:**  
**Office of Responsibility: Prov**  
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**SUBJECT: UNDERGRADUATE AND GRADUATE CURRICULUM  
DEVELOPMENT AND REVISION – PROPOSING NEW CURRICULUM OR  
CURRICULUM CHANGES**

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

**II.** REFERENCES

SUU Policy and Procedures 6.8 Development and Revision of Curriculum:  
Introduction

SUU Policy and Procedure 6.81. Undergraduate Curriculum Committee Membership  
and Role

SUU Policy and Procedure 6.50 Graduate Council and University Graduate  
Curriculum Committee (GC and UGCC)

**III.** POLICY:

1. General

- A. Curriculum change process information and forms are available on the Provost's Office website. Curriculum changes begin with approval of a proposal by the Department Curriculum Committee (DCC). The University Undergraduate Curriculum Committee (UUCC), the University Graduate Curriculum Committee (UGCC) and/or the Associate Provost's Office 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 UGCC 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 or UGCC chair.
- D. The UUCC or UGCC approves proposals or returns them to the department, via the CCC, with recommendations.
- E. Curriculum proposals approved by the UUCC or UGCC are forwarded to the Provost. The Provost then has thirty days to endorse the



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proposal or notify the UUCC or UGCC of a formal review. If the Provost does not act within thirty days, the proposed action becomes University curriculum.

2. 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/co-requisites
- Changes in course sequencing
- Changes to existing course descriptions
- Consolidations
- Deletions
- Method of grading i.e., from P/F to letter grade or vice-versa

1. Consent changes are submitted on the 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 or UGCC for consent action. The UUCC or UGCC 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 status
- Changes that may be in conflict or competition with courses or programs of other departments.
- Changes in university requirements for degrees



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1. Substantive changes are submitted on the Curriculum Proposal Form, acted upon by the DCC and CCC, then submitted for action to the UUCG or UGCC.
  
- 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, UUCG or UGCC and then forwarded to the Provost for action.
  
3. 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.
  
  - 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 approval by the SUU Board of Trustees and action by the Board of Regents will be submitted to the DCC 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 or, an appropriate Department committee, 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.



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- 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 or UGCC. If a curricular change affects teacher education, coordination with the Professional Education Coordinating Committee (PECC) is expected following approval by the CCC.
4. Criteria for course decisions. The curricular committees (DCC, CCC, and UUCC or UGCC) will consider criteria which may include but is 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 and/or experiential requirements
- C. Pedagogical considerations
- general academic merit
  - evidence of variation in teaching/learning methodologies
  - 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 and learning outcomes



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- 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 and potential for global engagement
- 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
  - strengthens professional fields of study
  - capitalizes on emerging fields of study
5. 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);



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- 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
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;



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- d. reasoned and relevant explanation for substantive duplication when duplication appears to exist; and
    - e. compliance of the proposal with the UUCC or UGCC 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 or UGCC. 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 or UGCC
    - a. Circulate a list of all new courses, changes or deletions to the members of the committee and post the list in advance of committee meetings to the UUCC's or UGCC'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



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committee agenda within 30 days of receipt.

2. New Program Proposals
  - a. The UGCC or UGCC will review new programs, make recommendations, and forward all proposals to the Provost.
  - b. Some new program proposals or changes will need Board of Trustee or Board of Regent's action. Refer to Regent's policy R-401 for further information.